



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

AUGMENTED BENCHMARK EXAMINATION GRADES 5 AND 7 SCIENCE

APRIL 2015 ADMINISTRATION

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INTRODUCTION

The purpose of this Report Interpretation Guide is to provide district and school personnel with information on how to interpret and use reports related to the April 2015 administration of the Augmented Benchmark Examination. This Report Interpretation Guide provides general information about the components of the Augmented Benchmark Examination, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the Augmented Benchmark Examination. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

Note: Students coded as “LEP student less than one year in the U.S.” will receive Individual Student Reports and will be included on the roster reports but will not be included in any class or school averages or in summary data.

OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the *Arkansas Science Curriculum Framework*, as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

The Augmented Benchmark Examination is the result of years of intensive test development efforts. All test questions on the Augmented Benchmark Examination align with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks.

The goals for the ACTAAP are to

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data; and
- assist policy makers in decision-making.

FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the Augmented Benchmark Examination and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

1. Who is required to take the Augmented Benchmark Examination?

The Augmented Benchmark Examination should be administered to **all** students enrolled in grades 5 and 7 who are eligible for testing under standardized conditions, with or without accommodations. If a student's IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment for Students with Disabilities*.

2. There is too much testing required by the state. How are teachers supposed to have time for instruction?

The Arkansas Department of Education requires norm-referenced tests (NRT) and criterion-referenced tests (CRT) to be administered. In past years the CRT and NRT components for grades 5 and 7 were separate tests. Beginning with the 2007–2008 school year, the CRT and NRT components for grades 5 and 7 were combined into a single augmented CRT called the Augmented Benchmark Examination. This year, the NRT component is comprised of the *Iowa Tests of Basic Skills*®. Utilizing an augmented CRT instead of a separate NRT and CRT offers several benefits, including the following: 1) single testing period and earlier availability of test results; 2) single score report providing both NRT and CRT results of student performance; 3) technically sound levels of reliability, validity, and fairness, based on the extensive research that underlies both the CRT and NRT item sets; and 4) continued use of existing test designs, vertical scales, and proficiency levels. The Augmented Benchmark Examination requires two partial days of testing.

The Augmented Benchmark Examination is part of the overall plan for education within the state and is to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district. Research has shown that instruction is actually enhanced if there is focused, content-specific assessment at regular intervals with accurate and timely feedback.

3. The test takes too long. Why does this test take so much longer than other tests?

The Augmented Benchmark Examination requires two partial days of testing. The Augmented Benchmark Examination contain open-response items in Science, which require ample time for students to respond as completely as possible. The inclusion of open-response items in the Augmented Benchmark Examination is directly related to the curricular goals outlined within the *Arkansas Science Curriculum Framework*.

For answers to other questions regarding the Augmented Benchmark Examination, please contact:

Office of Student Assessment
Arkansas Department of Education
Four Capitol Mall, Room 305B
Little Rock, AR 72201-1071
Telephone: 501-682-4558

MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

In real life, individuals are judged on a multitude of performances on a daily basis. In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. To put it simply, if you want to improve individual performance, you need to identify the areas in which need is apparent. In the educational measurement setting, this has been termed “multiple measures.” The underlying thinking of multiple measures is basic common sense: in order to improve learning, individually or collectively, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. Multiple measures are often categorized by classifying each measure as “quantitative” versus “qualitative.” A quantitative measure implies that a number or rating can be associated with the measurement while a qualitative measure implies that the measurement is more decision-based or anecdotal, relying on information and insights provided by an individual or group of individuals. The following describes the types of measurements that might fall into the quantitative versus qualitative categories:

Quantitative

- Criterion-referenced test results (e.g., Augmented Benchmark Examination)
- Norm-referenced test results
- Classroom test results (current and past)

Qualitative

- Classroom work in the subject area or related subject area (current and past)
- Teacher observations (current and past)
- Any other pertinent student measures related to the subject area and/or to student testing issues

In attempting to develop any plan for educational improvement for an individual student or groups of students, it is necessary to know where you are (establish a baseline), determine where you need to be (establish a goal or end result), determine the path (establish an implementation plan or model), determine how you are going to get there (establish what resources are necessary), and determine how you will know when you have arrived (establish measures of success). In order to develop an educational improvement plan that can be demonstrated to be effective, educators will need to use the quantitative and qualitative information from the sources listed above as well as other resources.

USING THE AUGMENTED BENCHMARK EXAMINATION RESULTS

The reports for the Augmented Benchmark Examination at grades 5 and 7 provide parents, students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas Curriculum Frameworks. The most important use of these data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at a proficient or advanced level on the test. An asterisk listed next to the student’s name on the Class Roster Report: CRT Scores and the School Roster Report: CRT Scores shows that the student did not perform at grade level in at least one section, and the individual student scale score and performance level shows the subjects in which the student did not attain a level of at least proficient.
- For those students who did not perform at or above the proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined in the Arkansas Curriculum Frameworks.

DISSEMINATING THE 2015 AUGMENTED BENCHMARK EXAMINATION RESULTS AND CONCLUSION

DISSEMINATING THE AUGMENTED BENCHMARK EXAMINATION RESULTS

Make a complete and thorough analysis of the results as soon as possible. After the report forms have been received and the results have been reviewed by district staff, disseminate the results to students, parents, teachers, counselors, and others who may play a role in individual student education. The following suggestions may be helpful:

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), Class Roster Reports, School Roster Reports, School Summary Reports, School Profiles, and School Item-by-Item Selections of Correct Answers as soon as possible.
- Send the student (home) copy of the Student Report to the parents with an accompanying letter from the principal emphasizing the importance of the Student Report. This will likely generate numerous questions from interested parents. At the next PTA/PTO or other parent meeting, discuss the Augmented Benchmark Examination results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the Student Reports and Class Roster Reports.
- Summarize information from the School Roster Reports, School Summary Reports, and School Profiles, or through a newsletter or pamphlet, present information to school board members, school or district advisory committees, parent advisory groups, or other interested individuals.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).
- Communicate to teachers and administrators, by letter or report, a list of the skills with the lowest performance by students.

CONCLUSION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of testing instruments that are directly linked with the Arkansas Curriculum Frameworks. Improving student performance on the Augmented Benchmark Examination is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the Augmented Benchmark Examination in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

OVERVIEW OF THE AUGMENTED BENCHMARK EXAMINATION REPORTS

Reports of results for the Augmented Benchmark Examination are sent to districts to provide information about student performance. Samples of the Student Report, Student Label, Class Roster Report, School Roster Report, School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers are provided in this guide. A description of each report immediately precedes the report samples.

On the School Roster Report, School Summary Report, and School Item-by-Item Selections of Correct Answers, students are reported by group. Reports do not include data for 1st Year LEP students except where noted. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the April 2015 administration of the Augmented Benchmark Examination.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the April 2015 administration of the Augmented Benchmark Examination excluding those students who were identified as having enrolled in the school or moving between schools after October 1, 2014.
- **General Population**—All students excluding those who were identified with an Exceptional Student Identification (ESI) code (IEP students), as LEP, and/or as Highly Mobile. Students identified as Gifted and Talented and/or as eligible for Free and/or Reduced Lunch are included in the General Population report unless they have also been identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students**—Students identified with an ESI code (see page 23 for a listing of the ESI categories) which identifies them as participating in a specific educational program. Students who were identified with more than one ESI code are reported in the Multiple Disabilities category.
- **LEP Students**—Students identified as Limited English Proficient (LEP).
- **Monitored Former LEP Students—Year 1**—Students identified as Year 1 Monitored Former LEP.
- **Monitored Former LEP Students—Year 2**—Students identified as Year 2 Monitored Former LEP.
- **1st Year LEP Students** (appears only on the School Roster Report)—Students identified as Limited English Proficient and who have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified as Gifted and Talented.
- **Highly Mobile Students**—Students identified as having enrolled in the school or moving between schools after October 1, 2014.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

THE 2015 AUGMENTED BENCHMARK EXAMINATION REPORTS

On the Combined Population and General Population summary reports, the groups are further broken down for the following student sub-groups.

- **All Students**—Includes all students in the group being reported.
- **Gender**—Results are reported separately for females and males. Students whose demographic information did not include gender or those for whom both options were marked are not reported in this sub-group.
- **Ethnicity**—Results are reported separately for ethnicity (Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black, White, Two or More Races, and Not Indicated). Students who were identified as Hispanic and any additional ethnicity code are reported as Hispanic. Students who were identified with two or more ethnicity codes not including Hispanic are reported as Two or More. Students whose demographic information did not include ethnicity are reported under Not Indicated.
- **Gender/Ethnicity**—Results are reported for females within each ethnic group and for males within each ethnic group. Students whose answer documents contained multiple marks for gender or students whose demographic information did not include gender or ethnicity are reported under Not Indicated.
- **Migrant**—Results are reported for students in each group who were also identified on their answer documents as migrant.

Student name and birth date, classroom/group name, school and district name, and school and district LEA number are printed on the reports according to what was coded on the student answer documents and/or provided by eSchoolPLUS and coded on the Classroom/Group Information Sheet.

Note: The data and the scale score information provided in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in this Report Interpretation Guide. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.

STUDENT REPORT

The Student Report is a one-page, two-sided report. All pages (1–2) of the Student Report provide information specific to the student listed. The bottom of page 2 also continues to provide information and resources on how to help the student to achieve. The Overall Test Results are shown on page 1. The four performance levels (advanced, proficient, basic, and below basic) and the cut scores associated with Science are shown. The student’s scale score and performance level for Science Results are listed on the left side of page 1. A table with each science strand listed in the left column is provided on the right side of page 1. The strands directly align with the *Arkansas Science Curriculum Framework*. The total number of multiple-choice and open-response points for each strand is shown in the last two columns along with the number of raw score points achieved by the student. The *Iowa Tests of Basic Skills*® (NRT Score) information is located on the top of page 2. The table shows the total number of NRT science items possible and the number of items the student answered correctly. The student’s national percentile rank is illustrated in a bar graph underneath the table.

STUDENT LABEL

Each school will receive a Student Label for each student’s permanent record or transcript kept on file at the school. The left side of the Student Label includes the student’s name and date of birth. It also includes the student’s CRT total scale score (SS) with the student’s associated performance level. The right side includes the Standard Score (SS), National Stanine (NS), and National Percentile Rank (NPR) for the ITBS. A sample of the Student Label is provided below.

Arkansas Augmented Benchmark Examination			Iowa Tests of Basic Skills® Norm-Referenced Test (NRT)			
Date of Test: April 2015						
THOMAS SMITH			Grade: 05			
DOB: 04-13-2004						
Arkansas School District (99-99)						
Arkansas School (99-99-999)						
	<u>SS</u>	<u>Performance Level</u>		<u>SS</u>	<u>NS</u>	<u>NPR</u>
Science	240	PRO	Science	580	5	60

STUDENT REPORT (PAGE 1)



ARKANSAS
DEPARTMENT
OF EDUCATION

STUDENT REPORT
ARKANSAS AUGMENTED BENCHMARK EXAMINATION

For the Family of
SAMUEL SMITH

Grade: 5
Test Date: April 2015
Birth Date: 08-23-2005
School Name: Arkansas Elementary School (99-99-999)
District Name: Arkansas School District (99-99)

Dear Family,

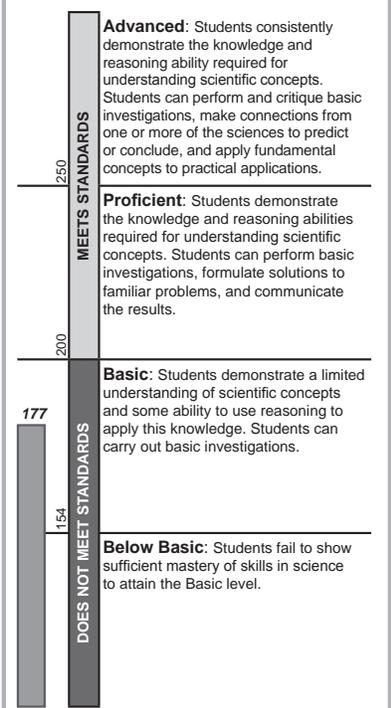
Recently, Samuel participated in the Arkansas Augmented Benchmark Examination in Science. Each year, Arkansas students in grades 5 and 7 take the Arkansas Augmented Benchmark Examinations, which assess the Arkansas Curriculum Frameworks and provide national norm-referenced information.

This report summarizes Samuel's test results for the Arkansas Augmented Benchmark Examination as well as the *Iowa Tests of Basic Skills® (ITBS®)*. It is important to keep in mind that information on the Student Report is only one source of information about the progress your student is making in school. Grades, classroom work, and other test results should also be reviewed to get a more complete picture of your student's progress.

Sincerely,
Johnny Key
Commissioner of Education

Overall Test Results

Science Scale Score



Samuel's score of 177
is at the **Basic** level.

School Average Score	220
District Average Score	215
State Average Score	205

Science CRT* Raw Score by Strand

*CRT is a criterion-referenced test, which is designed to demonstrate student proficiency on the learning standards of Arkansas.

The table below shows the number of points your student scored in each of the Science skill areas.		Multiple-Choice	Open-Response
SCIENCE STRANDS	Nature of Science Students shall demonstrate an understanding of the inquiry process through the nature of science; explore, demonstrate, communicate, apply, and evaluate the knowledge of the nature of science; and demonstrate an understanding of the connections and applications of the nature of science.	2 of 5	5 of 8
	Life Science Students shall demonstrate an understanding of life science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems; and demonstrate an understanding of the connections and applications in life science.	6 of 11	12 of 16
	Physical Science Students shall demonstrate an understanding of physical science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of physical science; and demonstrate an understanding of the connections and applications of physical science.	7 of 12	5 of 8
	Earth and Space Science Students shall demonstrate an understanding of the inquiry process through the study of earth and space systems; explore, demonstrate, communicate, apply, and evaluate knowledge of the properties of earth and space systems; and demonstrate an understanding of the connections and applications of earth and space systems.	8 of 12	5 of 8

NA = The student did not attempt to answer the item. A score of "0" (zero) is assigned.

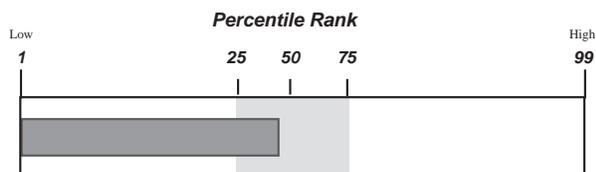
Your student's total scores reported for Science are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE website at the **Testing** link.

STUDENT REPORT (PAGE 2)

Iowa Tests of Basic Skills® (NRT Score)

	Science
Number Possible/Correct	30/18
Standard Score	580
National Percentile Rank	40
National Stanine	5
Normal Curve Equivalent	58.2

The *Iowa Tests of Basic Skills® (ITBS®)* is a norm-referenced test (NRT). The NRT is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your student's academic achievement compares to a representative sample of students in the same grade. The national average percentile rank score on the NRT is 50. The NRT rank your student receives is not used for accountability.



Samuel ranks in the 40th percentile in Science, which means Samuel performs as well as or better than 40 percent of a nationally tested sample.

What Additional Resources Are Available?

Additional information is available online at the Arkansas Department of Education website:
<http://ArkansasEd.org/>
 or contact the Office of Student Assessment at 501-682-4558.

Under **DIVISIONS** at the **Learning Services** link, click on **Curriculum and Instruction**. Click on **Curriculum Framework Documents** and then click on **Science** to locate the Curriculum Framework mentioned in the Commissioner's letter on the front of this report.

At the **Parents** link you will find a variety of documents of interest to parents.

Testing resources can be found on the **Home Page** by scrolling down to **Assessment** then selecting **Science**. Select the **Augmented Benchmark Examinations for Science** link in the first paragraph to find the following assessment materials.

Released Item Booklets

These contain actual test items from previous examinations.

Teacher Handbooks

These handbooks are designed to demonstrate how the open-response items are scored. Sample student papers with scoring explanations are included for science.

Report Interpretation Guides

These guides contain components of the Augmented Benchmark Examinations, the purpose of the program, answers to frequently asked questions, samples of all Augmented Benchmark reports, and information about how to interpret reports.

CLASS ROSTER REPORT: CRT SCORES

The Class Roster Report is a single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the April 2015 Augmented Benchmark Examination. The class name appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, district and school LEA number, and classroom/group name. A sample of this report is provided on the following page.

The Class Roster Report provides school and district staff with information on how students within a specific class or group performed on the Augmented Benchmark Examination. The following information is included on the Class Roster Report: CRT Scores:

- The Combined Population: Mean Scale Scores for the school, district, region, and state in Science are provided and can be used as comparative data.
- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Science.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Augmented Benchmark Examination results for each student provided in the columns that follow. All of the CRT information provided on the Individual Student Report is also provided for each student on the Class Roster Report (e.g., performance level, scale score, skill area information).
- Students who did not attain the proficient or advanced level in Science are indicated with an asterisk next to their names.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- Following the listing of students, the class average for each skill area is provided. Class averages do not include 1st Year LEP student scores.
- The mean scale scores for the school, district, region, and state are provided and can be used as comparative data.

A student is required to have attained a total scale score associated with the proficient or advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: CRT SCORES**

Date of Test: April 2015
Page: 1

COMBINED POPULATION: Mean Scale Scores for School/District/Region/State

Science	School	District	Region	State
Science	218	222	218	200

PERFORMANCE LEVEL SCALE SCORES				
Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)	
153 and below	154-199	200-249	250 and above	

District Number: 99-99
 District Name: Arkansas School District
 School Number: 99-99-999
 School Name: Arkansas Elementary School
 Class Name: PIERCE

NA = No Attempt (Zero Score)
 * = Not proficient in one or more areas
 & = Modified form adapted to Braille

Student Information		SCIENCE					
Name	Student ID #	PERFORMANCE LEVEL	SCALE SCORE	Nature of Science	Life Science	Physical Science	Earth and Space Science
ADCOCK, VICKY *	1234567890	BEL	150	5/8	11/16	12/8	12/8
ADDLER, VICKY *	2345678901	BEL	147	2/4	4/4	3/2	8/10
AMWAY, JOHN Q	3456789012	PRO	222	4/2	6/4	3/2	5/2
BANCROUN, MARV	4567890123	ADV	264	4/7	9/4	10/6	11/10
BESTER, CODY &	5678901234	PRO	240	4/6	10/4	10/2	14/10
BIYDREAM, JEAN *	6789012345	BEL	135	5/7	10/4	10/8	11/12
BYRD, JEAN *	7890123456 (L)	PRO	210	2/4	4/4	3/2	8/10
CANCRON, MARV *	8901234567 (L)	ADV	255	4/7	10/6	10/8	11/10
DREAMY, JEAN	9012345678	PRO	224	5/7	9/4	12/5	12/14
DUNKIRK, BLINEY	0123456789	PRO	220	4/6	9/6	6/7	13/13
JAMWAY, JOHN Q	2233445566	ADV	252	4/5	9/4	10/2	10/9
KIRKLEY, BLINEY	3344556677	PRO	241	3/8	12/7	10/8	13/15
SMITHLY, VICKY	4455667788	PRO	246	4/8	13/4	12/5	12/15
VEST, CODY	5566778899	ADV	258	5/3	10/8	10/6	14/6
WAYLAN, JOHN	6677889900	PRO	204	4/7	12/5	12/5	12/15
CLASS AVERAGE:			200	4/6	9/5	10/7	12/7
SCHOOL AVERAGE:			218	4/5	9/4	7/6	7/8
DISTRICT AVERAGE:			222	4/6	9/6	7/5	7/7
STATE AVERAGE:			218	4/5	9/4	7/6	7/6
			200	4/4	8/4	7/5	7/5

Averages do not include the following group: 1) 1st Year LEP Students

L: 1st Year LEP Student

SCHOOL ROSTER REPORT: CRT SCORES

The School Roster Report is a multi-page report providing a list of students for whom answer documents were returned for the Augmented Benchmark Examination and the results for those students. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following pages.

The School Roster Report provides school and district staff with information on how all students within a school performed on the Augmented Benchmark Examination. The following information is provided on the School Roster Report: CRT Scores:

- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Science.
- Results for students are reported separately by group. See pages 5–6 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Augmented Benchmark Examination results for each student provided in the columns that follow. All of the CRT information provided on the Individual Student Report is also provided for each student on the School Roster Report (e.g., performance level, scale score, skill area information).
- Students who did not attain the proficient or advanced level in Science are indicated with an asterisk next to their names.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- Following the listing of students within each group, the school average for each skill area for that group is provided. School averages do not include 1st Year LEP student scores. The state average is also provided for the Combined Population group.

A student is required to have attained a total scale score associated with the proficient or advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: CRT SCORES**

Date of Test: April 2015
Page: 1

District Number: 99-99
District Name: Arkansas School District
School Number: 99-99-999
School Name: Arkansas School

NA = No Attempt (Zero Score)
 * = Not Proficient in one or more areas
 & = Modified form adapted to Braille

PERFORMANCE LEVEL SCALE SCORES

Science Below Basic (BEL) Basic (BAS) Proficient (PRO) Advanced (ADV)
 153 and below 154-199 200-249 250 and above

PERFORMANCE LEVEL	SCIENCE SCORE	SCIENCE				
		Nature of Science	Life Science	Physical Science	Earth and Space Science	
		5/8	11/16	12/8	12/8	
	185	4/7	7/5	6/1	5/3	
	205	4/6	7/7	7/3	6/4	
	185	4/7	7/5	6/1	5/3	
PRO	229	5/8	8/9	10/0	7/8	
BAS	175	4/8	6/2	8/0	3/2	
BAS	185	5/8	6/6	5/0	7/0	
BAS	193	3/8	7/4	4/4	6/4	
BAS	170	3/4	4/6	5/2	3/4	
PRO	207	5/8	9/7	6/0	7/4	
PRO	207	4/8	9/4	8/0	7/6	
BAS	165	2/6	4/6	4/0	7/0	
BAS	178	4/8	5/3	4/0	6/4	
BAS	173	4/6	5/4	6/0	3/4	
PRO	216	5/6	8/6	10/4	7/4	
PRO	204	4/8	8/8	4/4	9/0	

Student Information—Name & Student ID #

Multiple-Choice/Open-Response Points Possible	Student ID #
COMBINED POPULATION	
SCHOOL AVERAGE:	
STATE AVERAGE:	
COMBINED POPULATION WITHOUT HIGHLY MOBILE	
SCHOOL AVERAGE:	
GENERAL POPULATION	
ADCOCK, JASON *	1234567890
ADDLER, KARIE *	2345678901
ANDERSON, MARK *	3456789012
BANCROFT, MARY *	4567890123
BEST, COURTLAND *	5678901234
BIDEN, JEAN *	6789012345
BYRD, JERRY *	7890123456
CASTRO, MARVIN *	8901234567
DREYFUS, JUSTIN *	9012345678
DUNKIRK, BOB	0123456789
JACKSON, JOHN	2233445566
KIRK, ELLIOT	3344556677

Averages do not include the following groups: 1) 1st Year LEP students

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.



Date of Test: April 2015
Page: 2

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: CRT SCORES**

District Number: 99-99
District Name: Arkansas School District
School Number: 99-99-999
School Name: Arkansas School

NA = No Attempt (Zero Score)
 * = Not Proficient in one or more areas
 & = Modified form adapted to Braille

PERFORMANCE LEVEL SCALE SCORES

Science
 Below Basic (BEL) 135 and below
 Basic (BAS) 154-199
 Proficient (PRO) 200-249
 Advanced (ADV) 250 and above

Student Information—Name & Student ID #	SCIENCE					
	PERFORMANCE LEVEL	SCIENCE SCORE	Nature of Science	Life Science	Physical Science	Earth and Space Science
GENERAL POPULATION (cont'd)						
BANCROFT, MARY * 4567890123	PRO	229	5/8	11/16	12/8	12/8
BEST, COURTLAND * 5678901234	BEL	150	3/6	6/2	3/0	4/0
BIDEN, JEAN * 6789012345	BAS	154	4/8	6/3	2/0	2/0
SCHOOL AVERAGE:		189	4/7	7/5	6/1	6/3
LEP STUDENTS						
DON, JAY * 5678901235	BAS	159	4/6	5/2	7/0	3/0
KING, ROB * 6789012365	BAS	178	4/8	6/6	6/0	4/0
LAW, MARIA * 7890123476	BAS	197	5/8	6/8	7/2	4/2
MILY, ERIN * 8901234597	BEL	144	5/2	4/4	2/0	5/0
SCHOOL AVERAGE:		170	4/7	7/5	6/1	4/1
LEP STUDENTS						
ADCOCK, JASON * 1234567890	BAS	193	3/8	9/2	5/4	7/2
SCHOOL AVERAGE:		193	3/8	9/2	5/4	7/2
1ST YEAR LEP STUDENTS						
CASTRO, MARVIN * 8901234567	BEL	144	5/2	4/4	2/0	5/0
SCHOOL AVERAGE:		144	5/2	4/4	2/0	5/0

Averages do not include the following groups: 1) 1st Year LEP students

L: 1st Year LEP Student

Date of Test: April 2015
Page: 3

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: CRT SCORES**



District Number: 99-99
District Name: Arkansas School District
School Number: 99-99-999
School Name: Arkansas School

PERFORMANCE LEVEL SCALE SCORES

Science
Below Basic (BEL) 153 and below
Basic (BAS) 154-199
Proficient (PRO) 200-249
Advanced (ADV) 250 and above

Student Information—Name & Student ID #	SCIENCE					
	PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Nature of Science	Life Science	Physical Science	Earth and Space Science
Multiple-Choice/Open-Response Points Possible		5/8	11/16	12/8	12/8	12/8
MONITORED FORMER LEP STUDENTS -- YEAR 1						
MORALES, LOUISA *	BAS	170	3/4	4/6	5/2	3/4
SCHOOL AVERAGE:		170	3/4	4/6	5/2	3/4
MONITORED FORMER LEP STUDENTS -- YEAR 2						
BYRD, JERRY	PRO	207	4/8	9/4	8/0	7/6
SCHOOL AVERAGE:		207	4/8	9/4	8/0	7/6
GIFTED AND TALENTED STUDENTS						
LOPEZ, SIMONE	PRO	229	5/8	8/9	10/0	7/8
SCHOOL AVERAGE:		229	5/8	8/9	10/0	7/8
HIGHLY MOBILE STUDENTS						
SCHOOL AVERAGE:						
FREE AND/OR REDUCED LUNCH STUDENTS						
SCHOOL AVERAGE:		182	4/7	6/5	5/1	5/2

Averages do not include the following groups: 1) 1st Year LEP students

L: 1st Year LEP Student

Date of Test: April 2015
Page: 4

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: CRT SCORES**



District Number: 99-99 **PERFORMANCE LEVEL SCALE SCORES**
District Name: Arkansas School District Below Basic (BEL) Basic (BAS) Proficient (PRO) Advanced (ADV)
School Number: 99-99-999 153 and below 154-199 200-249 250 and above
School Name: Arkansas School

NA = No Attempt (Zero Score)
 * = Not Proficient in one or more areas
 & = Modified form adapted to Braille

PERFORMANCE LEVEL	SCIENCE SCALE SCORE	SCIENCE			
		Nature of Science	Life Science	Physical Science	Earth and Space Science
		5/8	11/16	12/8	12/8
	196	4/7	7/6	7/0	7/4
	189	4/7	7/5	6/1	6/3

Student Information—Name & Student ID #

Multiple-Choice/Open-Response Points Possible
NON-ECONOMICALLY DISADVANTAGED
STUDENTS
SCHOOL AVERAGE:
NON-DISABLED STUDENTS
SCHOOL AVERAGE:

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT: CRT SCORES—OVERVIEW

The School Summary Report is a multi-page report providing student results aggregated to the school level. Eight groups are reported independently from one another (see page 5 for additional information). The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number.

Note: The District Summary Report provides district staff with summary information on how students within the district performed on the Augmented Benchmark Examination. The School and District Summary Reports are set up identically to one another, except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

SCHOOL SUMMARY REPORT—COMBINED POPULATION: CRT SCORES

The Combined Population Report gives the results for **all** students* for whom answer documents were returned for the April 2015 administration of the Augmented Benchmark Examination. Combined Population is the first group reported on the School Summary Report. A sample of this report is provided on the following pages.

The School Summary Report—Combined Population: CRT Scores provides school and district staff with summary information on how all students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student sub-groups:

- All Students
- Gender
- Ethnicity
- Gender/Ethnicity
- Migrant

Note: See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—Combined Population: CRT Scores can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
COMBINED POPULATION**

Date of Test: April 2015
Page 1

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **112**

SCIENCE	Number & Percent of Students Below Basic (BEL) 153 and below				Number & Percent of Students Basic (BAS) 154-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	8 7%	8 6%	293 13%	3,285 9%	26 23%	26 20%	667 30%	8,905 25%	46 41%	46 35%	849 36%	14,486 41%	32 29%	53 40%	423 19%	8,926 25%
Gender																
Female	5 10%	5 8%	112 10%	1,282 7%	11 21%	11 17%	333 30%	4,344 24%	21 40%	21 33%	449 40%	7,634 43%	15 29%	27 42%	220 20%	4,483 25%
Male	3 5%	3 4%	180 16%	1,975 11%	15 25%	15 22%	332 30%	4,540 26%	25 42%	25 36%	398 36%	6,833 38%	17 28%	26 38%	203 18%	4,439 25%
Ethnicity																
Hispanic	0 0%	0 0%	4 5%	247 10%	0 0%	0 0%	29 36%	860 34%	0 0%	0 0%	32 40%	1,047 41%	0 0%	0 0%	15 19%	383 15%
Asian	0 0%	0 0%	0 0%	29 5%	0 0%	0 0%	93 17%	0 0%	0 0%	0 0%	0 0%	201 37%	1 100%	1 100%	2 41%	226 41%
Native Hawaiian/ Pacific Islander	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	0 0%	17 6%	0 0%	0 0%	3 50%	70 26%	0 0%	0 0%	2 33%	121 45%	0 0%	0 0%	1 17%	63 23%
Black	7 12%	7 11%	224 20%	1,700 21%	18 31%	18 30%	413 38%	3,022 37%	24 41%	24 39%	353 32%	2,711 33%	9 16%	12 20%	108 10%	661 8%
White	1 2%	1 1%	65 6%	1,255 5%	8 15%	8 11%	221 21%	4,833 20%	22 42%	22 31%	462 44%	10,379 43%	22 42%	40 56%	297 28%	7,562 31%
Two or More Races	0 0%	0 0%	0 0%	48 1%	0 0%	0 0%	15 26%	0 0%	0 0%	0 0%	0 0%	17 27%	0 0%	0 0%	0 0%	5 9%
Not Indicated	0 0%	0 0%	0 0%	9 14%	0 0%	0 0%	1 100%	19 19%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	26 41%
Gender/Ethnicity - Female																
Hispanic	0 0%	0 0%	2 5%	97 8%	0 0%	0 0%	18 43%	401 33%	0 0%	0 0%	15 36%	547 44%	0 0%	0 0%	7 17%	188 15%
Asian	0 0%	0 0%	0 0%	15 6%	0 0%	0 0%	43 17%	0 0%	0 0%	0 0%	0 0%	89 35%	1 100%	1 100%	1 41%	104 41%
Native Hawaiian/ Pacific Islander	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	0 0%	6 4%	0 0%	0 0%	2 37%	37 26%	0 0%	0 0%	0 0%	65 46%	0 0%	0 0%	0 0%	34 24%
Black	5 19%	5 17%	91 16%	698 17%	9 31%	9 31%	219 38%	1,573 37%	10 37%	10 34%	206 35%	1,534 36%	3 11%	5 17%	67 11%	383 9%
White	0 0%	0 0%	19 4%	450 4%	2 8%	2 6%	94 19%	2,280 19%	11 46%	11 32%	228 47%	5,388 45%	11 46%	21 62%	145 30%	3,759 32%
Two or More Races	0 0%	0 0%	0 0%	14 4%	0 0%	0 0%	8 19%	0 0%	0 0%	0 0%	0 0%	5 16%	0 0%	0 0%	0 0%	5 16%
Not Indicated	0 0%	0 0%	0 0%	2 10%	0 0%	0 0%	2 10%	2 10%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	10 50%	10 50%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT—GENERAL POPULATION: CRT SCORES

Students included in the General Population Report are those who were **not** identified with an ESI code (IEP students), as Limited English Proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as eligible for Free and/or Reduced Lunch are included in the General Population Report, unless they have also been identified with an ESI code, as LEP, and/or as Highly Mobile. General Population is the second group reported on the School Summary Report. A sample of this report is provided on the following pages.

The School Summary Report—General Population: CRT Scores provides school and district staff with summary information on how General Population students within a school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of General Population students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The General Population group is broken out and reported for the following student sub-groups:
 - All Students
 - Gender
 - Ethnicity
 - Gender/Ethnicity
 - Migrant

Note: See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—General Population: CRT Scores can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



Arkansas Comprehensive Testing,
Assessment, and Accountability Program

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
GENERAL POPULATION**

Date of Test: April 2015
Page 3

District Number: **99-99** School Number: **99-99-999**
District Name: **Arkansas School District** School Name: **Arkansas School**
Total Number of Students Tested: **103**

SCIENCE	Number & Percent of Students Below Basic (BEL) 153 and below				Number & Percent of Students Basic (BAS) 154-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above															
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State												
All Students	6	6	208	1,915	6%	5%	11%	6%	22	22	22	545	6,716	22%	42%	43%	32	53	409	8,557	28%	21%	21%	29%				
Gender	4	4	89	796					9	9	9	275	3,412		20	20	431	6,941	15	27	212	4,327						
Female	8%	7%	9%	5%					19%	15%	15%	27%	22%		42%	33%	43%	45%	31%	45%	21%	21%	28%					
Male	2	2	119	1,111					13	13	13	269	3,295		23	23	371	6,002	17	26	197	4,228						
	4%	3%	12%	8%					24%	20%	20%	28%	23%		42%	36%	39%	41%	31%	41%	21%	21%	29%					
Ethnicity	0	0	2	51					0	0	0	5	293		0	0	19	624	0	0	13	303						
Hispanic	0%	0%	5%	4%					0%	0%	0%	13%	23%		0%	0%	49%	49%	0	0%	0%	24%						
Asian	0	0	0	7					0	0	0	0	39		0	0	140	140	1	1	2	196						
Native Hawaiian/ Pacific Islander	0	0	0	0					0	0	0	0	10%		0	0	0	37%	100%	100%	0	0						
American Indian/ Alaska Native	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						
Black	0	0	0	9					0	0	0	45	0%		0	2	109	109	0	0	1	62						
White	5	5	163	1,103					14	14	14	364	2,594		22	22	347	2,561	9	12	105	644						
Two or More Races	1	1	43	714					8	8	8	176	3,728		21	21	435	9,498	22	40	288	7,322						
Not Indicated	0	0	0	28					0	0	0	0	15		0	0	0	10	0	0	0	5						
Gender/Ethnicity - Female	0	0	0	3					0	0	0	0	4		0	0	0	11	0	0	0	25						
Hispanic	0	0	0	7%					0%	0%	0%	0%	9%		0%	0%	0%	26%	0%	0%	0%	58%						
Asian	0	0	2	22					0	0	0	3	144		0	0	9	355	0	0	6	149						
Native Hawaiian/ Pacific Islander	0	0	0	3%					0	0	0	15%	21%		0	0	45%	53%	0	0	0	22%						
American Indian/ Alaska Native	0	0	0	0					0	0	0	0	11%		0	0	0	35%	100%	100%	0	0						
Black	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						
White	0	0	0	3					0	0	0	0	28		0	0	0	60	0	0	0	34						
Two or More Races	0	0	0	48%					0	0	0	0	26%		0	0	0	48%	0	0	0	27%						
Not Indicated	0	0	0	0					0	0	0	0	0%		0	0	0	17%	0	0	0	9%						
Gender/Ethnicity - Male	0	0	0	0					0	0	0	0	4		0	0	0	11	0	0	0	25						
Hispanic	0	0	0	7%					0%	0%	0%	0%	9%		0%	0%	0%	26%	0%	0%	0%	58%						
Asian	0	0	2	22					0	0	0	3	144		0	0	9	355	0	0	6	149						
Native Hawaiian/ Pacific Islander	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						
American Indian/ Alaska Native	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						
Black	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						
White	4	4	74	487					7	7	7	197	1,394		10	10	204	1,461	3	5	64	373						
Two or More Races	0	0	0	0					2	2	2	75	1,819		10	10	218	4,995	11	21	141	3,663						
Not Indicated	0	0	0	0					0	0	0	0	0%		0	0	0	0%	0	0	0	0						

The following groups are not included in this report: 1) 1st Year LEP Students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
GENERAL POPULATION (continued)**

Date of Test: April 2015
Page 4

District Number: **99-99** School Number: **99-99-999**
District Name: **Arkansas School District** School Name: **Arkansas School**
Total Number of Students Tested: **103**

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 153 and below			Number & Percent of Students Basic (BAS) 154-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Hispanic	0	0%	0%	0	0%	2	149	0	10	269	0	7	0	0%	154
Asian	0	0%	0%	0	0%	11%	25%	0	53%	45%	0	37%	0	0%	26%
Native Hawaiian/ Pacific Islander	0	0%	0%	0	0%	0%	20%	0	0%	70	0	1	0	0%	103
American Indian/ Alaska Native	0	0%	0%	0	0%	0%	10%	0	0%	38%	0	100%	0	0%	50%
Black	1	1%	89	6	6%	0	17	0	2	49	0	0	0	0%	0
White	1	1%	30	7	27%	166	17%	0	67%	49%	0	1	0	0%	28
Two or More Races	0	0%	44	6	19%	1,195	38%	12	142	1,099	6	7	0	0%	28%
Not Indicated	0	0%	0	0	0%	1,906	38%	11	217	4,501	11	19	0	0%	271
Migrant	0	0%	0	0	0%	7	18%	0	0	5	0	0	0	0%	3,658
	0	0%	0	0	0%	0	27%	0	0	17%	0	0	0	0%	0
	0	0%	0	0	0%	0	7%	0	0	0%	0	0	0	0%	14
	0	0%	0	0	0%	0	0%	0	0	0%	0	0	0	0%	0
	0	0%	0	0	0%	0	22	0	1	42	0	2	0	0%	11
	0	0%	0	0	0%	33%	27%	0	0%	51%	0	0%	0	0%	13%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT—IEP STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. The IEP student population is the third group reported on the School Summary Report. IEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—IEP Students: CRT Scores provides school and district staff with summary information on how exceptional students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of IEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- Data are first provided for “All IEP Students” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech/Language Impairment
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

Note: Students for whom more than one ESI code was marked on their answer documents are reported in the Multiple Disabilities category.

- The information provided for “Non-disabled” includes only those students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information provided on the School Summary Report—IEP Students: CRT Scores can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
IEP STUDENTS**

Date of Test: April 2015
Page 5

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 4

School Number: 99-99-999
School Name: Arkansas School

ESL Categories	Number & Percent of Students Below Basic (BEL) 153 and below				Number & Percent of Students Basic (BAS) 154-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All IEP Students	1	25%	69	929	2	50%	54	1,073	1	25%	13	521	0	0%	2	78
Autism	0	0%	0	13	0	0%	1	13	0	0%	0	18	0	0%	0	11
Deaf-Blindness	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	25%
Hearing Impairment	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0%
Mental Retardation	0	0%	0	5	0	0%	0	10	0	0%	0	13	0	0%	0	0%
Multiple Disabilities	0	0%	24	160	1	100%	7	54	0	0%	0	45%	0	0%	0	3%
Orthopedic Impairment	0	0%	0	73%	100%	23%	25%	2	0	0%	0	2%	0	0%	0	0%
Other Health Impairment	0	0%	0	3	0	0%	0	3	0	0%	0	0	0	0%	0	0%
Emotional Disturbance	1	100%	1	50%	0	0%	0	3	0	0%	0	2	0	0%	0	0%
Specific Learning Disability	0	0%	34	522	1	50%	35	717	1	50%	11	324	0	0%	0	4%
Speech/Language Impairment	0	0%	4	33%	0	0%	3	45%	0	0%	1	20%	0	0%	0	38%
Traumatic Brain Injury	0	0%	0	31%	0	0%	0	36%	0	0%	0	34	0	0%	0	2%
Visual Impairment	0	0%	0	17%	0	0%	0	3	0	0%	0	24%	0	0%	0	10%
	0	0%	0	38%	0	0%	0	8	0	0%	0	33%	0	0%	0	0%
Non-disabled	7	14%	224	2,356	24	28%	613	7,832	45	23%	836	13,965	32	53%	421	8,848
Migrant	0	0%	0	6	0	0%	2	14%	0	0%	0	21%	0	0%	2	48%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT—LEP STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Limited English Proficient (LEP). The LEP student population is the fourth group reported on the School Summary Report. LEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—LEP Students: CRT Scores provides school and district staff with summary information on how LEP students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of LEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—LEP Students: CRT Scores can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

Date of Test: April 2015
Page 6

ACTAAP
Arkansas Comprehensive Testing,
Assessment, and Accountability Program

GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
LEP STUDENTS

District Number: **99-99** School Number: **99-99-999**
District Name: **Arkansas School District** School Name: **Arkansas School**
Total Number of Students Tested: **0**

SCIENCE	Number & Percent of Students			Number & Percent of Students			Number & Percent of Students			Number & Percent of Students					
	Below Basic (BEL) 153 and below			Basic (BAS) 154-199			Proficient (PRO) 200-249			Advanced (ADV) 250 and above					
Limited English Proficient	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
	0	1	189	0	24	567	0	13	455	0	2	98	0	0	7%
	0%	3%	14%	0%	60%	43%	0%	33%	35%	0%	5%	7%	0%	0%	5%
Migrant	0	0	14	0	2	42	0	3	36	0	0	5	0	0	5%
	0%	0%	14%	0%	40%	43%	0%	60%	37%	0%	0%	5%	0%	0%	5%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT—MONITORED FORMER LEP STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Monitored Former LEP. The Monitored Former LEP student population is the fifth group reported on the School Summary Report. Monitored Former LEP students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Monitored Former LEP Students: CRT Scores provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The information in the report is broken down into Monitored Former LEP—Year 1 and Monitored Former LEP—Year 2.
- The total number of Monitored Former LEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Monitored Former LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Monitored Former LEP Students: CRT Scores can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

Date of Test: April 2015
Page 7

ACTAAP
Arkansas Comprehensive Testing,
Assessment, and Accountability Program

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
MONITORED FORMER LEP STUDENTS**

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 0

School Number: 99-99-999
School Name: Arkansas School

SCIENCE	Number & Percent of Students Below Basic (BEL) 153 and below			Number & Percent of Students Basic (BAS) 154-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Monitored Former LEP—Year 1	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	16 39%
Monitored Former LEP—Year 2	0 0%	0 0%	0 0%	1 5%	0 0%	0 0%	2 11%	0 0%	0 0%	0 0%	0 0%	6 32%	0 0%	0 0%	0 0%	10 53%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	0 0%	2 67%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT—GIFTED AND TALENTED STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Gifted and Talented. The Gifted and Talented student population is the sixth group reported on the School Summary Report. Gifted and Talented students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Gifted and Talented Students: CRT Scores provides school and district staff with summary information on how Gifted and Talented students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of Gifted and Talented students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Gifted and Talented Students: CRT Scores can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

SCHOOL SUMMARY REPORT—HIGHLY MOBILE STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2014. The Highly Mobile student population is the seventh group reported on the School Summary Report. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Highly Mobile Students: CRT Scores provides school and district staff with summary information on how Highly Mobile students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of Highly Mobile students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Highly Mobile Students: CRT Scores can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

SCHOOL SUMMARY REPORT—FREE AND/OR REDUCED LUNCH STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. The Free and/or Reduced Lunch student population is the eighth group reported on the School Summary Report. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Free and/or Reduced Lunch Students: CRT Scores provides school and district staff with summary information on how students in the school who are eligible for Free and/or Reduced Lunch performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of students* who are eligible for Free and/or Reduced Lunch in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Non-economically Disadvantaged” includes only those students who were not identified on their answer documents as eligible for Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those students eligible for Free and/or Reduced Lunch who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Free and/or Reduced Lunch Students: CRT Scores can be used to compare the performance of students in the school who are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels. It can also be used to compare performance to students who are not eligible for Free and/or Reduced Lunch (non-economically disadvantaged).

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: CRT SCORES
FREE AND/OR REDUCED LUNCH STUDENTS**

Date of Test: April 2015
Page 10

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **63**

SCIENCE	Number & Percent of Students			Number & Percent of Students			Number & Percent of Students						
	153 and below			154-199			200-249			250 and above			
Free and/or Reduced Lunch	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
	5	5	259	19	19	546	26	26	568	13	18	212	2,641
	8%	7%	16%	30%	28%	34%	41%	38%	36%	21%	26%	13%	15%
Non-economically Disadvantaged	3	3	34	7	7	121	20	20	281	19	35	211	6,285
	6%	5%	5%	14%	11%	18%	41%	31%	43%	39%	54%	33%	35%
Migrant	0	0	0	0	0	1	0	0	0	0	0	0	2
	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	67%

The following groups are not included in this report: 1) 1st Year LEP Students

SCHOOL PROFILE

The School Profile provides school and district staff with summary information on how students* in the school performed on the Augmented Benchmark Examination.

The School Profile is a four-page booklet providing an overview of the school's results for the April 2015 Augmented Benchmark Examination. District- and state-level data are also included so that student performance within the school can be compared with the performance of students at the district and state levels. A sample of the report is provided on the following pages.

The following information is provided on the School Profile:

- District and school information that reflects what was coded on the Classroom/Group Information Sheet.
- Overall Results (Combined Population)
 - The “Overall Results (Combined Population)” are located on page 1 of the School Profile.
 - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the total percent of students who scored at the proficient or advanced performance levels at the school, district, region, and state levels.
 - The “Percent of Student Scores in Performance Levels” bar graph shows the percent of students who scored at each of the four performance levels (below basic, basic, proficient, and advanced) at the school, district, region, and state levels. The associated scale score range for each performance level is also provided.
- Results by Population Group and Results by Gender and Ethnicity
 - The “Results by Population Group” table is located on page 1, and the “Results by Gender and Ethnicity” table is located on page 2 of the School Profile.
 - The first column in each table indicates the specific student population that is being reported on that particular line (row). With the exception of “Migrant Students,” the groups in the “Results by Population Group” table can also be found on the School Roster Report.
 - The columns in the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide data for each of the four performance levels (below basic, basic, proficient, and advanced). Results are provided in terms of the numbers and percents of students performing at each performance level.
 - The columns on the right side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the mean scale scores which are broken out by group for the school, district, and state.
- Proficient and Advanced Performance History
 - The “Proficient and Advanced Performance History” bar graph is located on page 2 of the School Profile.
 - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the proficient or advanced performance levels on the Augmented Benchmark Examination in each year since April 2008. The number of students who tested is also listed.

Note: The District Profile provides an overview of the district's results. The School and District Profiles are set up identically to one another, except that the district report does not contain data specific to each school.

* 1st Year in the U.S. LEP student scores are not included in this report.

- Performance on Test Items
 - Performance on Multiple-Choice Items
 - The “Performance on Multiple-Choice Items” table is located on page 3 of the School Profile.
 - Each line (row) provides the skill area and description, the number of multiple-choice items, and data on the average number of items students answer correctly. The results are provided in terms of averages and percents at the school, district, and state levels.
 - Performance on Open-Response Items
 - The “Performance on Open-Response Items” table is located on page 3 of the School Profile.
 - Each line (row) provides the strand name or skill area and description, the number of open-response points possible, and data on the average points scored. The results are provided in terms of averages at the school, district, and state levels.
- Performance Level Descriptors
 - The “Performance Level Descriptors” table is located on page 4 of the School Profile.
 - Each line (row) provides the performance level, the associated scale score range, and the performance level descriptor.



SCHOOL PROFILE – SCIENCE

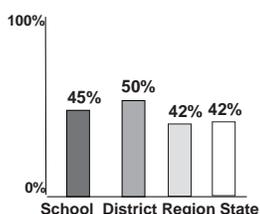
District: **Arkansas School District (99-99)**
 School: **Arkansas School (99-99-999)**
 Test Date: **April 2015**

AUGMENTED BENCHMARK EXAMINATION - CRT SCORES GRADE 5

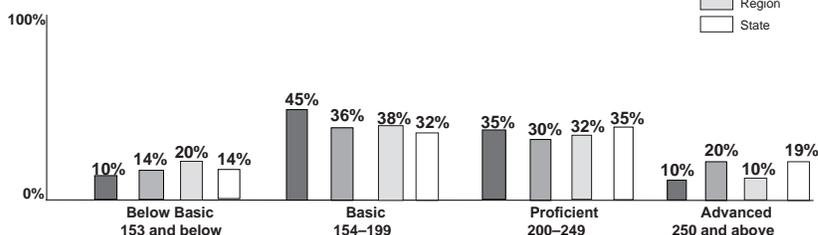
The Arkansas Augmented Benchmark Examination was administered in April to Grade 5 students. This School Profile provides a summary of your School's overall Grade 5 performance in Science on this examination. Data for 1st Year LEP students are not included unless specifically noted. Additional detail is provided in the accompanying School-level reports (Rosters, Item-by-Item Reports, and Summary Reports).

Overall Results (Combined Population)

Percent of Student Scores Proficient and Advanced



Percent of Student Scores in Performance Levels



Results by Population Group

The following table shows the number and percent at each performance level and the mean scale scores for Grade 5 students in each population group for your School, District, and the State.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population ¹	2	3%	13	19%	37	54%	16	24%	221	229	213
Combined Population without Highly Mobile ²	2	3%	12	18%	37	54%	16	24%	222	230	214
General Population ³	0	0%	10	16%	36	59%	15	25%	226	233	220
Students with Disabilities	1	33%	0	0%	1	33%	1	33%	197	197	163
Non-disabled Students	1	2%	13	20%	36	55%	15	23%	222	230	217
Monitored Former LEP Students—Year 1	0	0%	2	67%	1	33%	0	0%	175	175	173
Monitored Former LEP Students—Year 2	0	0%	1	50%	1	50%	0	0%	180	180	185
Limited English Proficient Students	1	33%	2	67%	0	0%	0	0%	162	162	181
1st Year LEP Students	0	0%	0	0%	0	0%	0	0%			180
Economically Disadvantaged Students ⁴	2	6%	6	18%	20	59%	6	18%	213	222	198
Non-economically Disadvantaged Students	0	0%	7	21%	17	50%	10	29%	229	235	226
Migrant Students	1	33%	1	33%	0	0%	1	33%	180	180	191

Notes:

- ¹ Combined Population includes all students tested except those classified as 1st Year LEP.
- ² Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.
- ³ General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
- ⁴ Based on Free and/or Reduced Lunch.

SCHOOL PROFILE – GRADE 5 SCIENCE

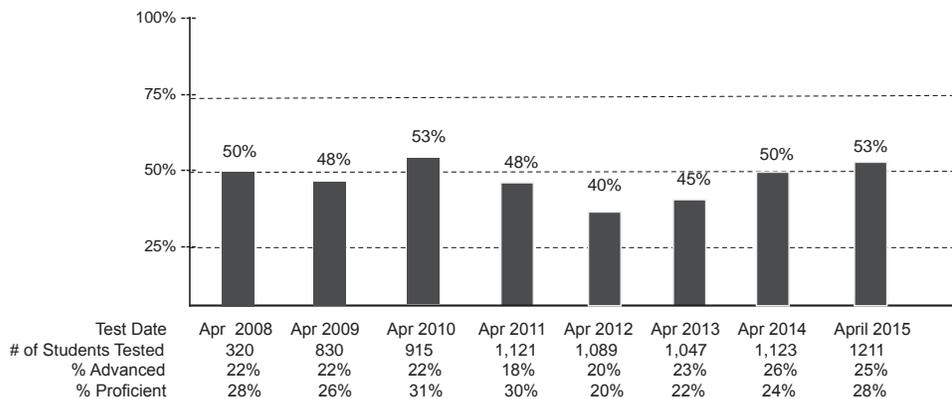
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	8	7%	26	23%	46	41%	32	29%	185	188	205
Gender											
Female	5	10%	11	21%	21	40%	15	29%	xxx	xxx	xxx
Male	3	5%	15	25%	25	42%	17	28%	xxx	xxx	xxx
Ethnicity											
Hispanic	0	0%	0	0%	0	0%	0	0%		210	212
Asian	0	0%	0	0%	0	0%	1	100%	252	240	241
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			200
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			179
Black	7	12%	18	31%	24	41%	9	16%	202	202	198
White	1	2%	8	15%	22	42%	22	42%	210	208	200
Two or More Races	0	0%	0	0%	0	0%	0	0%			199

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Science since April 2008.



SCHOOL PROFILE – GRADE 5 SCIENCE

Performance on Test Items

Performance on Multiple-Choice Items

The following table indicates the overall skill demonstrated by Grade 5 students in your School on the multiple-choice items for each Science Strand.

Science Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
Nature of Science Students shall demonstrate an understanding of the inquiry process through the nature of science; explore, demonstrate, communicate, apply, and evaluate the knowledge of the nature of science; and demonstrate an understanding of the connections and applications of the nature of science.	5	4.2	83%	4.1	80%	4.4	88%
Life Science Students shall demonstrate an understanding of life science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems; and demonstrate an understanding of the connections and applications in life sciences.	11	7.1	77%	6.9	74%	7.2	77%
Physical Science Students shall demonstrate an understanding of physical science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of physical science; and demonstrate an understanding of the connections and applications of physical science.	12	6.0	50%	5.8	48%	5.8	48%
Earth and Space Science Students shall demonstrate an understanding of the inquiry process through the study of earth and space systems; explore, demonstrate, communicate, apply, and evaluate knowledge of the properties of earth and space systems; and demonstrate an understanding of the connections and applications of earth and space systems.	12	6.0	50%	6.1	52%	6.4	56%

Performance on Open-Response Items

The following table indicates the overall skill demonstrated by Grade 5 students in your School on the open-response items for each Science Strand. Open-response items require students to write a response to a science item.

Science Strands	Possible Points	Average Points Scored		
		School	District	State
Nature of Science	8	7.1	7.1	7.8
Life Science	16	5.2	7.2	10.4
Physical Science	8	1.1	3.6	6.5
Earth and Space Science	8	2.9	3.7	5.9

SCHOOL PROFILE – GRADE 5 SCIENCE

Science Performance Level Descriptors

Performance Level	Score Range	Descriptor
Advanced	250 and Above	Students consistently demonstrate the knowledge and reasoning ability required for understanding scientific concepts. Students can perform and critique basic investigations, make connections from one or more of the sciences to predict or conclude, and apply fundamental concepts to practical applications.
Proficient	200–249	Students demonstrate the knowledge and reasoning abilities required for understanding scientific concepts. Students can perform basic investigations, formulate solutions to familiar problems, and communicate the results.
Basic	154–199	Students demonstrate a limited understanding of scientific concepts and some ability to use reasoning to apply this knowledge. Students can carry out basic investigations.
Below Basic	153 and Below	Students fail to show sufficient mastery of skills in science to attain the Basic level.

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: CRT SCORES

The School Item-by-Item Selections of Correct Answers: CRT Scores provides school and district staff with information on how students within a school performed on the released common items that contributed to individual student results. This report is intended for use in conjunction with the Released Item Booklets in order to examine school results for individual items. A sample is provided on the following pages.

The School Item-by-Item Selections of Correct Answers: CRT Scores provides the results for selected items (multiple-choice and open-response). Twenty five percent (25%) of the items from the 2015 Augmented Benchmark Examination will be provided in the Released Item Booklet. Within each group, the first page of the School Item-by-Item Selections of Correct Answers: CRT Scores contains information to be used in conjunction with the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers: CRT Scores is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. The following information is provided on the School Item-by-Item Selections of Correct Answers: CRT Scores:

- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school information.
- Released Items
 - Data for released items are located on page 1 of the School Item-by-Item Selections of Correct Answers.
 - The first column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet for each grade level.
 - The second column (Item Type) describes the item type: multiple-choice (MC), or open-response (OR).
 - The third column (Key) provides the correct answer choice for all multiple-choice items. The open-response items indicate “Rubric” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items are provided in the Released Item Booklets.
 - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
 - For open-response items the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.
- Items Not Released
 - Data for items not released are located on page 2 of the School Item-by-Item Selections of Correct Answers.
 - The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
 - The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
 - The third column (SLE) provides an abbreviation for the strand, content standard, and student learning expectation associated with each non-released item.

* 1st Year in the U.S. LEP student scores are not included in this report.

2015 AUGMENTED BENCHMARK EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

- For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
- For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

Note: The District Item-by-Item Selections of Correct Answers: CRT Scores provides individual item results for the April 2015 Augmented Benchmark Examination at the district and state levels. The School and District Item-by-Item Selections of Correct Answers: CRT Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

 Arkansas Comprehensive Testing, Assessment, and Accountability Program		GRADE 5 AUGMENTED BENCHMARK EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: CRT SCORES COMBINED POPULATION						Page 1	
								Date of Test: April 2015	
SCIENCE TEST ITEMS									
District Number: 99-99		District Name: Arkansas School District							
School Number: 99-99-999		School Name: Arkansas Elementary School							
Total Number of Students Tested: 38									
RELEASED ITEMS									
				<u>Number and Percent Selecting the Correct Answer</u>					
Item # in Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %	
1	MC	B	5	44.1%	14	36.6%	14,217	42.9%	
2	MC	D	10	79.9%	20	76.7%	23,370	71.8%	
3	MC	C	9	77.8%	20	76.7%	22,164	66.9%	
4	MC	C	11	82.1%	28	73.7%	25,555	77.2%	
5	MC	D	14	83.8%	31	81.6%	20,829	62.9%	
6	MC	C	14	83.8%	28	73.1%	16,627	50.2%	
7	MC	B	13	82.2%	27	71.1%	16,455	49.3%	
8	MC	C	11	82.1%	26	68.4%	19,499	58.9%	
9	MC	D	4	42.9%	9	23.7%	14,630	44.2%	
10	MC	D	15	85.1%	36	94.7%	22,326	68.6%	
11	MC	A	7	60.9%	16	42.1%	16,451	49.9%	
12	MC	C	13	82.2%	27	71.1%	23,888	72.1%	
13	MC	A	12	80.3%	26	68.4%	21,028	68.2%	
14	MC	D	10	79.9%	23	60.5%	20,814	62.8%	
15	MC	D	14	83.8%	35	92.1%	20,324	83.7%	
16	MC	B	9	77.8%	20	52.6%	14,333	43.3%	
17	MC	A	15	85.1%	35	92.1%	23,894	72.1%	
				<u>Average Score of All Students</u>					
Item # in Released Item Booklet	Item Type	Key	School	District	State				
A	OR	Rubric	4.4	4.2	3.0				
B	OR	Rubric	5.1	4.7	4.3				

The following groups are not included in this report: 1) 1st Year LEP Students

The data in the sample reports are for display purposes only and do not represent actual results. Fewer items are released than displayed in this example. Please see note on page 6.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS: CRT SCORES
COMBINED POPULATION**

SCIENCE TEST ITEMS

Date of Test: April 2015

District Number: **99-99** District Name: **Arkansas School District**
School Number: **99-99-999** School Name: **Arkansas Elementary School**

Total Number of Students Tested: **38**

ITEMS NOT RELEASED

			Number and Percent Selecting the Correct Answer					
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	E.8.4	8	45.1%	14	36.6%	14,217	42.9%
2	MC	P.6.3	12	78.1%	20	76.7%	23,370	71.8%
3	MC	L.4.16	13	80.5%	20	76.7%	22,164	66.9%
4	MC	E.10.2	14	83.3%	28	73.7%	25,555	77.2%
5	MC	L.2.10	16	87.1%	31	81.6%	20,829	62.9%
6	MC	E.8.9	13	80.5%	28	73.1%	16,627	50.2%
7	MC	L.4.14	12	78.1%	27	71.1%	16,455	49.3%
8	MC	N.1.7	11	76.9%	26	68.4%	19,499	58.9%
9	MC	L.2.2	7	42.2%	12	31.6%	12,093	38.6%
10	MC	E.8.13	11	76.9%	20	52.6%	14,333	43.3%
11	MC	P.6.6	6	39.6%	9	23.7%	14,630	44.2%
12	MC	E.9.2	18	90.0%	36	94.7%	22,326	68.6%
13	MC	P.5.5	9	50.3%	16	42.1%	16,451	49.9%
14	MC	L.2.11	13	80.5%	27	71.1%	23,888	72.1%
15	MC	P.7.2	13	80.5%	26	68.4%	21,028	68.2%
16	MC	E.8.12	10	74.4%	23	60.5%	20,814	62.8%
17	MC	P.5.3	20	94.2%	35	92.1%	20,324	83.7%
18	MC	P.5.2	14	83.2%	20	52.6%	14,333	43.3%
19	MC	P.7.1	20	94.2%	35	92.1%	23,894	72.1%
20	MC	N.1.2	19	92.7%	33	86.8%	20,270	61.2%
21	MC	N.1.4	8	45.1%	20	36.6%	14,217	42.9%
22	MC	P.6.2	12	78.1%	20	76.7%	23,370	71.8%
23	MC	N.1.5	13	80.5%	28	76.7%	22,164	66.9%

			Average Score of All Students		
	Item Type	SLE*	School	District	State
A	OR	N.1.4	2.6	0.5	2.5
B	OR	L.4.9	2.6	0.5	2.5
C	OR	L.2.8	2.6	0.5	2.5

The following groups are not included in this report: 1) 1st Year LEP Students

* SLE (Student Learning Expectation) is expressed as "S.CS.SLE" where
S = Strand
CS = Content Standard
SLE = Student Learning Expectation

In spring 2015, all eligible students in grades 5 and 7 took the Science test from the Complete Battery of the *Iowa Tests of Basic Skills*[®] (ITBS[®]). The *Iowa Tests of Basic Skills*[®] are published by The Riverside Publishing Company of Rolling Meadows, Illinois, and are in the traditional multiple-choice format..

This guide specifies the tests used for the Arkansas Norm-Referenced Testing Program, describes the scores on the various reports so that proper interpretations can be made, and discusses the various individual, school, and district reports. Test results are one of several sources that provide teachers with an overall understanding of a student's educational development.

THE TESTS

The *Iowa Tests of Basic Skills*[®] are a standardized achievement test battery. A standardized, norm-referenced test is a test that has been given, using specified directions and under specific conditions, to a group of students that was carefully selected to represent students nationwide. Scores derived from this "standardization" program are the *norms* that permit the test user to compare student performance with that of this larger representative group. Thus, the norms provide a method for comparing the achievement of specific groups of students in the same grade. Norms also provide a vehicle for comparing the performance of individual students with the performance of students in the national norm group.

The scores for the *Iowa Tests of Basic Skills*[®] are interpolated to the week that includes April 8, 2005.

The descriptions that follow briefly summarize the content and skills measured by the Science test across grades 5 and 7. The item-skills classifications for each level are provided on page 51.

Science

About one-fourth of the questions at each level deal with the nature of science and the processes of scientific investigation. The questions are classified in terms of both content and process. Each item is classified according to four major content areas: Scientific Inquiry, Life Science, Earth and Space Science, or Physical Science, with each question testing students' abilities of classifying, hypothesizing, inferring, measuring, or explaining. This test structure ensures that a wide range of thinking skills would be required of students when responding to questions within each of the major content areas.

NORM-REFERENCED TEST SCORES

Scores from a norm-referenced test indicate how a given student’s knowledge or skill compares with that of others in the norm group. They do not tell what a student knows or does not know.

The scores reported for the Arkansas Norm-Referenced Testing Program identify a student’s relative strengths and weaknesses in the tested areas. Scores can be used to monitor year-to-year growth of students and groups of students in important academic areas.

The following scores are reported for the Arkansas program:

- Standard score (SS)
- National percentile rank (NPR)
- National stanine (NS)
- Normal curve equivalent (NCE)

The scores differ from one another in the kind of information they represent, the precision with which they describe achievement, and the purposes they can serve.

Standard Score

Definition. Standard scores (SSs) are produced from a single, equal-interval scale of scores that is continuous from kindergarten through grade 12. Standard scores on the *Iowa Tests of Basic Skills*[®] range from 80 through 400. The range of possible standard scores is different for each grade level.

Uses. The major use of the standard score is to measure achievement growth of students or groups of students from year to year. Within a school or district, successively higher standard scores from grade to grade would be expected.

Limitations. A standard score by itself has little meaning. It can be interpreted only when it is compared with some referent, such as the appropriate average standard score, as shown in the table that follows. The numbers indicate the standard scores that correspond to typical performance of grade groups on the *Iowa Tests of Basic Skills*[®] during the norming period in the spring of the year. For example, a fifth grader’s score of 213 on the *ITBS* Science test means that the student’s science performance corresponds to the median SS of the typical fifth grade student during the same norming period.

Average Standard Scores Complete Battery (Quartermonth of April 8, 2005)

Grade	3	4	5	6	7	8
Median SS	184	199	213	227	239	250

The scale above shows that average annual growth decreases as students move up from one grade to the next. For example, at the median, the average growth from grade 4 to grade 5 is 14 standard score points, but from grade 7 to grade 8 the average growth is only 11 points. Since it is widely believed that the rate of growth in most achievement areas decreases as grade level increases, the standard score scale reflects typical student development.

Percentile Rank

Definition. A student's percentile rank shows the student's relative position or rank in a group of students who were in the same grade and who took the tests at the same time of year as the student. A student's national percentile rank (NPR) is the student's standing as compared to a large representative sample of students in the same grade from the entire nation.

Uses. The percentile rank, reported in units that range from 1 to 99, is perhaps the most useful and readily understood score for interpreting student achievement. It describes performance in small, fairly precise units. These units clearly state performance relative to the norm group. For example, if Kara earned a percentile rank score of 72 on the Science test, then she scored the same as or higher than 72 percent of the students in the norm group who were in the same grade and took the same test. Conversely, 28 percent of the students scored higher than Kara.

Norms for school averages are required to determine the relative status of standard score averages for a given school. The norms for school averages are based on weighted frequency distributions of school averages obtained in the national standardization program. An average standard score was computed for each test at each grade level for each building. The total distribution of these averages provided the basis for the norms for school averages.

Norms for school averages differ markedly from norms for student scores. To begin with, school averages are not as variable as individual student scores. Another difference between norms for school averages and norms for student scores is the median of their distributions. Distributions of student scores for all individual tests share a common median at a given grade level, whereas the medians for the distributions of school averages tend to vary across tests within the same grade.

Limitations. The percentile rank magnifies small differences in the middle raw scores while reducing differences in very high and very low raw scores. This is because the percentile rank is based on the frequency with which each raw score occurred in the norm group and denotes the percentage of individual scores that fell at or below a selected point.

Generally, very high and very low scores are infrequent, while middle scores are frequent. Smaller differences in raw score points are therefore needed to move from one percentile rank to another for middle scores, while greater differences in raw score points are needed to move from one percentile rank to another for very high or very low scores. For example, a difference of only three raw score points might be necessary to move from a percentile rank of 50 to a percentile rank of 55, while a difference of seven raw score points might be necessary to move from a percentile rank of 10 to a percentile rank of 15, or from a percentile rank of 90 to a percentile rank of 95.

Averaging narrows the range of school percentage ranks; therefore, differences between school percentile ranks are very sensitive to relatively small differences from test to test. That is, a large difference in percentile ranks can be caused by small differences in the school averages themselves, especially in the primary grades. Student percentile ranks are less sensitive to minor differences. Substantial discrepancies in student percentile ranks across subject-area tests constitute more dependable evidence of genuine strengths and weaknesses than do more substantial discrepancies in the percentile ranks of school averages.

Stanine

Definition. Stanines express test results in nine equal steps ranging from 1 (lowest) to 9 (highest). The average stanine is a score of 5. Stanines, which are similar to percentile ranks, are relatively easy to use because they are all one-digit numbers. The national stanine (NS) shows a student's standing within the group of students in the same grade who took the test at the same time of year during the national standardization.

In general, stanines 1, 2, and 3 are well below average; 4 is slightly below average; 5 is average; 6 is slightly above average; and 7, 8, and 9 are well above average.

Uses. Stanines for groups are useful for broadly identifying areas of curricular strengths and weaknesses that might be represented by a set of test scores. For example, if a stanine of the average standard score is 4 for Science, the class as a whole is performing slightly below average. A visual display of nine stair steps can be a helpful interpretive aid during parent conferences or in classroom score interpretation sessions with students.

Limitations. Stanines are less precise than percentile rank (PR) scores. For example, percentile ranks of 24 and 40 both represent a stanine of 4. However, PRs of 23 and 24 are consecutive PRs that represent stanines of 3 and 4, respectively.

Normal Curve Equivalent

Definition. Normal curve equivalents (NCEs), derived from national percentile ranks, are normalized standard scores with a mean of 50. NCEs are equal-interval scores that result from dividing the normal curve into 99 equal units. This assures that the differences between NCE units at different positions on the scale are equal, unlike percentile ranks. For example, the difference in performance between NCEs of 50 and 55 is equal to the difference between NCEs of 10 and 15.

The NCE is a *within-grade* standard score that denotes individual or group status within a grade. The full range of NCEs, 1 through 99, may be earned in each grade level with the average NCE always at 50. By contrast, the standard score described on page 46 is an *across-grade* score that can be used to determine growth. Unlike NCEs, the range of possible standard scores is different for each grade level, and the average standard score increases as the grade levels move upward.

Uses. NCEs can be interpreted in much the same way as percentile ranks. NCEs may be averaged to describe group performance. For these reasons, NCEs are often used in evaluating results in Title I programs. NCEs used in Title I evaluation must be based on established norms for a particular grade and time of year. This requirement enhances the standardization and comparability of test reporting procedures.

NCEs can be averaged for most groups because of their equal-interval scaling. In this way they are unlike percentile ranks, which cannot be averaged because of their frequency-based scaling. NCEs may be thought of as roughly equivalent to stanines to one decimal place. For example, an NCE of 53 may be interpreted as a stanine of 5.3.

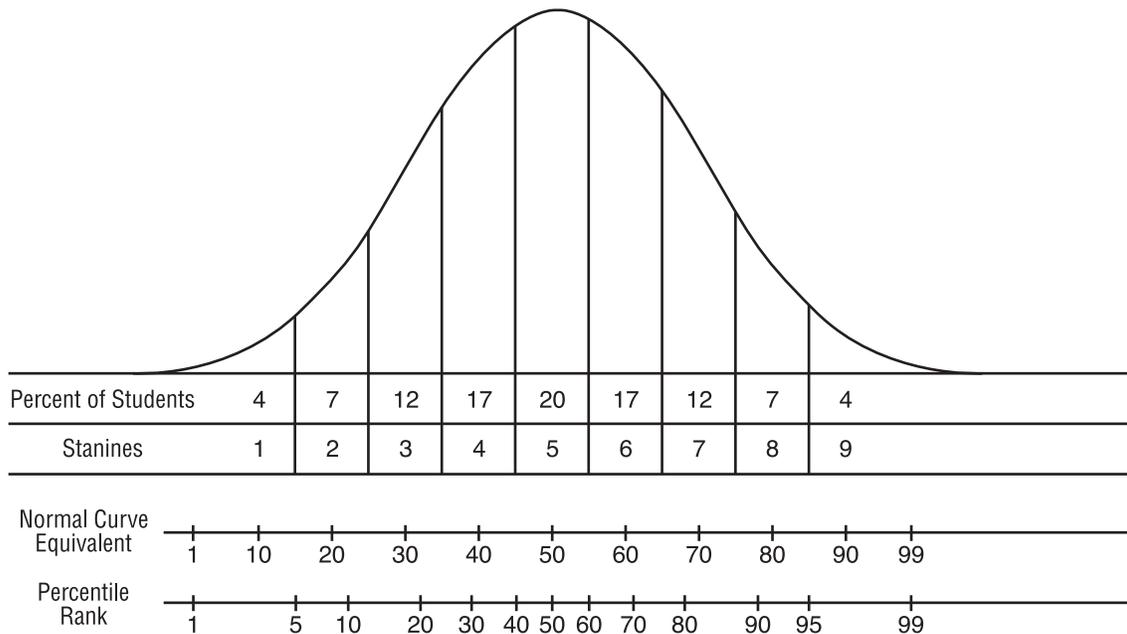
Limitations. Although reporting procedures for various test batteries have been standardized, the NCEs from different test batteries are not interchangeable.

Interpreting Scores: A Caution

There is a degree of measurement error in all scores. If it were possible to administer repeated independent testings, a student’s score would not be the same every time but would fall within a range. This range is due to many factors other than knowledge of test content—such as motivation, how the student is feeling, and classroom conditions—that affect student performance on the test at each sitting.

The range within which the scores for these repeated testings would be expected to fall is called an accuracy (or confidence) band. This accuracy band is calculated through use of a statistic called the *standard error of measurement*, a statistical index that represents the reliability factor, or measurement error, in test scores.

Relationship of Stanines, Percentile Ranks, and Normal Curve Equivalents



NRT SCORES

The graph above compares stanines, percentile ranks, and normal curve equivalents. These NRT scores are summarized on the following page.

COMPARISON OF NRT SCORES

NRT Scores	Definition	Score Range	Characteristics	Uses	Example	Limitations
Standard Score (SS)	Equal-interval scale of scores that is continuous from kindergarten to grade 12	80–400	Shows year-to-year growth Median SS for each grade reflects typical student performance in that grade	To measure achievement growth from year to year	Sam is in third grade. His Science SS of 184 means that his science level is like that of the typical third grade student in spring.	For interpretation of the SS, a benchmark value associated with typical performance in each grade is needed.
National Percentile Rank (NPR)	Percent of students in the national norm group who earned raw scores the same as or lower than a particular raw score	1–99	Shows a student’s relative positioning in a group of students in the same grade tested at the same time of year Frequency-based scale	To describe student performance in small, fairly precise units relative to the norm group To describe areas of relative strength and weakness for an individual student, class, or grade group	Lisa’s NPR of 43 for Science means that 43 percent of the national norm group scored at or below Lisa’s raw score and 57 percent scored higher.	NPRs cannot be averaged. Group averages must be reported in terms of other scores, such as the NPR of the average SS.
National Stanine (NS)	A grouping of percentile ranks	1–9	A stanine of 5 is average; stanines 1–4 are below average; 6–9 are above average Equal-interval scale	To broadly identify areas of strength and weakness	Lara’s stanine of 3 for Science means that she is in the below average stanine group.	NSs are less precise than percentile ranks.
Normal Curve Equivalent (NCE)	Equal-interval scores that result from dividing the normal curve into 99 equal units	1–99	Equal-interval score Scores can be added, subtracted, and averaged	To measure school-wide gains and losses in student achievement To compare groups of students	Sixth-grade students in Harper School had an average NCE score of 57 in Science, as compared to a score of 50 in fifth grade, indicating that these students made more progress in science than the general population.	NCEs from different test batteries (e.g., the <i>Stanford 10</i> and the <i>ITBS</i>) cannot be interchanged.
Raw Scores (RS)	Number of test questions student answered correctly	Number of items varies per test	Can be used to calculate percent correct	Can be converted to other scores: SS, NS, NCE, NPR	If Jesse’s raw score on a 40-item test is 30, he answered 30 of the 40 items correctly.	Meaning varies from test to test.

SUGGESTIONS FOR IMPROVING ACHIEVEMENT

After teachers have reviewed the test results for individual students or groups of students, they may want to focus some attention on the relatively weak skill or test areas of their students. In this section, a few suggestions that may prove useful in helping students improve their achievement across grade levels are provided.

SCIENCE

For young learners, science instruction should take advantage of the innate curiosity these students have about their environment. In addition to stimulating and sustaining their interests in science, parents need to help students develop the ability to use science in problem solving and to understand the world around them. Attention also needs to be given to the methods of inquiry students are encouraged to use in solving scientific problems.

The following suggestions might be considered in helping students reach their science goals.

- Create opportunities for students to explain science concepts and principles as a way of verifying their understanding. Science is about seeking answers to our world and making observations. Look for plants, insects, animals, etc., and have children describe what they see. Find out what they like or don't like about these things and encourage them to ask questions. If you don't know the answers, go on a quest to the library or on the Internet. Discuss common items like liquids, solids, and gases, demonstrating the differences. For example, let children observe ice cubes melting or water boiling and then have them discuss what they saw and why it changed.
- Encourage thoughtful, educated guesses about problems and discuss the role of hypothesizing in the work of science.
- Help students understand the importance of accurate, systematic data collection and organization. Explore ways to record and display data, including graphs, tables, and computer spreadsheets.
- Provide opportunities for students to use real-world tools to measure length, weight, temperature, volume, and pressure. Present activities that sensitize students to the common errors made in using these instruments.
- Engage children in activities such as growing plants, raising pets, or collecting rocks. These opportunities can help children develop and improve skills such as observation, data recording and presentation, predicting, drawing conclusions, and/or seeing trends.

ITEM-SKILL CLASSIFICATIONS—COMPLETE BATTERY

Science

Skills	Grade 5	Grade 7
Scientific Inquiry	1, 7–11, 14, 24–27, 33, 36–37	8, 9, 12–20, 28–33, 35–36
Life Science	2, 4, 12, 16, 19, 22, 28, 30, 35	1, 6, 11, 22, 25, 37, 41
Physical Science	3, 6, 15, 21, 23, 31	3, 4, 7, 24, 27, 38, 40
Earth and Space Science	5, 13, 17, 18, 20, 29, 32, 34	2, 5, 10, 21, 23, 26, 39

CLASS ROSTER REPORT: ITBS SCORES

The Class Roster Report is a single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the April 2015 Augmented Benchmark Examination. The class name appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, district/school LEA number, and classroom/group name. A sample of this report is provided on the following page.

The Class Roster Report provides school and district staff with information on how students within a specific class or group performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is included on the Class Roster Report: ITBS Scores:

- Schools with students in grades 5 and 7 will receive scores for Science. Directly below the name of each test is the total number of multiple-choice points possible for that test.
- The Number of Items Correct, Standard Score, National Percentile Rank, National Stanine, and National Normal Curve Equivalent (NCE) are listed for each student.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the ITBS results for each student provided in the columns that follow.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- Following the listing of students, class, school, district, and state average scores are reported for each test. The averages include Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score. These averages do not include 1st Year LEP student scores.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
CLASS ROSTER REPORT: ITBS® SCORES**

Date of Test: April 2015
Page: 1

District Number: **99-99**
 District Name: **Arkansas School District**
 School Number: **99-99-999**
 School Name: **Arkansas School**
 Class Name: **PIERCE**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information		
Name	Student ID#	Science
Multiple-Choice Points Possible		30
ADCOCK, VICKY	1234567890	
NRT Number Correct		20
NRT Standard Score		548
NRT National Percentile Rank		57
NRT National Stanine		4
NRT National NCE		49
KIRKLEY, BLINEY	3344556677	
NRT Number Correct		19
NRT Standard Score		535
NRT National Percentile Rank		50
NRT National Stanine		4
NRT National NCE		48
SMITHLY, VICKY	4455667788	
NRT Number Correct		20
NRT Standard Score		548
NRT National Percentile Rank		57
NRT National Stanine		4
NRT National NCE		49
CLASS AVERAGE		
NRT Mean Standard Score		573
NRT Natl. Percentile Rank of Mean Standard Score		24
NRT Natl. Stanine of Mean Standard Score		4
NRT NCE of the Mean Standard Score		37
SCHOOL AVERAGE		
NRT Mean Standard Score		542
NRT Natl. Percentile Rank of Mean Standard Score		22
NRT Natl. Stanine of Mean Standard Score		4
NRT NCE of the Mean Standard Score		35
DISTRICT AVERAGE		
NRT Mean Standard Score		543
NRT Natl. Percentile Rank of Mean Standard Score		24
NRT Natl. Stanine of Mean Standard Score		4
NRT NCE of the Mean Standard Score		37
STATE AVERAGE		
NRT Mean Standard Score		538
NRT Natl. Percentile Rank of Mean Standard Score		20
NRT Natl. Stanine of Mean Standard Score		4
NRT NCE of the Mean Standard Score		33

L: 1st Year LEP Student

Averages do not include the following groups: 1) 1st Year LEP Students

SCHOOL ROSTER REPORT: ITBS SCORES

The School Roster Report is a multi-page report providing a list of students for whom answer documents were returned for the Augmented Benchmark Examination and the results for those students. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following pages.

The School Roster Report provides school and district staff with information on how students within a school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is included on the School Roster Report: ITBS Scores:

- Schools with students in grades 5 and 7 will receive scores for Science. Directly below the name of each test is the total number of multiple-choice points possible for that test.
- The School Average Combined Population, State Average Combined Population, and School Average Combined Population without Highly Mobile scores are reported by test and include the Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score.
- Following the averages, all students for each group (see page 5 for additional information) in the school are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the ITBS results for each student provided in the columns that follow.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- The school averages for each population group follow the list of students for the associated group. The averages include Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score. These averages do not include 1st Year LEP student scores.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: ITBS® SCORES**

Date of Test: April 2015
Page: 1

District Number: **99-99**
 District Name: **Arkansas School District**
 School Number: **99-99-999**
 School Name: **Arkansas School**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information		Science
Name	Student ID#	
Multiple-Choice Points Possible		30
SCHOOL AVERAGE COMBINED POPULATION		
NRT Mean Standard Score		624
NRT Natl. Percentile Rank of Mean Standard Score		80
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		76.0
STATE AVERAGE COMBINED POPULATION		
NRT Mean Standard Score		627
NRT Natl. Percentile Rank of Mean Standard Score		68
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		70.1
SCHOOL AVERAGE COMBINED POPULATION WITHOUT HIGHLY MOBILE		
NRT Mean Standard Score		624
NRT Natl. Percentile Rank of Mean Standard Score		80
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		76.0
GENERAL POPULATION		
ADAMS, KIMBERLY	3355667788	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
BLANKS, KAREN	1012345678	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3
CROSS, MATTHEW	1455667788	
NRT Number Correct		23
NRT Standard Score		590
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		38.1
DREYFUS, JUSTIN	4012345678	
NRT Number Correct		20
NRT Standard Score		640
NRT National Percentile Rank		80
NRT National Stanine		8
NRT National NCE		84.4

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

2015 AUGMENTED BENCHMARK EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2015
Page: 2

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information		Science
<u>Name</u>	<u>Student ID#</u>	
Multiple-Choice Points Possible		30
SCHOOL AVERAGE GENERAL POPULATION		
NRT Mean Standard Score		622
NRT Natl. Percentile Rank of Mean Standard Score		80
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		76.0
IEP STUDENTS		
JONES, SAMUEL	8812345678	
NRT Number Correct		12
NRT Standard Score		522
NRT National Percentile Rank		5
NRT National Stanine		2
NRT National NCE		29.9
MARTIN, JANET	7455667788	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		60.3
MUNEZ, MARIO	9012345678	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
PHILLIPS, TROY	4455663188	
NRT Number Correct		20
NRT Standard Score		580
NRT National Percentile Rank		40
NRT National Stanine		5
NRT National NCE		56.1
ROGERS, MARK	9010345670	
NRT Number Correct		18
NRT Standard Score		577
NRT National Percentile Rank		39
NRT National Stanine		4
NRT National NCE		53.2
STRONG, JESSICA	4755663178	
NRT Number Correct		24
NRT Standard Score		624
NRT National Percentile Rank		80
NRT National Stanine		7
NRT National NCE		88.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

2015 AUGMENTED BENCHMARK EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



GRADE 5 AUGMENTED BENCHMARK EXAMINATION SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2015
Page: 3

District Number: **99-99**
 District Name: **Arkansas School District**
 School Number: **99-99-999**
 School Name: **Arkansas School**

& = Modified form adapted to Braille

IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)

Student Information	Science
Name	Student ID#
Multiple-Choice Points Possible	30
<u>SCHOOL AVERAGE IEP STUDENTS</u>	
NRT Mean Standard Score	624
NRT Natl. Percentile Rank of Mean Standard Score	80
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	76.0
<u>LEP STUDENTS</u>	
JACOBS, RILEY	8842345678
NRT Number Correct	26
NRT Standard Score	660
NRT National Percentile Rank	62
NRT National Stanine	7
NRT National NCE	58.1
MARTINEZ, ANGEL	7315667788
NRT Number Correct	26
NRT Standard Score	600
NRT National Percentile Rank	72
NRT National Stanine	7
NRT National NCE	60.3
<u>SCHOOL AVERAGE LEP STUDENTS</u>	
NRT Mean Standard Score	627
NRT Natl. Percentile Rank of Mean Standard Score	68
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	70.1
<u>MONITORED FORMER LEP STUDENTS -- YEAR 1</u>	
DIAZ, DIANA	4455667788
NRT Number Correct	26
NRT Standard Score	600
NRT National Percentile Rank	72
NRT National Stanine	7
NRT National NCE	60.3
MUNEZ, MARIO	9012345678
NRT Number Correct	26
NRT Standard Score	660
NRT National Percentile Rank	62
NRT National Stanine	7
NRT National NCE	58.1
<u>SCHOOL AVERAGE MONITORED FORMER LEP STUDENTS -- YEAR 1</u>	
NRT Mean Standard Score	624
NRT Natl. Percentile Rank of Mean Standard Score	80
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	76.0

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.

2015 AUGMENTED BENCHMARK EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2015
Page: 4

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information		Science
Name	Student ID#	
Multiple-Choice Points Possible		30
MONITORED FORMER LEP STUDENTS -- YEAR 2		
SEREN, MOHAMMED	9012345679	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3
CHEN, LEE	4451167788	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
SCHOOL AVERAGE MONITORED FORMER LEP STUDENTS -- YEAR 2		
NRT Mean Standard Score		624
NRT Natl. Percentile Rank of Mean Standard Score		80
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		76.0
1ST YEAR LEP STUDENTS		
ARMATO, TOMAS (L)	3142177181	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
GUITTEREZ, AMBER (L)	2012345678	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3
SIMONE, JACQUE (L)	3142718103	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 6.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: ITBS® SCORES**

Date of Test: April 2015
Page: 5

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information		Science
Name	Student ID#	
Multiple-Choice Points Possible		30
SCHOOL AVERAGE 1ST YEAR LEP STUDENTS		
NRT Mean Standard Score		624
NRT Natl. Percentile Rank of Mean Standard Score		80
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		76.0
GIFTED AND TALENTED		
BRUMM, BARBARA	9068845679	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
CASE, CHANTEL	3431167788	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3
SCHOOL AVERAGE GIFTED AND TALENTED		
NRT Mean Standard Score		627
NRT Natl. Percentile Rank of Mean Standard Score		68
NRT Natl. Stanine of Mean Standard Score		7
NRT NCE of the Mean Standard Score		70.1
HIGHLY MOBILE STUDENTS		
SMITH, LAURA	9012340079	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3
THOMAS, LESLIE	4005117788	
NRT Number Correct		26
NRT Standard Score		660
NRT National Percentile Rank		62
NRT National Stanine		7
NRT National NCE		58.1
VALENZIA, VICTOR	9011345679	
NRT Number Correct		26
NRT Standard Score		600
NRT National Percentile Rank		72
NRT National Stanine		7
NRT National NCE		60.3

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

2015 AUGMENTED BENCHMARK EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2015
Page: 6

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**

& = Modified form adapted to Braille

**IOWA TESTS OF BASIC SKILLS®
NORM-REFERENCED TEST (NRT)**

Student Information	Science
Name Student ID#	
Multiple-Choice Points Possible	30
<u>SCHOOL AVERAGE HIGHLY MOBILE STUDENTS</u>	
NRT Mean Standard Score	624
NRT Natl. Percentile Rank of Mean Standard Score	80
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	76.0
<u>SCHOOL AVERAGE FREE AND/OR REDUCED LUNCH STUDENTS</u>	
NRT Mean Standard Score	627
NRT Natl. Percentile Rank of Mean Standard Score	68
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	70.1
<u>SCHOOL AVERAGE NON-ECONOMICALLY DISADVANTAGED STUDENTS</u>	
NRT Mean Standard Score	624
NRT Natl. Percentile Rank of Mean Standard Score	80
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	76.0
<u>SCHOOL AVERAGE NON-DISABLED STUDENTS</u>	
NRT Mean Standard Score	627
NRT Natl. Percentile Rank of Mean Standard Score	68
NRT Natl. Stanine of Mean Standard Score	7
NRT NCE of the Mean Standard Score	70.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

SCHOOL SUMMARY REPORT: ITBS SCORES—OVERVIEW

The School Summary Report is a multi-page report providing student results aggregated to the school level. Eight groups are reported independently from one another (see page 5 for additional information). Students in grades 5 and 7 will receive scores for Science. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number.

Note: The District Summary Report provides district staff with summary information on how students within the district performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination at the district, region, and state levels.

SCHOOL SUMMARY REPORT—COMBINED POPULATION: ITBS SCORES

The Combined Population Report gives the results for **all** students* for whom answer documents were returned for the April 2015 Augmented Benchmark Examination. Combined Population is the first group reported on the School Summary Report, by ITBS test. A sample of this report is provided on the following pages.

The School Summary Report—Combined Population: ITBS Scores provides school and district staff with summary information on how all students within a school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of the page.
- The total number of students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student sub-groups:
 - All Students
 - Gender
 - Ethnicity
 - Gender/Ethnicity
 - Migrant

Note: See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—Combined Population: ITBS Scores can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

Note: The School and District Summary Reports: ITBS Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
COMBINED POPULATION**

Date of Test: April 2015
Page 1

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **102**

School Number: **99-99-999**
School Name: **Arkansas School**

	SCHOOL				DISTRICT				REGION				STATE			
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine Standard Score
SCIENCE																
All Students	102	628.6	57	5	1,344	623.1	54	5	2270	616.2	49	5	33,777	628.1	49	5
Gender																
Female	48	629.1	58	5	709	624.3	54	5	1,134	620.6	50	5	14,789	628.2	57	5
Male	54	627.4	56	5	653	626.9	54	5	1,136	619.7	48	5	17,978	628.3	56	5
Ethnicity																
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Black	17	615.4	47	5	870	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	83	630.9	59	5	434	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Gender/Ethnicity - Female																
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Black	8	615.2	47	5	870	611.0	42	5	1,355	604.3	37	4	8,244	603.7	36	4
White	52	630.7	59	5	434	630.0	66	6	890	636.7	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
COMBINED POPULATION (continued)**

Date of Test: April 2015
Page 2

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 102

School Number: 99-99-999
School Name: Arkansas School

Gender/Ethnicity - Male	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Black	8	615.2	47	5	870	611.0	42	5	1,355	604.3	37	4	8,244	603.7	36	4
White	52	630.7	59	5	434	630.0	66	6	890	636.7	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—GENERAL POPULATION: ITBS SCORES

Students included in the General Population Report are those who were **not** identified with an ESI code (IEP students), as Limited English Proficient (LEP Students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as eligible for Free and/or Reduced Lunch are included in the General Population Report, unless they have also been identified with an ESI code, as LEP and/or as Highly Mobile. General Population is the second group reported on the School Summary Report, by ITBS test. A sample of this report is provided on the following pages.

The School Summary Report—General Population: ITBS Scores provides school and district staff with summary information on how General Population students within a school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of the page.
- The total number of General Population students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The General Population group is broken out and reported for the following student sub-groups:
 - All Students
 - Gender
 - Ethnicity
 - Gender/Ethnicity
 - Migrant

Note: See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—General Population: ITBS Scores can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
GENERAL POPULATION**

Date of Test: April 2015
Page 3

District Number: 99-99
District Name: **Arkansas School District**
Total Number of Students Tested: **90**

School Number: 99-99-999
School Name: **Arkansas School**

	SCHOOL			DISTRICT			REGION			STATE					
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score			
SCIENCE															
All Students	90	628.6	57	5	623.1	54	5	2270	616.2	49	5	33,777	628.1	49	5
Gender															
Female	42	629.1	58	5	624.3	54	5	1,134	620.6	50	5	14,789	628.2	57	5
Male	58	627.4	56	5	626.9	54	5	1,136	619.7	48	5	17,978	628.3	56	5
Ethnicity															
Hispanic	1	564.0	10	2	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	7	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Black	17	615.4	47	5	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	77	630.9	59	5	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Gender/Ethnicity - Female															
Hispanic	1	564.0	10	2	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	7	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Black	17	615.4	47	5	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	23	630.9	59	5	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
GENERAL POPULATION (continued)**

Date of Test: April 2015
Page 4

	SCHOOL				DISTRICT				REGION				STATE			
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score
SCIENCE																
Gender/Ethnicity - Male																
Hispanic	0	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	2	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Black	25	615.4	47	5	870	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	21	630.9	59	5	434	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—IEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. The IEP student population is the third group reported on the School Summary Report, by ITBS test. IEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—IEP Students: ITBS Scores provides school and district staff with summary information on how exceptional students in the school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of IEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- Data are first provided for “All IEP Students” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech/Language Impairment
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

Note: Students for whom more than one ESI code was marked on their answer documents are reported in the Multiple Disabilities category.

- The information provided for “Non-disabled” includes students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—IEP Students: ITBS Scores can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
IEP STUDENTS**

Date of Test: April 2015
Page 5

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 8

School Number: 99-99-999
School Name: Arkansas School

SCIENCE	SCHOOL				DISTRICT				REGION				STATE			
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score
ALL IEP Students	8	615.2	47	5	870	611.0	42	5	1,018	604.3	37	4	8,244	610.8	36	4
ESI Categories																
Autism	3	607.4	37	4	122	601.4	40	5	583	599.0	36	5	1,311	608.2	35	4
Deaf-Blindness	3	620.7	32	5	28	617.9	44	5	126	612.1	41	5	402	609.8	40	5
Hearing Impairment	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Mental Retardation	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Multiple Disabilities	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Orthopedic Impairment	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Other Health Impairment	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Emotional Disturbance	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Specific Learning Disability	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Speech/Language Impairment	2	568.1	10	2	131	563.7	41	4	677	557.9	35	4	944	554.1	34	4
Traumatic Brain Injury	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Visual Impairment	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Non-disabled	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—LEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Limited English Proficient (LEP). The LEP student population is the fourth group reported on the School Summary Report, by ITBS test. LEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—LEP Students: ITBS Scores provides school and district staff with summary information on how LEP students in the school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of LEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—LEP Students: ITBS Scores can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

Date of Test: April 2015
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**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
LEP STUDENTS**



School Number: 99-99-999
School Name: Arkansas School

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 1

	SCHOOL			DISTRICT			REGION			STATE		
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score
SCIENCE												
Limited English Proficient	1	564.0	10	2	609.4	41	5	611.2	41	5	615.7	46
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—MONITORED FORMER LEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Monitored Former LEP. The Monitored Former LEP student population is the fifth group reported on the School Summary Report, by ITBS test. Monitored Former LEP students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Monitored Former LEP Students: ITBS Scores provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The information in the report is broken down into Monitored Former LEP—Year 1 and Monitored Former LEP—Year 2.
- The total number of Monitored Former LEP students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Monitored Former LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Monitored Former LEP Students: ITBS Scores can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
MONITORED FORMER LEP STUDENTS**

Date of Test: April 2015
Page 7

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **1**

	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
SCIENCE																
Monitored Former LEP -- Year 1	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Monitored Former LEP -- Year 2	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—GIFTED AND TALENTED STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Gifted and Talented. The Gifted and Talented student population is the sixth group reported on the School Summary Report, by ITBS test. Gifted and Talented students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Gifted and Talented Students: ITBS Scores provides school and district staff with summary information on how Gifted and Talented students in the school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of Gifted and Talented students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Gifted and Talented Students: ITBS Scores can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
GIFTED AND TALENTED**

Date of Test: April 2015
Page 8

	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
Gifted and Talented	2	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Migrant	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 3

School Number: 99-99-999
School Name: Arkansas School

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—HIGHLY MOBILE STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2014. The Highly Mobile student population is the seventh group reported on the School Summary Report, by ITBS test. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Highly Mobile Students: ITBS Scores provides school and district staff with summary information on how Highly Mobile students in the school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of Highly Mobile students* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Highly Mobile Students: ITBS Scores can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.

Date of Test: April 2015
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**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
HIGHLY MOBILE STUDENTS**

School Number: 99-99-999
School Name: Arkansas School

District Number: 99-99
District Name: Arkansas School District
Total Number of Students Tested: 0

	SCHOOL			DISTRICT			REGION			STATE		
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score
SCIENCE												
Highly Mobile	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL SUMMARY REPORT—FREE AND/OR REDUCED LUNCH STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. The Free and/or Reduced Lunch student population is the eighth group reported on the School Summary Report, by ITBS test. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Free and/or Reduced Lunch Students: ITBS Scores provides school and district staff with summary information on how students in the school who are eligible for Free and/or Reduced Lunch performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of students* who are eligible for Free and/or Reduced Lunch in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Non-economically Disadvantaged” includes only those students who were not identified as eligible for Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those students eligible for Free and/or Reduced Lunch who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Free and/or Reduced Lunch Students: ITBS Scores can be used to compare the performance of students in the school who are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels.

* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL SUMMARY REPORT: ITBS® SCORES
FREE AND REDUCED LUNCH STUDENTS**

Date of Test: April 2015
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	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
SCIENCE																
Free and/or Reduced Lunch	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Non-economically Disadvantaged	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: ITBS SCORES

The School Item-by-Item Selections of Correct Answers: ITBS Scores provides the results for each NRT item (all multiple-choice). No items are released.

The School Item-by-Item Selections of Correct Answers: ITBS Scores provides school and district staff with information on how students within a school performed on the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The School Item-by-Item Selections of Correct Answers: ITBS Scores is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. A sample of the School Item-by-Item Selections of Correct Answers: ITBS Scores is provided on the following page. The following information is provided on the School Item-by-Item Selections of Correct Answers: ITBS Scores:

- Grades 5 and 7 will receive results for Science. The test is identified at the top of the column on the left side of each page.
- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school and district information.
- The first column (Item Type) identifies the item type: all ITBS items are multiple-choice (MC).
- The second column (Item-Skill Classification) describes the specific item-skill classification associated with each non-released item.
- The remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.

Note: The District Item-by-Item Selections of Correct Answers: ITBS Scores provides individual item results for the Complete Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination at the district and state levels. The School and District Item-by-Item Selections of Correct Answers: ITBS Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

* 1st Year in the U.S. LEP student scores are not included in this report.



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**GRADE 5 AUGMENTED BENCHMARK EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS: ITBS® SCORES
COMBINED POPULATION**

SCIENCE TEST ITEMS

Date of Test: April 2015

District Number: **99-99** District Name: **Arkansas School District**
 School Number: **99-99-999** School Name: **Arkansas School**

Total Number of Students Tested: **101**

ITEMS NOT RELEASED

Item Type	Item-Skill Classification	Number and Percent Selecting the Correct Answer					
		School #	School %	District #	District %	State #	State %
MC	Scientific inquiry Processes	79	79.8%	1,187	77.7%	26,105	73.2%
MC	Life science Environmental interactions	89	89.9%	1,299	88.4%	30,412	85.2%
MC	Physical science Changes of matter	49	49.5%	954	48.2%	17,801	49.9%
MC	Life science Structures of living things	91	91.9%	1,102	91.1%	30,991	66.9%
MC	Earth and space science Changes in earth	71	71.7%	1,080	71.4%	25,259	70.8%
MC	Physical science Energy	93	93.9%	1,105	93.8%	32,609	91.4%
MC	Scientific inquiry Processes	59	59.6%	1,070	62.5%	23,087	64.7%
MC	Scientific inquiry Analysis	69	69.7%	1,081	72.3%	22,396	62.8%
MC	Scientific inquiry Analysis	66	66.7%	1,076	67.9%	26,995	75.7%
MC	Scientific inquiry Processes	45	45.5%	1,050	68.8%	14,907	77.1%
MC	Scientific inquiry Processes	68	68.7%	1,077	68.8%	27,498	64.7%
MC	Life science Environmental interactions	74	74.7%	1,084	75.0%	28,272	79.2%
MC	Earth and space science Earth's structure	66	66.7%	1,076	67.9%	26,995	75.7%
MC	Earth and space science Earth's structure	45	45.5%	1,050	68.8%	27,498	77.1%
MC	Life science Life cycles	71	71.7%	1,080	71.4%	25,259	70.8%
MC	Earth and space science Changes in earth	93	93.9%	1,105	93.8%	32,609	91.4%
MC	Physical science Mechanics	59	59.6%	1,070	62.5%	23,087	64.7%
MC	Life science Environmental interactions	69	69.7%	1,081	72.3%	22,396	62.8%
MC	Physical science Properties of matter	66	66.7%	1,076	67.9%	26,995	75.7%
MC	Scientific inquiry Processes	64	64.6%	1,071	63.4%	24,900	69.8%
MC	Scientific inquiry Skills	57	59.6%	1,070	62.5%	23,087	64.7%
MC	Scientific inquiry Processes	62	69.7%	1,081	72.3%	22,396	62.8%
MC	Scientific inquiry Interpretation	56	66.7%	1,076	67.9%	26,995	75.7%
MC	Life science Structures of living things	71	69.7%	1,081	72.3%	22,396	62.8%
MC	Earth and space science Changes around earth	78	66.1%	985	54.1%	14,693	41.9%

The following groups are not included in this report: 1) 1st Year LEP students

DEFINITIONS OF PERFORMANCE LEVELS

The general performance levels preamble for the ACTAAP states that the students must demonstrate their ability to be successful and productive citizens. Student performance is categorized into four levels of performance for the Augmented Benchmark Examination: advanced, proficient, basic, and below basic. The general definitions of these performance levels are as follows:

Advanced

In science, students consistently demonstrate the knowledge and reasoning ability required for understanding scientific concepts. Students can perform and critique basic investigations, make connections from one or more of the sciences to predict or conclude, and apply fundamental concepts to practical applications.

Proficient

In science, students demonstrate the knowledge and reasoning abilities required for understanding scientific concepts. Students can perform basic investigations, formulate solutions to familiar problems, and communicate the results.

Basic

In science, students demonstrate a limited understanding of scientific concepts and some ability to use reasoning to apply this knowledge. Students can carry out basic investigations.

Below Basic

In science, students fail to show sufficient mastery of skills in science to attain the basic level.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QAI 14002-RIG AR1502



QAI14002