



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## Geometry

### Mid-Year End-of-Course Examination

### January 2007 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 January 2007 administration of the *Geometry Mid-Year End-of-Course Examination*. This *Report Interpretation Guide* provides general information about the components of the *Geometry Mid-Year End-of-Course 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 *Geometry Mid-Year End-of-Course 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 with less than one year in a U.S. school whose answer documents had the “LEP student less than one year in the U.S.” bubble filled in 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. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2007. However, if the “LEP student less than one year in the U.S.” bubble was not properly marked on the answer document, the student’s scores **will be included** in AYP calculations and will appear on all reports.

## 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 Geometry Mathematics 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 *Geometry Mid-Year End-of-Course Examination* is a criterion-referenced test that became operational in the 2001–2002 school year. All test questions on the *Geometry Mid-Year End-of-Course Examination* align with the strands and subject-specific competencies described by the *Arkansas Geometry Mathematics Curriculum Framework*. As such, student performance on the *Geometry Mid-Year End-of-Course Examination* is directly aligned with the statewide frameworks and statewide curriculum goals.

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.

As the ACTAAP continues to evolve, it will offer

- performance assessment of the core concepts, thinking skills, and problem-solving skills defined by the Arkansas Curriculum Frameworks; and
- a variety of testing models, including portfolio assessment and performance tasks, which should encourage greater teacher involvement in the assessment process.

## FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the *Geometry Mid-Year End-of-Course Examination* and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (teachers, school and district test coordinators, principals, superintendents, etc.). 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 *Geometry Mid-Year End-of-Course Examination*?

The *Geometry Mid-Year End-of-Course Examination* should be administered to **all** students completing Geometry or the equivalent by the end of the first semester for high school credit who are eligible for testing under standardized conditions, with or without accommodations. A student enrolled in a course of study equivalent to Geometry that sequences the course content over a two-year period must test at the end of the two years, regardless of whether or not the student has completed or passed the course. A student who completes a summer school or correspondence course in Geometry also tests at Mid-Year.

### 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 and criterion-referenced tests to be administered. A norm-referenced test was administered in 2006 and the *Geometry Mid-Year End-of-Course Examination* was administered in January 2007. The *Geometry Mid-Year End-of-Course Examination* requires two days of testing. This test 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.

### 3. Why can't students just take some other test (or use other test results) to demonstrate performance?

The *Geometry Mid-Year End-of-Course Examination* has been developed to specifically align with the *Arkansas Geometry Mathematics Curriculum Framework* in order to evaluate student learning relative to the curriculum being taught within the state. Other tests have been developed as general instruments that are not specific to the Arkansas curriculum. Allowing the use of another instrument, or a variety of instruments, to gauge student performance related to the Arkansas curriculum is not an accurate measure of achievement relative to the state-level goals for education.

For answers to other questions regarding the *Geometry Mid-Year End-of-Course Examination*, please contact:

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**EDUCATIONAL IMPROVEMENT PLANS  
AND USING THE 2007 *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION RESULTS***

**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., *Geometry Mid-Year End-of-Course 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 *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION RESULTS***

The reports for the *Geometry Mid-Year End-of-Course Examination* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas Geometry Mathematics Curriculum Framework*. The most important use of this 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 level in one or more sections of the test. An asterisk listed next to the student’s name on the *Class Roster Report* and the *School Roster Report* shows that the student did not perform at the Proficient performance level.
- For those students who did not perform at 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 within the *Arkansas Geometry Mathematics Curriculum Framework*.

## DISSEMINATING THE 2007 *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION* RESULTS AND CONCLUSION

### DISSEMINATING THE *GEOMETRY MID-YEAR END-OF-COURSE 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 Report(s)*, *School Roster Report*, *School Profile Report*, *School Summary Report*, and *School Item-by-Item Selections of Correct Answers Report* as soon as possible.
- Send the Student (Home) Copy of the *Student Report* 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 *Geometry Mid-Year End-of-Course 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*.
- Summarize information from the *School Roster Report*, *School Summary Report*, and *School Profile Report* 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.
- Communicate to teachers and guidance counselors, by letter or report, a list of the Geometry skills with the lowest performance by students.
- 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).

### 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 criterion-referenced testing instruments that are directly linked with the *Arkansas Geometry Mathematics Curriculum Framework*. Improving student performance on the *Geometry Mid-Year End-of-Course 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 *Geometry Mid-Year End-of-Course Examination* in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

## THE 2007 *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION* REPORTS

### OVERVIEW OF THE *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION* REPORTS

Reports of results on the *Geometry Mid-Year End-of-Course Examination* are sent to districts to provide information on student performance. Samples of the *Student Report*, *Student Label*, *Class Roster Report*, *School Roster Report*, *School Summary Report*, *School Profile Report*, and *School Item-by-Item Selections of Correct Answers Report* 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 Report* students are reported by group. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the January 2007 administration of the *Geometry Mid-Year End-of-Course Examination*.
- **Combined Population Without Highly Mobile** (appears only on the *School Roster Report*)—All students for whom answer documents were returned for the January 2007 administration of the *Geometry Mid-Year End-of-Course Examination* excluding those students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **General Population**—Students who were **not** identified on their answer documents with an ESI code (IEP students), as LEP, and/or as Highly Mobile. Students coded as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the General Population report, unless they have also been coded with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students**—Students whose answer documents were marked with an ESI code (see page 18 for a listing of the ESI categories) identifying them as participating in a specific education program. Students for whom more than one ESI code was marked are reported in the “Multiple Disabilities” category.
- **LEP Students**—Limited English Proficient students who were identified as LEP on their answer documents.
- **1st Year LEP Students** (appears only on the *School Roster Report*)—Students who are Limited English Proficient and have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified on their answer documents as participating in a gifted and talented program.
- **Highly Mobile Students**—Students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006.
- **Free and/or Reduced Lunch** (not reported on the *School Item-by-Item Selections of Correct Answers Report*)—Students who were identified on their answer documents as being eligible for free and/or reduced lunch.
- **Non-economically Disadvantaged** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).
- **Non-disabled Students** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).

On the Combined Population and General Population summary reports, the groups are further broken down for the following student populations (sub-groups):

- **All Students**—Includes all students in the group that is being reported.
- **Gender**—Results are reported separately for females and males. Students whose answer documents were not coded for gender or those for whom both options were marked are not reported in this sub-group.
- **Ethnicity**—Results are reported separately for ethnicity (Asian/Pacific Islander, African American, Hispanic, Native American, Caucasian, and Not Indicated). Students whose answer documents were not coded for ethnicity or those for whom more than one ethnic background code was marked 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 were not coded or contained multiple marks for one of the fields 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 information is printed on the reports according to what was coded on the student answer documents, Classroom/Group Information Sheet, and/or School/Course Header Sheet.

**NOTE:** The data 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**

Each school will receive two copies of the *Student Report*, a Student (Home) copy in color and a School copy in black and white. The *Student Report* is a one-page, two-sided report. Side one provides information specific to the student listed. Side two provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of the front side of the *Student Report* is provided on the opposite page.

The *Student Report* provides individual student feedback on how the student performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided on side one of the *Student Report*:

- Student information reflects what was coded on the student’s answer document for student name, grade, and birth date.
- A letter from Dr. T. Kenneth James, Commissioner of Education, introduces the report.
- Geometry Scale Score Section (bottom left of report)
  - The four performance levels (Advanced, Proficient, Basic, and Below Basic) and the cut scores associated with Geometry are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student’s scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score. The school, district, and state average scores are also provided and can be used for comparative data.

A student is required to have attained a scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Geometry. It is important to note that the information listed at the strand level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

- Geometry (Raw) Scores by Strand Section (bottom right of report)
  - A table with each strand listed in the left column is provided. The strands are directly aligned with the *Arkansas Geometry Mathematics 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. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific strands may show that the student had greater difficulty with Relationships between two and three dimensions concepts than with the other strands. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student’s needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions, indicating that the student may be having trouble responding in this format.
  - A score of “NA” (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of “0.”
  - A definition and information for scale scores are provided under the Geometry (Raw) Scores by Strand 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 *Student Label* includes the student’s total scale score for Geometry with the student’s associated performance level for the January 2007 administration of the *Geometry Mid-Year End-of-Course Examination*. A sample of the *Student Label* is provided on the opposite page.

The *Student Label* provides the student’s name, grade, date of birth, and Geometry course taken. It also includes the student’s scale score and performance level for the *Geometry Mid-Year End-of-Course Examination*. This label will be added to the student’s permanent record or transcript as a permanent record of the January 2007 *Geometry Mid-Year End-of-Course Examination* test results.

**STUDENT REPORT**



**ACTAAP**

Arkansas Comprehensive Testing, Assessment,  
and Accountability Program

**MID-YEAR END-OF-COURSE EXAMINATION - GEOMETRY  
STUDENT REPORT**

**For the Family of  
ASHLEY ADAMS**

**Test Date:** January 2007  
**Grade:** 10  
**Birth Date:** 07-21-1991  
**School Name:** Arkansas High School  
(99-99-999)  
**District Name:** Arkansas School District  
(99-99)

Dear Family,

Recently, Ashley participated in the Arkansas Mid-Year End-of-Course Examination in Geometry. Skills assessed on this test are based on the Arkansas Curriculum Frameworks and are required to be part of any Arkansas instructional program. The Curriculum Frameworks describe what Ashley is expected to know and be able to do in Geometry. The End-of-Course Examination in Geometry includes multiple-choice questions as well as open-response questions that require the student to construct a handwritten answer.

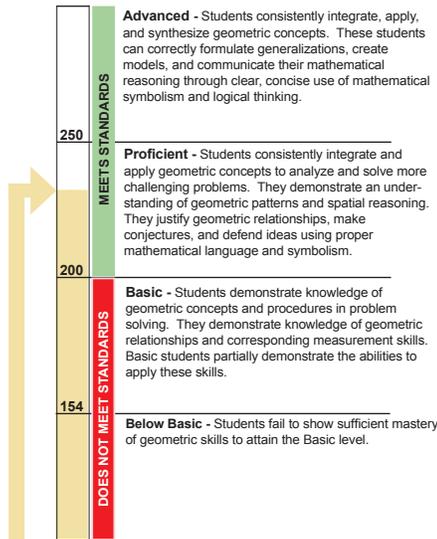
This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring future success.

Sincerely,

T. Kenneth James, Ed.D.  
Commissioner of Education

**Ashley's Test Results**

**Geometry Scale Score**



**Ashley's score of 246 is at the Proficient Level**

School Average Score      230  
District Average Score    220  
State Average Score        205

**Geometry (Raw) Scores by Strand**

This table shows the number of points Ashley scored in each of the Geometry strands.	Multiple Choice	Open-Response
<b>Language of Geometry</b> Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.	10 of 12	5 of 8
<b>Triangles</b> Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.	8 of 12	6 of 8
<b>Measurement</b> Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.	10 of 12	5 of 8
<b>Relationships between two and three dimensions</b> Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	9 of 12	5 of 8
<b>Coordinate Geometry and Transformations</b> Students will specify locations, apply transformations, and describe relationships using coordinate geometry.	9 of 12	6 of 8

NA = No attempt to answer the item. Score of "0" (zero) assigned for the item.

Ashley's total scores reported for Geometry 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 web site at the Testing link.

**STUDENT LABEL**

ACTAAP End of Course Examination  
Geometry      Date of Test: January 2007

**ADAMS, ASHLEY**

**Grade: 10**

DOB: 07-21-1991                      Course Taken: Geometry  
District: Arkansas School District (99-99)  
School: Arkansas School (99-99-999)  
Scale Score: 246                          Proficient

## **CLASS ROSTER REPORT**

Two copies of the *Class Roster Report* will be produced—one copy for the school and one copy for the district. The *Class Roster Report* is a one-sided, 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 January 2007 *Geometry Mid-Year End-of-Course Examination*. The class information printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the opposite page.

The *Class Roster Report* provides school and district staff with information on how students within a specific class or group performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is included on the *Class Roster Report*:

- 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 Geometry.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Geometry Mid-Year End-of-Course Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *Class Roster Report* (e.g., performance level, scale score, strand-level information, etc.). Grade and Course Taken information is also provided.
- Students who did not attain the Proficient or Advanced performance level in Geometry are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an “L” following the student’s birth date.
- Following the listing of students, the class average for each strand is provided. Class averages do not include First Year LEP student scores.
- The Mean Scale Scores for the school, district, region, and state in Geometry 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 an acceptable level for Geometry. Again, it is important to note that the information listed at the strand 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.

END OF COURSE EXAMINATION  
 GEOMETRY  
 CLASS ROSTER REPORT

Date of Test: January 2007  
 Page 1



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

NA = No Attempt (Zero Score)  
 NI = Not Indicated  
 \* = Not Proficient in Geometry  
 - = No course indicated  
 & = Modified form adapted to Braille

**COURSE TAKEN**  
 1 = Geometry  
 2 = Investigating Geometry  
 3 = Geometry A & B  
 4 = Other

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

Student Information		GEOMETRY										
Multiple Choice/Open-Response Points Possible	GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between two- and three- dimensions	Coordinate Geometry and Transformations	12/8	12/8	12/8
ADCOCK, JASON *	11	1	BAS	169	7/4	2/0	4/0	5/5	4/0	12/8	12/8	12/8
ADDLER, VICKY	10	1	PRO	219	8/4	5/2	9/4	9/4	9/4			4/0
AMWAY, JOHN Q *	09	1	BEL	149	4/NA	4/0	3/2	3/2	3/2			9/4
BANCROUN, MARY	10	1	PRO	214	8/4	7/0	7/5	7/5	7/5			3/2
BESTER, CODY * &	10	1	BEL	129	6/4	7/0	0/NA	0/NA	0/NA			7/5
BIYDREAM, KATE *	10	1	BAS	154	3/NA	4/0	3/3	3/3	3/3			0/NA
BYRD, AMY	09	1	PRO	229	8/4	7/0	9/6	9/6	9/6			3/3
CANCROUN, TIM	NI	-	PRO	224	7/4	8/0	8/6	8/6	8/6			9/6
DREAMY, ANGIE *	09	1	BEL	146	6/NA	4/NA	2/2	2/2	2/2			8/6
DUERRY, BLINEY	10	1	ADV	262	12/4	9/4	10/7	10/7	10/7			2/2
JAMWAY, JOHN Q	10	1	ADV	240	12/5	9/5	7/6	7/6	7/6			10/7
KIRKLEY, MATT	09	1	ADV	292	12/6	11/6	11/7	11/7	11/7			7/6
SMITHLY, HEIDI	10	1	PRO	212	4/4	7/0	8/5	8/5	8/5			11/7
VEST, ADAM	10	1	PRO	201	7/4	8/0	4/5	4/5	4/5			8/5
WAYLAN, GEORGE *	10	1	BAS	176	5/NA	2/NA	5/4	5/4	5/4			4/5
<b>CLASS AVERAGE:</b>				<b>197</b>	<b>6/1</b>	<b>6/4</b>	<b>6/4</b>	<b>6/4</b>	<b>6/4</b>			<b>6/4</b>
<b>COMBINED POPULATION: GEOMETRY</b>												
<b>MEAN SCALE SCORE</b>												
School: 173												
District: 170												
Region: 175												
State: 193												

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

L: 1st Year LEP Student

### **SCHOOL ROSTER REPORT**

Two copies of the *School Roster Report* will be produced—one copy for the school and one copy for the district. The *School Roster Report* is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the *Geometry Mid-Year End-of-Course Examination* and the results for those students. The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on pages 11–13.

The *School Roster Report* provides school and district staff with information on how all students within a school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided on the *School Roster Report*:

- 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 Geometry.
- Results for students are reported separately by group. See page 5 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Geometry Mid-Year End-of-Course Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *School Roster Report* (e.g., performance level, scale score, strand-level information, etc.). Grade and Course Taken information is also provided.
- Students who did not attain the Proficient or Advanced performance level in Geometry are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an “L” following the student’s birth date.
- Following the listing of students within each group, the school average for each strand for that group is provided. School averages do not include First Year LEP student scores.

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 an acceptable level for Geometry. Again, it is important to note that the information listed at the strand 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.



**END OF COURSE EXAMINATION  
GEOMETRY  
SCHOOL ROSTER REPORT**

Date of Test: January 2007

Page 2



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

**COURSE TAKEN**  
 1 = Geometry  
 2 = Investigating Geometry  
 3 = Geometry A & B  
 4 = Other

**PERFORMANCE LEVEL SCALE SCORE**  
 Below Basic (BEL) 150 and below  
 Basic (BAS) 151-199  
 Proficient (PRO) 200-249  
 Advanced (ADV) 250 and above

Student Information		GEOMETRY							
GRADE	COURSE TAKEN	PERFORMANCE LEVEL	ALGEBRA I SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between two- and three- dimensions	Coordinate Geometry and Transformations	
<b>Multiple Choice/Open-Response Points Possible</b>				<b>13/8</b>	<b>11/8</b>	<b>12/8</b>	<b>12/8</b>	<b>12/8</b>	
<b>IEP STUDENTS</b>									
11	2	BEL	121	3/2	4/0	3/1	2/0	0/0	
<b>BONDS, KARLA *</b>									
			121	3/2	4/0	3/1	2/0	0/0	
<b>SCHOOL AVERAGE:</b>									
<b>IEP STUDENTS</b>									
11	1	PRO	224	6/4	9/5	7/4	7/5	10/4	
10	1	BEL	151	3/2	3/1	1/2	5/1	4/2	
<b>SCHOOL AVERAGE:</b>			188	5/3	6/3	4/3	6/3	7/3	
<b>1st Year LEP STUDENTS</b>									
11	-	BAS	174	3/4	3/0	2/4	4/5	4/4	
<b>SCHOOL AVERAGE:</b>			174	3/4	3/0	2/4	4/5	4/4	
<b>GIFTED AND TALENTED STUDENTS</b>									
10	1	ADV	296	12/8	11/6	12/6	12/6	10/7	
<b>LOPEZ, SIMONE</b>			296	12/8	11/6	12/6	12/6	10/7	
<b>SCHOOL AVERAGE:</b>			296	12/8	11/6	12/6	12/6	10/7	

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

L: 1st Year LEP Student

END OF COURSE EXAMINATION  
 GEOMETRY  
 SCHOOL ROSTER REPORT

Date of Test: January 2007  
 Page 3



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

**COURSE TAKEN**  
 1 = Geometry  
 2 = Investigating Geometry  
 3 = Geometry A & B  
 4 = Other

**PERFORMANCE LEVEL SCALE SCORE**  
 Below Basic (BEL) 150 and below  
 Basic (BAS) 151-199  
 Proficient (PRO) 200-249  
 Advanced (ADV) 250 and above

NA = No Attempt (Zero Score)  
 NI = Not Indicated  
 \* = Not Proficient in Geometry  
 - = No course indicated  
 & = Modified form adapted to Braille

Student Information		GEOMETRY							
Multiple Choice/Open-Response Points Possible		ALGEBRA I SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between two- and three-dimensions	Coordinate Geometry and Transformations		
<b>HIGHLY MOBILE STUDENTS</b>			13/8	11/8	12/8	12/8	12/8	12/8	12/8
MCDONALD, CODY *	07-21-1991	180	7/4	1/0	6/4	5/4	5/0		
TULLY, JOSEPH *	06-02-1990	113	0/NA	3/NA	3/NA	4/NA	3/NA		
<b>SCHOOL AVERAGE:</b>		147	4/2	2/0	5/2	5/2	4/0		
<b>MIGRANT STUDENTS</b>									
JACKSON, JUSTIN	08-30-1989	204	5/3	7/2	6/2	9/4	9/2		
ROBINSON, PATRICIA *	09-20-1990	125	2/2	2/1	2/1	1/1	2/2		
<b>SCHOOL AVERAGE:</b>		165	4/3	5/2	4/2	5/3	6/2		
<b>FREE AND/OR REDUCED LUNCH STUDENTS</b>									
<b>SCHOOL AVERAGE:</b>		184	5/2	7/1	5/5	3/4	1/4		
<b>NON-ECONOMICALLY DISADVANTAGED</b>									
<b>SCHOOL AVERAGE:</b>		202	7/4	7/1	6/5	5/5	2/3		
<b>NON-DISABLED STUDENTS</b>									
<b>SCHOOL AVERAGE:</b>		176	5/3	4/1	2/2	5/4	6/2		

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

### **SCHOOL SUMMARY REPORT—OVERVIEW**

Each school will receive two copies of the *School Summary Report* and each district will receive one copy of the *School Summary Report* for the schools in the district. The Arkansas Department of Education will also receive one copy of the *School Summary Report*. The *School Summary Report* is a one-sided, multi-page report providing student results aggregated to the school level. Seven groups are reported independently from one another (see page 5 for additional information). The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number.

### **SCHOOL SUMMARY REPORT: COMBINED POPULATION**

The *Combined Population Report* gives the results for **all** students\* for whom answer documents were returned for the January 2007 administration of the *Geometry Mid-Year End-of-Course Examination*. A sample is provided on the opposite page.

The *School Summary Report: Combined Population* provides school and district staff with summary information on how all students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- 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 populations (sub-groups):
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant
- 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 percentages 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* can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

**NOTE:** Each district will receive two copies of the *District Summary Report*, which provides student results aggregated to the district level. The Arkansas Department of Education will also receive one copy of the *District Summary Report*. The *District Summary Report* provides district staff with summary information on how students within the district performed on the January 2007 *Geometry Mid-Year End-of-Course Examination*. The *School and District Summary Reports* are set up identically to one another, except that the district report does not include school data. The district level report also contains an additional page for 1st Year LEP students.

**2007 GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



**END OF COURSE EXAMINATION  
ALGEBRA I**

**SCHOOL SUMMARY REPORT: COMBINED POPULATION**

District Number: **99-99**  
 District Name: **Arkansas School District**  
 Total Number of Students Tested: **71**

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

Date of Test: January 2007  
 Page 1

	Number & Percentage of Students Below Basic (BEL) 150 and below			Number & Percentage of Students Basic (BAS) 151-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	
All Students	14	14	799	17	17	450	16	16	471	24	24	631	24	24	631	
Gender																
Female	3	3	374	8	8	223	7	7	226	7	7	226	12	12	342	7,239
Male	10	10	320	27	27	190	23	23	190	23	23	190	40	40	290	450
Ethnicity																
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	181
African American	2	2	555	4	4	249	1	1	202	1	1	186	1	1	186	1,566
Hispanic	0	0	19	0	0	13	0	0	11	0	0	14	0	0	14	539
Native American	0	0	4	0	0	1	0	0	2	0	0	3	0	0	3	100
Caucasian	12	12	216	13	13	184	15	15	252	15	15	233	23	23	419	101
Not Indicated	0	0	0	0	0	1	0	0	3	0	0	2	0	0	2	74
Gender/Ethnicity - Female																
Asian/Pacific Islander	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	91
African American	0	0	257	0	0	121	0	0	101	0	0	117	0	0	117	876
Hispanic	0	0	12	0	0	8	0	0	6	0	0	7	0	0	7	261
Native American	0	0	4	0	0	1	0	0	1	0	0	1	0	0	1	49
Caucasian	3	3	101	8	8	93	7	7	116	7	7	213	12	12	213	5,882
Not Indicated	0	0	0	0	0	1	0	0	2	0	0	1	0	0	1	35
Gender/Ethnicity - Male																
Asian/Pacific Islander	0	0	18	0	0	0	0	0	0	0	0	0	0	0	0	90
African American	2	2	822	4	4	128	1	1	101	1	1	646	1	1	69	680
Hispanic	0	0	7	0	0	5	0	0	5	0	0	7	0	0	7	277
Native American	0	0	29	0	0	21	0	0	21	0	0	28	0	0	28	51
Caucasian	9	9	115	5	5	91	8	8	136	8	8	247	11	11	206	6,217
Not Indicated	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	38
Migrant	0	0	5	0	0	6	0	0	9	0	0	14	0	0	4	148

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

**SCHOOL SUMMARY REPORT: GENERAL POPULATION**

Students included in the *General Population Report* are those who were **not** identified on their answer documents with an ESI code (IEP students), as limited English proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the *General Population Report* unless they have also been coded with an ESI code, as limited English proficient, and/or as Highly Mobile. A sample is provided on the opposite page.

The *School Summary Report: General Population* provides school and district staff with summary information on how General Population students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The total number of General Population students\* in the school 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 populations (sub-groups):
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant
- 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 percentages 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* 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.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

END OF COURSE EXAMINATION  
ALGEBRA I

SCHOOL SUMMARY REPORT: GENERAL POPULATION

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

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 71

Date of Test: January 2007  
Page 2

	Number & Percentage of Students Below Basic (BEL)				Number & Percentage of Students Basic (BAS)				Number & Percentage of Students Proficient (PRO)				Number & Percentage of Students Advanced (ADV)			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	14	14	799	7,167	17	17	450	4,782	16	16	471	6,671	24	24	631	14,653
Gender	20%	20%	34%	22%	24%	24%	19%	14%	23%	23%	20%	20%	34%	34%	27%	44%
Female	3	3	374	3,279	8	8	223	2,456	7	7	226	3,249	12	12	342	7,239
Male	10%	10%	32%	20%	27%	27%	19%	15%	23%	23%	19%	20%	40%	40%	29%	45%
Ethnicity	11	11	424	3,876	9	9	227	2,319	9	9	245	3,417	12	12	288	7,404
Asian/Pacific Islander	27%	27%	36%	23%	22%	22%	19%	14%	22%	22%	21%	20%	29%	29%	24%	44%
African American	0	0	0	37	0	0	0	48	0	0	0	61	0	0	2	181
Hispanic	0%	0%	0%	11%	0%	0%	0%	15%	0%	0%	0%	19%	0%	0%	0%	55%
Native American	2	2	555	3,332	4	4	249	1,480	1	1	202	1,386	1	1	186	1,556
Caucasian	25%	25%	47%	43%	50%	50%	21%	19%	13%	13%	17%	18%	13%	13%	16%	20%
Not Indicated	0	0	19	409	0	0	13	303	0	0	11	381	0	0	14	539
Gender/Ethnicity - Female	0	0	0	25%	0	0	0	23%	0	0	0	23%	0	0	0	33%
Asian/Pacific Islander	0	0	4	41	0	0	1	21	0	0	2	57	0	0	3	100
African American	0	0	40%	19%	0	0	10%	10%	0	0	20%	26%	0	0	30%	46%
Hispanic	0	0	33%	25%	0	0	23%	19%	0	0	19%	23%	0	0	25%	33%
Native American	0	0	4	41	0	0	1	21	0	0	2	57	0	0	3	100
Caucasian	12	12	216	3,253	13	13	184	2,875	15	15	252	4,711	23	23	419	101
Not Indicated	19%	19%	20%	30%	21%	21%	17%	26%	24%	24%	24%	43%	37%	37%	39%	1%
Gender/Ethnicity - Male	0	0	0	19%	0	0	17%	11%	0	0	0%	17%	0	0	0%	53%
Asian/Pacific Islander	0	0	0	12%	0	0	0	12%	0	0	0	18%	0	0	0	91
African American	0	0	257	1,509	0	0	121	766	0	0	101	740	0	0	117	876
Hispanic	0	0	43%	39%	0	0	20%	20%	0	0	17%	19%	0	0	20%	23%
Native American	0	0	12	191	0	0	8	159	0	0	6	188	0	0	7	261
Caucasian	0	0	36%	24%	0	0	24%	20%	0	0	18%	24%	0	0	21%	33%
Not Indicated	0	0	67%	17%	0	0	11%	11%	0	0	17%	27%	0	0	17%	45%
Gender/Ethnicity - Migrant	3	3	101	1,510	8	8	93	1,473	7	7	116	2,233	12	12	213	5,882
Asian/Pacific Islander	10%	10%	19%	14%	27%	27%	18%	13%	23%	23%	22%	20%	40%	40%	41%	53%
African American	0	0	0	16	0	0	1	9	0	0	2	14	0	0	1	35
Hispanic	0	0	0	22%	0	0	25%	12%	0	0	0%	19%	0	0	0%	47%
Native American	0	0	0	18	0	0	0	29	0	0	0	33	0	0	2	90
Caucasian	2	2	297	1,822	4	4	128	714	1	1	101	646	1	1	69	680
Not Indicated	25%	25%	50%	47%	50%	50%	22%	18%	13%	13%	17%	17%	13%	13%	12%	18%
Gender/Ethnicity - Migrant	0	0	7	218	0	0	5	144	0	0	5	193	0	0	7	277
Asian/Pacific Islander	0	0	29%	26%	0	0	21%	17%	0	0	21%	23%	0	0	29%	33%
African American	0	0	0	22	0	0	1	9	0	0	1	28	0	0	2	51
Hispanic	0	0	0	20%	0	0	0	8	0	0	0	25	0	0	0	46
Native American	9	9	115	1,742	5	5	91	1,401	8	8	136	2,478	11	11	206	6,217
Caucasian	27%	27%	21%	15%	15%	15%	17%	12%	24%	24%	25%	21%	33%	33%	38%	53%
Not Indicated	0	0	0	11	0	0	0	6	0	0	1	9	0	0	1	38
Migrant	0	0	5	162	0	0	6	108	0	0	9	134	0	0	4	148
	0%	0%	21%	29%	0%	0%	25%	20%	0%	0%	38%	24%	0%	0%	17%	27%

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

**SCHOOL SUMMARY REPORT: IEP STUDENTS**

The results in this section of the *School Summary Report* are for those students whose answer documents were coded with an ESI category. IEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: IEP Students* provides school and district staff with summary information on how exceptional students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The *School Summary Report* provides the Geometry results for IEP students.
- The total number of IEP students\* in the school is provided at the top of the page under the district name.
- Data is 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	Serious Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech or Language Impaired
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 did not have an ESI code marked on their answer documents.
- The information provided for “Migrant” includes only those IEP students who were also coded on their answer documents 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 percentages 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* 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.

\* First Year in a School in the U.S. LEP Student scores for students who are also special education students are not included in this report.



**END OF COURSE EXAMINATION  
ALGEBRA I**

**SCHOOL SUMMARY REPORT: IEP STUDENTS**

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **4**

Date of Test: January 2007  
 Page 3

ESI Categories	Number & Percentage of Students Below Basic (BEL) 150 and below				Number & Percentage of Students Basic (BAS) 151-199				Number & Percentage of Students Proficient (PRO) 200-249				Number & Percentage 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	100%	100%	64%	2,296 60%	0	0	23	543 1.4%	0	0	23	543 13%	0	0	47	434 11%
Autism	0	0	1	29 51%	0	0	0	10	0	0	0	4	0	0	0	14
Deaf-Blindness	1	1	100%	1 51%	0	0	0	18%	0	0	0	7%	0	0	0	25%
Hearing Impairment	100%	100%	50%	50 50%	0	0	0	0	0	0	0	0	0	0	50%	1
Mental Retardation	100%	100%	33%	29 63%	0	0	2	5	0	0	0	7	0	0	0	5
Multiple Disabilities	0	0	74	503 90%	0	0	5	33	0	0	2	16	0	0	0	8
Orthopedic Impairment	0	0	5	34 85%	0	0	0	6%	0	0	0	3%	0	0	0	1%
Other Health Impairment	0	0	0	8 47%	0	0	0	4	0	0	0	2	0	0	0	3
Serious Emotional Disturbance	0	0	13	375 61%	0	0	1	117	0	0	1	74	0	0	0	2
Specific Learning Disability	0	0	0	20 57%	0	0	0	0	0	0	0	0	0	0	0	50
Speech or Language Impaired	100%	100%	75%	100 7%	0	0	5	75	0	0	3	110	0	0	0	8%
Traumatic Brain Injury	0	0	0	45 0%	0	0	0	12%	0	0	10%	17%	0	0	0	27%
Visual Impairment	0	0	5	14 58%	0	0	1	5	0	0	0	1	0	0	0	0
Non-disabled	10	10	631	4,800 17%	20	20	420	4,100 14%	16	16	450	6,100 21%	25	25	600	14,000 48%
Migrant	0	0	0	62 66%	0	0	0	17	0	0	0	12	0	0	0	3
	0%	0%	0%	66%	0%	0%	18%	18%	0%	0%	13%	13%	0%	0%	0%	3%

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

### SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as Limited English Proficient (LEP). LEP students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: LEP Students* provides school and district staff with summary information on how LEP students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The *School Summary Report* provides the Geometry results for LEP students.
- The total number of LEP students\* in the school 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 coded on their answer documents 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 percentages 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* 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.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.



**END OF COURSE EXAMINATION  
GEOMETRY**

**SCHOOL SUMMARY REPORT: 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: **2**

Date of Test: January 2007  
 Page 4

	Number & Percentage of Students Below Basic (BEL) 153 and below			Number & Percentage of Students Basic (BAS) 154-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Limited English Proficient	0	0	45%	2	0	7	0	0	5	0	0	6	0	0	6	237
	0%	0%	22%	100%	0%	21%	0%	0%	15%	0%	0%	18%	0%	0%	18%	26%
Migrant	0	0	31%	0	0	4	0	0	3	0	0	2	0	0	2	36
	0%	0%	31%	0%	0%	31%	0%	0%	23%	0%	0%	15%	0%	0%	15%	22%

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

**SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS**

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Gifted and Talented. Gifted and Talented students are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Gifted and Talented Students* provides school and district staff with summary information on how Gifted and Talented students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The *School Summary Report* provides the Geometry results for Gifted and Talented students.
- The total number of Gifted and Talented students\* in the school 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 coded on their answer documents 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 percentages 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* 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.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.



**END OF COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS**

Date of Test: January 2007  
Page 5

District Number: **99-99**  
 District Name: **Arkansas School District**  
 Total Number of Students Tested: **10**

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

	Number & Percentage of Students Below Basic (BEL) 150 and below			Number & Percentage of Students Basic (BAS) 151-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above		
	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Gifted and Talented	0	0	1	0	0	7	0	0	50	10	250	3,237
	0%	0%	0%	0%	0%	2%	0%	0%	16%	100%	81%	89%
Migrant	0	0	0	0	0	0	0	0	0	0	2	20
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%

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

**SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS**

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2006. Highly Mobile students are included as part of the *Combined Population Report* but are not included in the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Highly Mobile Students* provides school and district staff with summary information on how Highly Mobile students in the school performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The *School Summary Report* provides the Geometry results for Highly Mobile students.
- The total number of Highly Mobile students\* in the school 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 coded on their answer documents 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 percentages 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* 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.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

**END OF COURSE EXAMINATION  
 ALGEBRA I  
 SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS**

Date of Test: January 2007  
 Page 6

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **3**

	Number & Percentage of Students Below Basic (BEL) 150 and below			Number & Percentage of Students Basic (BAS) 151-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Highly Mobile	0 0%	0 0%	27 24%	0 0%	1 33%	22 19%	1 33%	0 0%	0 0%	28 25%	0 0%	36 32%	2 67%	2 67%	36 31%
Migrant	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%	2 100%	20 100%

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

**SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS**

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Free and/or Reduced Lunch. Students who receive Free and/or Reduced Lunch are included in the results for both the *Combined Population Report* and the *General Population Report*. A sample is provided on the opposite page.

The *School Summary Report: Free and/or Reduced Lunch Students* provides school and district staff with summary information on how students in the school who receive Free and/or Reduced Lunch performed on the *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The *School Summary Report* provides the Geometry results for students who receive Free and/or Reduced Lunch.
- The total number of students\* who receive Free and/or Reduced Lunch 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 receiving Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those Free and/or Reduced Lunch students who were also coded on their answer documents 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 percentages 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* can be used to compare the performance of students in the school who receive Free and/or Reduced Lunch with the performance of students who receive Free and/or Reduced Lunch at the district, region, and state levels.

\* First Year in a School in the U.S. LEP Student scores are not included in this report.

Date of Test: January 2007  
Page 7

**END OF COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS**

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

District Number: **99-99**  
District Name: **Arkansas School District**  
Total Number of Students Tested: **39**

	Number & Percentage of Students Below Basic (BEL) 150 and below			Number & Percentage of Students Basic (BAS) 151-199			Number & Percentage of Students Proficient (PRO) 200-249			Number & Percentage of Students Advanced (ADV) 250 and above			
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Free and/or Reduced Lunch	7 24%	7 24%	685 41%	5 17%	5 17%	338 20%	8 28%	8 28%	328 20%	9 31%	9 31%	328 20%	5,500 31%
Non-economically Disadvantaged Students	9 21%	9 21%	114 17%	11 26%	11 26%	146 22%	17 40%	17 40%	293 44%	5 12%	5 12%	107 16%	1,555 11%
Migrant	0 0%	0 0%	5 22%	0 0%	0 0%	6 26%	0 0%	0 0%	9 39%	0 0%	0 0%	3 13%	134 27%

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

## **SCHOOL PROFILE REPORT**

The *School Profile Report* provides school and district staff with summary information on how students in the school performed on the *Geometry Mid-Year End-of-Course Examination*.

Each school will receive two copies of the *School Profile Report*, and each district will receive one copy of the *School Profile Report*. The *School Profile Report* is a four-page booklet providing an overview of the school's results for the January 2007 *Geometry Mid-Year End-of-Course Examination*. District and state level data is 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 pages 30–33.

The following information is provided on the *School Profile Report*:

- District and school information reflects what was coded on the School/Course Header Sheet.
  
- Geometry Overall Results (Combined Population)
  - The “Geometry Overall Results (Combined Population)” table is located on page 1 of the *School Profile Report*.
  - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the percent of students in the school who scored at Proficient and Advanced performance 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” is located on page 1, and the “Results by Gender and Ethnicity” is located on page 2 of the *School Profile Report*.
  - The first column in the “Results by Population Group” table indicates the specific student population that is being reported on that particular line (row). With the exception of “Migrant Students,” these groups can also be found on the *School Roster Report*. In the “Results by Gender and Ethnicity” table, information is provided by gender and by ethnicity.
  - 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 first column in the table indicates the specific student population that is being reported on that particular line (row).
  - The columns on the left side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the Mean Scale Scores for Geometry, which are broken out by group for the school, district, and state.

**SCHOOL PROFILE REPORT (CONTINUED)**

- Course Taken Summary

- The “Course Taken Summary” is located on page 2 of the *School Profile Report*.
- Data is first provided for “All Students” and is then broken down by the following Geometry courses listed on the left side of the report:

- Geometry
  - Geometry A & B
  - Investigating Geometry
  - Other

- The first column in the “Course Taken Summary” table indicates the specific student population that is being reported on that particular line (row). The second column from the left identifies the number of students tested in the school. The remaining columns 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 in school, district, and state.

- Performance on Multiple-Choice Items

- The “Performance on Multiple-Choice Items” is located on page 3 of the *School Profile Report*.
- Each line (row) provides the strand name and description, the number of multiple-choice points possible, and data on the average number of items students answer correctly. The results are provided in terms of numbers and percents at the school, district, and state levels.

- Performance on Open-Response Items

- The “Performance on Open-Response Items” is located on page 3 of the *School Profile Report*.
- Each line (row) provides the strand name and description, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided at the school, district, and state levels.

- Proficient and Advanced Performance History

- The “Proficient and Advanced Performance History” bar graph is located on page 4 of the *School Profile Report*.
- The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the Proficient and Advanced performance levels on the *Geometry End-of-Course Examination* since January 2006. This graph contains data from both the Mid-Year and April End-of-Course Examinations.

- Performance Level Descriptors

- The “Performance Level Descriptors” table is located on page 4 of the *School Profile Report*.
- Each line (row) provides the performance level, the associated scale score range, and the performance level description.



**SCHOOL PROFILE**

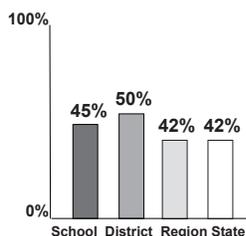
District: **Arkansas School District (99-99)**  
 School: **Arkansas School (99-99-999)**  
 Test Date: **January 2007**

**MID-YEAR  
 END-OF-COURSE EXAMINATION  
 GEOMETRY**

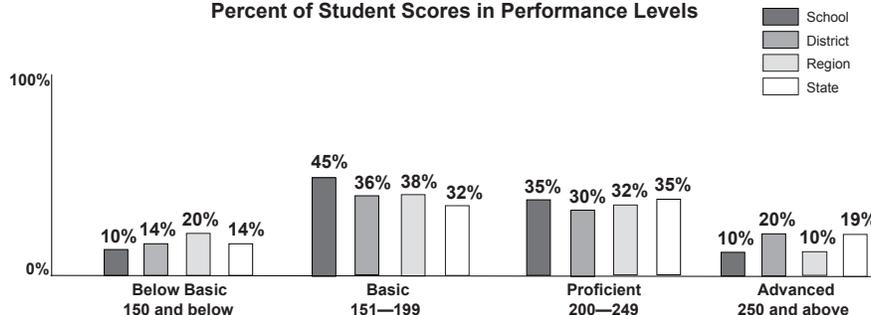
The *Geometry Mid-Year End-of-Course Examination* was administered in January to students who have completed coursework in Geometry. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Item-by-Item Reports, and Summary Reports).

**Geometry 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 students in each population group for your School, District, and the State. This Mean Scale Score information was previously summarized on the last page of the School Roster.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population <sup>1</sup>	14	20%	17	24%	16	23%	24	34%	173	189	184
Combined Population without Highly Mobile <sup>2</sup>	12	18%	16	24%	16	24%	24	35%	176	171	191
General Population <sup>3</sup>	10	16%	15	25%	14	23%	22	36%	188	173	189
Students with Disabilities	4	57%	3	43%	0	0%	0	0%	115	110	123
Non-Disabled Students	10	16%	14	22%	16	25%	24	38%	176	171	203
Limited English Proficient Students	0	0%	1	33%	2	66%	0	0%	194	196	144
1st Year LEP Students	0	0%	0	0%	1	100%	0	0%	173	154	151
Economically Disadvantaged Students <sup>4</sup>	7	47%	5	33%	2	13%	1	7%	184	165	179
Non-Economically Disadvantaged Students	7	13%	12	21%	14	25%	23	41%	203	176	203
Migrant Students	0	0%	1	100%	0	0%	0	0%	166	160	151

Notes:

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

**SCHOOL PROFILE**

**Results by Gender and Ethnicity**

The following table shows the number and percent of 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	14	20%	17	24%	16	23%	24	34%	179	189	184
<b>Gender</b>											
Male	3	10%	8	27%	7	23%	12	40%	201	189	189
Female	11	27%	9	22%	9	22%	12	29%	208	171	181
<b>Ethnicity</b>											
Asian/Pacific Islander	1	14%	0	0%	2	29%	4	57%	231	203	196
African American	3	14%	4	19%	5	24%	7	33%	203	186	194
Hispanic	2	20%	4	40%	3	30%	1	10%	171	151	201
Native American	1	100%	0	0%	0	0%	0	0%	83	154	163
Caucasian	7	23%	5	17%	6	20%	12	40%	200	203	186

Note: 1st Year LEP students are not included in this summary.

**Course Taken Summary**

The following table shows the number and percent of students in your School participating in the *Geometry Mid-Year End-of-Course Examination* who scored at each performance level for each of the Geometry courses taken. This table replaces the previously provided Course Taken Report.

Course	Number Tested (School)	Number and Percentage of Students											
		Below Basic			Basic			Proficient			Advanced		
		School	District	State	School	District	State	School	District	State	School	District	State
All Students	71	14	23	72	17	31	121	16	30	145	24	14	77
		20%	23%	17%	24%	32%	29%	23%	31%	35%	34%	14%	12%
Geometry	64	13	21	103	11	17	64	16	45	51	24	6	33
		20%	24%	41%	17%	19%	25%	25%	51%	20%	38%	7%	13%
Geometry A & B	4	1	0	15	3	5	47	0	0	31	0	0	4
		25%	0%	15%	75%	100%	48%	0%	0%	32%	0%	0%	4%
Investigating Geometry	3	0	14	29	3	22	46	0	12	30	0	0	5
		0%	29%	26%	100%	46%	42%	0%	25%	27%	0%	0%	5%
Other	0	0	0	2	0	0	32	0	0	2	0	0	0
		0%	0%	6%	0%	0%	89%	0%	0%	6%	0%	0%	0%

Note: 1st Year LEP students are not included in this summary.

**SCHOOL PROFILE**

**Performance on Test Items**

**Performance on Multiple-Choice Items**

The table below indicates the overall skill demonstrated by students on the multiple-choice items for each Geometry Strand.

Geometry Strands	Number of MC Items	Average Number and Percent Correct					
		School		District		State	
<b>Language of Geometry</b> Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.	12	7.4	57%	6.2	48%	6.2	48%
<b>Triangles</b> Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.	12	9.3	85%	5.5	50%	5.9	54%
<b>Measurement</b> Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.	12	8.1	68%	7.0	58%	6.3	53%
<b>Relationships between two and three dimensions</b> Students will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships.	12	7.7	64%	5.0	42%	5.5	46%
<b>Coordinate Geometry and Transformations</b> Students will specify locations, apply transformations, and describe relationships using coordinate geometry.	12	6.4	53%	6.4	53%	5.7	48%

**Performance on Open-Response Items**

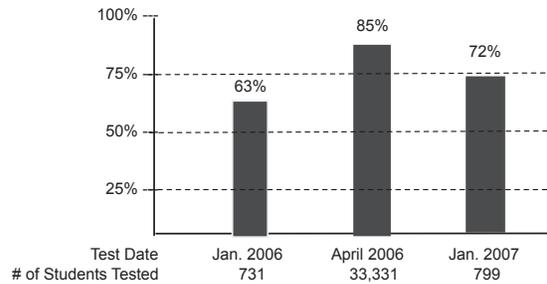
The table below indicates the overall skill demonstrated by students on the open-response items in Geometry. Open-response items require students to write a response to a geometry item.

Geometry Strands	Possible OR Points	Average Points Scored		
		School	District	State
<b>Language of Geometry</b> <b>Item</b> - Identify and describe angle relationships in a diagram consisting of two parallel lines and two transversals.	8	6.1	5.2	5.7
<b>Triangles</b> <b>Item</b> - Determine side lengths and angles of a triangle drawn within a rectangular prism, given the lengths of the prism's sides.	8	7.3	4.6	6.2
<b>Measurement</b> <b>Item</b> - Given measurements and a diagram of a flower garden, determine the width of a border for 2 sides and the remaining square footage for planting after a circular fountain has been added to the garden area.	8	5.5	6.1	6.8
<b>Relationships between two and three dimensions</b> <b>Item</b> - Determine volume of building based on three-dimensional drawing. Also represent the model in two-dimensional sketches from different views.	8	5.9	6.0	5.0
<b>Coordinate Geometry and Transformations</b> <b>Item</b> - Find the coordinates, slopes, and lengths for the sides and points of a trapezoid given coordinates for each vertex.	8	4.0	5.8	6.0

**SCHOOL PROFILE**

**Proficient and Advanced Performance History**

The following graph displays the number of students tested in your school and percent scoring at the Proficient or Advanced performance levels on the *Geometry End-of-Course Examinations* since January 2006.



**Performance Level Descriptions**

Performance Level	Score Range	Description
Advanced	250 and Above	Students consistently integrate, apply, and synthesize geometric concepts. These students can correctly formulate generalizations, create models, and communicate their mathematical reasoning through clear, concise use of mathematical symbolism and logical thinking.
Proficient	200—249	Students consistently integrate and apply geometric concepts to analyze and solve more challenging problems. They demonstrate an understanding of geometric patterns and spatial reasoning. They justify geometric relationships, make conjectures, and defend ideas using proper mathematical language and symbolism.
Basic	151—199	Students demonstrate knowledge of geometric concepts and procedures in problem solving. They demonstrate knowledge of geometric relationships and corresponding measurement skills. Basic students partially demonstrate the abilities to apply these skills.
Below Basic	150 and Below	Students fail to show sufficient mastery of geometric skills to attain the Basic level.

**SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS REPORT**

The *School Item-by-Item Selections of Correct Answers Report* 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 Booklet* for the *Geometry Mid-Year End-of-Course Examination* in order to examine school results for individual items. A sample is provided on the opposite page.

Each school and each district will receive one copy of the *School Item-by-Item Selections of Correct Answers Report*. The Arkansas Department of Education will also receive one copy of this report. The *School Item-by-Item Selections of Correct Answers Report* is a one-sided report providing the results for each item (multiple-choice and open-response). The *School Item-by-Item Selections of Correct Answers Report* 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 Report*:

- Information specific to Geometry is provided on the report.
- The number of students\* in the school for the reported group is provided under the school information.
- The first column (Item # in Test Booklet) provides the item number and the testing session that corresponds to where the item appeared in the student test booklets. This information can be used to review session information and to determine whether position within the testing schedule had an impact on student results.
- The second column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
- The third column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
- The fourth 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 Booklet.
- 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.

\* First Year in a School in the U.S. LEP Student responses are not included in this report.

**NOTE:** Each district and the Arkansas Department of Education will also receive one copy of the *District Item-by-Item Selections of Correct Answers Report*. The *District Item-by-Item Selections of Correct Answers Report* provides individual item results for the January 2007 *Geometry Mid-Year End-of-Course Examination* at the district and state levels. The *School and District Item-by-Item Selections of Correct Answers Reports* are set up identically to one another, except that the district report does not include school data.

**2007 GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES**



Arkansas  
Comprehensive Testing, Assessment,  
& Accountability Program

**END-OF-COURSE EXAMINATION  
SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS  
ALGEBRA I TEST ITEMS: COMBINED POPULATION  
DATE OF TEST: JANUARY 2007**

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

Total Number of Students Tested: 38

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	Number and Percent Selecting the Correct Answer				
					School %	District #	District %	State #	State %
1 (Session A1)	1	MC	1	14	36.6%	14	36.6%	14,217	42.9%
2 (Session A1)	2	MC	1	20	76.7%	20	76.7%	23,370	71.8%
3 (Session A1)	3	MC	3	20	76.7%	20	76.7%	22,164	66.9%
4 (Session A1)	4	MC	2	28	73.7%	28	73.7%	25,555	77.2%
5 (Session A1)	5	MC	2	31	81.6%	31	81.6%	20,829	62.9%
6 (Session A1)	6	MC	1	28	73.1%	28	73.1%	16,627	50.2%
7 (Session A1)	7	MC	3	27	71.1%	27	71.1%	16,455	49.3%
8 (Session A1)	8	MC	4	26	68.4%	26	68.4%	19,499	58.9%
9 (Session A1)	9	MC	3	12	31.6%	12	31.6%	12,093	38.6%
10 (Session A1)	10	MC	1	20	52.6%	20	52.6%	14,333	43.3%
11 (Session A1)	11	MC	4	9	23.7%	9	23.7%	14,630	44.2%
12 (Session A1)	12	MC	2	36	94.7%	36	94.7%	22,326	68.6%
13 (Session A1)	13	MC	2	16	42.1%	16	42.1%	16,451	49.9%
14 (Session A1)	14	MC	4	27	71.1%	27	71.1%	23,888	72.1%
15 (Session A1)	15	MC	4	26	68.4%	26	68.4%	21,028	68.2%
16 (Session A1)	16	MC	1	23	60.5%	23	60.5%	20,814	62.8%
17 (Session A1)	17	MC	3	35	92.1%	35	92.1%	20,324	83.7%
18 (Session A1)	18	MC	1	20	52.6%	20	52.6%	14,333	43.3%
19 (Session A1)	19	MC	4	35	92.1%	35	92.1%	23,894	72.1%
20 (Session A1)	20	MC	2	33	86.8%	33	86.8%	20,270	61.2%
21 (Session A1)	21	MC	2	16	42.1%	16	42.1%	14,802	44.7%
22 (Session A1)	22	MC	2	19	50.0%	19	50.0%	15,121	45.7%
23 (Session A1)	23	MC	1	23	80.5%	23	80.5%	15,311	48.2%
24 (Session A1)	24	MC	4	20	76.3%	20	76.3%	20,963	63.3%
25 (Session A1)	25	MC	2	33	86.9%	33	86.9%	27,714	83.7%
26 (Session A1)	26	MC	3	32	84.2%	32	84.2%	19,454	58.7%
27 (Session A1)	27	MC	2	25	65.8%	25	65.8%	20,592	62.2%
28 (Session A1)	28	MC	4	34	89.5%	34	89.5%	18,233	55.0%
29 (Session A1)	29	MC	2	21	55.3%	21	55.3%	15,470	46.7%
30 (Session A1)	30	MC	3	28	73.1%	28	73.1%	24,711	74.6%
31 (Session A3)	31	MC	4	25	65.9%	25	65.9%	18,815	56.2%
32 (Session A3)	32	MC	1	26	68.4%	26	68.4%	18,200	56.0%
33 (Session A3)	33	MC	4	20	52.6%	20	52.6%	15,629	47.8%
34 (Session A3)	34	MC	3	33	86.9%	33	86.9%	26,093	76.8%
35 (Session A3)	35	MC	1	31	81.6%	31	81.6%	23,267	70.2%
36 (Session A3)	36	MC	3	24	63.2%	24	63.2%	13,926	42.0%
37 (Session A3)	37	MC	2	27	71.1%	27	71.1%	18,719	56.5%
38 (Session A3)	38	MC	4	25	65.9%	25	65.9%	21,325	64.4%
39 (Session A3)	39	MC	1	30	79.9%	30	79.9%	18,484	55.7%
40 (Session A3)	40	MC	4	35	92.1%	35	92.1%	24,078	72.7%
41 (Session A3)	41	MC	3	12	31.6%	12	31.6%	12,093	38.6%
42 (Session A3)	42	MC	4	26	68.4%	26	68.4%	20,512	61.9%
43 (Session A3)	43	MC	2	12	31.6%	12	31.6%	12,093	38.6%
44 (Session A3)	44	MC	2	16	42.1%	16	42.1%	14,802	44.7%
45 (Session A3)	45	MC	1	9	23.7%	9	23.7%	14,630	44.2%
46 (Session A3)	46	MC	3	25	65.9%	25	65.9%	21,325	64.4%
47 (Session A3)	47	MC	1	12	31.6%	12	31.6%	12,093	38.6%
48 (Session A3)	48	MC	3	20	52.6%	20	52.6%	14,333	43.3%
49 (Session A3)	49	MC	4	16	42.1%	16	42.1%	14,802	44.7%
50 (Session A3)	50	MC	4	9	23.7%	9	23.7%	14,630	44.2%
51 (Session A3)	51	MC	1	25	65.9%	25	65.9%	21,325	64.4%
52 (Session A3)	52	MC	4	12	31.6%	12	31.6%	12,093	38.6%
53 (Session A3)	53	MC	4	25	65.9%	25	65.9%	21,325	64.4%
54 (Session A3)	54	MC	2	20	52.6%	20	52.6%	14,333	43.3%
55 (Session A3)	55	MC	1	9	23.7%	9	23.7%	14,630	44.2%
56 (Session A3)	56	MC	2	12	31.6%	12	31.6%	12,093	38.6%
57 (Session A3)	57	MC	1	16	42.1%	16	42.1%	14,802	44.7%
58 (Session A3)	58	MC	3	20	52.6%	20	52.6%	14,333	43.3%
59 (Session A3)	59	MC	2	9	23.7%	9	23.7%	14,630	44.2%
60 (Session A3)	60	MC	2	12	31.6%	12	31.6%	12,093	38.6%

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
A (Session A3)	A	OR	Rubric	0.5	0.5	2.5
B (Session A3)	B	OR	Rubric	0.4	0.4	1.8
C (Session A3)	C	OR	Rubric	2.0	2.0	4.0
D (Session A6)	E	OR	Rubric	2.0	2.0	4.1
E (Session A6)	F	OR	Rubric	0.5	0.5	2.0

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

**PERFORMANCE LEVELS FOR THE 2007 *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATION***

**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 *Geometry Mid-Year End-of-Course Examination*: Advanced, Proficient, Basic, and Below Basic. The general definitions of these performance levels are as follows:

**Advanced**

Advanced students consistently integrate, apply, and synthesize geometric concepts. These students can correctly formulate generalizations, create models, and communicate their mathematical reasoning through clear, concise use of mathematical symbolism and logical thinking.

**Proficient**

Proficient students consistently integrate and apply geometric concepts to analyze and solve more challenging problems. They demonstrate an understanding of geometric patterns and spatial reasoning. They justify geometric relationships, make conjectures, and defend ideas using proper mathematical language and symbolism.

**Basic**

Basic students demonstrate knowledge of geometric concepts and procedures in problem solving. They demonstrate knowledge of geometric relationships and corresponding measurement skills. Basic students partially demonstrate the abilities to apply these skills.

**Below Basic**

Below Basic students fail to show sufficient mastery of geometric skills to attain the Basic level.







# ACTAAP

ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT, AND ACCOUNTABILITY PROGRAM

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