

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Report Interpretation Guide

Arkansas Augmented
Benchmark Examination

**APRIL 2008
ADMINISTRATION**

**GRADES
3-8**

Arkansas Department of Education



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Introduction and Overview of the 2008 ACTAAP– Augmented Benchmark Examinations

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 2008 administration of the Augmented Benchmark Examinations for grades 3–8. This *Report Interpretation Guide* provides general information about the components of the Augmented Benchmark Examinations, 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 Examinations. School and district staff can use the information on the reports as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

NOTE: Students 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 2008. 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 Curriculum Frameworks 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 Examinations are the result of years of intensive test development efforts. All test questions on the Augmented Benchmark Examinations align with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks. As such, student performance on the Augmented Benchmark Examinations 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;
- assist policymakers 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;
- a variety of testing models, including portfolio assessment and performance tasks, that should encourage greater teacher involvement in the assessment process.

Questions and Answers About the 2008 Augmented Benchmark Examinations

Frequently Asked Questions

The following are commonly asked questions regarding the Augmented Benchmark Examinations 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 Examinations?

The Augmented Benchmark Examinations should be administered to **all** students enrolled in grades 3–8 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 System 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 recent years the CRT and NRT components for grades 3–8 have been separate tests. Beginning with the 2007–2008 school year, the CRT and NRT components for grades 3–8 will be combined into a single augmented CRT called the Augmented Benchmark Examination, which makes use of the *Stanford Achievement Test, Tenth Edition* (Stanford 10). 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 Examinations require four partial days of testing. The Augmented Benchmark Examinations at grades 5 and 7 will require one additional partial day of Science testing. The Augmented Benchmark Examinations are part of the overall plan for education within the state and are 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 Examinations require four partial days of testing. Grades 5 and 7 require an additional partial day of Science testing. The Augmented Benchmark Examinations contain constructed-response items in Mathematics, Reading, and Science (grades 5 and 7) and essay prompts for Writing, all of which require ample time for students to respond as completely as possible. The inclusion of constructed-response items and writing prompts (topics) in the Augmented Benchmark Examinations is directly related to the curricular goals outlined within the Arkansas *Mathematics Curriculum Framework*, Arkansas *English Language Arts Curriculum Framework*, and Arkansas *Science Curriculum Framework*.

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

The Augmented Benchmark Examinations have been developed to specifically align with the Arkansas Curriculum Frameworks 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 Augmented Benchmark Examinations, please contact:

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Little Rock, AR 72201-1071
Telephone: 501-682-4558

Educational Improvement Plans and Using the 2008 Augmented Benchmark 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

- CRT results (e.g., Augmented Benchmark Examinations)
- NRT results
- Classroom test results

Qualitative

- Classroom work in the subject area or related subject area
- Teacher observations
- 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 Examinations at grades 3–8 provide 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 grade 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 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 grade level, notify the students, parents, and appropriate school personnel. Analyze the reports to determine in which skills 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 Curriculum Frameworks.

Disseminating the 2008 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 reports 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 appropriate teachers and guidance personnel receive the appropriate *Student Report(s)*, *Class Roster Report(s)*, *School Roster Report*, *School Summary Report*, *School Profile 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 Augmented Benchmark Examinations 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 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 Curriculum Frameworks. Improving student performance on the Augmented Benchmark Examinations 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 Examinations in order to develop educational improvement plans for individual students and for all students that best serve the citizens of Arkansas.

The 2008 Augmented Benchmark Examinations Reports

Overview of the Augmented Benchmark Examinations Reports

Reports of results on the Augmented Benchmark Examinations for grades 3–8 are sent to districts to provide information on student performance. Samples of the *Student Report*, *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. On the *Student Report*, *Class Roster Report*, and *School Roster Report*, the results for both Mathematics and Literacy (Reading and Writing) are reported on the same page. On the remaining reports, the results for the two subject areas are reported on separate pages. Reports are also provided separately by grade level. Reports for Science are provided for grades 5 and 7. A description of the report immediately precedes each report sample.

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 April 2008 administration of the Augmented Benchmark Examinations excluding those students who were identified on their answer documents as First Year LEP students.
- **Combined Population Without Highly Mobile** (appears only on the *School Roster Report*)—All students for whom answer documents were returned for the April 2008 administration of the Augmented Benchmark Examinations 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, 2007, and excluding those students who were identified on their answer documents as First Year LEP students.
- **General Population**—Students who were **not** identified on their answer documents with an ESI code (IEP students) or as LEP and/or 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 36 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.
- **First 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, 2007.
- **Free and/or Reduced Lunch** (not reported on the *School Roster Report* or 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, and Caucasian). 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 and/or the Scoring Service Identification (SSID) sheet.

Results for the Science portion of the Augmented Benchmark Examinations at grades 5 and 7 are reported separately from the Mathematics and Literacy scores. A *Student Report*, *Class Roster Report*, *School Roster Report*, and *School Item-By-Item Selections of Correct Answers Report* are provided for grades 5 and 7 Science. Only raw scores for Science are reported at this time. Standard setting for science will take place in July 2008. The purpose of the standard setting is to determine the cut scores for each of the performance levels. Scale scores and performance levels for grades 5 and 7 Science will be available in the fall of 2008 after the cut scores are approved by the Arkansas Board of Education.

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.

Report Descriptions and Samples for the 2008 Augmented Benchmark Examinations

Student Report

Each school will receive two copies of the *Student Report*, a Student (Home) copy and a School copy. The *Student Report* is a four-page booklet. Pages 1–3 provide information specific to the student listed. Page 4 provides additional informational resources that are available. For grades 5 and 7, page 4 contains the raw score results for Science. A sample of the *Student Report* is provided on pages 18–21.

The *Student Report* provides individual student feedback on how the student performed on the Augmented Benchmark Examination. The following information is provided in the *Student Report*:

Page 1

- Student information on the report 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.
- Overall Test Results
 - The overall test results for each subject are shown in separate sections— Mathematics on the left and Literacy on the right. The four performance levels (Advanced, Proficient, Basic, and Below Basic) and the cut scores associated with Mathematics and with Literacy 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 proficiency level for each subject are shown under the performance levels. A bar shows where the student falls in the scale score range. The school, district, and state average scores are also provided and can be used for comparative data. For each subject area (Mathematics and Literacy), 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 or above grade level for that subject. It is important to note that the information listed at the strand or skills area level for the student (found on the following pages of the report) plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

Pages 2 and 3

- The Mathematics results are on page 2, and the Literacy results are on page 3. On each page, the student’s scale score and performance level for that subject are listed on the top right of the page.
- A table listing each strand (Mathematics results) or skills area (Literacy results) in the left column is provided. The strands and skills areas directly align with the Arkansas *Mathematics* and *English Language Arts Curriculum Frameworks*.

- The total number of multiple-choice and open-response points for each strand or skills area 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 Measurement concepts than with the other Mathematics 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 items but poorly on the open-response items, 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 of and information about scale scores are provided under the Mathematics and Literacy results.
- The Pathway to Proficiency graphs show the student's current and past scale scores on the Benchmark Examinations. The Mathematics Pathway to Proficiency graph is on page 2, and the Literacy Pathway to Proficiency graph is on page 3. The bottom of each graph lists the Proficient Scale Score range for each grade level. The graph itself identifies the scale score that the student received at each grade level as well as indicates what score the student will need to reach in the future to be Proficient.
 - The Stanford 10 Norm-Referenced Test (NRT) information is presented on the lower inside corner of the report. Norm-referenced scores are used to compare the performance of the student with the performance of other students in the same grade who took the test at the same time in the school year. The national reference group of students to whom the student is compared is called the "norm group."
 - The Number Correct is simply the number of questions that the student answered correctly. The number of possible points is also presented.
 - Scale Scores can be used to show how much a student has progressed from one year to the next within a particular subject area. If this year's scale score is higher than last year's, growth has occurred. The scale score for one subject area test cannot be compared to the scale score for another.
 - A Percentile Rank (PR) shows the percentage of students in the comparison group whose scores were equal to or lower than the student's score. Percentile ranks range from a low of 1 to a high of 99, with 50 meaning "average." Percentile ranks do not stand for actual amounts of a student's knowledge. A percentile rank of 42, for example, does not mean that the student answered 42 percent of the questions correctly or that the student has learned 42 percent of the skills taught. A percentile rank of 42 means that the student has done as well as or better than 42 percent of the group with which he or she is being compared.
 - Like percentile ranks, Stanines show how a student performed in relation to a group. Stanines range from a low of 1 to a high of 9, with 5 meaning "average." Stanines 1, 2, and 3 are considered below-average scores; stanines 4, 5, and 6 are considered average scores; and stanines 7, 8, and 9 are considered above-average scores.
 - The Normal Curve Equivalent (NCE) is derived from the percentile rank and is used primarily for research purposes or for averaging scores.

- The Lexile Measure is also provided for Literacy. The Lexile Framework™ for Reading, a product of MetaMetrics, Inc., is an objective and individualized measure of a reader's ability to comprehend a particular text. The Lexile Framework helps teachers, students, and parents find materials targeted to an individual student's reading comprehension level. The student's score on the Stanford 10 Reading Comprehension subtest is converted to the Lexile Measure value. The Lexile measure can be used to predict reading comprehension and match a student's reading level with appropriately challenging materials. Parents and teachers can access the Lexile website, which contains the Lexile Reading List—a collection of literature titles customized to match the reading ability of the student. The Lexile Reading List notes whether the materials are intended for elementary (E), middle (M), or high school (H) aged students. The student should be able to read any of the books on his or her customized Lexile Reading List. All of the books listed are generally available at local schools, public libraries, and bookstores.

Page 4 (Grades 5 and 7 only)

- For grades 5 and 7 only, the Science Results are on page 4. The raw score and maximum points possible appear at the top of the page. Scale scores and proficiency levels will not be available until after standard setting takes place in July 2008. In fall 2008 a phase II report will be provided for grades 5 and 7 Science that contains scale scores and proficiency levels.
- A table listing each strand in the left column is provided. The strands and skills areas directly align with the *Arkansas Science Curriculum Frameworks*.
 - The total number of multiple-choice and open-response points for each strand or skills area 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 Earth and Space Systems concepts than with the other Science 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 items but poorly on the open-response items, 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 Mathematics and Literacy Results.
- The Stanford 10 Norm-Referenced Test (NRT) information is presented in the middle of page 4. Norm-referenced scores are used to compare the performance of the student with the performance of other students in the same grade who took the test at the same time in the school year. The national reference group of students to whom the student is compared is called the "norm group."
 - The Number Correct is simply the number of questions that the student answered correctly. The number of possible points is also presented.

- Scale Scores can be used to show how much a student has progressed from one year to the next within a particular subject area. If this year's scale score is higher than last year's, growth has occurred. The scale score for one subject area test cannot be compared to the scale score for another.
- A Percentile Rank (PR) shows the percentage of students in the comparison group whose scores were equal to or lower than the student's score. Percentile ranks range from a low of 1 to a high of 99, with 50 meaning "average." Percentile ranks do not stand for actual amounts of a student's knowledge. A percentile rank of 42, for example, does not mean that the student answered 42 percent of the questions correctly or that the student has learned 42 percent of the skills taught. A percentile rank of 42 means that the student has done as well as or better than 42 percent of the group with which he or she is being compared.
- Like percentile ranks, Stanines show how a student performed in relation to a group. Stanines range from a low of 1 to a high of 9, with 5 meaning "average." Stanines 1, 2, and 3 are considered below-average scores; stanines 4, 5, and 6 are considered average scores; and stanines 7, 8, and 9 are considered above-average scores.
- The Normal Curve Equivalent (NCE) is derived from the percentile rank and is used primarily for research purposes or for averaging scores.

Arkansas Augmented Benchmark Examination - Grade 5

Dear Family,

Each year, Arkansas students in grades 3 - 8 take the Arkansas Augmented Benchmark Examination, which assesses the Arkansas Curriculum Frameworks and provides national norm-referenced information.

This report shows your child's scores for the Arkansas Augmented Benchmark Examination, as well as the *Stanford Achievement Test*, Tenth Edition (Stanford 10).

It is important to keep in mind that information on the Student Report is only one source of information about the progress your child is making in school. Grades, classroom work, and other test results should also be reviewed to get a more complete picture of your child's progress.

Sincerely,

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

For the Family of

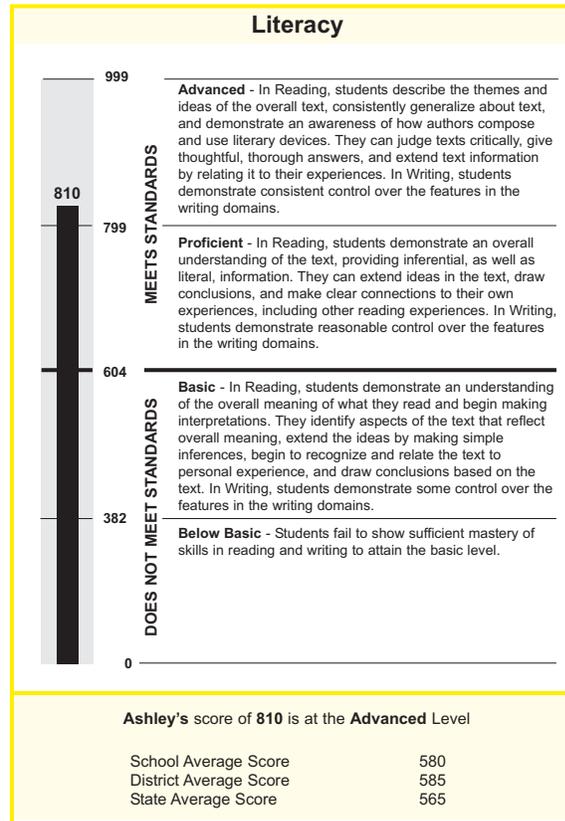
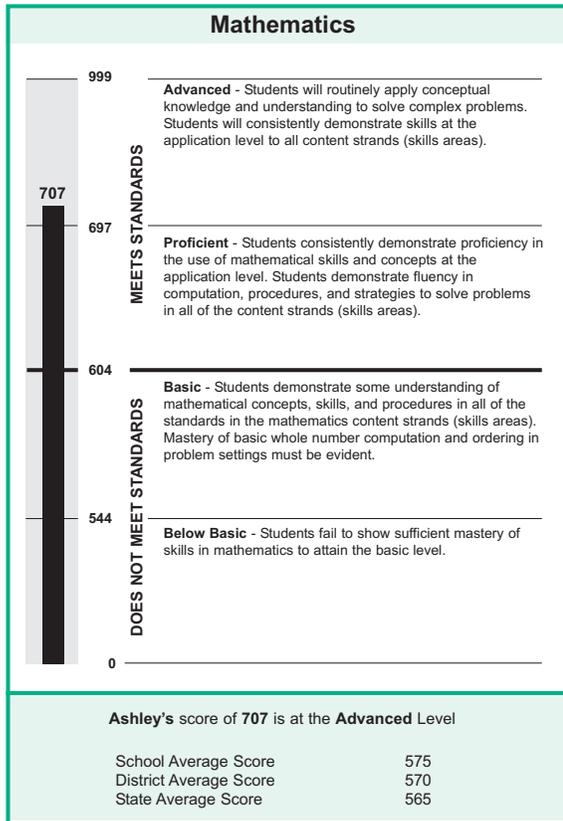
ASHLEY J ADAMS

Student ID: **9999999999**
Test Date: **April 2008**
Birth Date: **07-21-1997**

School Name:
ARKANSAS SCHOOL
99-99-999

District Name:
ARKANSAS SCHOOL DISTRICT
99-99

OVERALL TEST RESULTS



Scores based on normative data copyright © 2008 by Harcourt Assessment, Inc. All rights reserved. Copyright © 2008 by the Arkansas Department of Education all rights reserved.

COPY 01
PROCESS NO. 90000000-0000000-0000-02210-8

STUDENT REPORT

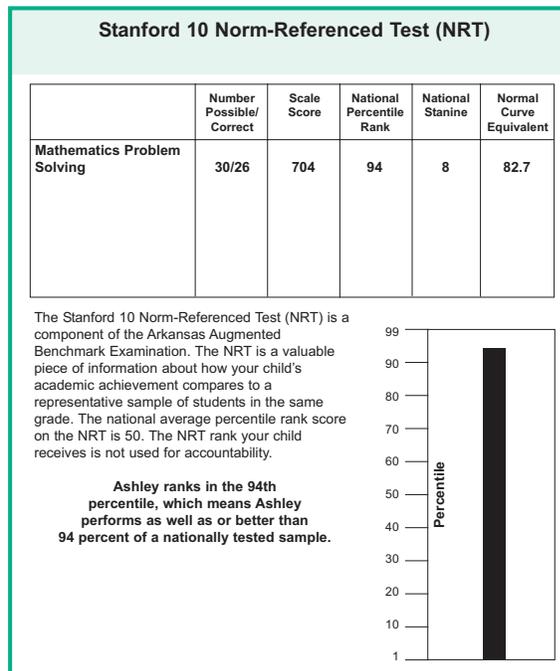
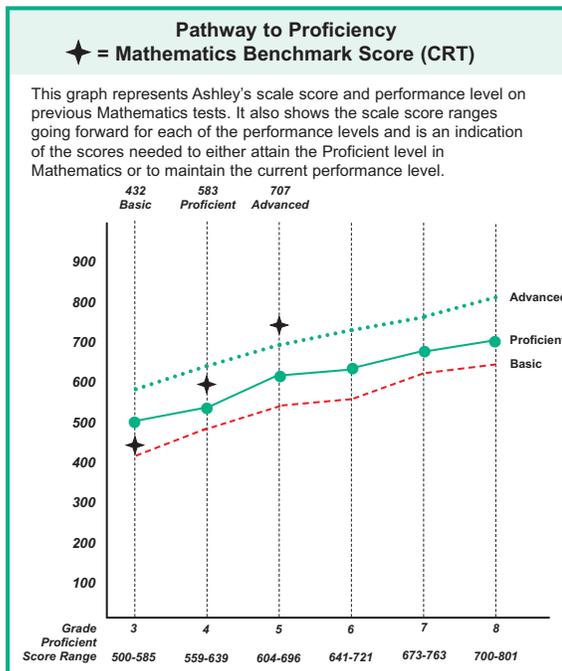
MATHEMATICS RESULTS Ashley's Benchmark Score (CRT*) = 707 (Advanced Level)

This chart shows the number of points scored in each of the Mathematics skills areas		Multiple-Choice	Open-Response
MATHEMATICS STRANDS	Number and Operations Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates.	7 of 9	6 of 18
	Algebra Students shall recognize, describe and develop patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.	8 of 9	6 of 8
	Geometry Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning and geometry modeling.	7 of 8	5 of 8
	Measurement Students shall use attributes of measurement to describe and compare mathematical and real-world objects and identify and use units, systems and processes of measurement.	6 of 7	5 of 8
	Data Analysis and Probability Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.	7 of 7	5 of 8

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

Ashley's total scores reported for Mathematics 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 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 on the Testing link.

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



STUDENT REPORT

LITERACY RESULTS

Ashley's Benchmark Score (CRT*) = 810 (Advanced Level)

This chart shows the number of points scored in each of the Literacy (Reading and Writing) skills areas		Multiple-Choice	Open-Response
READING	Literacy Passage - A selection such as a short story, poem, or an excerpt from a novel or essay.	6 of 8	8 of 8
	Content Passage - A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	7 of 8	8 of 8
	Practical Passage - A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	8 of 8	7 of 8
WRITING DOMAINS	Multiple-Choice	6 of 8	
	Content The Content domain reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.		Prompt 1 2.5 of 4.0 Prompt 2 4.0 of 4.0
	Style The Style domain reflects the writer's ability to purposefully shape and control language to affect readers. Style includes the use of vocabulary, selected information, sentence variety, tone and voice.		Prompt 1 3.0 of 4.0 Prompt 2 3.0 of 4.0
	Sentence Formation The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features of sentence formation include completeness and the grammatical arrangement of words (syntax).		Prompt 1 3.0 of 4.0 Prompt 2 3.0 of 4.0
	Usage The Usage domain reflects the writer's ability to follow the conventions of standard written usage. This includes proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.		Prompt 1 3.0 of 4.0 Prompt 2 4.0 of 4.0
	Mechanics The Mechanics domain demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph.		Prompt 1 3.5 of 4.0 Prompt 2 3.5 of 4.0

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

Ashley's total scores reported for Literacy 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 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 on the Testing link.

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

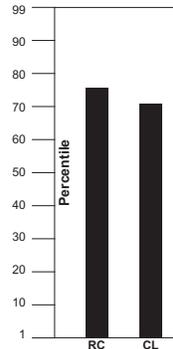
Stanford 10 Norm-Referenced Test (NRT)

	Number Possible/Correct	Scale Score	National Percentile Rank	National Stanine	Normal Curve Equivalent
Reading Comprehension	30/23	671	75	6	64.2
Comprehensive Language	30/20	640	70	6	61.0

Lexile Measure = 920L

Information on the use of Lexiles can be found at www.HarcourtLexile.com
Lexiles used with permission.

The Stanford 10 Norm-Referenced Test (NRT) is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your child'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 child receives is not used for accountability.

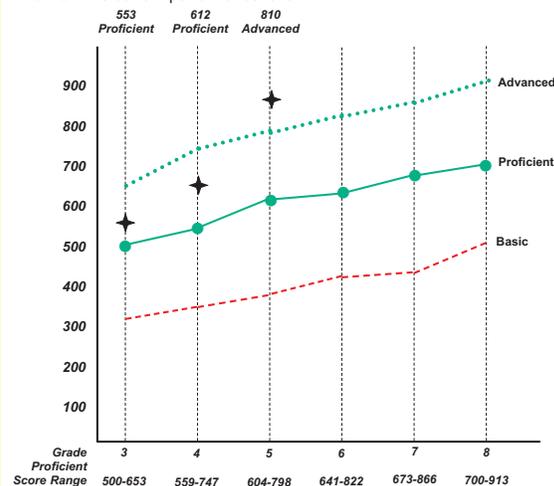


In Reading Comprehension (RC)
Ashley ranks in the 75th percentile, which means Ashley performs as well as or better than 75 percent of a nationally tested sample.

In Comprehensive Language (CL)
Ashley ranks in the 70th percentile, which means Ashley performs as well as or better than 70 percent of a nationally tested sample.

★ Pathway to Proficiency = Literacy Benchmark Score (CRT)

This graph represents Ashley's scale score and performance level on previous Literacy tests. It also shows the scale score ranges going forward for each of the performance levels and is an indication of the scores needed to either attain the Proficient level in Literacy or to maintain the current performance level.



STUDENT REPORT

SCIENCE RESULTS

Ashley's Total Benchmark Raw Score (CRT) = 67 of 80

This chart shows the number of points scored in each of the Science skills 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.	3 of 5	7 of 8
	Physical Systems Students shall demonstrate an understanding of physical systems as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems; and demonstrate an understanding of the connections and applications of physical science.	10 of 11	14 of 16
	Life Science Systems 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.	8 of 12	8 of 8
	Earth and Space Systems 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.	9 of 12	8 of 8

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

Only actual points are reported for your student. These points are shown in relation to the total number of points possible for each of the science skill areas. This includes the multiple-choice and open-response items on the examination.

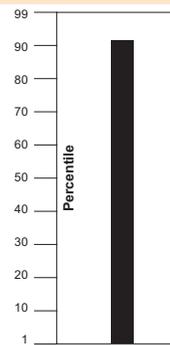
No performance levels are included in this report. Performance levels will be set the summer of 2008 based on items developed for the 2005 Revised Science Curriculum Frameworks. A supplemental science report will be provided in the fall of 2008.

Stanford 10 Norm-Referenced Test (NRT)

	Number Possible/Correct	Scale Score	National Percentile Rank	National Stanine	Normal Curve Equivalent
Science	30/24	680	91	8	78.2

The Stanford 10 Norm-Referenced Test (NRT) is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your child'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 child receives is not used for accountability.

Ashley ranks in the 91st percentile, which means Ashley performs as well as or better than 91 percent of a nationally tested sample.



ONLINE RESOURCES

Additional information is available online at the Arkansas Department of Education web site:
<http://www.arkansased.org>
 or contact the Assessment Office at 501-682-4558

Under **Quick Links** at the **Curriculum** link, you will find the Curriculum **Frameworks**.

At the **Parents** link, you will find a variety of documents designed to help you improve your child's academic performance.

At the **Testing** link, click on the **ACTAAP** link, then select **Student Assessment**. Click on the **Benchmark Exams** link within the text, and you will find the following assessment materials for the Benchmark Examinations from 2003 through 2008.

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 mathematics, reading, and writing.

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

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 single-sided, multi-page report that provides a list of students and the results for those students. The class information printed on the report reflects what was coded on the SSID sheet for classroom/group name. A sample of this report is provided on the next page.

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

- The Combined Population: Mean Scale Scores for the school, district, region, and state in Mathematics and in Literacy (Reading and Writing) are provided and can be used as comparative data.
- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown below the Mean Scale Scores with the associated range of scale scores for Mathematics and for Literacy.
- All students within the classroom/group are listed in alphabetical order by last name. The columns that follow provide the Augmented Benchmark Examination results for each student for Mathematics and for Literacy. All of the information provided on the individual *Student Report* is also provided for each student on the *Class Roster Report* (e.g., performance levels, scale scores, strand-level information).
- For each student, the NRT information is provided: number correct, scale score, percentile rank, stanine, and NCE. See pages 15–16 for a description of each of these scores.
- Students who did not attain the Proficient or Advanced level in Mathematics and/or Literacy are indicated with an asterisk next to their names.
- A First Year LEP student is designated with an “L” following the student’s birth date.
- On the *Class Roster Report* the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, see the *Student Report*. A score of “NA” (No Attempt) on the *Student Report* translates into a score of “0” when the Writing domain scores are summed for the *Class Roster Report*. For Writing domain scores, the only time “NA” will appear on the *Class Roster Report* is when a student received “NAs” for both Writing prompts.
- Following the listing of students, the class average for each strand, passage type, and skills area is provided. Class averages do not include First Year LEP student scores.

For each of the subject areas (Mathematics and Literacy), 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.

NOTE: A separate *Class Roster Report* will be provided for grades 5 and 7 Science.



District Number: 99-99
 District Name: ARKANSAS SCHOOL DISTRICT
 School Number: 99-99-999
 School Name: ARKANSAS SCHOOL
 Class Name: SUSAN JOHNSON
 Date of Test: April 2008

COMBINED POPULATION: Mean Scale Score for School/District/Region/State
 School District Region State
 Mathematics 559 560 560 560
 Literacy 560 565 575 574

Performance Level Scales
 Below Basic (BEL) 494 and below
 Basic (BAS) 495-558
 Proficient (PRO) 559-639
 Advanced (ADV) 640 and above
 Mathematics 353 and below
 Literacy 354-558

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literacy	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible																							
ADAMS, ASHLEY J	ADV	627	5/2	6/4	6/4	6/8	8/4	ADV	949	8/4	8/8	8/6	8	8.0	8.0	8.0	8.0	8.0	8.0	30	30	30	30
NRT Number Correct																				28	26	25	25
NRT Scale Score																				684	678	600	600
NRT National Percentile Rank																				92	87	31	31
NRT National Stanline																				79.6	73.7	39.6	39.6
NRT National NCE																							
Lexile Measure: 956L																							
AIMWAY, JOHN Q	PRO	617	4/2	6/4	6/4	5/8	7/4	PRO	719	6/4	7/7	6/6	8	6.0	6.5	5.5	6.5	6.5					
NRT Number Correct																							
NRT Scale Score																				23	23	24	24
NRT National Percentile Rank																				623	652	591	591
NRT National Stanline																				54	69	24	24
NRT National NCE																				5	6	4	4
Lexile Measure: 823L																				52.1	60.4	35.1	35.1
BROWN, NORINA L	PRO	612	3/2	6/4	6/4	5/8	8/4	PRO	712	6/5	6/6	5/5	7	7.0	6.5	7.0	8.0	6.0					
NRT Number Correct																							
NRT Scale Score																				27	25	22	22
NRT National Percentile Rank																				665	650	577	577
NRT National Stanline																				85	67	15	15
NRT National NCE																				7	6	3	3
Lexile Measure: 812L																				71.8	59.3	28.2	28.2
CLASS AVERAGE			4/4	6/4	6/5	4/6	7/6			5/4	5/4	5/4	6	4.5	4.5	4.6	4.9	4.1					
NRT Number Correct																				25	25	24	24
NRT Scale Score																				641	660	591	591
NRT National Percentile Rank																				69	75	24	24
NRT National Stanline																				6	6	4	4
NRT National NCE																				60.4	64.2	35.1	35.1

NA = No Attempt (Zero Score)
 * = Not Proficient in one/both areas
 Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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 Averages do not include 1st year LEP Students
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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 single-sided, 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 printed on the report reflects what was coded on the SSID sheet for district name, school name, and district/school LEA number. A sample of the report is provided beginning on the next page.

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*:

- 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 Mathematics and for Literacy (Reading and Writing).
- Results for students are reported separately by group. See pages 12–13 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name in the left column and the Augmented Benchmark Examination results for each student for Mathematics and for Literacy are 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 levels, scale scores, strand-level information).
- For each student, the NRT information is provided: number correct, scale score, percentile rank, stanine, and NCE. See pages 15–16 for a description of each of these scores.
- Students who did not attain the Proficient or Advanced level in Mathematics and/or Literacy are indicated with an asterisk next to their names.
- A First Year LEP student is designated with an “L” following the student’s birth date.
- On the *School Roster Report*, the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, refer to the *Student Report*. A designation of “NA” (No Attempt) on the *Student Report* translates into a score of “0” when the Writing domain scores are summed for the *School Roster Report*. For Writing domain scores, the only time “NA” will appear on the *School Roster Report* is when a student received an “NA” for each of the Writing prompts.
- Following the listing of students within each group, the school average for each strand, passage type, and skills area for that group is provided. School averages do not include First Year LEP student scores.
- The Mean Scale Scores for Mathematics and for Literacy are broken out by group for the school, district, region, and state. This information appears on the last page of the *School Roster Report*.

For each of the subject areas (Mathematics and Literacy), 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 skills area, 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.

NOTE: A separate *School Roster Report* will be provided for grades 5 and 7 Science.



Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Mathematics Literacy
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Performance Level Scales
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics	Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0		30	30	30	
COMBINED POPULATION			4/4	5/4	4/4	4/3	6/3			5/3	4/2	5/5	4	5.3	6.8	7.3	6.8			28	26	25	
NRT Mean Number Correct																				684	678	600	
NRT Mean Scale Score																				92	87	31	
NRT Natl. Percentile Rank of Mean Natl. NCE																				8	8	4	
NRT Natl. Stanine of Mean Natl. NCE																				79.6	73.7	39.6	
NRT Mean Natl. NCE																							
COMBINED POPULATION WITHOUT HIGHLY MOBILE			4/4	5/4	4/4	4/3	6/3			5/3	4/2	6/5	4	5.3	6.8	7.4	6.8						
SCHOOL AVERAGE																							
NRT Mean Number Correct																				23	23	24	
NRT Mean Scale Score																				623	652	591	
NRT Natl. Percentile Rank of Mean Natl. NCE																				54	69	24	
NRT Natl. Stanine of Mean Natl. NCE																				5	6	4	
NRT Mean Natl. NCE																				52.1	60.4	35.1	
GENERAL POPULATION																							
ADAMS, ASHLEY J	ADV	681	5/8	5/8	4/6	5/6	7/4	PRO	719	5/3	4/4	5/8	8	5.5	8.0	8.0	7.0						
NRT Number Correct																				27	25	22	
NRT Scale Score																				665	650	577	
NRT National Percentile Rank																				85	67	15	
NRT National Stanine																				7	6	3	
NRT National NCE																				71.8	59.3	28.2	
NRT Lexile Measure: 812L																							

NA = No Attempt (Zero Score)
* = Not Proficient in one/both areas

Combined Population includes all students tested except those classified as 1st Year LEP, General Population does not include students who are classified as IEP, LEP, or Highly Mobile.

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Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Performance Level Scales
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Mathematics Literacy 353 and below
354-558
559-747
748 and above

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Numbers and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible																							
GENERAL POPULATION (Continued)																							
AMWAY, JOHN Q 1234567890	PRO	627	9/8	6/4	6/4	6/8	7/8	7/8	949	8/4	8/8	8/6	8	8.0	8.0	7.5	8.0	8.0	8.0				
NRT Number Correct																					28	26	25
NRT Scale Score																					624	678	600
NRT National Percentile Rank																					92	87	31
NRT National Stanline																					8	8	4
NRT National NCE																					79.6	73.7	39.6
NRT Lexile Measure: 956L																							
BROWN, BEULAH 3214567890	PRO	617	4/2	6/4	6/4	5/8	7/4	7/4	880	8/4	8/7	7/6	8	7.5	7.0	7.5	7.5	7.5	7.5				
NRT Number Correct																					23	23	24
NRT Scale Score																					623	652	591
NRT National Percentile Rank																					54	69	24
NRT National Stanline																					5	6	4
NRT National NCE																					52.1	63.4	35.1
NRT Lexile Measure: 823L																							
BUNTZ, SUSAN I 3625147485	ADV	681	6/8	7/2	8/4	4/8	7/8	7/8	719	6/4	7/7	6/6	8	6.0	6.5	5.5	6.5	6.5	6.5				
NRT Number Correct																					27	25	22
NRT Scale Score																					665	650	577
NRT National Percentile Rank																					85	67	15
NRT National Stanline																					7	6	3
NRT National NCE																					71.8	59.3	28.2
NRT Lexile Measure: 812L																							

Combined Population includes all students tested except those classified as 1st Year LEP. General Population does not include students who are classified as IEP, LEP, or Highly Mobile. Scores based on normative data copyright © 2008 by Harcourt Assessment, Inc. All rights reserved. Copyright © 2008 by the Arkansas Department of Education all rights reserved. Averages do not include 1st year LEP Students. PROCESS NO. 90000000-0ARSR28-0000-02210-8



Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Mathematics Literacy
Below Basic (BEL) 495-558
Basic (BAS) 559-639
Proficient (PRO) 640 and above
Advanced (ADV) 748 and above

Performance Level Scales
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics	Problem Solving	Reading Comprehension	Comprehensive Language
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0	8.0		30	30	30
GENERAL POPULATION (Continued)																							
BYRON, NANCY C*	BEL	223	2/NA	0/NA	0/NA	0/NA	0/NA	BEL	221	4/1	4/1	2/2	4	1.0	2.0	2.5	1.5	2.5			7	10	14
NRT Number Correct																					527	577	534
NRT Scale Score																					01	10	01
NRT National Percentile Rank																					1	2	1
NRT National Stanine																					1.0	23.0	1.0
NRT National NCE																							
NRT Lexile Measure: 437L																							
CARLSON, JENNIFER*	PRO	583	2/NA	5/7	6/6	0/3	7/8	BEL	164	4/NA	4/0	8/3	3	0.0	0.0	0.0	0.0	0.0					
NRT Number Correct																					20	8	17
NRT Scale Score																					603	565	549
NRT National Percentile Rank																					34	06	03
NRT National Stanine																					4	2	1
NRT National NCE																					41.3	17.3	10.4
NRT Lexile Measure: 375L																							
SCHOOL AVERAGE GENERAL POPULATION			4/3	5/4	6/4	4/6	6/6			5/3	5/4	5/4	6	4.3	4.4	4.4	4.6	4.0					
NRT Mean Number Correct																					14	9	15
NRT Mean Scale Score																					569	571	539
NRT Natl. Percentile Rank of Mean Natl. NCE																					11	08	02
NRT Natl. Stanine of Mean Natl. NCE																					3	2	1
NRT Mean Natl. NCE																					24.2	20.4	6.7

NA = No Attempt (Zero Score)
* = Not Proficient in one/both areas

Combined Population includes all students tested except those classified as 1st Year LEP.
General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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Averages do not include 1st year LEP Students
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Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Mathematics Literacy
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Performance Level Scales
Multiple-Choice/Open-Response Points Possible
Multiple-Choice/Open-Response Points Possible
Multiple-Choice/Open-Response Points Possible

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Numbers and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics Problem Solving	Reading Comprehension	Language Comprehension		
IEP STUDENTS																							
DUNKIN, BRYAN M* 3009998321	BEL	452	9/8	1/NA	0/3	1/2	4/NA	BAS	440	3/4	3/5	2/4	5	4.0	4.0	5.0	5.0	5.5					
NRT Number Correct NRT Scale Score NRT National Percentile Rank NRT National Stanine NRT National NCE NRT Lexile Measure: 725L																				6	20	19	
FETTY, EDWARD G* 1118122312	BAS	547	3/5	4/3	4/5	3/4	5/NA	PRO	706	5/6	7/6	7/8	6	6.0	6.5	5.0	5.0	6.5					
NRT Number Correct NRT Scale Score NRT National Percentile Rank NRT National Stanine NRT National NCE NRT Lexile Measure: 1018L																				18	27	26	
SCHOOL AVERAGE IEP			4/2	2/1	1/3	1/2	3/0			3/3	3/4	3/4	4	3.3	3.5	3.3	3.3	4.0					
NRT Mean Number Correct NRT Mean Scale Score NRT Natl. Percentile Rank of Mean Natl. NCE NRT Natl. Stanine of Mean Natl. NCE NRT Mean Natl. NCE																				12	24	23	
																				519	660	584	
																				01	75	20	
																				1	6	3	
																				1.0	64.2	32.3	

NA = No Attempt (Zero Score)
* = Not Proficient in one/both areas

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Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
 District Name: ARKANSAS SCHOOL DISTRICT
 School Number: 99-99-999
 School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Performance Level Scales
 Basic (BAS) Proficient (PRO) Advanced (ADV)
 495-558 559-639 640 and above
 Mathematics Below Basic (BEL) 748 and above
 Literacy 353 and below 559-747

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)						SAT-10 NORM-REFERENCED TEST (NRT)							
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics	Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0	8.0		30	30	30	30
LEP STUDENTS																								
SCHOOL AVERAGE LEP																								
NRT Mean Number Correct																								
NRT Mean Scale Score																								
NRT Natl. Percentile Rank of Mean Natl. NCE																								
NRT Natl. Stanine of Mean Natl. NCE																								
NRT Mean Natl. NCE																								
FIRST YEAR LEP STUDENTS																								
ANDERSON, CHRIS L*	BEL	452	5/2	1/NA	0/3	1/2	4/NA	BAS	440	3/4	3/5	2/4	5	4.0	4.0	5.0	5.0	5.0	5.5					
NRT Number Correct																					20	14	19	
NRT Scale Score																					566	600	560	
NRT National Percentile Rank																					09	24	06	
NRT National Stanine																					2	4	2	
NRT National NCE																					21.8	35.1	17.3	
NRT Lexile Measure: 555L																								
SCHOOL AVERAGE FIRST YEAR LEP																								
NRT Mean Number Correct																								
NRT Mean Scale Score																								
NRT Natl. Percentile Rank of Mean Natl. NCE																								
NRT Natl. Stanine of Mean Natl. NCE																								
NRT Mean Natl. NCE																								

NA = No Attempt (Zero Score)
 * = Not Proficient in one/both areas

Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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 Averages do not include 1st year LEP Students
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Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Mathematics Literacy
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Performance Level Scales
Multiple-Choice/Open-Response Points Possible
5285369674

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)		
	PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literacy	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0	8.0		30	30	30
GIFTED AND TALENTED STUDENTS								ADV	949	8/4	8/8	8/6	8	7.0	8.0	7.5	8.0	7.5					
CAMPOS, JOSE R	PRO	627	5/2	6/4	6/4	6/8	7/4																
NRT Number Correct																					28	30	30
NRT Scale Score																					652	755	686
NRT National Percentile Rank																					77	99	93
NRT National Stanine																					7	9	8
NRT National NCE																					65.6	99.0	81.1
NRT Lexile Measure: 1352L																							
DENTON, DONALD D	ADV	612	3/2	6/4	6/4	5/8	7/7		949	8/8	8/7	7/7	8	7.5	6.5	7.0	8.0	6.0					
NRT Number Correct																					30	28	30
NRT Scale Score																					696	706	686
NRT National Percentile Rank																					95	96	93
NRT National Stanine																					8	9	8
NRT National NCE																					84.6	86.9	81.1
NRT Lexile Measure: 1100L																							
SCHOOL AVERAGE GIFTED AND TALENTED			4/2	6/4	6/4	6/8	8/4			8/6	8/8	8/7	8	7.3	7.3	7.3	8.0	6.8					
NRT Number Correct																					29	29	30
NRT Scale Score																					672	732	686
NRT National Percentile Rank																					88	99	93
NRT National Stanine																					7	9	8
NRT National NCE																					74.7	99.0	81.1

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Grade 4 Augmented Benchmark Examination
SCHOOL ROSTER REPORT

District Number: 99-99
District Name: ARKANSAS SCHOOL DISTRICT
School Number: 99-99-999
School Name: ARKANSAS SCHOOL

Date of Test: April 2008

Mathematics Literacy
Below Basic (BEL) 494 and below
Basic (BAS) 495-558
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Performance Level Scales
Basic (BAS) 494 and below
Proficient (PRO) 559-639
Advanced (ADV) 640 and above

Student Information	AUGMENTED BENCHMARK MATHEMATICS (CRT)										AUGMENTED BENCHMARK LITERACY (CRT)										SAT-10 NORM-REFERENCED TEST (NRT)			
	PERFORMANCE LEVEL	SCALE SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple Choice	Writing	Content	Style	Sentence Formation	Usage	Mechanics	Mathematics	Problem Solving	Reading Comprehension	Language Comprehension	
Multiple-Choice/Open-Response Points Possible			9/8	9/8	8/8	7/8	7/8			8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0	8.0		30	30	30	
HIGHLY MOBILE STUDENTS																								
JOHNSON, GRANT H*	ADV	655	8/2	6/8	5/7	5/6	6/5	PRO	739	8/6	6/6	7/7	7	5.5	6.0	5.5	6.0	6.0						
NRT Number: Correct																					28	25	27	
NRT Scale Score																					645	668	621	
NRT National Percentile Rank																					72	80	50	
NRT National Stanline																					6	7	5	
NRT National NCE																					62.3	67.7	50.0	
NRT Lexile Measure: 905L																								
SCHOOL AVERAGE HIGHLY MOBILE			8/2	6/8	5/7	5/6	6/5			8/6	6/6	7/7	7	5.5	6.0	5.5	6.0	6.0						
NRT Number: Correct																					28	25	27	
NRT Scale Score																					645	668	621	
NRT National Percentile Rank																					72	80	50	
NRT National Stanline																					6	7	5	
NRT National NCE																					62.3	67.7	50.0	

NA = No Attempt (Zero Score)
* = Not Proficient in one/both areas

Combined Population includes all students tested except those classified as 1st Year LEP, General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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Averages do not include 1st year LEP Students
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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 single-sided, multi-page report providing student results aggregated to the school level. Eight groups are reported independently from one another. See pages 12–13 for additional information. Mathematics and Literacy (Reading and Writing) results are reported on separate pages. The school information printed on the report reflects what was coded on the SSID 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 April 2008 administration of the Augmented Benchmark Examination. The report for the Combined Population is found on pages 1 and 2 of the *School Summary Report*. A sample of page 1 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 1 of the *School Summary Report* provides the Mathematics results for the Combined Population, and the results for Literacy (Reading and Writing) are on page 2. 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 both pages 1 and 2 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 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* 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 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 Augmented Benchmark Examinations. The *School* and *District Summary Reports* are set up identically to one another, except the district report does not include school data.



**Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
COMBINED POPULATION**

District Number: **99-99** School Number: **99-99-999**
 District Name: **ARKANSAS SCHOOL DISTRICT** School Name: **ARKANSAS SCHOOL**
 Total Number of Students Tested: **71** Date of Test: **April 2008**

Ethnicity	Number & Percentage of Students Below Basic (BEL) 408 and below					Number & Percentage of Students Basic (BAS) 409-499					Number & Percentage of Students Proficient (PRO) 500-585					Number & Percentage of Students Advanced (ADV) 586 and above					
	School	District	Region	State		School	District	Region	State		School	District	Region	State		School	District	Region	State		
MATHEMATICS																					
All Students	14	14	799	7,197		17	17	450	4,782		16	16	471	6,671		24	24	631	14,653		
Gender																					
Female	3	3	374	3,279		8	8	223	2,456		7	7	226	3,249		12	12	342	7,239		
Male	11	11	424	3,876		9	9	227	2,319		9	9	245	3,417		12	12	288	7,404		
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
Ethnicity																					
Asian/Pacific Islander	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
African American	2	2	555	3,332		4	4	249	1,480		1	1	202	1,386		1	1	186	1,556		
Hispanic	0	0	19	409		0	0	13	303		0	0	11	381		0	0	14	539		
Native American	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
Caucasian	12	12	216	3,253		13	13	184	2,875		15	15	252	4,711		23	23	419	10,101		
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
Gender/Ethnicity - Female																					
Asian/Pacific Islander	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
African American	0	0	257	1,509		0	0	121	766		0	0	101	740		0	0	117	876		
Hispanic	0	0	0	0		0	0	8	159		0	0	6	188		0	0	0	0		
Native American	0	0	0	0		0	0	0	0		0	0	1	29		0	0	0	0		
Caucasian	3	3	101	1,510		8	8	93	1,473		7	7	116	2,233		12	12	213	5,882		
Not Indicated	0	0	0	0		0	0	1	9		0	0	2	14		0	0	1	35		
Gender/Ethnicity - Male																					
Asian/Pacific Islander	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
African American	2	2	297	1,822		4	4	128	714		1	1	101	646		1	1	69	890		
Hispanic	0	0	0	0		0	0	5	144		0	0	5	193		0	0	7	277		
Native American	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
Caucasian	9	9	115	1,742		5	5	91	1,401		8	8	136	2,478		11	11	206	6,217		
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		
Migrant	0	0	5	162		0	0	6	108		0	0	9	134		0	0	4	148		

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 Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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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) or as LEP and/or 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 (IEP students) or as LEP and/or Highly Mobile. The report for the General Population is found on pages 3 and 4 of the *School Summary Report*. A sample of page 3 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 3 of the *School Summary Report* provides the Mathematics results for the General Population, and the results for Literacy (Reading and Writing) are on page 4. 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 is provided at the top of both pages 3 and 4 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 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* 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 LEP student scores are not included in this report.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
GENERAL 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: April 2008

Ethnicity	Number & Percentage of Students Below Basic (BEL) 408 and below					Number & Percentage of Students Basic (BAS) 409-499					Number & Percentage of Students Proficient (PRO) 500-585					Number & Percentage of Students Advanced (ADV) 586 and above				
	School	District	Region	State		School	District	Region	State		School	District	Region	State		School	District	Region	State	
MATHEMATICS																				
All Students	14	14	799	7,197		17	17	450	4,782		16	16	471	6,671		24	24	631	14,653	
Gender	3	3	374	3,279		8	8	223	2,456		7	7	226	3,249		12	12	342	7,239	
Female	10%	10%	32%	20%		27%	27%	19%	15%		23%	23%	19%	20%		40%	40%	29%	45%	
Male	11	11	424	3,876		9	9	227	2,319		9	9	245	3,417		12	12	288	7,404	
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Ethnicity	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Asian/Pacific Islander	0	0	0	37		0	0	0	48		0	0	0	61		0	0	2	181	
African American	2	2	555	3,332		4	4	249	1,480		0	0	202	1,386		1	1	186	1,556	
Hispanic	0	0	19	409		0	0	13	303		0	0	11	381		0	0	14	539	
Native American	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Caucasian	12	12	216	3,253		13	13	184	2,875		15	15	252	4,711		23	23	419	101	
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Gender/Ethnicity - Female	0	0	0	19		0	0	0	19		0	0	0	28		0	0	0	91	
Asian/Pacific Islander	0	0	0	12		0	0	0	12		0	0	0	18		0	0	0	58	
African American	0	0	257	1,509		0	0	121	766		0	0	101	740		0	0	117	876	
Hispanic	0	0	0	39		0	0	8	159		0	0	6	188		0	0	7	261	
Native American	0	0	0	24		0	0	0	0		0	0	1	29		0	0	0	0	
Caucasian	3	3	101	1,510		8	8	93	1,473		7	7	116	2,233		12	12	213	5,882	
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Gender/Ethnicity - Male	0	0	0	22		0	0	0	12		0	0	0	19		0	0	0	47	
Asian/Pacific Islander	0	0	0	18		0	0	0	29		0	0	0	33		0	0	2	90	
African American	2	2	297	1,822		4	4	128	714		1	1	101	646		1	1	69	890	
Hispanic	0	0	0	47		0	0	5	144		0	0	5	193		0	0	7	277	
Native American	0	0	0	26		0	0	0	17		0	0	0	23		0	0	0	33	
Caucasian	9	9	115	1,742		5	5	91	1,401		8	8	136	2,478		11	11	206	6,217	
Not Indicated	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Migrant	0	0	0	162		0	0	6	108		0	0	9	134		0	0	4	148	
	0%	0%	5	29%		0%	0%	25%	20%		0%	0%	38%	24%		0%	0%	17%	27%	

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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. The report for IEP students is found on pages 5 and 6 of 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 page 5 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 5 of the *School Summary Report* provides the Mathematics results for IEP students, and the results for Literacy (Reading and Writing) are on page 6. 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 is provided at the top of both pages 5 and 6 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	Serious Emotional Disturbance
Hearing Impaired	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 “Migrant” includes only those IEP students who were also coded on their answer documents as being Migrant students.
- The information provided for “Non-disabled” includes only those students who did not have an ESI code marked on their answer documents.
- 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* 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.

* Scores for First Year LEP students who are also special education students are not included in this report.



**Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
IEP STUDENTS**

District Number: 99-99
 District Name: ARKANSAS SCHOOL DISTRICT
 Total Number of Students Tested: 4

School Number: 99-99-999
 School Name: ARKANSAS SCHOOL
 Date of Test: April 2008

Number & Percentage of Students
 Below Basic (BEL) 408 and below

Number & Percentage of Students
 Basic (BAS) 409-499

Number & Percentage of Students
 Proficient (PRO) 500-585

Number & Percentage of Students
 Advanced (ADV) 586 and above

MATHEMATICS

All IEP Students	Number & Percentage of Students Below Basic (BEL) 408 and below				Number & Percentage of Students Basic (BAS) 409-499				Number & Percentage of Students Proficient (PRO) 500-585				Number & Percentage of Students Advanced (ADV) 586 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
4 100%	4 100%	168 100%	2,296 100%	29 33%	0 0%	0 0%	23 11%	543 15%	0 0%	0 0%	23 7%	543 13%	0 0%	0 0%	47 3%	434 12%
0 0%	0 0%	1 100%	29 33%	0 0%	0 0%	0 0%	10 18%	0 0%	0 0%	0 0%	0 0%	4 7%	0 0%	0 0%	0 0%	14 25%
1 100%	1 100%	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%	1 100%	1 100%
1 100%	1 100%	1 33%	29 33%	0 0%	0 0%	0 0%	5 11%	0 0%	0 0%	0 0%	0 0%	7 15%	0 0%	0 0%	0 0%	5 11%
0 0%	0 0%	74 50%	503 59%	0 0%	0 0%	0 0%	33 6%	0 0%	0 0%	0 0%	0 0%	16 3%	0 0%	0 0%	0 0%	8 1%
0 0%	0 0%	5 3%	34 40%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	3 6%	0 0%	0 0%	0 0%	2 4%
0 0%	0 0%	0 0%	85 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	8 18%	0 0%	0 0%	0 0%	5 11%
0 0%	0 0%	0 0%	8 100%	0 0%	0 0%	0 0%	3 6%	0 0%	0 0%	0 0%	0 0%	4 9%	0 0%	0 0%	0 0%	3 6%
0 0%	0 0%	13 87%	375 45%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	25 55%	0 0%	0 0%	0 0%	14 31%
0 0%	0 0%	0 0%	60 72%	0 0%	0 0%	0 0%	7 15%	0 0%	0 0%	0 0%	0 0%	19 43%	0 0%	0 0%	0 0%	50 11%
0 0%	0 0%	0 0%	20 24%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	6 13%	0 0%	0 0%	0 0%	4 9%
1 100%	1 100%	51 72%	100 120%	0 0%	0 0%	0 0%	9 20%	0 0%	0 0%	0 0%	0 0%	35 79%	0 0%	0 0%	0 0%	4 9%
1 100%	1 100%	72 92%	59 71%	0 0%	0 0%	0 0%	13 29%	0 0%	0 0%	0 0%	0 0%	87 190%	0 0%	0 0%	0 0%	11 25%
1 100%	1 100%	18 23%	285 344%	0 0%	0 0%	0 0%	5 11%	0 0%	0 0%	0 0%	0 0%	240 55%	0 0%	0 0%	2 4%	175 39%
0 0%	0 0%	0 0%	45 54%	0 0%	0 0%	0 0%	12 27%	0 0%	0 0%	0 0%	0 0%	17 38%	0 0%	0 0%	3 6%	170 38%
0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	2 4%
0 0%	0 0%	5 6%	14 17%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	0 0%	0 0%	5 11%	0 0%	0 0%	0 0%	4 9%
0 0%	0 0%	83 103%	60 72%	0 0%	0 0%	0 0%	17 38%	0 0%	0 0%	0 0%	0 0%	21 47%	0 0%	0 0%	0 0%	17 38%
0 0%	0 0%	0 0%	62 74%	0 0%	0 0%	0 0%	17 38%	0 0%	0 0%	0 0%	0 0%	12 27%	0 0%	0 0%	0 0%	3 6%
10 15%	10 15%	631 79%	4,800 5880%	20 26%	20 26%	420 53%	4,100 5000%	16 20%	16 20%	16 20%	450 56%	6,100 7500%	25 31%	25 31%	600 75%	14,000 17500%

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 Combined Population includes all students tested except those classified as 1st Year LEP
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile
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PROCESS NO. 90000000-0ARSS58-0000-02070-8

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). The report for LEP students is found on pages 7 and 8 of 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 page 7 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 7 of the *School Summary Report* provides the Mathematics results for LEP students, and the results for Literacy (Reading and Writing) are on page 8. 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 is provided at the top of both pages 7 and 8 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 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* 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 LEP student scores are not included in this report.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
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**
 Date of Test: **April 2008**

MATHEMATICS	Number & Percentage of Students			
	School	District	Region	State
Limited English Proficient	0	0	15	200
	0%	0%	45%	22%
Migrant	0	0	4	50
	0%	0%	31%	32%

Number & Percentage of Students				
Basic (BAS) 408-499				
School	District	Region	State	
0	0	7	178	
0%	0%	21%	19%	
0	0	4	29	
0%	0%	31%	17%	

Number & Percentage of Students				
Proficient (PRO) 500-585				
School	District	Region	State	
0	0	5	300	
0%	0%	15%	32%	
0	0	3	46	
0%	0%	23%	28%	

Number & Percentage of Students				
Advanced (ADV) 586 and above				
School	District	Region	State	
0	0	6	297	
0%	0%	18%	25%	
0	0	2	36	
0%	0%	15%	22%	

Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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PROCESS NO. 90000000-OARSS78-0000-002070-8

School Summary Report: First Year LEP Students

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as First Year Limited English Proficient (First Year LEP). The report for First Year LEP students is found on page 9 of the *School Summary Report*. First Year LEP students are exempt from the Literacy test, so the report only includes Mathematics. First Year LEP students are not included as part of the *Combined Population Report* or the *General Population Report*. A sample of page 9 is provided on the next page.

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

- Page 9 of the *School Summary Report* provides the Mathematics results for First Year LEP students. The subject area is identified at the top of the column on the left side of the page.
- The total number of First Year LEP students in the school is provided at the top of page 9 under the district name.
- The information provided for “Migrant” includes only those First Year 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 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: First Year LEP Students* can be used to compare the performance of First Year LEP students in the school with the performance of First Year LEP students at the district, region, and state levels.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
FIRST YEAR 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**
 Date of Test: **April 2008**

MATHEMATICS	Number & Percentage of Students			
	School	District	Region	State
First Year LEP Students	0	0	15	199
	0%	0%	44%	22%
Migrant	0	0	6	53
	0%	0%	40%	32%

Number & Percentage of Students				
Basic (BAS) 409-499				
School	District	Region	State	
0	0	8	180	
0%	0%	23%	20%	
0	0	4	29	
0%	0%	27%	18%	

Number & Percentage of Students				
Proficient (PRO) 500-585				
School	District	Region	State	
0	0	5	300	
0%	0%	15%	33%	
0	0	3	46	
0%	0%	20%	28%	

Number & Percentage of Students				
Advanced (ADV) 586 and above				
School	District	Region	State	
0	0	6	237	
0%	0%	18%	26%	
0	0	2	36	
0%	0%	13%	22%	

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 Combined Population includes all students tested except those classified as 1st Year LEP,
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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PROCESS NO. 90000000-OARSS88-0000-03190-8

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. The report for Gifted and Talented students is found on pages 10 and 11 of 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 page 10 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 10 of the *School Summary Report* provides the Mathematics results for Gifted and Talented students, and the results for Literacy (Reading and Writing) are on page 11. 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 is provided at the top of both pages 10 and 11 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 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* 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 LEP student scores are not included in this report.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
GIFTED AND TALENTED STUDENTS

District Number: **99-99**
 District Name: **ARKANSAS SCHOOL DISTRICT**
 Total Number of Students Tested: **10**

School Number: **99-99-999**
 School Name: **ARKANSAS SCHOOL**
 Date of Test: **April 2008**

MATHEMATICS

	Number & Percentage of Students			
	School	District	Region	State
Gifted and Talented	0	0	1	2
	0%	0%	0%	0%
Migrant	0	0	0	0
	0%	0%	0%	0%

Number & Percentage of Students				
Basic (BAS) 409-499				
School	District	Region	State	
0	0	7	80	
0%	0%	2%	2%	
0	0	0	0	
0%	0%	0%	0%	

Number & Percentage of Students				
Proficient (PRO) 500-585				
School	District	Region	State	
0	0	50	300	
0%	0%	16%	9%	
0	0	0	0	
0%	0%	0%	0%	

Number & Percentage of Students				
Advanced (ADV) 586 and above				
School	District	Region	State	
10	10	250	3,237	
100%	100%	81%	89%	
0	0	2	20	
0%	0%	100%	100%	

Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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PROCESS NO. 90000000-ARSS108-0000-0207C-8

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, 2007. The report for Highly Mobile students is found on pages 12 and 13 of 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 page 12 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 12 of the *School Summary Report* provides the Mathematics results for Highly Mobile students, and the results for Literacy (Reading and Writing) are on page 13. 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 is provided at the top of both pages 12 and 13 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 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* 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 LEP student scores are not included in this report.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
HIGHLY MOBILE STUDENTS

District Number: **99-99**
 District Name: **ARKANSAS SCHOOL DISTRICT**
 Total Number of Students Tested: **3**

School Number: **99-99**
 School Name: **ARKANSAS SCHOOL**
 Date of Test: **April 2008**

MATHEMATICS	Number & Percentage of Students			
	School	District	Region	State
Highly Mobile	0 0%	0 0%	27 24%	590 30%
Migrant	0 0%	0 0%	0 0%	0 0%

Number & Percentage of Students				
Basic (BAS) 408-499				
School	District	Region	State	
1 33%	1 33%	22 19%	399 20%	
0 0%	0 0%	0 0%	0 0%	

Number & Percentage of Students				
Proficient (PRO) 500-585				
School	District	Region	State	
0 0%	0 0%	28 25%	371 19%	
0 0%	0 0%	0 0%	0 0%	

Number & Percentage of Students				
Advanced (ADV) 586 and above				
School	District	Region	State	
2 67%	2 67%	36 32%	602 31%	
0 0%	0 0%	2 100%	20 100%	

Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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PROCESS NO. 90000000-ARSS128-0000-02070-8

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. This information is reported on pages 14 and 15 of the *School Summary Report*. 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 of page 14 is provided on the next 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 Augmented Benchmark Examination. The following information is provided:

- Page 14 of the *School Summary Report* provides the Mathematics results for students who receive Free and/or Reduced Lunch, and the results for Literacy (Reading and Writing) are on page 15. The subject area is identified at the top of the column on the left side of each page.
- The total number of students* who receive Free and/or Reduced Lunch is provided at the top of both pages 14 and 15 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 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* 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 LEP student scores are not included in this report.



Grade 3 Augmented Benchmark Examination
SCHOOL SUMMARY REPORT
FREE AND/OR REDUCED LUNCH STUDENTS

District Number: **99-99**
 District Name: **ARKANSAS SCHOOL DISTRICT**
 Total Number of Students Tested: **39**

School Number: **99-99-999**
 School Name: **ARKANSAS SCHOOL**
 Date of Test: **April 2008**

Number & Percentage of Students
 Below Basic (BEL) 408 and below

Number & Percentage of Students
 Basic (BAS) 409-499

Number & Percentage of Students
 Proficient (PRO) 500-585

Number & Percentage of Students
 Advanced (ADV) 586 and above

MATHEMATICS

	School	District	Region	State
Free and/or Reduced Lunch	7 24%	7 24%	685 41%	5,900 31%
Migrant	9 21%	9 21%	114 17%	1,573 11%
Non-economically Disadvantaged	0 0%	0 0%	5 23%	150 30%

	School	District	Region	State
	5 17%	5 17%	338 20%	5,900 31%
	11 26%	11 26%	146 22%	1,573 11%
	0 0%	0 0%	6 23%	150 30%

	School	District	Region	State
	8 28%	8 28%	328 20%	3,710 19%
	17 40%	17 40%	293 44%	8,805 60%
	0 0%	0 0%	9 41%	120 24%

	School	District	Region	State
	9 24%	7 24%	328 20%	3,710 19%
	5 12%	5 12%	107 16%	1,555 11%
	0 0%	0 0%	3 14%	134 26%

Combined Population includes all students tested except those classified as 1st Year LEP.
 General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
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PROCESS NO. 90000000-ARSS148-0000-0207C-8

School Profile Report

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

Each school will receive two copies per subject (Mathematics and Literacy) of the *School Profile Report*, and each district will receive one copy per subject of the *School Profile Report*. The *School Profile Report* is a four-page booklet providing an overview of the school's results for the April 2008 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 Mathematics report is provided on pages 50–53.

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

- District and school information reflecting what was coded on the SSID sheet
- Overall Results (Combined Population)
 - The “Overall Results (Combined Population)” section 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” table is located on page 1, and the “Results by Gender and Ethnicity” table 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 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 Report*.
 - The “Proficient and Advanced Performance History” bar graph shows the percent of students in the school who scored at the Proficient and Advanced performance levels on the Augmented Benchmark Examination since March 2007.
- Performance on Multiple-Choice Items
 - The “Performance on Multiple-Choice Items” table is located on page 3 of the *School Profile Report*.
 - Each line (row) provides the strand or skills area name and description, the number of multiple-choice points possible, and data on the average number of items students answered 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” table is located on page 3 of the *School Profile Report*.
 - Each line (row) provides the strand or skills area name and description, the number of open-response points possible, and data on the average number of items students answered correctly. The results are provided at the school, district, and state levels.
- Performance Level Descriptions
 - The “Performance Level Descriptions” 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.

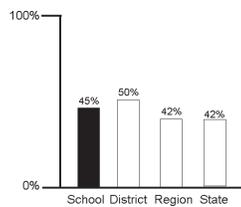
District Number: **99-99**
District Name: **ARKANSAS SCHOOL DISTRICT**
School Number: **99-99-999**
School Name: **ARKANSAS SCHOOL**
Date of Test: **April 2008**

**AUGMENTED BENCHMARK
EXAMINATION
GRADE 4**

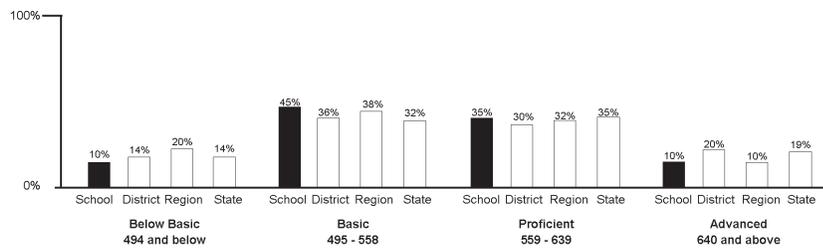
The *Arkansas Augmented Benchmark Examinations* were administered in April to Grade 4 students. This School Profile provides a summary of your School's overall Grade 4 performance in Mathematics on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Item-by-Item 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 3 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	14	20%	17	24%	16	23%	24	34%	173	189	184
Combined Population without Highly Mobile ²	12	18%	16	24%	16	24%	24	35%	176	171	191
General Population ³	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 ⁴	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:

- 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.

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

District Number: **99-99**
District Name: **ARKANSAS SCHOOL DISTRICT**
School Number: **99-99-999**
School Name: **ARKANSAS SCHOOL**
Date of Test: **April 2008**

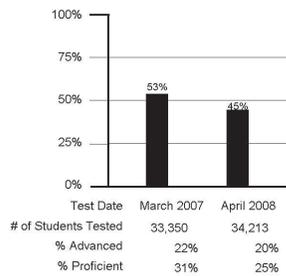
Results by Gender and Ethnicity

The following table shows the number and percent of Grade 4 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
Gender											
Male	3	10%	8	27%	7	23%	12	40%	201	189	189
Female	11	27%	9	22%	9	22%	12	29%	208	171	181
Not Indicated	0	0%	0	0%	0	0%	0	0%			
Ethnicity											
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
Not Indicated	0	0%	0	0%	0	0%	0	0%			

Proficient and Advanced Performance History

The following graph displays the number of Grade 3 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the *Arkansas Augmented Benchmark Examination* in Mathematics since March 2007.



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

Run Date: 08/29/2008

District Number: **99-99**
District Name: **ARKANSAS SCHOOL DISTRICT**
School Number: **99-99-999**
School Name: **ARKANSAS SCHOOL**
Date of Test: **April 2008**

Performance on Test Items

Performance on Multiple-Choice Items

The table below indicates the overall skill demonstrated by Grade 4 students in your School on the multiple-choice items for each Mathematics Strand.

Mathematics Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
Number and Operations Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates.	9	6	67%	6.2	69%	6.1	68%
Algebra Students shall recognize, describe and develop patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.	9	6.5	72%	6.5	72%	6.5	72%
Geometry Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning and geometry modeling.	8	7.1	89%	6.2	78%	6.4	80%
Measurement Students shall use attributes of measurement to describe and compare mathematical and real-world objects and identify and use units, systems and processes of measurement.	7	6	86%	6.2	89%	6.1	87%
Data Analysis and Probability Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.	7	6.1	87%	5.2	74%	5.4	77%

Performance on Open-Response Items

The table below indicates the overall skill demonstrated by Grade 3 students in your School on the open-response items for each Mathematics Strand. Open-response items require students to write a response to a Mathematics item.

Mathematics Strands	Possible Points	Average Points Scored		
		School	District	State
Number and Operations	8	6.1	5.2	5.7
Algebra	8	7.3	4.6	6.2
Geometry	8	5.5	6.1	6.8
Measurement	8	5.9	6.0	5.0
Data Analysis and Probability	8	4.0	5.8	6.0

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

Run Date: 08/29/2008



SCHOOL PROFILE - GRADE 4 MATHEMATICS

District Number: **99-99**
 District Name: **ARKANSAS SCHOOL DISTRICT**
 School Number: **99-99-999**
 School Name: **ARKANSAS SCHOOL**
 Date of Test: **April 2008**

Mathematics Performance Level Descriptions

Performance Level	Score Range	Description
Advanced	640 and Above	Students apply integrated procedural knowledge and conceptual understanding to solve complex problems in the mathematics content strands.
Proficient	559 - 639	Students consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the mathematics content strands.
Basic	495 - 558	Students show some evidence of understanding the mathematical concepts and procedures in the mathematics content strands.
Below Basic	494 and Below	Students fail to show sufficient mastery of skills in mathematics 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 and non-released common items that contributed to individual student results. For items that are released, this report is intended for use in conjunction with the Released Item Booklets in order to examine school results for individual items. For items that are not released, the SLE (Student Learning Expectation) is presented in order to provide information about what each item is measuring.

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 single-sided, multi-page report providing the results for each item (multiple-choice and constructed-response) and each writing prompt (topic). 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). For each group, Mathematics and Science (for grades 5 and 7 only) are reported on the same page, and Literacy (Reading and Writing) is reported on a separate page. A sample of pages 1 and 2 is provided on pages 56–57. Page 1 contains the information for released items, and page 2 contains the information for items that are not released. The following information is provided on the *School Item-By-Item Selections of Correct Answers Report*:

- Released Item Pages
 - Mathematics and Science (for grades 5 and 7 only) appear on one page and Literacy (Reading and Writing) appears on a separate page. The subject area is identified on the left side of each page.
 - 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 or writing prompt number and the testing session that corresponds to where the item/writing prompt 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 or writing prompt number that corresponds to where the item/writing prompt appears in the Released Item Booklet for each grade level.
 - The third column (Item Type) describes the item type: multiple-choice (MC), constructed-response (CR), or writing prompt (WP).
 - The fourth column (Key) provides the correct answer choice for all multiple-choice items for Mathematics, Reading, and Writing. The constructed-response items and the writing prompts indicate “Rubric,” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items or writing prompts 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 constructed-response items and writing prompts, 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 constructed-response item/writing prompt at the school level to district- and state-level results.
- Items Not Released Pages
 - Mathematics and Science (for grades 5 and 7 only) appear on one page and Literacy (Reading and Writing) appears on a separate page. The subject area is identified on the left side of each page.
 - The number of students* in the school for the reported group is provided under the school information.
 - The first column (Item #) provides a number for reference. This information can be used to determine whether position within the testing schedule had an impact on student results.
 - The second column (Item Type) describes the item type: multiple-choice (MC), constructed-response (CR), or writing prompt (WP).
 - The third column (SLE) is the Student Learning Expectation, where S.CS.SLE indicates the strand, content standard, and Student Learning Expectation for the item.
 - 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 constructed-response items and writing prompts, 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 constructed-response item/writing prompt at the school level to district- and state-level results.

* First Year 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 and writing prompt results for the April 2008 Augmented Benchmark Examinations 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 the district report does not include school data.

Grade 5 Augmented Benchmark Examination
**SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
COMBINED POPULATION**

Date of Test: April 2008

District Number: **99-99** District Name: **ARKANSAS SCHOOL DISTRICT**
School Number: **99-99-999** School Name: **ARKANSAS SCHOOL**

Total Number of Students Tested: 38

MATHEMATICS TEST ITEMS - RELEASED

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 M1)	01	MC	A	14	36.6%	14	36.6%	14,217	42.9%
4 (Session M1)	02	MC	C	20	76.7%	20	76.7%	23,370	71.8%
7 (Session M1)	03	MC	B	20	76.7%	20	76.7%	22,164	66.9%
8 (Session M1)	04	MC	C	28	73.7%	28	73.7%	25,555	77.2%
14 (Session M5)	05	MC	A	31	81.6%	31	81.6%	20,829	62.9%
16 (Session M5)	06	MC	A	28	73.1%	28	73.1%	16,627	50.2%
19 (Session M7)	07	MC	C	27	71.1%	27	71.1%	16,455	49.3%
21 (Session M7)	08	MC	A	26	68.4%	26	68.4%	19,499	58.9%
29 (Session M7)	09	MC	B	9	23.7%	9	23.7%	14,630	44.2%
33 (Session M7)	10	MC	B	36	94.7%	36	94.7%	22,326	68.6%

Item # in Test Booklet	Item # in Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
B (Session M2)	01	CR	Rubric	4.2	4.2	3.0
C (Session M3)	02	CR	Rubric	4.7	4.7	4.3

Total Number of Students Tested: 38

SCIENCE TEST ITEMS - RELEASED

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 %
13 (Session S1)	11	MC	D	16	42.1%	16	42.1%	16,451	49.9%
14 (Session S1)	12	MC	C	27	71.1%	27	71.1%	23,888	72.1%
15 (Session S1)	13	MC	D	26	68.4%	26	68.4%	21,028	68.2%
16 (Session S1)	14	MC	B	23	60.5%	23	60.5%	20,814	62.8%
17 (Session S2)	15	MC	B	35	92.1%	35	92.1%	20,324	83.7%
18 (Session S2)	16	MC	A	20	52.6%	20	52.6%	14,333	43.3%
19 (Session S2)	17	MC	B	35	92.1%	35	92.1%	23,894	72.1%
20 (Session S2)	18	MC	B	33	86.8%	33	86.8%	20,270	61.2%
21 (Session S3)	19	MC	D	16	42.1%	16	42.1%	14,802	44.7%
22 (Session S3)	20	MC	A	19	50.0%	19	50.0%	15,121	45.7%
42 (Session S3)	21	MC	A	23	80.5%	23	80.5%	15,311	48.2%
47 (Session S3)	22	MC	A	20	76.3%	20	76.3%	20,963	63.3%
29 (Session S3)	23	MC	A	33	86.9%	33	86.9%	27,714	83.7%
30 (Session S3)	24	MC	C	32	84.2%	32	84.2%	19,454	58.7%
31 (Session S3)	25	MC	D	25	65.8%	25	65.8%	20,592	62.2%
32 (Session S3)	26	MC	C	34	89.5%	34	89.5%	18,233	55.0%

Item # in Test Booklet	Item # in Released Item Booklet	Item Type	Key	Average Score of All Students		
				School	District	State
A (Session S2)	01	CR	Rubric	3.7	3.7	4.1
D (Session S3)	02	CR	Rubric	3.9	3.9	3.8

1st Year LEP Students are not included in this report



Grade 5 Augmented Benchmark Examination
**SCHOOL ITEM-BY-ITEM SELECTIONS
 OF CORRECT ANSWERS
 COMBINED POPULATION**

Date of Test: April 2008

District Number: **99-99** District Name: **ARKANSAS SCHOOL DISTRICT**
 School Number: **99-99-999** School Name: **ARKANSAS SCHOOL**

Total Number of Students Tested: 38

MATHEMATICS TEST ITEMS - NOT RELEASED

Item #	Item Type	SLE*	School #	Number and Percent Selecting the Correct Answer				State #	State %
				School %	District #	District %			
2	MC	4.5.1	21	55.3%	21	55.3%	15,470	46.7%	
3	MC	8.5.1	28	73.1%	28	73.1%	24,711	74.6%	
5	MC	1.5.3	25	65.9%	25	65.9%	18,815	56.2%	
6	MC	2.5.1	26	68.4%	26	68.4%	18,200	56.0%	
9	MC	13.5.3	20	52.6%	20	52.6%	15,629	47.8%	
10	MC	17.5.2	33	86.9%	33	86.9%	26,093	76.8%	
11	MC	14.5.2	31	81.6%	31	81.6%	23,267	70.2%	
12	MC	12.5.5	24	63.2%	24	63.2%	13,926	42.0%	
13	MC	10.5.1	27	71.1%	27	71.1%	18,719	56.5%	
18	MC	13.5.6	25	65.9%	25	65.9%	21,325	64.4%	
20	MC	3.5.4	30	79.9%	30	79.9%	18,484	55.7%	
22	MC	3.5.3	35	92.1%	35	92.1%	24,078	72.7%	
23	MC	1.5.2	12	31.6%	12	31.6%	12,093	38.6%	
24	MC	12.5.4	14	36.6%	14	36.6%	14,217	42.9%	
25	MC	8.5.1	20	76.7%	20	76.7%	23,370	71.8%	

Average Score of All Students

Item #	Item Type	SLE*	School	District	State
A	CR	16.5.1	4.2	4.2	3.0
D	CR	12.5.1	3.9	3.9	4.3
E	CR	4.5.1	3.9	3.9	4.1

Total Number of Students Tested: 38

SCIENCE TEST ITEMS - NOT RELEASED

Item #	Item Type	SLE*	School #	Number and Percent Selecting the Correct Answer				State #	State %
				School %	District #	District %			
1	MC	6.5.7	14	36.6%	14	36.6%	14,217	42.9%	
2	MC	8.5.1	20	76.7%	20	76.7%	23,370	71.8%	
3	MC	4.5.4	20	76.7%	20	76.7%	22,164	66.9%	
4	MC	8.5.7	28	73.7%	28	73.7%	25,555	77.2%	
5	MC	8.5.8	25	65.8%	25	65.8%	20,592	62.2%	
6	MC	7.5.1	34	89.5%	34	89.5%	18,233	55.0%	
7	MC	5.5.3	21	55.3%	21	55.3%	15,470	46.7%	
8	MC	6.5.7	28	73.1%	28	73.1%	24,711	74.6%	
9	MC	8.5.12	25	65.9%	25	65.9%	18,815	56.2%	
10	MC	10.5.6	26	68.4%	26	68.4%	18,200	56.0%	
11	MC	9.5.3	20	52.6%	20	52.6%	15,629	47.8%	
12	MC	8.5.1	33	86.9%	33	86.9%	26,093	76.8%	
23	MC	1.5.3	31	81.6%	31	81.6%	23,267	70.2%	
24	MC	2.5.5	24	63.2%	24	63.2%	13,926	42.0%	
25	MC	4.5.4	27	71.1%	27	71.1%	18,719	56.5%	
26	MC	8.5.8	25	65.9%	25	65.9%	21,325	64.4%	

Average Score of All Students

Item #	Item Type	SLE*	School	District	State
B	CR	7.5.6	3.7	3.7	4.1
C	CR	8.5.14	3.9	3.9	3.8
E	CR	9.5.2	3.9	3.9	5.3

1st Year LEP Students are not included in this report
 *SLE (Student Learning Expectation) is expressed as "S.CS.SLE", where S = Strand CS = Content Standard SLE = Student Learning Expectation

Performance Levels for the 2008 Augmented Benchmark Examinations

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 Examinations: Advanced, Proficient, Basic, and Below Basic. The general definitions of these Performance Levels are as follows:

Advanced

Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas' established mathematics or reading and writing skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

Proficient

Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas' established mathematics or reading and writing skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Basic

Basic students show substantial skills in mathematics or reading and writing; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the Proficient level.

Below Basic

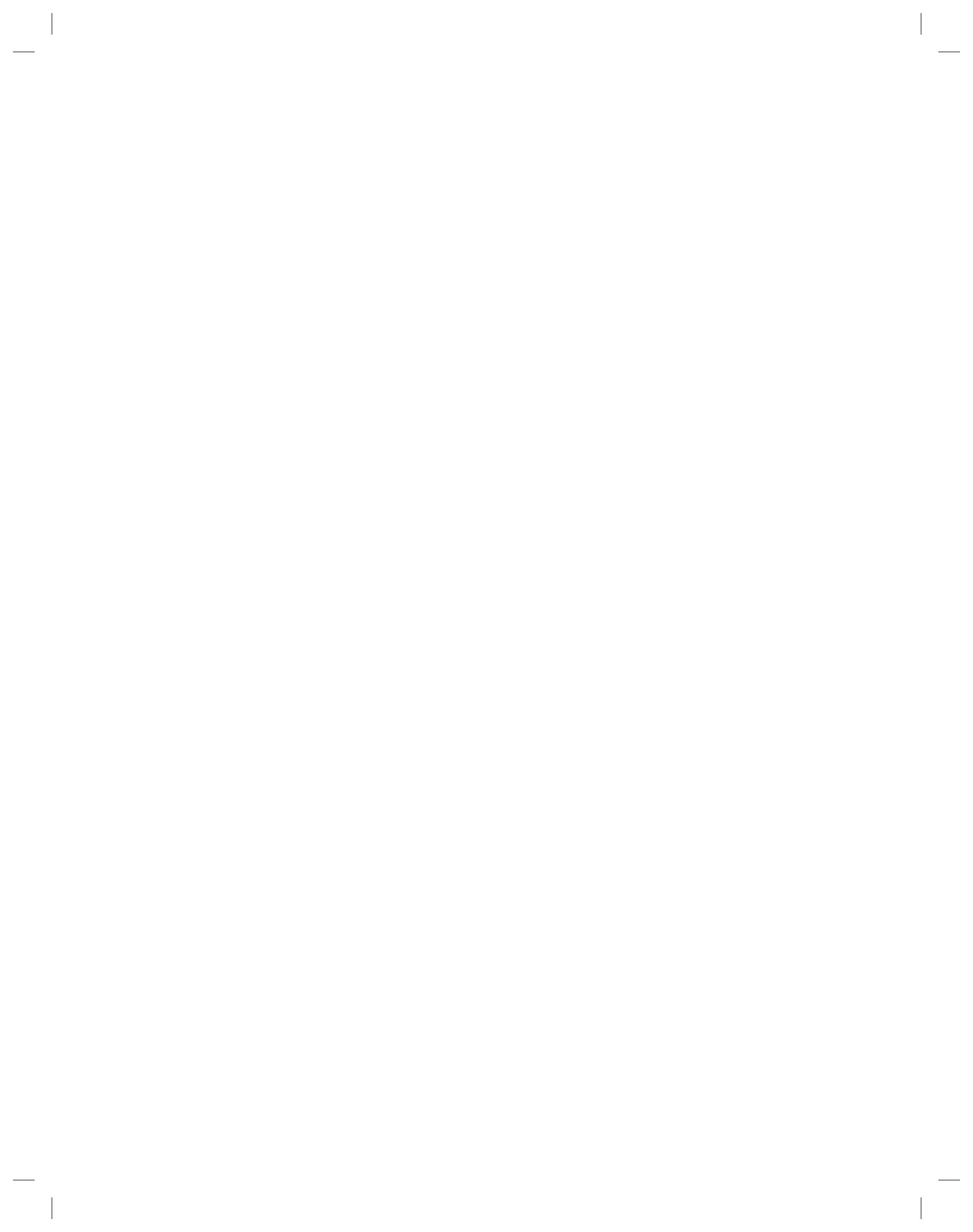
Below Basic students fail to show sufficient mastery of skills in mathematics or reading and writing to attain the Basic level.











ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E