



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

Geometry, Algebra I, and Biology End-of-Course Examinations

April 2010 Administration

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Arkansas Department of Education

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INTRODUCTION

The purpose of this Report Interpretation Guide is to provide district and school personnel with information on how to interpret and use reports related to the April 2010 administration of the End-of-Course Examinations. This Report Interpretation Guide provides general information about the components of the End-of-Course 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 End-of-Course Examinations. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

Note: Students with less than one year in a U.S. school who were coded as “LEP student less than one year in the U.S.” will receive individual student reports and will be included on the roster reports but will not be included in any class or school averages or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2010. However, if the “LEP student less than one year in the U.S.” bubble was not properly marked on the answer document, the student’s scores **will be included** in AYP calculations and will appear on all reports.

OVERVIEW OF THE ACTAAP

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

The End-of-Course Examinations are criterion-referenced tests that became operational in the 2001–2002 school year for Geometry and Algebra I and in the 2007–2008 school year for Biology. All test questions on the End-of-Course Examinations align with the strands and subject-specific competencies described by the *Arkansas Geometry and Algebra I Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. As such, student performance on the End-of-Course 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 policy makers in decision-making.

As the ACTAAP continues to evolve, it will offer

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

FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the End-of-Course 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 End-of-Course Examinations?

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

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

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. A norm-referenced test was administered in 2010 and the End-of-Course Examinations were administered in April 2010. Each End-of-Course Examination requires two days of testing. This test is part of the overall plan for education within the state and is to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district.

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

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

For answers to other questions regarding the End-of-Course Examinations, please contact:

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Curriculum, Assessment, and Research
Arkansas Department of Education
4 State Capitol Mall, Room 106A
Little Rock, AR 72201-1071
Telephone: 501-682-4558

**EDUCATIONAL IMPROVEMENT PLANS AND USING THE
2010 END-OF-COURSE EXAMINATIONS RESULTS**

MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

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

Quantitative

- Criterion-referenced test results (e.g., End-of-Course Examinations)
- Norm-referenced test results
- Classroom test results (current and past)

Qualitative

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

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

EDUCATIONAL IMPROVEMENT PLANS AND USING THE 2010 END-OF-COURSE EXAMINATIONS RESULTS

USING THE END-OF-COURSE EXAMINATIONS RESULTS

The reports for the End-of-Course Examinations provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas Geometry and Algebra I Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. 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 or above a proficient level. 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 or above the proficient performance level.
- For those students who did not perform at or above the proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the *Arkansas Geometry and Algebra I Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*.
- Develop Individualized Academic Improvement Plans (IAIPs) for all Algebra I students in grade 9 and below who did not receive a passing score for the *Algebra I End-of-Course Examination*.
- Develop and implement remediation strategies including a plan for completing Algebra I retesting via the paper and pencil administration of the examination or the online strand analysis and examination as appropriate.

DISSEMINATING THE 2010 END-OF-COURSE EXAMINATIONS RESULTS AND CONCLUSION

DISSEMINATING THE END-OF-COURSE EXAMINATIONS RESULTS

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), Class Roster Report(s), School Roster Report, School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers 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 End-of-Course 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 and Class Roster Reports.
- Summarize information from the School Roster Report, School Summary Report, and School Profile or, through a newsletter or pamphlet, present information to school board members, school or district advisory committees, parent advisory groups, or other interested individuals.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).
- Communicate to teachers and guidance counselors, by letter or report, a list of the Geometry, Algebra I, and Biology skills with the lowest performance by students.
- Communicate to teachers and guidance counselors, by letter or report, a list of the Algebra I students in grade 9 or below who did not pass the examination.
- Communicate to school staff the process for developing and implementing the IAIP for students who did not pass the *Algebra I End-of-Course Examination*.
- Communicate to staff and parents the process for retesting students who did not pass the *Algebra I End-of-Course Examination* and the remediation strategies available.

CONCLUSION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of criterion-referenced testing instruments that are directly linked with the *Arkansas Geometry* and *Algebra I Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. Improving student performance on the End-of-Course 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 End-of-Course Examinations in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

THE 2010 END-OF-COURSE EXAMINATIONS REPORTS

OVERVIEW OF THE END-OF-COURSE EXAMINATIONS REPORTS

Reports of results for the End-of-Course Examinations are sent to districts to provide information about student performance. Reports are provided separately for Geometry, for Algebra I, and for Biology. Samples of the Student Report, Student Label, Class Roster Report, School Roster Report, Pass/Not Pass Roster Report, School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers are provided in this guide. A description of each report immediately precedes the report samples.

On the School Roster Report, School Summary Report, and School Item-by-Item Selections of Correct Answers, students are reported by group. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the April 2010 administration of the End-of-Course Examinations.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the April 2010 administration of the End-of-Course Examinations excluding those students who were identified as having enrolled in the school or moving between schools after October 1, 2009.
- **General Population**—All students excluding those who were identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile. Students identified as Gifted and Talented and/or as eligible for Free and/or Reduced Lunch are included in the General Population report unless they have also been identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students**—Students who were identified with an Exceptional Student Identification (ESI) code (see page 27 for a listing of the ESI categories) which identifies them as participating in a specific educational program. Students who were identified with more than one ESI code are reported in the Multiple Disabilities category.
- **LEP Students**—Students who were identified as Limited English Proficient (LEP).
- **Monitored Former LEP Students—Year 1**—Students who were identified as Year 1 Monitored Former LEP.
- **Monitored Former LEP Students—Year 2**—Students who were identified as Year 2 Monitored Former LEP.
- **1st Year LEP Students** (appears only on the School Roster Report)—Students who are Limited English Proficient and have been in a school in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified as Gifted and Talented.
- **Highly Mobile Students**—Students who were identified as having enrolled in the school or moving between schools after October 1, 2009.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students who were identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

THE 2010 END-OF-COURSE EXAMINATIONS REPORTS

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

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

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

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

STUDENT REPORT

Each school will receive two copies of the Student Report, a student (home) copy in color and a school copy in black and white. Students who are retesting in Algebra I will also receive a Student Report containing information regarding their score and whether or not they passed the examination. The Student Report is a one-page, two-sided report. Side one provides information specific to the student listed. Side two provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of the Student Report is provided on pages 10 and 11.

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

- Student information reflects what was coded on the student’s answer document or provided from the student’s APSCN record for student name, grade, and birth date.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, introduces the report.
- Scale Score Section (bottom left of report)
 - The four performance levels (advanced, proficient, basic, and below basic) and the cut scores associated with Geometry, Algebra I, or Biology are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
 - The student’s scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score. The school, district, and state average scores are also provided and can be used for comparative data. A student is required to have attained a scale score associated with the proficient or advanced performance level in order to be considered performing at an acceptable level. It is important to note that the information listed at the strand level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.
 - Algebra I Student Reports have a pass/not pass indicator in the Scale Score section of the report for students who took the *Algebra I End-of-Course Examination* and are in grade 9 or below in the 2009–2010 school year. A student is required to have a passing score associated with his/her performance on the *Algebra I End-of-Course Examination* in order to receive credit toward graduation. It is important to note that the information listed at the strand level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction and/or remediation. A Pass Performance Level descriptor is located on page 2 of the Student Report.
- (Raw) Scores by Strand Section (bottom right of report)
 - A table with each strand listed in the left column is provided. The strands are directly aligned with the *Arkansas Geometry* or *Algebra I Mathematics Curriculum Framework* or the *Arkansas Biology Science Curriculum Framework*.
 - The total number of multiple-choice and open-response points for each strand is shown in the last two columns along with the number of raw score points achieved by the student. 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 Linear Functions concepts than with the other strands. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student’s needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions indicating that the student may be having trouble responding in this format.
 - A score of “NA” (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of “0.”
 - Definitions of and information for scale scores are provided under the (Raw) Scores by Strand table.

STUDENT LABEL

Each school will receive a Student Label for each student's permanent record or transcript kept on file at the school. The Student Label includes the student's total scale score for Geometry, Algebra I, or Biology with the student's associated performance level for the April 2010 administration of the End-of-Course Examination. Student Labels for students who are retesting in Algebra I will contain the retest attempt but will not include a performance level. A sample of the Student Label is provided on page 11.

The Student Label provides the student's name, grade, date of birth, and course taken. It also includes the student's scale score and performance level for the appropriate End-of-Course Examination. This label will be added to the student's permanent record or transcript as a permanent record of the April 2010 *Geometry, Algebra I, or Biology End-of-Course Examination* test results.

In addition to the information provided on the Student Labels for other subjects, the labels for students taking the *Algebra I End-of-Course Examination* include the pass/not pass information for students in grade 9 and below.

Student Report (Page 1)



ARKANSAS
DEPARTMENT
OF EDUCATION



Arkansas Comprehensive Testing, Assessment,
and Accountability Program

END-OF-COURSE EXAMINATION—ALGEBRA I
STUDENT REPORT

For the Family of
ASHLEY ADAMS

Test Date: April 2010
Grade: 9
Birth Date: 07-21-1995
School Name: Arkansas School
(99-99-999)
District Name: Arkansas School District
(99-99)

Dear Family,

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

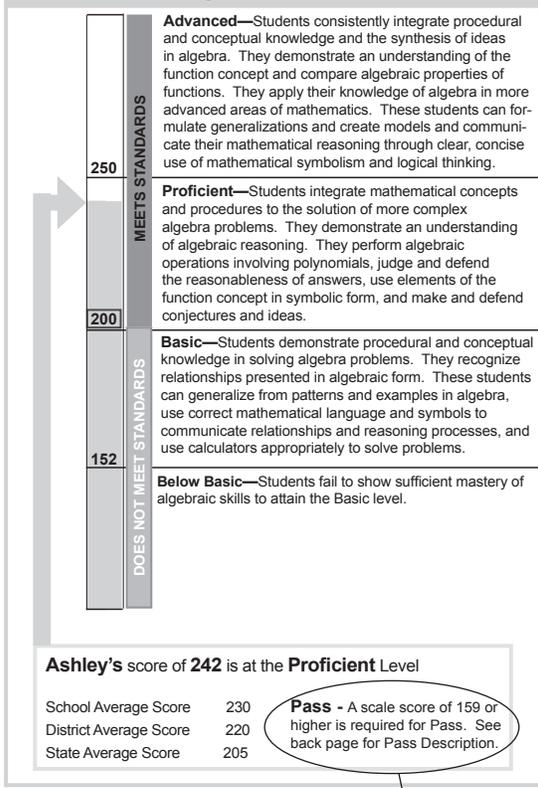
This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring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

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

Ashley's Test Results

Algebra I Scale Score



Algebra I (Raw) Scores by Strand

This table shows the number of points Ashley scored in each of the Algebra I strands.	Multiple-Choice	Open-Response
Language of Algebra Students will develop the language of algebra including specialized vocabulary, symbols, and operations.	11 of 12	6 of 8
Solving Equations and Inequalities Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.	9 of 12	5 of 8
Linear Functions Students will analyze functions by investigating rates of change, intercepts, and zeros.	8 of 12	5 of 8
Non-Linear Functions Students will compare the properties in the family of functions.	7 of 12	6 of 8
Data Interpretation and Probability Students will compare various methods of reporting data to make inferences or predictions.	7 of 12	5 of 8

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

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

Pass/Not Pass information is included only for Algebra I students in grades 9 and below.

Student Report (Page 2)



How Can I Help Ashley?

- ✓ Talk with Ashley's teacher about this report and possible areas for improvement.
- ✓ Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations at Ashley's school.
- ✓ Focus on improving the skills where Ashley scored the lowest.
- ✓ Stay in touch with Ashley's teacher throughout the year regarding Ashley's progress and performance. Ask the teacher the following questions:
 - What instructional materials are used for Algebra I?
 - How can I get more involved in Ashley's education?
 - What are the homework expectations and how can I help?
 - Do you have online resources to help Ashley?

What Additional Resources Are Available?

Additional information is available online at the Arkansas Department of Education website:

<http://ArkansasEd.org/>
or contact the Assessment Office at 501-682-4558.

Under **Quick Links** at the **Curriculum** link, you will find the Curriculum **Framework** mentioned in the Commissioner's letter on the front of this report.

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

At the **Testing** link, click on **Student Assessment**. Scroll down the page and click on the **End-of-Course Exams** link where you will find the following assessment materials.

- Released Item Booklets** These contain actual test items from previous examinations.
- Teacher Handbooks** These handbooks are designed to demonstrate how the open-response items are scored. Sample student papers with scoring explanations are included for Algebra I.
- Report Interpretation Guides** These guides contain components of the examination, the purpose of the program, answers to frequently asked questions, samples of reports, and information about how to interpret reports.

PASS Descriptor

For students to receive a graduation credit in Algebra I based on the EOC Algebra I Examination, Algebra I students demonstrate basic procedural and conceptual knowledge in solving algebra problems. The students recognize relationships presented in algebraic form. These students can generalize from patterns and examples in algebra, use correct mathematical language and symbols to communicate relationships and reasoning process and use calculators appropriately to solve problems.

The Pass Descriptor is included only for Algebra I students in grades 9 and below.

Student Label

ACTAAP End-of-Course Examination Algebra I Date of Test: April 2010	
ADAMS, ASHLEY	Grade: 09
DOB: 07-21-1995	Course Taken: Algebra I
District: Arkansas School District (99-99)	
School: Arkansas School (99-99-999)	
Scale Score: 242	Proficient
	PASS

Pass/Not Pass is recorded only for Algebra I students in grades 9 and below.

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

CLASS ROSTER REPORT

Two copies of the Class Roster Report will be produced—one copy for the school and one copy for the district. The Class Roster Report is a one-sided, single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the April 2010 End-of-Course Examination. The class name printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the following page.

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

- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Geometry, Algebra I, or Biology.
- The Pass/Not Pass information for students in grade 9 and below is shown to the right of the performance level information on the Algebra I Class Roster Reports.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective birth dates) in the left column with the End-of-Course Examination results for each student provided in the columns that follow. All of the information provided on the individual Student Report is also provided for each student on the Class Roster Report (e.g., performance level, scale score, strand-level information). Grade and Course Taken* information is also provided.
- Students who did not attain the proficient or advanced performance level are indicated with an asterisk next to their names.
- An LEP student who has been in a school in the U.S. less than one year is designated with an “L” following the student’s birth date.
- Following the listing of students, the class average for each strand is provided. Class averages do not include 1st Year LEP student scores.
- The mean scale scores for the school, district, region, and state are provided and can be used as comparative data.

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

*Course Taken information is provided for Geometry and Algebra I only.

Date of Test: April 2010
Page 1

**END-OF-COURSE EXAMINATION
ALGEBRA I
CLASS ROSTER REPORT**



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

COURSE TAKEN

1 = Algebra I
 2 = Algebra A & B
 3 = Other

PERFORMANCE LEVEL SCALE SCORE

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

NA = No Attempt (Zero Score)
 NI = Not Indicated
 * = Not Proficient in Algebra I
 — = Not a Requirement for this Grade
 & = Modified form adapted to Braille

Student Information

Multiple-Choice/Open-Response Points Possible	
ADCOCK, VICKY *	06-11-1995
ADDLER, VICKY *	06-11-1995
AMWAY, JOHN Q *	06-02-1995
BANCRON, MARV *	06-02-1995
BESTER, CODY * &	07-21-1995
BYDREAM, JEAN *	06-02-1995
BYRD, JEAN *	06-02-1995 (L)
CANCRON, MARV *	06-02-1995 (L)
DREAMY, JEAN *	06-02-1995
DUNKIRK, BLINEY	06-02-1995
JAMWAY, JOHN Q	06-02-1995
KIRKLEY, BLINEY	06-02-1995
SMITHLY, VICKY *	06-11-1995
VEST, CODY *	07-21-1995
WAYLAN, JOHN Q *	06-02-1995

CLASS AVERAGE:
 COMBINED POPULATION: MEAN SCALE SCORE
 ALGEBRA I
 School: 172
 District: 170
 Region: 175
 State: 193

ALGEBRA I									
GRADE	COURSE TAKEN	PERFORMANCE LEVEL	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability
10	1	BAS	—	168	12/8	12/8	12/8	12/8	12/8
10	1	BAS	—	190	7/4	8/0	8/5	8/5	8/5
09	1	BEL	Did Not Pass	121	8/4	5/2	9/4	9/4	9/4
10	1	BAS	—	175	4/NA	4/0	3/2	3/2	3/2
10	1	BEL	—	127	8/4	7/0	7/5	7/5	7/5
10	1	BEL	—	121	6/4	7/0	0/NA	0/NA	0/NA
09	1	BAS	Pass	175	3/NA	4/0	3/3	3/3	3/3
NI	3	BAS	Pass	168	8/4	7/0	9/6	9/6	9/6
09	1	BEL	Did Not Pass	118	7/4	8/0	8/6	8/6	8/6
10	1	PRO	—	222	6/NA	4/NA	2/2	2/2	2/2
10	1	PRO	—	235	12/4	9/4	10/7	10/7	10/7
09	1	ADV	Pass	251	12/5	9/5	7/6	7/6	7/6
10	1	BAS	—	161	12/6	11/6	11/7	11/7	11/7
09	1	BAS	Pass	168	4/4	7/0	8/5	8/5	8/5
09	1	BEL	Did Not Pass	104	7/4	8/0	4/5	4/5	4/5
09	1	BEL	Did Not Pass	166	5/NA	2/NA	5/4	5/4	5/4
					7/3	7/1	6/4	6/4	6/4

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL ROSTER REPORT

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

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

- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Geometry, Algebra I, or Biology.
- The Pass/Not Pass information for students in grade 9 and below is shown to the right of the performance level information on the Algebra I School Roster Reports.
- Results for students are reported separately by group. See page 6 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column with the End-of-Course Examination results for each student provided in the columns that follow. All of the information provided on the individual Student Report is also provided for each student on the School Roster Report (e.g., performance level, scale score, strand-level information). Grade and Course Taken* information is also provided.
- Students who did not attain the proficient or advanced performance level are indicated with an asterisk next to their names.
- An LEP student who has been in a school in the U.S. less than one year is designated with an “L” following the student’s birth date.
- Following the listing of students within each group, the school average for each strand for that group is provided. School averages do not include 1st Year LEP student scores.

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

*Course Taken information is provided for Geometry and Algebra I only.

Date of Test: April 2010
Page 1

**END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL ROSTER REPORT**



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

COURSE TAKEN

- 1 = Algebra I
- 2 = Algebra A & B
- 3 = Other

PERFORMANCE LEVEL SCALE SCORE

- Below Basic (BEL) 151-199
- Basic (BAS) 200-249
- Proficient (PRO) 250 and above
- Advanced (ADV)

- NA = No Attempt (Zero Score)
- NJ = Not Indicated
- * = Not Proficient in Algebra I
- = Not a Requirement for this Grade
- & = Modified form adapted to Braille

Student Information

Multiple-Choice/Open-Response Points Possible

COMBINED POPULATION

SCHOOL AVERAGE: 12/8 12/8 12/8 12/8 12/8

COMBINED POPULATION WITHOUT HIGHLY MOBILE

SCHOOL AVERAGE: 169 7/1 7/2 6/2 6/2

GENERAL POPULATION

GRADE	COURSE TAKEN	PERFORMANCE LEVEL	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability
ALGEBRA I									
GENERAL POPULATION									
09	1	BAS	Pass	168	6/4	8/0	7/0	9/5	7/0
09	1	BAS	Pass	190	7/4	5/2	4/0	9/6	4/0
09	1	BEL	Did Not Pass	121	3/NA	4/0	7/0	4/0	7/0
10	1	BAS	—	175	7/4	7/0	8/0	7/0	8/0
11	1	BEL	—	127	5/4	7/0	4/NA	4/5	4/NA
09	1	BEL	Did Not Pass	121	3/NA	4/0	9/4	3/6	9/4
09	1	BAS	Pass	175	7/4	7/0	9/5	9/0	9/5
11	3	BAS	Pass	168	6/4	8/0	9/6	7/0	9/6
NI	1	BEL	Did Not Pass	118	5/NA	4/NA	4/5	3/5	9/5
11	1	PRO	—	222	10/4	9/4	9/6	9/6	9/6
11	1	PRO	—	235	10/5	9/5	9/0	4/0	4/0
10	1	ADV	—	251	10/6	9/6	7/0	7/0	7/0
11	1	PRO	—	235	10/5	9/5	9/5	9/5	4/5
10	1	ADV	—	251	10/6	9/6	9/6	9/6	9/6
10	1	BEL	—	121	3/NA	4/0	4/0	4/0	4/0
11	1	BAS	—	175	7/4	7/0	7/0	7/0	7/0

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.



END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL ROSTER REPORT

Date of Test: April 2010
Page 2

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

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Algebra I
— = Not a Requirement for this Grade
& = Modified form adapted to Braille

COURSE TAKEN

1 = Algebra I
2 = Algebra A & B
3 = Other

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL) 151-199
Basic (BAS) 200-249
Proficient (PRO) 250 and above
Advanced (ADV)

Student Information		ALGEBRA I									
GRADE	COURSE TAKEN	PERFORMANCE LEVEL	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability	Multiple-Choice/Open-Response Points Possible	
GENERAL POPULATION (cont'd)											
11	1	BAS	—	161	4/4	7/0	7/0	7/0	7/0	12/8	12/8
9	1	BAS	Pass	168	6/4	8/0	4/0	4/0	4/0		
11	1	BEL	—	104	4/NA	2/NA	7/0	7/0	7/0		
SCHOOL AVERAGE:											
11	1	BEL	—	114	5/2	6/0	5/3	2/0	0/0		
IEP STUDENTS											
11	1	BEL	—	114	5/2	6/0	5/3	2/0	0/0		
SCHOOL AVERAGE:											
MONITORED FORMER LEP STUDENTS—											
YEAR 1											
9	1	BEL	Did Not Pass	118	5/NA	4/NA	4/5	3/5	9/5		
9	1	BEL	Did Not Pass	121	3/NA	4/0	4/0	4/0	4/0		
SCHOOL AVERAGE:											
MONITORED FORMER LEP STUDENTS—											
YEAR 2											
9	1	BAS	Pass	168	6/4	8/0	4/0	4/0	4/0		
SCHOOL AVERAGE:											
9	1	BAS	Pass	168	6/4	8/0	4/0	4/0	4/0		

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

**END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL ROSTER REPORT**

Date of Test: April 2010
Page 3



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

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Algebra I
— = Not a Requirement for this Grade
& = Modified form adapted to Braille

COURSE TAKEN

1 = Algebra I
2 = Algebra A & B
3 = Other

PERFORMANCE LEVEL SCALE SCORE

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

ALGEBRA I

Student Information		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability
Multiple-Choice/Open-Response Points Possible							12/8	12/8	12/8	12/8	12/8
LEP STUDENTS											
JIMINEZ, LUIS	08-30-1993	11	1	PRO	—	241	8/4	11/5	8/4	11/5	8/4
MORALES, LOUISA *	09-20-1994	10	1	BEL	—	152	9/4	5/2	9/4	5/2	9/4
SCHOOL AVERAGE:						197	9/4	8/4	9/4	8/4	9/4
1ST YEAR LEP STUDENTS											
CANTRELL, MARVIN *	06-02-1995 (L)	9	3	BAS	Pass	168	6/4	8/0	3/0	3/0	1/0
SCHOOL AVERAGE:						168	6/4	8/0	3/0	3/0	1/0
GIFTED AND TALENTED STUDENTS											
LOPEZ, SIMONE	06-02-1994	10	1	ADV	—	251	10/6	9/6	10/6	9/6	10/6
SCHOOL AVERAGE:						251	10/6	9/6	10/6	9/6	10/6
HIGHLY MOBILE STUDENTS											
ADAMSON, JILIAN *	06-11-1993	11	1	BAS	—	161	4/4	7/0	4/4	4/4	7/0
MCDONALD, CODY *	07-21-1994	10	1	BAS	—	168	6/4	8/0	6/4	6/4	8/0
TULLY, JOSEPH *	06-02-1993	11	1	BEL	—	104	4/NA	2/NA	4/NA	4/NA	2/NA
SCHOOL AVERAGE:						144	5/3	6/0	5/3	5/3	6/0
FREE AND/OR REDUCED LUNCH STUDENTS											
SCHOOL AVERAGE:						165	5/2	7/1	5/5	3/4	1/4

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

**END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL ROSTER REPORT**

Date of Test: April 2010
Page 4



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

- NA = No Attempt (Zero Score)
- NI = Not Indicated
- * = Not Proficient in Algebra I
- = Not a Requirement for this Grade
- & = Modified form adapted to Braille

COURSE TAKEN

- 1 = Algebra I
- 2 = Algebra A & B
- 3 = Other

PERFORMANCE LEVEL SCALE SCORE

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

ALGEBRA I

GRADE	COURSE TAKEN	PERFORMANCE LEVEL	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability
Student Information									
Multiple-Choice/Open-Response Points Possible									
				175	7/4	7/1	6/5	5/5	2/3
NON-ECONOMICALLY DISADVANTAGED									
				171	6/3	7/1	7/2	6/2	7/2
SCHOOL AVERAGE:									
NON-DISABLED STUDENTS									
SCHOOL AVERAGE:									

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

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

ALGEBRA I PASS/NOT PASS ROSTER REPORT

Each school will receive one copy of the Algebra I Pass/Not Pass Roster Report and each district will receive one copy of the Algebra I Pass/Not Pass Roster Report for the schools in the district. The Algebra I Pass/Not Pass Roster Report is a one-sided, single page or multi-page report depending on the number of students, which provides a list of students in grade 9 and below and the results for those students who participated in the April 2010 End-of-Course Examination for Algebra I.

The Algebra I Pass/Not Pass Roster Report provides school and district staff with a comprehensive list of the students in grade 9 or below who passed or did not pass the *Algebra I End-of-Course Examination*. The following information is included on the Algebra I Pass/Not Pass Roster Report:

- All students in grade 9 or below are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Algebra I End-of-Course Examination* results for each student provided in the columns that follow. Grade, Retest, and Course Taken (for first time testers only) information is also provided.
- The Pass/Not Pass performance for each student is listed to the right of the Course Taken information.
- Following the listing of students, the total number of students that passed and a total of the students that did not pass is provided.

Date of Test: April 2010
Page 1

**END-OF-COURSE EXAMINATION
ALGEBRA I
PASS/NOT PASS ROSTER REPORT**



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

COURSE TAKEN
1 = Algebra I
2 = Algebra A & B
3 = Other

NA = No Attempt (Zero Score)
NI = Not Indicated
& = Modified form adapted to Braille

Student Information		ALGEBRA I							
GRADE	RETEST 1=1st Retest 2=2nd Retest	COURSE TAKEN	PASS (Score 159 or higher)	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability
Multiple-Choice/Open-Response Points Possible									
07	—	1	Did Not Pass	121	4/NA	4/0	3/2	3/2	12/8
09	1	—	Pass	175	8/4	7/0	9/6	9/6	3/2
NI	2	—	Pass	168	7/4	8/0	8/6	8/6	8/6
09	1	—	Did Not Pass	118	6/NA	4/NA	2/2	2/2	2/2
09	—	1	Pass	251	12/6	11/6	11/7	11/7	11/7
09	—	2	Pass	168	7/4	8/0	4/5	4/5	4/5
09	—	1	Did Not Pass	104	5/NA	2/NA	5/4	5/4	5/4
		Total Pass: 4							
		Total Not Pass: 3							

L: 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL SUMMARY REPORT: OVERVIEW

Each school will receive two copies of the School Summary Report and each district will receive one copy of the School Summary Report for the schools in the district. The Arkansas Department of Education will also receive one copy of the School Summary Report. The School Summary Report is a one-sided, multi-page report providing student results aggregated to the school level. Groups are reported independently from one another (see page 6 for additional information). The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number.

SCHOOL SUMMARY REPORT: COMBINED POPULATION

The Combined Population Report gives the results for **all** students* for whom answer documents were returned for the April 2010 administration of the End-of-Course Examination. A sample is provided on the following pages.

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

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

Note: See pages 6-7 for a full description of all groups.

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

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

Note: Each district will receive two copies of the District Summary Report, which provides student results aggregated to the district level. The Arkansas Department of Education will also receive one copy of the District Summary Report. The District Summary Report provides district staff with summary information on how students within the district performed on the April 2010 End-of-Course Examination. The School and District Summary Reports are set up identically to one another, except that the district report does not include school data. The district-level report also contains an additional page for 1st Year LEP students.



END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL SUMMARY REPORT: COMBINED POPULATION

Date of Test: April 2010
Page 1

	District Number: 99-99						School Number: 99-99-999						Arkansas School District						Arkansas School								
	Total Number of Students Tested: 112																										
	Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students		Number & Percent of Students						
Below Basic (BEL)		Basic (BAS)		Proficient (PRO)		Advanced (ADV)		250 and above																			
School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State				
All Students	8	7%	293	13%	3,285	9%	8,905	25%	26	20%	667	30%	8,905	25%	46	41%	849	38%	14,486	41%	53	40%	423	19%	8,926	25%	
Gender																											
Female	5	10%	112	10%	1,282	7%	4,344	24%	11	17%	333	30%	4,344	24%	21	40%	449	40%	7,634	43%	27	42%	220	20%	4,483	25%	
Male	3	5%	180	16%	1,975	11%	4,540	26%	15	22%	332	30%	4,540	26%	25	42%	398	36%	6,833	38%	26	38%	203	18%	4,439	25%	
Ethnicity																											
Hispanic	0	0%	4	5%	247	10%	860	34%	0	0%	29	36%	860	34%	0	0%	32	40%	1,047	41%	0	0%	15	19%	383	15%	
Asian	0	0%	0	0%	29	5%	93	17%	0	0%	0	0%	93	17%	0	0%	0	0%	201	37%	1	100%	2	226	41%		
Native Hawaiian/ Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0	0	0	
American Indian/ Alaskan Native	0	0%	0	0%	17	6%	70	26%	0	0%	3	50%	70	26%	0	0%	2	33%	121	45%	0	0%	1	63	0%		
Black	7	12%	224	20%	1,700	21%	3,022	37%	18	31%	413	38%	3,022	37%	24	41%	24	353	2,711	45%	12	20%	108	23%			
White	1	2%	65	6%	1,255	5%	4,833	20%	8	11%	221	21%	4,833	20%	22	42%	462	44%	10,379	43%	40	56%	297	31%			
Two or More Races	0	0%	0	0%	28	6%	15	2%	0	0%	0	0%	15	2%	0	0%	0	0%	10	4%	0	0%	0	5	9%		
Not Indicated	0	0%	0	0%	9	4%	26	19%	0	0%	1	100%	26	19%	0	0%	0	0%	17	17%	0	0%	0	26	41%		
Gender/Ethnicity - Female																											
Hispanic	0	0%	2	5%	97	8%	401	33%	0	0%	18	43%	401	33%	0	0%	15	36%	547	44%	0	0%	7	188	15%		
Asian	0	0%	0	0%	15	6%	43	17%	0	0%	0	0%	43	17%	0	0%	0	0%	89	35%	1	100%	1	104	41%		
Native Hawaiian/ Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0	0		
American Indian/ Alaskan Native	0	0%	0	0%	6	4%	33	26%	0	0%	2	100%	33	26%	0	0%	0	0%	65	46%	0	0%	0	34	24%		
Black	5	9%	91	16%	698	17%	1,573	38%	9	31%	219	38%	1,573	38%	10	37%	10	206	1,534	46%	5	17%	67	383	9%		
White	0	0%	19	4%	450	14%	2,280	19%	2	2%	94	19%	2,280	19%	11	46%	228	47%	5,388	45%	21	62%	145	3,759	32%		
Two or More Races	0	0%	0	0%	14	4%	8	2%	0	0%	0	0%	8	2%	0	0%	0	0%	5	4%	0	0%	0	5	16%		
Not Indicated	0	0%	0	0%	2	4%	2	2%	0	0%	0	0%	2	2%	0	0%	0	0%	6	16%	0	0%	0	10	50%		

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL SUMMARY REPORT: GENERAL POPULATION

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

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 End-of-Course Examination. The following information is provided:

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

Note: See pages 6-7 for a full description of all groups.

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

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

2010 END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



Arkansas Comprehensive Testing, Assessment, and Accountability Program

END-OF-COURSE EXAMINATION
ALGEBRA I

Date of Test: April 2010
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SCHOOL SUMMARY REPORT: GENERAL POPULATION

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

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

	Number & Percent of Students Below Basic (BEL) 150 and below				Number & Percent of Students Basic (BAS) 151-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	6	6	208	1,915	22	22	545	6,716	43	43	803	12,953	32	53	409	8,557
	6%	5%	11%	6%	21%	18%	28%	22%	42%	35%	41%	43%	31%	43%	21%	28%
Gender																
Female	4	4	89	796	9	9	275	3,412	20	20	431	6,941	15	27	212	4,327
	8%	7%	9%	5%	19%	15%	27%	22%	42%	33%	43%	45%	31%	45%	21%	28%
Male	2	2	119	1,111	13	13	269	3,295	23	23	371	6,002	17	26	197	4,228
	4%	3%	12%	8%	24%	20%	28%	23%	42%	36%	39%	41%	31%	41%	21%	29%
Ethnicity																
Hispanic	0	0	2	51	0	0	5	293	0	0	19	624	0	0	13	303
	0%	0%	5%	4%	0%	0%	13%	23%	0%	0%	49%	49%	0%	0%	33%	24%
Asian	0	0	0	7	0	0	0	39	0	0	0	140	1	1	2	196
	0%	0%	0%	2%	0%	0%	10%	10%	0%	0%	0%	37%	100%	100%	100%	51%
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/ Alaskan Native	0	0	0	9	0	0	0	45	0	0	2	109	0	0	1	62
	0%	0%	0%	4%	0%	0%	0%	20%	0%	0%	67%	48%	0%	0%	33%	28%
Black	5	5	163	1,103	14	14	364	2,594	22	22	347	2,561	9	12	105	644
	10%	9%	17%	16%	28%	26%	37%	38%	44%	42%	35%	37%	18%	23%	11%	9%
White	1	1	43	714	8	8	176	3,728	21	21	435	9,498	22	40	288	7,322
	2%	1%	5%	3%	15%	11%	19%	18%	40%	30%	46%	45%	42%	57%	31%	34%
Two or More Races	0	0	0	28	0	0	0	15	0	0	0	10	0	0	0	5
	0%	0%	0%	48%	0%	0%	0%	26%	0%	0%	0%	17%	0%	0%	0%	9%
Not Indicated	0	0	0	3	0	0	0	4	0	0	0	11	0	0	0	25
	0%	0%	0%	7%	0%	0%	0%	9%	0%	0%	0%	26%	0%	0%	0%	58%
Gender/Ethnicity - Female																
Hispanic	0	0	2	22	0	0	3	144	0	0	9	355	0	0	6	149
	0%	0%	10%	3%	0%	0%	15%	21%	0%	0%	45%	53%	0%	0%	30%	22%
Asian	0	0	0	3	0	0	0	19	0	0	0	61	1	1	1	93
	0%	0%	0%	2%	0%	0%	0%	11%	0%	0%	0%	35%	100%	100%	100%	53%
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/ Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Black	4	4	74	487	7	7	197	1,394	10	10	204	1,461	3	5	64	373
	17%	15%	14%	13%	29%	27%	37%	38%	42%	38%	39%	48%	13%	19%	12%	10%
White	0	0	13	267	2	2	75	1,819	10	10	218	4,995	11	21	141	3,663
	0%	0%	3%	2%	9%	6%	17%	17%	43%	30%	49%	46%	48%	64%	32%	34%
Two or More Races	0	0	0	14	0	0	0	8	0	0	0	5	0	0	0	5
	0%	0%	0%	44%	0%	0%	0%	25%	0%	0%	0%	16%	0%	0%	0%	16%
Not Indicated	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	10
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	0%	0%	0%	71%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.



END-OF-COURSE EXAMINATION
ALGEBRA I

SCHOOL SUMMARY REPORT: GENERAL POPULATION (continued)

Date of Test: April 2010
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School Number: 99-99-999
School Name: Arkansas School

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

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Hispanic	0	0%	0	0	0%	2	149	0	0%	10	269	0	0%	0	7	154
Asian	0	0%	0	4	5%	0	25%	0	0%	0	45%	0	0%	0	37%	26%
Native Hawaiian/ Pacific Islander	0	0%	0	0	0%	0	20	0	0%	0	79	0	0%	0	1	103
American Indian/ Alaskan Native	0	0%	0	0	0%	0	0	0	0%	0	38%	0	0%	0	100%	50%
Black	0	0%	0	6	0%	0	0	0	0%	0	0	0	0%	0	0	0
White	1	0%	89	613	6%	7	17%	0	0%	2	49	0	0%	0	1	28
Two or More Races	4	4%	20	19%	166	12	142	12	12	67%	1,099	6	6%	7	41	271
Not Indicated	3	3%	30	445	38%	6	38%	26	44%	11	35%	11	33%	11	147	3,658
Migrant	0	0%	0	0	0%	0	18%	38	30%	0	43%	0	0%	0	0	0
	0	0%	0	0	0%	0	7%	0	0%	0	19%	0	0%	0	0	14
	0	0%	0	4	5%	0	22	0	0%	1	42	0	0%	0	2	11
	0	0%	0	0	0%	0	28%	0	0%	0	53%	0	0%	0	67%	14%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL SUMMARY REPORT: IEP STUDENTS

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. IEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample is provided on the following 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 End-of-Course Examination. The following information is provided:

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

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

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

- 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 for “Non-disabled” includes only those students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.

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. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, district, region, and state levels.

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

SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the School Summary Report are for students who were identified as Limited English Proficient (LEP). LEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample is provided on the following 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 End-of-Course Examination. 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. The following information is provided:

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

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

SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS

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

The School Summary Report: Monitored Former LEP Students provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the End-of-Course Examination. The information listed on the School Summary Report: Monitored Former LEP Students can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels. The following information is provided:

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

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

SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

The results in this section of the School Summary Report are for students who were identified as Gifted and Talented. Gifted and Talented students are included in the results for both the Combined Population Report and the General Population Report. A sample is provided on the following 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 End-of-Course Examination. 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. The following information is provided:

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

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

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2009. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample is provided on the following 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 End-of-Course Examination. 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. The following information is provided:

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

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



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

Date of Test: April 2010
Page 9

District Number: **99-99** School Number: **99-99-999**
 District Name: **Arkansas School District** School Name: **Arkansas School**
 Total Number of Students Tested: **5**

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Highly Mobile	1	1	17	2	2	47	2	2	20	0	0	10	0	0	0	200
	20%	20%	18%	40%	40%	50%	40%	40%	21%	0%	0%	33%	0%	0%	11%	11%
Migrant	0	0	0	0	0	6	0	0	0	0	0	10	0	0	1	5%
	0%	0%	0%	0%	0%	30%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample is provided on the following 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 are eligible for Free and/or Reduced Lunch performed on the End-of-Course Examination. 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 are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels. The following information is provided:

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

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



END-OF-COURSE EXAMINATION
ALGEBRA I

SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

Date of Test: April 2010
Page 10

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above		
	School	District	State	School	District	State	School	District	State	School	District	State
Free and/or Reduced Lunch	5 8%	269 7%	2,345 13%	19 30%	19 28%	546 34%	26 41%	36 38%	588 36%	13 21%	18 26%	2,041 15%
Non-economically Disadvantaged	3 6%	34 5%	940 5%	7 14%	7 11%	121 19%	20 41%	20 31%	281 43%	19 39%	35 54%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 67%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.

SCHOOL PROFILE

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

Each school will receive two copies of the School Profile, and each district will receive one copy of the School Profile. The School Profile is a four-page booklet providing an overview of the school's results for the End-of-Course Examination. District- and state-level data are also included so that student performance within the school can be compared with the performance of students at the district and state levels. A sample of the report is provided on the following pages.

The following information is provided on the School Profile:

- District and school information that reflects what was coded on the School/Course Header Sheet.
- Overall Results (Combined Population)
 - The Overall Results (Combined Population) graphs are located on page 1 of the School Profile.
 - 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.
 - The first column in the 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.
 - The columns in the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide data for each of the four performance levels (below basic, basic, proficient, and advanced). Results are provided in terms of the numbers and percents of students performing at each performance level.
 - The columns on the right side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the mean scale scores, which are broken out by group for the school, district, and state.

Note: Each district and the Arkansas Department of Education will receive one copy of the District Profile. The District Profile provides an overview of the district's results. The School and District Profiles are set up identically to one another, except that the district report does not include school data.

SCHOOL PROFILE (CONTINUED)

- Course Taken Summary (not included for Biology)
 - The “Course Taken Summary” table is located on page 2 of the School Profile.
 - Data are first provided for “All Students” and are then broken down by the following Geometry or Algebra I courses listed on the left side of the report:

Geometry	Algebra I
Geometry A & B	Algebra A & B
Investigating Geometry	Other
Other	
 - The first column in the “Course Taken Summary” table indicates the specific course that is being reported on that particular line (row). The second column from the left identifies the number of students tested in the school. The remaining columns provide data for each of the four performance levels (below basic, basic, proficient, and advanced). Results are provided in terms of the numbers and percents of students performing at each performance level in the school, district, and state.
- Performance on Multiple-Choice Items
 - The “Performance on Multiple-Choice Items” table is located on page 3 of the School Profile.
 - Each line (row) provides the strand name and description, the number of multiple-choice items, and data on the average number of items students answer correctly. The results are provided in terms of 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.
 - Each line (row) provides the strand name, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided at the school, district, and state levels.
- Proficient and Advanced Performance History
 - The “Proficient and Advanced Performance History” bar graph is located on page 4 of the School Profile.
 - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the proficient or advanced performance levels on the *Geometry* or *Algebra I End-of-Course Examination* since January 2007, or the *Biology End-of-Course Examination* since January 2008.
- Performance Level Descriptors
 - The “Performance Level Descriptors” table is located on page 4 of the School Profile.
 - Each line (row) provides the performance level, the associated scale score range, and the performance level description.

2010 END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



SCHOOL PROFILE—ALGEBRA I

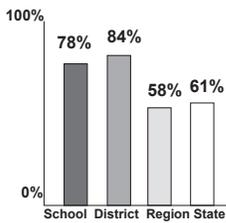
District: **Arkansas School District (99-99)**
 School: **Arkansas School (99-99-999)**
 Test Date: **April 2010**

END-OF-COURSE EXAMINATION ALGEBRA I

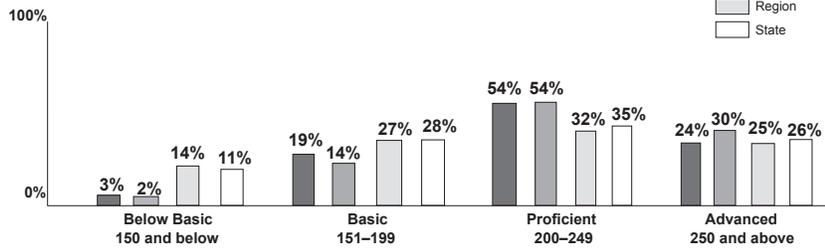
The *Algebra I End-of-Course Examination* was administered in April to students who have completed coursework in Algebra I. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters,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

Algebra I Overall Results (Combined Population)

Percent of Student Scores Proficient and Advanced



Percent of Student Scores in Performance Levels



Results by Population Group

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

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

Notes:

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

2010 END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES

SCHOOL PROFILE—ALGEBRA I

Results by Gender and Ethnicity

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

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	2	3%	13	19%	37	54%	16	24%	221	229	213
Gender											
Male	1	3%	5	16%	19	59%	7	22%	221	229	211
Female	1	3%	8	22%	18	50%	9	25%	221	228	215
Ethnicity											
Hispanic	1	3%	8	22%	18	50%	9	25%	221	228	215
Asian	0	0%	0	0%	1	100%	0	0%	224	224	226
Native Hawaiian/Pacific Islander	0	0%	0	0%	1	100%	0	0%	202	202	181
American Indian/Alaskan Native	0	0%	0	0%	1	100%	0	0%	202	202	181
Black	1	33%	1	33%	0	0%	1	33%	180	198	196
White	1	3%	5	16%	19	59%	7	22%	221	229	211
Two or More Races	1	2%	11	18%	34	56%	15	25%	224	232	225

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

Course Taken Summary

The following table shows the number and percent of students in your School participating in the *Algebra I End-of-Course Examination* who scored at each performance level for each of the Algebra I courses taken.

Course	Number Tested (School)	Number and Percent of Students											
		Below Basic			Basic			Proficient			Advanced		
		School	District	State	School	District	State	School	District	State	School	District	State
All Students	68	2	2	3864	13	13	9969	37	50	12756	16	28	9272
		3%	2%	11%	19%	14%	28%	54%	54%	36%	24%	30%	26%
Algebra I	35	0	0	2019	4	4	5282	18	13	8323	13	25	7027
		0%	0%	9%	11%	7%	23%	51%	52%	37%	37%	42%	31%
Algebra A & B	29	1	1	1289	8	8	3248	18	18	2467	2	2	715
		3%	3%	17%	28%	28%	42%	62%	62%	32%	7%	7%	9%
Other	4	1	1	556	1	1	1438	1	1	1966	1	1	1530
		25%	25%	10%	25%	25%	26%	25%	25%	36%	25%	25%	25%

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

SCHOOL PROFILE—ALGEBRA I

Performance on Test Items

Performance on Multiple-Choice Items

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

Algebra I Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
Language of Algebra Students will develop the language of algebra including specialized vocabulary, symbols, and operations.	12	7.8	65%	8.2	68%	7.0	58%
Solving Equations and Inequalities Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.	12	8.1	62%	8.5	65%	7.5	58%
Linear Functions Students will analyze functions by investigating rates of change, intercepts, and zeros.	12	8.6	72%	9.0	75%	7.3	61%
Non-Linear Functions Students will compare the properties in the family of functions.	12	7.6	63%	8.0	67%	7.2	60%
Data Interpretation and Probability Students will compare various methods of reporting data to make inferences or predictions.	12	6.5	59%	6.8	62%	6.9	62%

Performance on Open-Response Items

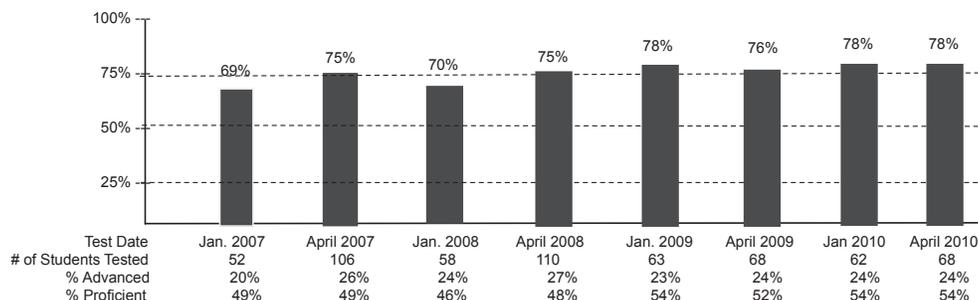
The table below indicates the overall skill demonstrated by students on the open-response items in Algebra I. Open-response items require students to write a response to an algebra item.

Algebra I Strands	Possible OR Points	Average Points Scored		
		School	District	State
Language of Algebra	8	2.4	2.6	2.2
Solving Equations and Inequalities	8	3.7	4.2	3.8
Linear Functions	8	3.2	3.5	2.7
Non-Linear Functions	8	2.1	2.3	2.1
Data Interpretation and Probability	8	0.9	0.9	1.2

SCHOOL PROFILE—ALGEBRA I

Proficient and Advanced Performance History

The following graph displays the number of students tested in your School and percent scoring at the Proficient or Advanced performance levels on the *Algebra I End-of-Course Examination* since January 2007.



Performance Level Descriptors

Performance Level	Score Range	Descriptor
Advanced	250 and above	Students consistently integrate procedural and conceptual knowledge and the synthesis of ideas in algebra. They demonstrate an understanding of the function concept and compare algebraic properties of functions. They apply their knowledge of algebra in more advanced areas of mathematics. These students can formulate generalizations and create models and communicate their mathematical reasoning through clear, concise use of mathematical symbolism and logical thinking.
Proficient	200–249	Students integrate mathematical concepts and procedures to the solution of more complex algebra problems. They demonstrate an understanding of algebraic reasoning. They perform algebraic operations involving polynomials, judge and defend the reasonableness of answers, use elements of the function concept in symbolic form, and make and defend conjectures and ideas.
Basic	151–199	Students demonstrate procedural and conceptual knowledge in solving algebra problems. They recognize relationships presented in algebraic form. These students can generalize from patterns and examples in algebra, use correct mathematical language and symbols to communicate relationships and reasoning processes, and use calculators appropriately to solve problems.
Below Basic	150 and below	Students fail to show sufficient mastery of algebraic skills to attain the Basic level.

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS

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

Each school and each district will receive one copy of the School Item-by-Item Selections of Correct Answers. The Arkansas Department of Education will also receive one copy of this report. The School Item-by-Item Selections of Correct Answers provides the results for each item (multiple-choice and open-response). Fifty percent (50%) of the items in the 2010 End-of-Course Examinations are contained in the Released Item Booklets for Geometry, Algebra I, or Biology. The first page of the School Item-by-Item Selections of Correct Answers contains information to be used in conjunction with the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. The following information is provided on the School Item-by-Item Selections of Correct Answers:

- Information specific to Geometry, Algebra I, or Biology is provided on the report.
- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school information.
- Released Items
 - Data for released items are located on page 1 of the School Item-by-Item Selections of Correct Answers.
 - The first column (Item # in Test Booklet) provides the item number and the testing session that corresponds to where the item appeared in the student test booklets.
 - The second column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
 - The third column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
 - The fourth column (Key) provides the correct answer choice for all multiple-choice items.
 - 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.

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

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS (CONTINUED)

- Items Not Released

- Data for items not released are located on page 2 of the School Item-by-Item Selections of Correct Answers.
- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school information.
- The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
- The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
- The third column (SLE) provides the strand, content standard, and student learning expectation associated with each non-released 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 open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

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

Note: Each district and the Arkansas Department of Education will also receive one copy of the District Item-by-Item Selections of Correct Answers. The District Item-by-Item Selections of Correct Answers provides individual item results for the April 2010 End-of-Course Examination at the district and state levels. The School and District Item-by-Item Selections of Correct Answers are set up identically to one another except that the district report does not include school data.

2010 END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



**END-OF-COURSE EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
ALGEBRA I: COMBINED POPULATION
DATE OF TEST: APRIL 2010**

Page 1

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

Total Number of Students Tested: **38**

RELEASED ITEMS

Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	Number and Percent Selecting the Correct Answer					
				School #	School %	District #	District %	State #	State %
1 (Session A1)	1	MC	A	14	36.8%	14	36.8%	14,217	42.9%
2 (Session A1)	2	MC	A	20	52.6%	20	52.6%	23,370	71.8%
3 (Session A1)	3	MC	C	20	52.6%	20	52.6%	22,164	66.9%
4 (Session A1)	4	MC	B	28	73.7%	28	73.7%	25,555	77.2%
21 (Session A1)	5	MC	B	31	81.6%	31	81.6%	20,829	62.9%
6 (Session A1)	6	MC	A	28	73.7%	28	73.7%	16,627	50.2%
7 (Session A1)	7	MC	C	27	71.1%	27	71.1%	16,455	49.3%
8 (Session A1)	8	MC	D	26	68.4%	26	68.4%	19,499	58.9%
9 (Session A1)	9	MC	C	12	31.6%	12	31.6%	12,093	38.6%
22 (Session A1)	10	MC	A	20	52.6%	20	52.6%	14,333	43.3%
11 (Session A1)	11	MC	D	9	23.7%	9	23.7%	14,630	44.2%
19 (Session A1)	12	MC	B	36	94.7%	36	94.7%	22,326	68.6%
13 (Session A1)	13	MC	B	16	42.1%	16	42.1%	16,451	49.9%
14 (Session A1)	14	MC	D	27	71.1%	27	71.1%	23,888	72.1%
23 (Session A1)	15	MC	D	26	68.4%	26	68.4%	21,028	68.2%
16 (Session A1)	16	MC	A	23	60.5%	23	60.5%	20,814	62.8%
17 (Session A1)	17	MC	C	35	92.1%	35	92.1%	20,324	83.7%
18 (Session A1)	18	MC	A	20	52.6%	20	52.6%	14,333	43.3%
12 (Session A1)	19	MC	D	35	92.1%	35	92.1%	23,894	72.1%
20 (Session A1)	20	MC	B	33	86.8%	33	86.8%	20,270	61.2%
24 (Session A1)	21	MC	D	20	52.6%	20	52.6%	20,963	63.3%
25 (Session A1)	22	MC	B	33	86.8%	33	86.8%	27,714	83.7%
26 (Session A1)	23	MC	C	32	84.2%	32	84.2%	19,454	58.7%
27 (Session A1)	24	MC	B	25	65.8%	25	65.8%	20,592	62.2%
28 (Session A1)	25	MC	D	34	89.5%	34	89.5%	18,233	55.0%
29 (Session A1)	26	MC	B	21	55.3%	21	55.3%	15,470	46.7%
30 (Session A1)	27	MC	C	28	73.7%	28	73.7%	24,711	74.6%
31 (Session A3)	28	MC	D	25	65.8%	25	65.8%	18,815	56.2%
32 (Session A3)	29	MC	A	26	68.4%	26	68.4%	18,200	56.0%
38 (Session A3)	30	MC	D	25	65.8%	25	65.8%	21,325	64.4%
39 (Session A3)	31	MC	A	30	78.9%	30	78.9%	18,484	55.7%
40 (Session A3)	32	MC	D	35	92.1%	35	92.1%	24,078	72.7%
41 (Session A3)	33	MC	C	12	31.6%	12	31.6%	12,093	38.6%
42 (Session A3)	34	MC	D	26	68.4%	26	68.4%	20,512	61.9%
43 (Session A3)	35	MC	B	12	31.6%	12	31.6%	12,093	38.6%
44 (Session A3)	36	MC	B	16	42.1%	16	42.1%	14,802	44.7%
45 (Session A3)	37	MC	A	9	23.7%	9	23.7%	14,630	44.2%
57 (Session A3)	38	MC	A	16	42.1%	16	42.1%	14,802	44.7%
58 (Session A3)	39	MC	C	20	52.6%	20	52.6%	14,333	43.3%
59 (Session A3)	40	MC	B	9	23.7%	9	23.7%	14,630	44.2%
60 (Session A3)	41	MC	B	12	31.6%	12	31.6%	12,093	38.6%

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

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 7.



**END-OF-COURSE EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
ALGEBRA I: COMBINED POPULATION
DATE OF TEST: APRIL 2010**

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

Total Number of Students Tested: **38**

ITEMS NOT RELEASED

	Item Type	SLE*	School #	School %	Number and Percent Selecting the Correct Answer			
					District #	District %	State #	State %
1	MC	DIP.5.11	14	36.8%	14	36.8%	14,217	42.9%
2	MC	LA.1.4	20	52.6%	20	52.6%	23,370	71.8%
3	MC	DIP.5.6	20	52.6%	20	52.6%	22,164	66.9%
4	MC	SEI.2.5	28	73.7%	28	73.7%	25,555	77.2%
5	MC	LF.3.4	31	81.6%	31	81.6%	20,829	62.9%
6	MC	DIP.5.1	28	73.7%	28	73.7%	16,627	50.2%
7	MC	SEI.2.8	27	71.1%	27	71.1%	16,455	49.3%
8	MC	NLF.4.1	26	68.4%	26	68.4%	19,499	58.9%
9	MC	NLF.4.4	12	31.6%	12	31.6%	12,093	38.6%
10	MC	DIP.5.10	20	52.6%	20	52.6%	14,333	43.3%
11	MC	NLF.4.3	9	23.7%	9	23.7%	14,630	44.2%
12	MC	SEI.1.1	36	94.7%	36	94.7%	22,326	68.6%
13	MC	LA.1.9	16	42.1%	16	42.1%	16,451	49.9%
14	MC	NLF.4.2	27	71.1%	27	71.1%	23,888	72.1%
15	MC	SEI.2.5	26	68.4%	26	68.4%	21,028	68.2%
16	MC	LF.3.7	23	60.5%	23	60.5%	20,814	62.8%
17	MC	LF.3.2	35	92.1%	35	92.1%	20,324	83.7%
18	MC	LA.1.7	20	52.6%	20	52.6%	14,333	43.3%
19	MC	DIP.5.3	35	92.1%	35	92.1%	23,894	72.1%
20	MC	SEI.2.6	33	86.8%	33	86.8%	20,270	61.2%
21	MC	LA.1.6	20	52.6%	20	52.6%	20,963	63.3%

	Item Type	SLE*	Average Score of All Students		
			School	District	State
1	OR	SEI.1.4	0.5	0.5	2.5
2	OR	LA.2.3	3.2	0.5	2.5
3	OR	DIP.4.1	0.4	0.5	2.5
A	OR	Rubric	0.5	0.5	2.5
B	OR	Rubric	0.4	0.4	1.8

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

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

PERFORMANCE LEVELS FOR THE 2010 END-OF-COURSE 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 End-of-Course Examinations: advanced, proficient, basic, and below basic.

The general definitions of the performance levels for Geometry are as follows:

Advanced

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

Proficient

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

Basic

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

Below Basic

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

DEFINITIONS OF PERFORMANCE LEVELS (CONTINUED)

The general definitions of the performance levels for Algebra I are as follows:

Advanced

Advanced students consistently integrate procedural and conceptual knowledge and the synthesis of ideas in algebra. They demonstrate an understanding of the function concept and compare algebraic properties of functions. They apply their knowledge of algebra in more advanced areas of mathematics. These students can formulate generalizations and create models and communicate their mathematical reasoning through clear, concise use of mathematical symbolism and logical thinking.

Proficient

Proficient students integrate mathematical concepts and procedures to the solution of more complex algebra problems. They demonstrate an understanding of algebraic reasoning. They perform algebraic operations involving polynomials, judge and defend the reasonableness of answers, use elements of the function concept in symbolic form, and make and defend conjectures and ideas.

Basic

Basic students demonstrate procedural and conceptual knowledge in solving algebra problems. They recognize relationships presented in algebraic form. These students can generalize from patterns and examples in algebra, use correct mathematical language and symbols to communicate relationships and reasoning processes, and use calculators appropriately to solve problems.

Below Basic

Below basic students fail to show sufficient mastery of algebraic skills to attain the basic level.

The Pass Performance Level descriptor for Algebra I is as follows:

For students to receive a graduation credit in Algebra I based on the *Algebra I End-of-Course Examination*, Algebra I students demonstrate basic procedural and conceptual knowledge in solving algebra problems. The students recognize relationships presented in algebraic form. These students can generalize from patterns and examples in algebra, use correct mathematical language and symbols to communicate relationships and reasoning process, and use calculators appropriately to solve problems.

PERFORMANCE LEVELS FOR THE 2010 END-OF-COURSE EXAMINATIONS

DEFINITIONS OF PERFORMANCE LEVELS (CONTINUED)

The general definitions of the performance levels for Biology are as follows:

Advanced

Biology students performing at the advanced level display a comprehensive understanding of biological concepts, including the role of chemistry and cells in life processes, genetics, evolution, the diversity of life, and the ecological and behavioral relationships among organisms. These students are able to design and conduct scientific investigations which answer biological questions about real-world situations. In addition, these students are able to apply complex reasoning skills to make logical predictions and draw well-formulated conclusions.

Proficient

Biology students performing at the proficient level demonstrate a solid understanding of biological concepts, including the role of chemistry and cells in life processes, genetics, evolution, the diversity of life, and the ecological and behavioral relationships among organisms. In addition, these students are able to design and conduct scientific investigations, analyze data, and apply scientific principles to solve real-world, biological problems.

Basic

Biology students performing at the basic level display knowledge of biological concepts, including some understanding of the role of chemistry and cells in life processes, genetics, evolution, the diversity of life, and the ecological and behavioral relationships among organisms. These students partially demonstrate the ability to apply this knowledge. They are able to conduct basic level scientific investigations, but demonstrate a need for additional assistance to reach the proficient level.

Below Basic

Below basic students fail to show sufficient mastery of biology skills to attain the basic level.

ACTAAP

ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT, AND ACCOUNTABILITY PROGRAM

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

QAI06213 RIG AR1004



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