



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## ALGEBRA I, GEOMETRY, AND BIOLOGY SPRING END-OF-COURSE EXAMINATIONS

### 2011 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 2011 administration of the Spring End-of-Course Examinations. This Report Interpretation Guide provides general information about the components of the Spring 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 Spring 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 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 2011. However, if a student was not coded as “LEP student less than one year in the U.S.,” 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 Algebra I* and *Geometry 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 Spring End-of-Course Examinations are criterion-referenced tests that became operational in the 2001–2002 school year for Algebra I and Geometry and in the 2007–2008 school year for Biology. All test questions on the Spring End-of-Course Examinations align with the strands and subject-specific competencies described by the *Arkansas Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. As such, student performance on the Spring 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 Spring 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 Spring End-of-Course Examinations?

The Spring End-of Course Examinations should be administered to **all** students completing Algebra I or the equivalent, Geometry or the equivalent, or Biology by the end of the first semester for high school credit who are eligible for testing under standardized conditions, with or without accommodations. A student enrolled in a course of study equivalent to Algebra I or Geometry that sequences the course content over a two-year period must test at the end of the two years, regardless of whether or not the student has completed or passed the course. The *Spring Algebra I End-of-Course Examination* should also be administered to students who were in grade 9 and below during the 2009–2010 school year and meet **all** of the following requirements:

- have previously taken **one or two** Algebra I End-of-Course Examinations and **have not scored** at the *Pass* level
- have completed remediation according to their Individualized Academic Improvement Plan (IAIP)
- have been determined by the district to be ready to take an Algebra I End-of-Course Examination retest opportunity

### 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 2011 and the Spring End-of-Course Examinations were administered in Spring 2011. 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 Spring End-of-Course Examinations have been developed to specifically align with the *Arkansas Algebra I and Geometry 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 Spring End-of-Course Examinations, please contact:

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

**EDUCATIONAL IMPROVEMENT PLANS AND USING THE  
2011 SPRING END-OF-COURSE EXAMINATIONS RESULTS**

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**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., Spring 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  
2011 SPRING END-OF-COURSE EXAMINATIONS RESULTS**

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**USING THE SPRING END-OF-COURSE EXAMINATIONS RESULTS**

The reports for the Spring 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 Algebra I* and *Geometry 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 Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*.
- Develop Individualized Academic Improvement Plans (IAIPs) for all Algebra I students who were in grade 9 and below during the 2009–2010 school year 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 SPRING 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 Spring 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 Algebra I, Geometry, 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 who were in grade 9 and below during the 2009–2010 school year 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 Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. Improving student performance on the Spring 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 Spring 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.

### OVERVIEW OF THE SPRING END-OF-COURSE EXAMINATIONS REPORTS

Reports of results for the Spring End-of-Course Examinations are sent to districts to provide information about student performance. Reports are provided separately for Algebra I, for Geometry, 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. Reports do not include data for 1st Year LEP students except where noted. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the 2011 administration of the Spring 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 2011 administration of the Spring End-of-Course Examinations excluding those students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2010.
- **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 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 identified as Limited English Proficient (LEP).
- **Monitored Former LEP Students—Year 1**—Students identified as Year 1 Monitored Former LEP.
- **Monitored Former LEP Students—Year 2**—Students identified as Year 2 Monitored Former LEP.
- **1st Year LEP Students** (appears only on the School Roster Report)—Students identified as Limited English Proficient and who have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified as Gifted and Talented.
- **Highly Mobile Students**—Students identified as having enrolled in the school or moving between schools after October 1, 2010.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

## THE 2011 SPRING END-OF-COURSE EXAMINATIONS REPORTS

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

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

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

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

### STUDENT REPORT

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 Spring 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 Algebra I, Geometry, 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 were in grade 9 and below during 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. Student Reports for students who are retesting in Algebra I will contain the retest attempt but will not include a performance level.
- (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 Algebra I or Geometry 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 Algebra I, Geometry, or Biology with the student’s associated performance level for the 2011 administration of the Spring End-of-Course Examination.

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 Spring End-of-Course Examination. This label will be added to the student’s permanent record or transcript as a permanent record of the 2011 *Spring Algebra I, Geometry, 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 who were in grade 9 and below during the 2009–2010 school year. 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.

STUDENT REPORT (PAGE 1)



ARKANSAS  
DEPARTMENT  
OF EDUCATION

SPRING END-OF-COURSE EXAMINATION—ALGEBRA I  
STUDENT REPORT

For the Family of  
**ASHLEY ADAMS**

**Test Date:** May 2011  
**Grade:** 9  
**Birth Date:** 07-21-1994  
**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.

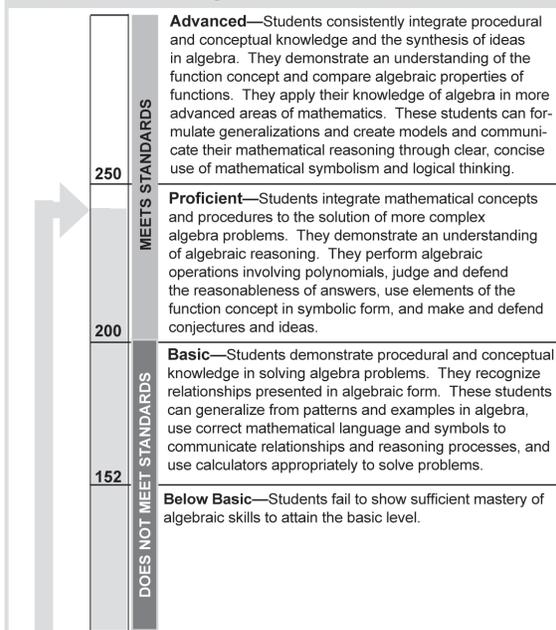
This report summarizes Ashley's test results. These results are used by the school to make important educational decisions for Ashley. **Please review these results with Ashley and Ashley's teacher.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring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

Sincerely,

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

Ashley's Test Results

Algebra I Scale Score



Ashley's score of 242 is at the Proficient Level.

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

**Pass** - A scale score of 159 or higher is required for Pass. See back page for Pass Description.

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
<b>Language of Algebra</b> Students will develop the language of algebra including specialized vocabulary, symbols, and operations.	11 of 12	6 of 8
<b>Solving Equations and Inequalities</b> 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
<b>Linear Functions</b> Students will analyze functions by investigating rates of change, intercepts, and zeros.	5 of 12	5 of 8
<b>Non-linear Functions</b> Students will compare the properties in the family of functions.	7 of 12	6 of 8
<b>Data Interpretation and Probability</b> 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.

QAI Mockup

Pass/Not Pass information is included only for Algebra I students in grades 10 and below.

STUDENT REPORT (PAGE 2)



**How Can I Help Ashley?**

- ✓ Talk with Ashley's school 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 school throughout the year regarding Ashley's progress and performance. Ask the school 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/](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 10 and below.

STUDENT LABEL

ACTAAP End-of-Course Examination Algebra I Date of Test: May 2011	
<b>BIDEN, JEAN</b>	<b>Grade: 09</b>
DOB: 06-02-1995	Course Taken: Algebra I
District: Arkansas School District (99-99)	
School: Arkansas School (99-99-999)	
Scale Score: 121	<b>Below Basic</b>
<b>DID NOT PASS</b>	

Pass/Not Pass is recorded only for Algebra I students in grades 10 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 2011 Spring 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 Spring 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 Algebra I, Geometry, or Biology.
- The Pass/Not Pass information for students who were in grade 9 and below during the 2009–2010 school year 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 State Reporting Identification Numbers) in the left column with the Spring 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. **Note:** Retest students are not included on the Class Roster Report.
- 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 the U.S. less than one year is designated with an (L) following the student's ID number.
- 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 Algebra I, Geometry, 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 Algebra I and Geometry only.

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

Date of Test: May 2011  
Page 1



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

NA = No Attempt (Zero Score)  
NI = Not Indicated  
\* = Not Proficient in 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

**Student Information**

Name	Student ID #	Multiple-Choice/Open-Response Points Possible
ADCOCK, VICKY	1234567890	
ADDLER, VICKY	2345678901	
AMWAY, JOHN Q *	3456789012	
BANCRON, MARV	4567890123	
BESTER, CODY * & BIYDREAM, JEAN *	5678901234	
BYRD, JEAN	6789012345	
CANCRON, MARV	7890123456 (L)	
	8901234567 (L)	
DREAMY, JEAN *	9012345678	
DUNKIRK, BLINEY	0123456789	
JAMWAY, JOHN Q	2233445566	
KIRKLEY, BLINEY	3344556677	
SMITHLY, VICKY	4455667788	
VEST, CODY	5566778899	
WAYLAN, JOHN Q *	6677889900	
<b>CLASS AVERAGE:</b>	<b>MEAN SCALE SCORE</b>	
<b>COMBINED POPULATION:</b>	<b>School:</b> 172	
<b>ALGEBRA I</b>	<b>District:</b> 170	
	<b>Region:</b> 175	
	<b>State:</b> 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
11	1	PRO	—	226	7/4	8/0	8/5	8/5	8/5
10	1	PRO	Pass	226	8/4	5/2	9/4	9/4	9/4
09	1	BEL	Did Not Pass	141	4/NA	4/0	3/2	3/2	3/2
11	1	PRO	—	221	8/4	7/0	7/5	7/5	7/5
10	1	BEL	Did Not Pass	118	6/4	7/0	0/NA	0/NA	0/NA
11	1	BAS	—	151	3/NA	4/0	3/3	3/3	3/3
09	1	PRO	Pass	238	8/4	7/0	9/6	9/6	9/6
NI	3	PRO	Pass	232	7/4	8/0	8/6	8/6	8/6
09	1	BEL	Did Not Pass	138	6/NA	4/NA	2/2	2/2	2/2
10	1	ADV	Pass	274	12/4	9/4	10/7	10/7	10/7
10	1	ADV	Pass	250	12/5	9/5	7/6	7/6	7/6
09	1	ADV	Pass	303	12/6	11/6	11/7	11/7	11/7
10	1	PRO	Pass	219	4/4	7/0	8/5	8/5	8/5
09	1	PRO	Pass	204	7/4	8/0	4/5	4/5	4/5
09	1	BAS	Pass	176	5/NA	2/NA	5/4	5/4	5/4
				<b>204</b>	<b>7/3</b>	<b>7/1</b>	<b>6/4</b>	<b>6/4</b>	<b>6/4</b>

Averages do not include the following groups: 1) 1st Year LEP students  
2) Students who Retested

L: 1st Year LEP Student

### SCHOOL ROSTER REPORT

Two copies of the School Roster Report will be produced—one copy for the school and one copy for the district. The School Roster Report is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the *Spring Algebra I, Geometry, 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 Classroom/Group Information Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following pages.

The School Roster Report provides school and district staff with information on how all students within a school performed on the Spring 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 Algebra I, Geometry, or Biology.
- The Pass/Not Pass information for students who were in grade 9 and below during the 2009–2010 school year 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 State Reporting Identification Numbers) in the left column with the Spring 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. **Note:** Retest students are not included on the School Roster Report.
- 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 the U.S. less than one year is designated with an (L) following the student's ID number.
- 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 Algebra I, Geometry, 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 Algebra I and Geometry only.



Date of Test: May 2011  
Page 2

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



**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

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

**Student Information—Name & Student ID #**  
Multiple-Choice/Open-Response Points Possible

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	
<b>GENERAL POPULATION (cont'd)</b>										
11	1	BAS	—	181	4/4	7/0	7/0	7/0	7/0	7/0
9	1	BAS	Pass	165	6/4	8/0	4/0	4/0	4/0	4/0
11	1	BAS	—	155	4/NA	2/NA	7/0	7/0	7/0	7/0
<b>SCHOOL AVERAGE:</b>										
11	1	BEL	—	141	5/2	6/0	5/3	2/0	0/0	0/0
<b>SCHOOL AVERAGE:</b>										
11	1	BEL	—	141	5/2	6/0	5/3	2/0	0/0	0/0
<b>MONITORED FORMER LEP STUDENTS—YEAR1</b>										
9	1	BAS	Pass	191	5/NA	4/NA	4/5	3/5	9/5	9/5
9	1	BEL	Did Not Pass	126	3/NA	4/0	4/0	4/0	4/0	4/0
<b>SCHOOL AVERAGE:</b>										
9	1	BAS	Pass	159	4/0	4/0	4/3	4/3	7/3	7/3
<b>MONITORED FORMER LEP STUDENTS—YEAR2</b>										
9	1	BAS	Pass	165	6/4	8/0	4/0	4/0	4/0	4/0
<b>SCHOOL AVERAGE:</b>										
9	1	BAS	Pass	165	6/4	8/0	4/0	4/0	4/0	4/0

Averages do not include the following groups: 1) 1st Year LEP students  
2) Student who Retested

L: 1st Year LEP Student

Date of Test: May 2011

Page 3

**SPRING 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) 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—Name & Student ID #**  
 Multiple-Choice/Open-Response Points Possible

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	
<b>LEP STUDENTS</b>										
11	1	PRO	—	247	8/4	11/5	8/4	11/5	8/4	8/4
10	1	PRO	Pass	217	9/4	5/2	9/4	5/2	9/4	9/4
<b>SCHOOL AVERAGE:</b>										
	3	BAS	Did Not Pass	151	6/4	8/0	3/0	3/0	1/0	1/0
<b>1ST YEAR LEP STUDENTS</b>										
9				151	6/4	8/0	3/0	3/0	1/0	1/0
<b>SCHOOL AVERAGE:</b>										
	1	ADV	Pass	269	10/6	9/6	10/6	9/6	10/6	10/6
<b>GIFTED AND TALENTED STUDENTS</b>										
10				269	10/6	9/6	10/6	9/6	10/6	10/6
<b>SCHOOL AVERAGE:</b>										
	1	ADV	Pass	269	10/6	9/6	10/6	9/6	10/6	10/6
<b>HIGHLY MOBILE STUDENTS</b>										
11	1	BAS	—	186	4/4	7/0	4/4	4/4	7/0	7/0
10	1	PRO	Pass	204	6/4	8/0	6/4	6/4	8/0	8/0
11	1	BEL	—	113	4/NA	2/NA	4/NA	4/NA	2/NA	2/NA
<b>SCHOOL AVERAGE:</b>										
	1	BEL	—	168	5/3	6/0	5/3	5/3	6/0	6/0
<b>FREE AND/OR REDUCED LUNCH STUDENTS</b>										
				183	5/2	7/1	5/5	3/4	1/4	1/4
<b>SCHOOL AVERAGE:</b>										

Averages do not include the following groups: 1) 1st Year LEP students  
 2) Students who Retested

L: 1st Year LEP Student

Date of Test: May 2011  
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**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I  
SCHOOL ROSTER REPORT**



**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) 250 and above

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

**Student Information—Name & Student ID #**

Multiple-Choice/Open-Response Points Possible

**NON-ECONOMICALLY DISADVANTAGED STUDENTS**

**SCHOOL AVERAGE:**

**NON-DISABLED STUDENTS**

**SCHOOL AVERAGE:**

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
				12/8	12/8	12/8	12/8	12/8	12/8
				202	7/4	7/1	6/5	5/5	2/3
				196	6/3	6/1	7/2	6/2	7/2

Averages do not include the following groups: 1) 1st Year LEP students  
2) Students who Retested

L: 1st Year LEP Student

### 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 who were in grade 9 and below during the 2009–2010 school year and the results for those students who participated in the 2011 Spring End-of-Course Examination for Algebra I. Retest students are included in the Pass/Not Pass Roster Report.

The Algebra I Pass/Not Pass Roster Report provides school and district staff with a comprehensive list of the students who were in grade 9 and below during the 2009–2010 school year 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 who were in grade 9 and below during the 2009–2010 school year are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the *Spring 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.

**Note:** Each district will receive one copy of the District Pass/Not Pass Roster Report, which provides student results for students from all schools in the district.

Date of Test: May 2011  
Page 1

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



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

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  
— = No Value  
& = Modified form adapted to Braille

**Student Information**

Multiple-Choice/Open-Response Points Possible		Student ID #
Name		1234567890
AMWAY, JOHN Q		2345678901 (L)
BYRD, JEAN		3456789012 (L)
CANCRON, MARV		4567890123
DREAMY, JEAN		5678901234
KIRKLEY, BLINEY		6789012345
VEST, CODY		7890123456
WAYLAN, JOHN Q		

**SCHOOL AVERAGE:**  
Total Pass: **3**  
Total Not Pass: **1**

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
07	—	1	Did Not Pass	141	12/8	12/8	12/8	12/8	12/8
09	1	3	Pass	238	4/NA	4/0	3/2	3/2	3/2
NI	2	2	Pass	232	8/4	7/0	9/6	9/6	9/6
09	1	1	Did Not Pass	138	7/4	8/0	8/6	8/6	8/6
09	—	1	Pass	303	6/NA	4/NA	2/2	2/2	2/2
10	—	2	Pass	204	12/6	11/6	11/7	11/7	11/7
09	—	1	Pass	176	7/4	8/0	4/5	4/5	4/5
			Pass	206	5/NA	2/NA	5/4	5/4	5/4
					7/3	6/2	6/5	6/5	6/5

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

L: 1st Year LEP Student

### SCHOOL SUMMARY REPORT: OVERVIEW

Each school will receive two copies of the School Summary Report and each district will receive one copy of the School Summary Report for the schools in the district. The Arkansas Department of Education will also receive one copy of the School Summary Report. The School Summary Report is a one-sided, multi-page report providing student results aggregated to the school level. 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 Classroom/Group Information Sheet for district name, school name, and district/school LEA number.

**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 2011 Spring 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.**

### SCHOOL SUMMARY REPORT: COMBINED POPULATION

The Combined Population Report gives the results for **all** students\* for whom answer documents were returned for the 2011 administration of the Spring 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 Spring End-of-Course Examination. The following information is provided:

- The total number of students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student 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 the U.S. LEP student scores are not included in this report.



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

Date of Test: May 2011  
Page 1

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

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

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



### SCHOOL SUMMARY REPORT: GENERAL POPULATION

Students included in the General Population Report are those who were **not** identified 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 eligible for Free and/or Reduced Lunch are included in the General Population Report unless they have also been identified with an ESI code, as 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 Spring 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 populations (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 the U.S. LEP student scores are not included in this report.



**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: GENERAL POPULATION**

Date of Test: May 2011  
Page 3

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	6%	11%	5%	4%	22	22	545	6,716	43	43	803	12,953	32	53	409	8,557	
Gender																					
Female	4	4	89	796	8%	7%	9%	5%	9	9	275	3,412	20	20	431	6,941	15	27	212	4,327	
Male	2	2	119	1,111	4%	3%	12%	8%	13	13	269	3,295	23	23	371	6,002	17	26	197	4,228	
Ethnicity																					
Hispanic	0	0	0	51	0%	0%	0%	0%	0	0	5	293	0	0	19	624	0	0	13	303	
Asian	0	0	0	7	0%	0%	0%	2%	0	0	0	39	0	0	0	140	1	1	2	196	
Native Hawaiian/ Pacific Islander	0	0	0	0	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	0	0	0	
American Indian/ Alaska Native	0	0	0	9	0%	0%	0%	4%	0	0	0	45	0	0	2	109	0	0	1	62	
Black	5	5	163	1,103	10%	9%	17%	16%	14	14	364	2,594	22	22	347	2,561	9	12	105	644	
White	1	1	43	714	2%	1%	5%	3%	8	8	176	3,728	21	21	435	9,498	22	40	288	7,322	
Two or More Races	0	0	0	28	0%	0%	0%	48%	0	0	0	15	0	0	0	10	0	0	0	5	
Not Indicated	0	0	0	0	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	0	0	0	
Gender/Ethnicity - Female																					
Hispanic	0	0	2	22	0%	0%	10%	3%	0	0	3	144	0	0	9	355	0	0	6	149	
Asian	0	0	0	3	0%	0%	0%	2%	0	0	0	19	0	0	0	61	1	1	1	93	
Native Hawaiian/ Pacific Islander	0	0	0	0	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	0	0	0	
American Indian/ Alaska Native	0	0	0	3	0%	0%	0%	0%	0	0	0	28	0	0	0	60	0	0	0	34	
Black	0	0	4	487	0%	0%	0%	2%	7	7	197	1,394	10	10	204	1,461	3	5	64	373	
White	17%	15%	14%	13%	29%	27%	13%	37%	29%	27%	37%	37%	42%	38%	38%	39%	13%	19%	12%	10%	
Two or More Races	0%	0%	3%	267	0%	0%	0%	2%	2	2	75	1,819	10	10	218	4,995	11	21	141	3,663	
Not Indicated	0%	0%	0%	14	0%	0%	0%	17%	0	0	0	8	43%	30%	49%	46%	48%	64%	32%	34%	

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



## SCHOOL SUMMARY REPORT: IEP STUDENTS

The results in this section of the School Summary Report are for those students 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 Spring 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.

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

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

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

Date of Test: May 2011  
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**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: IEP STUDENTS**



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

ESI Categories	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 IEP Students	1	25%	69	929	2	50%	54	1,073	1	25%	13	521	0	0%	2	78
Autism	0	0%	0	13	0	0%	1	13	0	0%	0	18	0	0%	0	11
Deaf-Blindness	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Hearing Impairment	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Mental Retardation	0	0%	0	5	0	0%	0	10	0	0%	0	13	0	0%	0	1
Multiple Disabilities	0	0%	24	17%	1	100%	7	34%	0	0%	0	45%	0	0%	0	3
Orthopedic Impairment	0	0%	0	73%	0	0%	0	25%	0	0%	0	2%	0	0%	0	0
Other Health Impairment	0	0%	0	3	0	0%	0	3	0	0%	0	0	0	0%	0	0
Emotional Disturbance	0	0%	0	50%	0	0%	0	50%	0	0%	0	0	0	0%	0	0
Specific Learning Disability	1	100%	6	17%	0	0%	7	19%	0	0%	0	33%	0	0%	0	10
Speech/Language Impairment	0	0%	33	33%	0	0%	42%	42%	0	0%	0	23%	0	0%	0	2
Traumatic Brain Injury	0	0%	34	40%	0	0%	13	27%	0	0%	1	14	0	0%	0	2
Visual Impairment	0	0%	34	33%	1	50%	717	45%	1	50%	11	324	0	0%	0	38
Non-disabled	7	14%	224	2,356	24	28%	613	7,832	45	23%	836	13,965	32	35%	421	8,848
Migrant	0	0%	0	6	0	0%	1	2	0	0%	0	2	0	0%	0	0

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

## SCHOOL SUMMARY REPORT: LEP STUDENTS

The results in this section of the School Summary Report are for students who were identified 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 Spring 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 the U.S. LEP student scores are not included in this report.

Date of Test: May 2011  
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**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: LEP STUDENTS**

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

	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
Limited English Proficient	0 0%	0 0%	1 3%	0 0%	0 0%	24 60%	0 0%	0 0%	13 33%	0 0%	0 0%	2 5%	0 0%	0 0%	98 7%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	2 40%	0 0%	0 0%	3 60%	0 0%	0 0%	36 37%	0 0%	0 0%	5 5%



## 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 Spring End-of-Course Examination. The information listed on the School Summary Report: Monitored Former LEP Students can be used to compare the performance levels of Monitored Former LEP students in the school with 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 the U.S. LEP student scores are not included in this report.



**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I**

**SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS**

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

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

	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
Monitored Former LEP—Year 1	0 0%	0 0%	0 0%	0 0%	0 0%	3 7%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	16 39%
Monitored Former LEP—Year 2	0 0%	0 0%	0 0%	0 0%	0 0%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	6 32%	0 0%	0 0%	10 53%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	2 67%

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

## SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

The results in this section of the School Summary Report are for students 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 Spring 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 the U.S. LEP student scores are not included in this report.

Date of Test: May 2011  
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**SPRING END-OF-COURSE EXAMINATION**  
**ALGEBRA I**  
**SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS**



District Number: 99-99  
District Name: **Arkansas School District**  
Total Number of Students Tested: 11

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	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Gifted and Talented	0 0%	0 0%	0 0%	0 0%	0 0%	14 5%	2 18%	2 9%	96 33%	9 82%	20 91%	185 63%	9 82%	20 91%	185 63%	3,016 64%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	1 100%	2 67%

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

## SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2010. 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 Spring 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 the U.S. LEP student scores are not included in this report.

Date of Test: May 2011  
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**SPRING END-OF-COURSE EXAMINATION  
ALGEBRA I  
SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS**



District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 5  
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	School	District	Region	School	District	Region	School	District	Region
Highly Mobile	1 20%	1 20%	17 18%	2 40%	2 40%	47 50%	2 40%	2 40%	20 21%	2 40%	10 11%	200 11%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 5%

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

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

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

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



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

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	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Free and/or Reduced Lunch	5 8%	5 7%	259 16%	19 30%	19 28%	546 34%	26 41%	26 38%	568 36%	13 21%	18 26%	212 13%	13 21%	18 26%	212 13%	2,641 15%
Non-economically Disadvantaged	3 6%	3 5%	34 5%	7 14%	7 11%	121 19%	20 41%	20 31%	281 43%	19 39%	35 54%	211 33%	19 39%	35 54%	211 33%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	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

### SCHOOL PROFILE

The School Profile provides school and district staff with summary information on how students in the school performed on the Spring 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 Spring 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 Classroom/Group Information Sheet.
- Overall Results (Combined Population)
  - The Overall Results (Combined Population) are located on page 1 of the School Profile.
  - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the 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.**

- 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 Algebra I or Geometry courses listed on the left side of the report:

Algebra I	Geometry
Algebra A & B	Geometry A & B
Other	Investigating Geometry
	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 averages and percents at the school, district, and state levels.
- Performance on Open-Response Items
  - The “Performance on Open-Response Items” table is located on page 3 of the School Profile.
  - Each line (row) provides the strand name, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided in terms of averages 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 Algebra I or Geometry End-of-Course Examination since April 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 descriptor.



SCHOOL PROFILE—ALGEBRA I

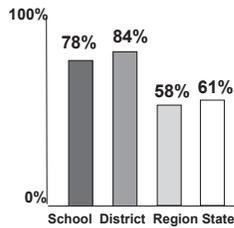
District: **Arkansas School District (99-99)**  
 School: **Arkansas School (99-99-999)**  
 Test Date: **May 2011**

**SPRING END-OF-COURSE EXAMINATION ALGEBRA I**

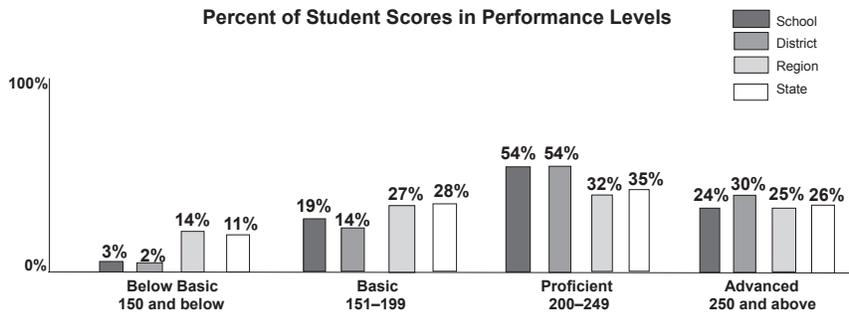
The *Algebra I Spring End-of-Course Examination* was administered in May to students who have completed coursework in Algebra I. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, 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 <sup>1</sup>	2	3%	13	19%	37	54%	16	24%	221	229	213
Combined Population without Highly Mobile <sup>2</sup>	2	3%	12	18%	37	54%	16	24%	222	230	214
General Population <sup>3</sup>	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%	182	182	180
Economically Disadvantaged Students <sup>4</sup>	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:  
<sup>1</sup> Combined Population includes all students tested except those classified as 1st Year LEP.  
<sup>2</sup> Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.  
<sup>3</sup> General Population does not include students who are classified as IEP, LEP, or Highly Mobile.  
<sup>4</sup> Based on Free and/or Reduced Lunch.

**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
<b>Gender</b>											
Female	1	3%	5	16%	19	59%	7	22%	221	229	211
Male	1	3%	8	22%	18	50%	9	25%	221	228	215
<b>Ethnicity</b>											
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/Alaska 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 Spring 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. There is one point possible for each multiple-choice item.

Algebra I Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
<b>Language of Algebra</b> Students will develop the language of algebra including specialized vocabulary, symbols, and operations.	12	7.8	65%	8.2	68%	7.0	58%
<b>Solving Equations and Inequalities</b> 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%
<b>Linear Functions</b> Students will analyze functions by investigating rates of change, intercepts, and zeros.	12	8.6	71%	9.0	75%	7.3	61%
<b>Non-Linear Functions</b> Students will compare the properties in the family of functions.	12	7.6	63%	8.0	66%	7.2	60%
<b>Data Interpretation and Probability</b> 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**

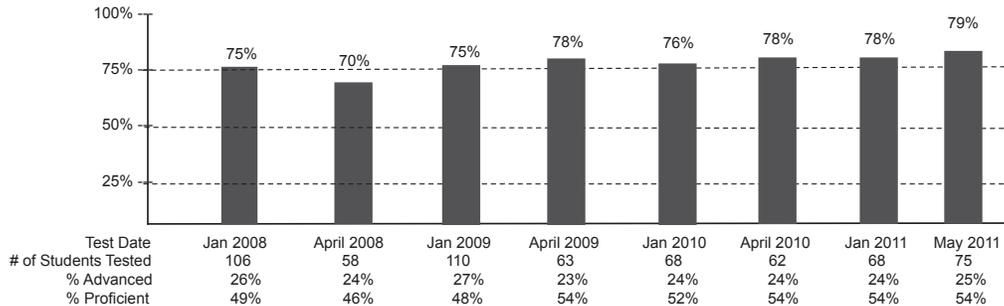
The table below indicates the overall skill demonstrated by students on the open-response items in Algebra I. Open-response items require students to write a response to an algebra item.

Algebra I Strands	Possible OR Points	Average Points Scored		
		School	District	State
<b>Language of Algebra</b>	8	2.4	2.6	2.2
<b>Solving Equations and Inequalities</b>	8	3.7	4.2	3.8
<b>Linear Functions</b>	8	3.2	3.5	2.7
<b>Non-Linear Functions</b>	8	2.1	2.3	2.1
<b>Data Interpretation and Probability</b>	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 Spring End-of-Course Examination* since January 2008.



**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 2011 Spring End-of-Course Examinations will be provided in the Released Item Booklets for Algebra I, Geometry, 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 and Monitored Former LEP Students. The following information is provided on the School Item-by-Item Selections of Correct Answers:

- Information specific to Algebra I, Geometry, 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 Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
  - The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
  - The third column (Key) provides the correct answer choice for all multiple-choice items.
  - 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 the U.S. LEP student responses are not included in this report.

- 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.

**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 2011 Spring 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.**

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

**2011 SPRING END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES**



**SPRING END-OF-COURSE EXAMINATION  
SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS  
ALGEBRA I: COMBINED POPULATION  
DATE OF TEST: MAY 2011**

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 Released Item Booklet	Item Type	Key	Number and Percent Selecting the Correct Answer						
			School #	School %	District #	District %	State #	State %	
1	MC	A	14	36.8%	14	36.6%	14,217	42.9%	
2	MC	A	20	52.6%	20	76.7%	23,370	71.8%	
3	MC	C	20	52.6%	20	76.7%	22,164	66.9%	
4	MC	B	28	73.7%	28	73.7%	25,555	77.2%	
5	MC	B	31	81.6%	31	81.6%	20,829	62.9%	
6	MC	A	28	73.7%	28	73.1%	16,627	50.2%	
7	MC	C	27	71.1%	27	71.1%	16,455	49.3%	
8	MC	D	26	68.4%	26	68.4%	19,499	58.9%	
9	MC	C	12	31.6%	12	31.6%	12,093	38.6%	
10	MC	A	20	52.6%	20	52.6%	14,333	43.3%	
11	MC	D	9	23.7%	9	23.7%	14,630	44.2%	
12	MC	B	36	94.7%	36	94.7%	22,326	68.6%	
13	MC	B	16	42.1%	16	42.1%	16,451	49.9%	
14	MC	D	27	71.1%	27	71.1%	23,888	72.1%	
15	MC	D	26	68.4%	26	68.4%	21,028	68.2%	
16	MC	A	23	60.5%	23	60.5%	20,814	62.8%	
17	MC	C	35	92.1%	35	92.1%	20,324	83.7%	
18	MC	A	20	52.6%	20	52.6%	14,333	43.3%	
19	MC	D	35	92.1%	35	92.1%	23,894	72.1%	
20	MC	B	33	86.8%	33	86.8%	20,270	61.2%	
21	MC	D	20	52.6%	20	76.3%	20,963	63.3%	
22	MC	B	33	86.9%	33	86.9%	27,714	83.7%	
23	MC	C	32	84.2%	32	84.2%	19,454	58.7%	
24	MC	B	25	65.8%	25	65.8%	20,592	62.2%	
25	MC	D	34	89.5%	34	89.5%	18,233	55.0%	
26	MC	B	21	55.3%	21	55.3%	15,470	46.7%	
27	MC	C	28	73.7%	28	73.1%	24,711	74.6%	
28	MC	D	25	65.8%	25	65.9%	18,815	56.2%	
29	MC	A	26	68.4%	26	68.4%	18,200	56.0%	
30	MC	D	25	65.8%	25	65.9%	21,325	64.4%	
31	MC	A	30	78.9%	30	79.9%	18,484	55.7%	
32	MC	D	35	92.1%	35	92.1%	24,078	72.7%	
33	MC	C	12	31.6%	12	31.6%	12,093	38.6%	
34	MC	D	26	68.4%	26	68.4%	20,512	61.9%	
35	MC	B	12	31.6%	12	31.6%	12,093	38.6%	
36	MC	B	16	42.1%	16	42.1%	14,802	44.7%	
37	MC	A	9	23.7%	9	23.7%	14,630	44.2%	
38	MC	A	16	42.1%	16	42.1%	14,802	44.7%	
39	MC	C	20	52.6%	20	52.6%	14,333	43.3%	
40	MC	B	9	23.7%	9	23.7%	14,630	44.2%	
41	MC	B	12	31.6%	12	31.6%	12,093	38.6%	

Item Type	Key	Average Score of All Students		
		School	District	State
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

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

			<b>SPRING END-OF-COURSE EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS ALGEBRA I: COMBINED POPULATION DATE OF TEST: MAY 2011</b>				Page 2	
District Number: <b>99-99</b>			District Name: <b>Arkansas School District</b>					
School Number: <b>99-99-999</b>			School Name: <b>Arkansas School</b>					
Total Number of Students Tested: <b>38</b>								
<b>ITEMS NOT RELEASED</b>								
Number and Percent Selecting the Correct Answer								
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	DIP.5.11	14	36.8%	14	36.6%	14,217	42.9%
2	MC	LA.1.4	20	52.6%	20	76.7%	23,370	71.8%
3	MC	DIP.5.6	20	52.6%	20	76.7%	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	73.1%	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	76.3%	20,963	63.3%
Average Score of All Students								
	Item Type	SLE*	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			

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

## 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 Spring End-of-Course Examinations: advanced, proficient, basic, and below basic.

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 2011 SPRING END-OF-COURSE EXAMINATIONS

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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.

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

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