



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

FALL ALGEBRA I END-OF-COURSE EXAMINATION

SEPTEMBER 2012 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 September 2012 administration of the Algebra I End-of-Course Examination. This Report Interpretation Guide provides general information about the components of the examination, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. 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.

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 Mathematics Curriculum Framework* as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

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

The goals for the ACTAAP are to

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

As the ACTAAP continues to evolve, it will offer

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

QUESTIONS AND ANSWERS ABOUT THE ALGEBRA I END-OF-COURSE EXAMINATION

FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the Algebra I 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 *Fall Algebra I End-of-Course Examination*?**

The *Fall Algebra I End-of-Course Examination* should 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

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 2012 and the End-of-Course Examinations are administered at mid-year and in the spring of each school year. The *Fall Algebra I End-of-Course Examination* is a retest for students who meet the above requirements. The *Fall Algebra I 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 Algebra I End-of-Course Examination has been developed to specifically align with the *Arkansas Algebra I Mathematics Curriculum Framework* in order to evaluate student learning relative to the curriculum being taught within the state. Other tests have been developed as general instruments that are not specific to the Arkansas curriculum. Allowing the use of another instrument, or a variety of instruments, to gauge student performance related to the Arkansas curriculum is not an accurate measurement of achievement relative to the state-level goals for education.

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

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

MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

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

Quantitative

- Criterion-referenced test results (e.g., 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 END-OF-COURSE EXAMINATION RESULTS

USING THE END-OF-COURSE EXAMINATION RESULTS

The reports for the *Fall Algebra I End-of-Course Examination* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas Algebra I Mathematics 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:

- 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 Mathematics Curriculum Framework*.
- Develop Individualized Academic Improvement Plans (IAIPs) for students who did not receive a passing score for the *Fall 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 END-OF-COURSE EXAMINATION RESULTS

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), and School Roster Report(s) 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. Schedule a parent meeting to discuss the *Fall Algebra I End-of-Course Examination* results. The meeting will help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule individual sessions with students to review the Student Reports and Roster Reports.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).
- Communicate to teachers and administrators, by letter or report, a list of the Algebra I skills with the lowest performance by students.
- Communicate to teachers and administrators, by letter or report, a list of the Algebra I students who did not pass the examination.
- Communicate to school staff the process for developing and implementing the IAIPs for students who did not pass.
- 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 Mathematics Curriculum Framework*. Improving student performance on the End-of-Course Examinations is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the End-of-Course Examinations in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

THE END-OF-COURSE EXAMINATION REPORTS

OVERVIEW OF THE END-OF-COURSE EXAMINATION REPORTS

Reports of results for the *Fall Algebra I End-of-Course Examination* are sent to districts to provide information about student performance. Samples of the Student Report, Student Label, School Pass/Not Pass Roster Report, and District Pass/Not Pass Roster Report are provided in this guide. A description of each report immediately precedes the report samples.

Student name and State Reporting Identification Number, birth date, 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 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.

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

For students to receive 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.

END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

STUDENT REPORT

Each school will receive two copies of the Student Report, a student (home) copy in color and a school copy in black and white. The Student Report is a one-page, two-sided report. Side one provides information specific to the student listed. Side two provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample Student Report is provided on pages 8 and 9.

The Student Report provides individual student feedback on how the student performed on the *Fall Algebra I 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, birth date, and retest number.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, introduces the report.
- Scale Score Section (bottom left of report)
 - The Pass descriptor and the cut score associated with passing the Algebra I End-of-Course Examination are shown. This definition is especially helpful for parents in understanding the level at which their student is performing.
 - The student’s scale score and pass level are shown with an arrow showing where the student falls. 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.
- (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 Mathematics Curriculum Framework*.
 - The total number of multiple-choice and open-response points for each strand is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific strands may show that the student had greater difficulty with Linear Functions concepts than with the other strands. 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. 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 and information regarding 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 name, grade, date of birth, total scale score, retest attempt, and pass or did not pass score. A sample of the Student Label is provided on page 9.

END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

STUDENT REPORT (PAGE 1)



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

**For the Family of
ASHLEY ADAMS**

Test Date: September 2012
Grade: 9
Birth Date: 07-21-1997
School Name: Arkansas School
 (99-99-999)
District Name: Arkansas School District
 (99-99)

Dear Family,

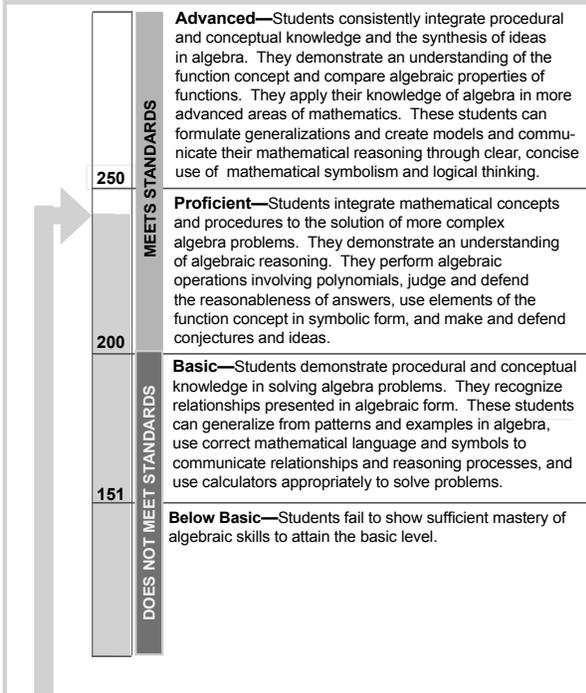
Recently, Ashley participated in the Arkansas End-of-Course Examination in Algebra I. Skills assessed on this test are based on the *Arkansas Algebra I Mathematics Curriculum Framework* and are required to be part of any Arkansas school district's instructional program. The *Arkansas Algebra I Mathematics 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. **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	Pass - A scale score of 159 or higher is required for Pass. See back page for Pass Description.
District Average Score	220	
State Average Score	205	

Algebra I (Raw) Scores by Strand

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

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

Ashley's total scores reported for Algebra I are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, please contact the Office of Student Assessment at the Arkansas Department of Education.

QAI Mockup

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/>

or contact the Office of Student Assessment at 501-682-4558.

Under **ADE DIVISIONS** at the **Learning Services** link, click on **Curriculum and Instruction**. Click on **Curriculum Frameworks, Math, and Algebra I** to locate the Mathematics Curriculum Framework mentioned in the Commissioner's letter on the front of this report.

Testing resource materials can be found by clicking on the **Testing** link under Popular Links. Scroll down the page and click on the **End-of-Course Algebra I** 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.

STUDENT LABEL

ACTAAP Fall End-of-Course Examination		
Algebra I		Date of Test: September 2012
COLLINS, JASON		Grade: 09
DOB: 06-02-1997	Course Taken: Algebra I	
District: Arkansas School District (99-99)		
School: Arkansas School (99-99-999)		
Scale Score: 185	RETEST 1	PASS

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

END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

ALGEBRA I SCHOOL PASS/NOT PASS ROSTER REPORT

Two copies of the Algebra I Pass/Not Pass Roster Report will be produced—one copy for the school and one copy for the district. The Algebra I School 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 and the results for those students who participated in the September 2012 *Fall Algebra I End-of-Course Examination*.

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

- All students are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the *Fall Algebra I End-of-Course Examination* results for each student provided in the columns that follow. Grade, Retest, and Course Taken information is also provided.
- The Pass/Not Pass performance for each student is listed to the right of the Grade, Retest, and Course Taken information.
- Following the listing of students, the School Average, Total Pass, and Total Not Pass is provided for first-time testers and for retesters.

Date of Test: September 2012
Page 1

**FALL 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

Name	Student ID #
AMWAY, JOHN Q	1234567890
BYRD, JEAN	2345678901
CANCRON, MARV	3456789012
DREAMY, JEAN	4567890123
KIRKLEY, BLINEY	5678901234
VEST, CODY	6789012345
WAYLAN, JOHN Q	7890123456

SCHOOL AVERAGE (1st Time Testers):

Total Pass: **2**
Total Not Pass: **2**

SCHOOL AVERAGE (Retesters):

Total Pass: **2**
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	—	—	Did Not Pass	121	12/8	4/0	3/2	3/2	12/8
11	1	—	Pass	175	4/NA	7/0	9/6	9/6	3/2
NI	2	—	Pass	168	8/4	8/0	8/6	8/6	9/6
09	1	—	Did Not Pass	118	7/4	4/NA	2/2	2/2	8/6
09	—	—	Pass	251	6/NA	11/6	11/7	11/7	2/2
10	—	—	Pass	168	12/6	8/0	4/5	4/5	11/7
12	—	—	Did Not Pass	104	7/4	2/NA	5/4	5/4	4/5
				161	5/NA	6/2	6/5	6/5	5/4
				154	7/3	6/0	6/5	6/5	6/5

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

L: 1st Year LEP Student

END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

ALGEBRA I DISTRICT PASS/NOT PASS ROSTER REPORT

Each district will receive one copy of the Algebra I District Pass/Not Pass Roster Report that includes students in all schools in the district. The Algebra I District 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 and the results for those students who participated in the September 2012 *Fall Algebra I End-of-Course Examination*.

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

- All students are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the *Fall Algebra I End-of-Course Examination* results for each student provided in the columns that follow. School, Grade, Retest, and Course Taken information is also provided.
- The Pass/Not Pass performance for each student is listed to the right of the School, Grade, Retest, and Course Taken information.
- Following the listing of students, the District Average, Total Pass, and Total Not Pass is provided for first-time testers and for retesters.

Date of Test: September 2012
Page 1

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



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

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

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

Student Information

Name	Student ID #
AMWAY, JOHN Q	1234567890
BYRD, JEAN	2345678901
CANCRON, MARV	3456789012
DREAMY, JEAN	4567890123
KIRKLEY, BLINEY	5678901234
VEST, CODY	6789012345
WAYLAN, JOHN Q	7890123456

DISTRICT AVERAGE (1st Time Testers):

Total Pass: **2**
Total Not Pass: **2**

DISTRICT AVERAGE (Retesters):

Total Pass: **2**
Total Not Pass: **1**

ALGEBRA I										
SCHOOL	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
99-99-999	07	—	—	Did Not Pass	121	4/NA	4/0	3/2	3/2	3/2
99-99-999	11	1	—	Pass	175	8/4	7/0	9/6	9/6	9/6
99-99-999	NI	2	—	Pass	168	7/4	8/0	8/6	8/6	8/6
99-99-999	09	1	—	Did Not Pass	118	6/NA	4/NA	2/2	2/2	2/2
99-99-999	09	—	—	Pass	251	12/6	11/6	11/7	11/7	11/7
99-99-999	10	—	—	Pass	168	7/4	8/0	4/5	4/5	4/5
99-99-999	12	—	—	Did Not Pass	104	5/NA	2/NA	5/4	5/4	5/4
DISTRICT AVERAGE (1st Time Testers):					161	7/3	6/2	6/5	6/5	6/5
DISTRICT AVERAGE (Retesters):					154	7/3	6/0	6/5	6/5	6/5

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

L: 1st Year LEP Student

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI-11213 RIG AR1305



QAI11213