



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## GRADE 11 LITERACY EXAMINATION

### MARCH 2012 ADMINISTRATION

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**Arkansas Department of Education**



## TABLE OF CONTENTS

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	PAGE
<b>INTRODUCTION AND OVERVIEW OF THE 2012 ACTAAP—<i>GRADE 11 LITERACY EXAMINATION</i></b>	
Introduction .....	1
Overview of the ACTAAP .....	1
<b>QUESTIONS AND ANSWERS ABOUT THE 2012 <i>GRADE 11 LITERACY EXAMINATION</i></b>	
Frequently Asked Questions .....	2
<b>EDUCATIONAL IMPROVEMENT PLANS AND USING THE 2012 <i>GRADE 11 LITERACY EXAMINATION RESULTS</i></b>	
Multiple Measures for Developing Educational Improvement Plans .....	3
Using the <i>Grade 11 Literacy Examination Results</i> .....	3
<b>DISSEMINATING THE 2012 <i>GRADE 11 LITERACY EXAMINATION RESULTS</i> AND CONCLUSION</b>	
Disseminating the <i>Grade 11 Literacy Examination Results</i> .....	4
Conclusion .....	4
<b>THE 2012 <i>GRADE 11 LITERACY EXAMINATION REPORTS</i></b>	
Overview of the <i>Grade 11 Literacy Examination Reports</i> .....	5
<b>2012 <i>GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS</i> AND SAMPLES</b>	
Student Report .....	7
Student Label .....	8
Class Roster Report .....	10
School Roster Report .....	12
School Summary Report: Overview .....	16
School Summary Report: Combined Population .....	16
School Summary Report: General Population .....	19
School Summary Report: IEP Students .....	22
School Summary Report: LEP Students .....	24
School Summary Report: Monitored Former LEP Students .....	26
School Summary Report: Gifted and Talented Students .....	28
School Summary Report: Highly Mobile Students .....	30
School Summary Report: Free and/or Reduced Lunch Students .....	32
School Profile .....	34
School Item-by-Item Selections of Correct Answers .....	40
<b>PERFORMANCE LEVELS FOR THE 2012 <i>GRADE 11 LITERACY EXAMINATION</i></b>	
Definitions of Performance Levels .....	44



### 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 March 2012 administration of the *Grade 11 Literacy Examination*. This Report Interpretation Guide provides general information about the components of the *Grade 11 Literacy Examination*, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the *Grade 11 Literacy Examination*. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

**Note:** Students 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 2012. 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 English Language Arts 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 *Grade 11 Literacy Examination* is a criterion-referenced test that became operational in the 2001–2002 school year. All test questions on the *Grade 11 Literacy Examination* align with the goals and subject-specific competencies described by the *Arkansas English Language Arts Curriculum Framework*. As such, student performance on the *Grade 11 Literacy Examination* is directly aligned with the statewide framework and statewide curriculum goals.

The goals for the ACTAAP are to

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

As the ACTAAP continues to evolve, it will offer

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

## FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the *Grade 11 Literacy Examination* 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 *Grade 11 Literacy Examination*?**

The *Grade 11 Literacy Examination* should be administered to **all** students enrolled in grade 11 who are eligible for testing under standardized conditions, with or without accommodations. If a student's IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment for Students with Disabilities*.

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

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. A norm-referenced test was administered in 2012 and the *Grade 11 Literacy Examination* was administered in March 2012. The *Grade 11 Literacy 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 *Grade 11 Literacy Examination* has been developed to specifically align with the *Arkansas English Language Arts 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 *Grade 11 Literacy Examination*, please contact:

Office of Student 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 2012 *GRADE 11 LITERACY EXAMINATION* 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., *Grade 11 Literacy Examination*)
- Norm-referenced test results
- Classroom test results (current and past)

**Qualitative**

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

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

**USING THE *GRADE 11 LITERACY EXAMINATION* RESULTS**

The reports for the *Grade 11 Literacy Examination* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas English Language Arts Curriculum Framework*. The most important use of this data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at a proficient or advanced level on the test. An asterisk listed next to the student’s name on the Class Roster Report and the School Roster Report shows that the student did not perform at 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 English Language Arts Curriculum Framework*.

## DISSEMINATING THE *GRADE 11 LITERACY EXAMINATION* RESULTS

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), Class Roster Report(s), School Roster Report, School 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 *Grade 11 Literacy Examination* results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the Student Reports 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 administrators, by letter or report, a list of the Grade 11 Literacy skills with the lowest performance by students.

## 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 English Language Arts Curriculum Framework*. Improving student performance on the *Grade 11 Literacy Examination* is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the *Grade 11 Literacy Examination* in order to develop educational improvement plans, for individual students and for all students, which best serve the citizens of Arkansas.

### OVERVIEW OF THE *GRADE 11 LITERACY EXAMINATION* REPORTS

Reports of results for the *Grade 11 Literacy Examination* are sent to districts to provide information about student performance. Samples of the Student Report, Student Label, Class Roster Report, School 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 March 2012 administration of the *Grade 11 Literacy Examination*.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the March 2012 administration of the *Grade 11 Literacy Examination* excluding those students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2011.
- **General Population**—All students excluding those identified with an Exceptional Student Identification (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 ESI code (see page 22 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, 2011.
- **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 Students** (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 2012 GRADE 11 LITERACY EXAMINATION 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 coded 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. 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 side one of the Student Report is provided on page 9.

The Student Report provides individual student feedback on how the student performed on the *Grade 11 Literacy 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 and birth date.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, introduces the report.
- Literacy Scale Score Section (bottom left of report)
  - The four performance levels (advanced\*, proficient, basic, and below basic) and the cut scores associated with Grade 11 Literacy are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student’s scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score range. The school, district, and state average scores are also provided and can be used for comparative data. A student is required to have attained a scale score associated with the proficient or advanced\* performance level in order to be considered performing at an acceptable level for Grade 11 Literacy. 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.
- Literacy Results (bottom right of report)
  - A table with each skill area listed in the left column is provided. The skill areas are directly aligned with the *Arkansas English Language Arts Curriculum Framework*.
  - The total number of multiple-choice and open-response points for each skill area is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific skill areas may show that the student had greater difficulty with Reading Content concepts than with the other skill areas. 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 have had 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 was assigned a score of “0.”
  - Definitions of and information for scale scores are provided under the Literacy Results table.

\* The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.

## **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 Grade 11 Literacy with the student's associated performance level for the March 2012 administration of the *Grade 11 Literacy Examination*. A sample of the Student Label is provided on the following page.

The Student Label includes the student's name and date of birth. It also includes the student's scale score and performance level for the *Grade 11 Literacy Examination*. This label will be added to the student's permanent record or transcript as a permanent record of the March 2012 *Grade 11 Literacy Examination* test results.

# 2012 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

## STUDENT REPORT



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**GRADE 11 LITERACY EXAMINATION  
STUDENT REPORT**

**For the Family of**  
**ASHLEY ADAMS**

**Test Date:** March 2012  
**Birth Date:** 01-23-1996  
**School Name:** Arkansas High School (99-99-999)  
**District Name:** Arkansas School District (99-99)

**Dear Family,**

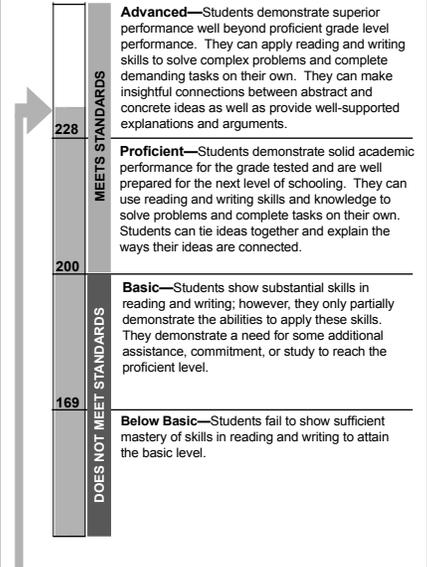
Recently, Ashley participated in the Arkansas *Grade 11 Literacy Examination*. Skills assessed on this test are based on the Arkansas English Language Arts Curriculum Framework and are required to be part of any Arkansas instructional program. The Curriculum Framework describes what Ashley is expected to know and be able to do in Literacy. The *Grade 11 Literacy Examination* 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 Overall Test Results**

**Literacy Scale Score**



**Ashley's score of 232 is at the **Advanced** \* Level**

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

**Literacy Results**

The table below shows the number of points Ashley scored in each of the Reading and Writing skill areas.

	Multiple-Choice	Open-Response
<b>Reading Literary</b> —A selection such as a short story, poem, or an excerpt from a novel or essay.	15 of 16	15 of 16
<b>Reading Content</b> —A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	14 of 16	15 of 16
<b>Reading Practical</b> —A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	16 of 16	14 of 16
<b>Writing Multiple-Choice</b>	14 of 16	
<b>Writing Content</b> —Reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	Prompt 1 Prompt 2	8 of 8 7 of 8
<b>Writing Style</b> —Reflects the writer's ability to purposefully shape and control language to affect readers. Includes the use of vocabulary, selected information, sentence variety, tone, and voice.	Prompt 1 Prompt 2	8 of 8 8 of 8
<b>Writing Sentence Formation</b> —Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts.	Prompt 1 Prompt 2	7 of 8 7 of 8
<b>Writing Usage</b> —Reflects the writer's ability to follow the conventions of standard written usage, including proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	Prompt 1 Prompt 2	7 of 8 6 of 8
<b>Writing Mechanics</b> —Demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	Prompt 1 Prompt 2	7 of 8 8 of 8

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

Ashley's total scores reported for Literacy are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including 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.

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

## STUDENT LABEL

ACTAAP Grade 11 Literacy Examination  
Date of Test: March 2012

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**BIDEN, JEAN**  
DOB: 02-18-1996  
District: Arkansas School District (99-99)  
School: Arkansas School (99-99-999)  
Scale Score: 235                      **Advanced**

### 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 March 2012 *Grade 11 Literacy Examination*. The class information printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the 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 *Grade 11 Literacy 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 Grade 11 Literacy.
- 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 *Grade 11 Literacy 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, skill area information).
- Students who did not attain the proficient or advanced\* level in Grade 11 Literacy 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 skill area is provided. Class averages do not include 1st Year LEP student scores.
- The mean scale scores for the school, district, region, and state in Grade 11 Literacy 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 Grade 11 Literacy. Again, it is important to note that the information listed for each skill area 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.

\* The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.

Date of Test: March 2012  
Page: 1

**GRADE 11 LITERACY EXAMINATION  
CLASS ROSTER REPORT**

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

**PERFORMANCE LEVEL SCALE SCORE**  
Below Basic (BEL)    Basic (BAS)    Proficient (PRO)    Advanced + (ADV)  
168 and below    169-199    200-227    228 and above

NA = No Attempt (Zero Score)  
\* = Not Proficient in Literacy  
& = Modified Form Adapted to Braille

Student Information	PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			Writing Multiple- Choice	WRITING DOMAINS						
			Literary	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics		
<b>Multiple-Choice/Open-Response Points Possible</b>			<b>16/16</b>	<b>16/16</b>	<b>16/16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
<b>Name</b>	<b>Student ID #</b>												
ADCOCK, JASON	1234567890	223	16/13	16/15	16/12	16	16	16	16	16	16	16	16
ADDLER, KARIE	2345678901	214	14/14	14/12	16/12	13	13	14	14	15	13	13	14
ANDERSON, MARK	3456789012	207	15/9	15/11	16/11	14	10	12	15	15	15	12	12
BANCROFT, MARY *	4567890123	159	8/3	8/2	8/2	9	8	9	9	9	8	8	9
BEST, COURTLAND	5678901234	214	14/14	14/12	16/12	13	13	14	14	15	13	13	12
BIDEN, JEAN *	6789012345	188	11/10	12/9	16/10	11	12	10	11	11	10	10	9
BYRD, JERRY	7890123456	223	16/13	16/15	16/12	16	13	14	14	12	13	14	14
CANCRON, MARVIN	8901234567	207	15/9	15/11	16/11	14	10	12	15	15	15	15	12
DREYFUS, JUSTIN	9012345678	207	15/9	15/11	16/11	14	10	12	15	15	15	15	12
DUNKIRK, BOB	0123456789	214	14/14	14/12	16/12	13	13	14	14	15	13	12	12
<b>CLASS AVERAGE:</b>		<b>206</b>	<b>14/11</b>	<b>14/11</b>	<b>15/11</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>12</b>
<b>COMBINED POPULATION:</b>	<b>MEAN SCALE SCORE</b>												
<b>LITERACY</b>	School: 206												
	District: 194												
	Region: 196												
	State: 196												

L: 1st Year LEP Student  
+ The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.  
Averages do not include the following groups: 1) 1st Year LEP students

### 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 *Grade 11 Literacy 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 *Grade 11 Literacy 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 Grade 11 Literacy.
- Results for students are reported separately by group. See pages 5–6 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 *Grade 11 Literacy 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, skill area information).
- Students who did not attain the proficient or advanced\* level in Grade 11 Literacy 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 skill area 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 Grade 11 Literacy. Again, it is important to note that the information listed for each skill area 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.

\* The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



GRADE 11 LITERACY EXAMINATION  
SCHOOL ROSTER REPORT

Date of Test: March 2012  
Page: 1

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

PERFORMANCE LEVEL SCALE SCORE  
Below Basic (BEL) 168 and below  
Basic (BAS) 169-199  
Proficient (PRO) 200-227  
Advanced + (ADV) 228 and above

PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			WRITING DOMAINS			
		LITERARY	CONTENT	PRACTICAL	WRITING MULTIPLE- CHOICE	CONTENT	WRITING DOMAINS	
							Style	Sentence Formation
<b>Student Information—Name &amp; Student ID #</b>								
<b>Multiple-Choice/Open-Response Points Possible</b>								
<b>COMBINED POPULATION</b>								
<b>SCHOOL AVERAGE:</b>								
<b>STATE AVERAGE:</b>								
<b>COMBINED POPULATION WITHOUT HIGHLY MOBILE</b>								
<b>SCHOOL AVERAGE:</b>								
<b>GENERAL POPULATION</b>								
ADCOCK, JASON	254	16/14	16/15	16/16	16	14	16	14
ADDLER, KARIE	214	14/14	14/12	16/12	13	14	15	12
ANDERSON, MARK	207	15/9	15/11	16/11	14	10	15	12
BANCROFT, MARY *	159	8/3	8/2	8/2	9	8	9	9
BEST, COURTLAND	214	14/14	14/12	16/12	13	14	15	12
BIDEN, JEAN *	188	11/10	12/9	16/10	11	10	11	9
BYRD, JERRY	258	16/15	16/15	16/16	16	14	16	14
CANCRON, MARVIN	207	15/9	15/11	16/11	14	10	15	12
DREYFUS, JUSTIN	207	15/9	15/11	16/11	14	10	15	12
DUNKIRK, BOB	214	14/14	14/12	16/12	13	14	15	12
JACKSON, JOHN *	159	8/3	8/2	8/2	9	8	9	9
KIRK, ELLIOT *	188	11/10	12/9	16/10	11	10	11	9
LOGAN, JONATHAN *	188	11/10	12/9	16/10	11	10	11	9
LOPEZ, SIMONE	262	16/16	16/15	16/16	16	15	16	14
PEOPLES, LESA	207	15/9	15/11	16/11	14	10	15	12
RICHARDSON, ADRIAN	214	14/14	14/12	16/12	13	14	15	12

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

L: 1st Year LEP Student  
+ The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.



**GRADE 11 LITERACY EXAMINATION  
SCHOOL ROSTER REPORT**

Date of Test: March 2012  
Page: 2

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

**PERFORMANCE LEVEL SCALE SCORE**  
Below Basic (BEL) 168 and below  
Basic (BAS) 169-199  
Proficient (PRO) 200-227  
Advanced + (ADV) 228 and above

Student Information—Name & Student ID #	PER- FORMANCE LEVEL	LITERACY SCALE SCORE	PASSAGE TYPES			Writing Multiple- Choice	WRITING DOMAINS				
			Literary	Content	Practical		Content	Style	Sentence Formation	Usage	Mechanics
<b>LITERACY</b>											
<b>Multiple-Choice/Open-Response Points Possible</b>											
<b>GENERAL POPULATION (cont.)</b>											
SMITH, JULIAN	PRO	223	16/13	16/15	16/16	16	16	16	16	16	16
VINE, CODY *	BEL	159	8/3	8/2	16/12	16	13	14	12	13	14
WYLAND, JOSEPH	PRO	214	14/14	14/12	16/12	13	13	14	15	13	12
<b>SCHOOL AVERAGE:</b>		<b>207</b>	<b>13/11</b>	<b>13/10</b>	<b>15/11</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>11</b>
<b>LEP STUDENTS</b>											
BONDS, KARLA *	BAS	182	8/10	8/9	10/6	10	12	14	13	12	10
<b>SCHOOL AVERAGE:</b>		<b>182</b>	<b>8/10</b>	<b>8/9</b>	<b>10/6</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>10</b>
<b>LEP STUDENTS</b>											
JIMINEZ, LUIS	PRO	214	14/14	14/12	16/12	13	13	14	15	13	12
<b>SCHOOL AVERAGE:</b>		<b>214</b>	<b>14/14</b>	<b>14/12</b>	<b>16/12</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>12</b>
<b>1ST YEAR LEP STUDENTS</b>											
CANTRELL, MARVIN *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9
<b>SCHOOL AVERAGE:</b>		<b>159</b>	<b>8/3</b>	<b>8/2</b>	<b>8/2</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>9</b>
<b>MONITORED FORMER LEP STUDENTS—YEAR 1</b>											
JACKSON, JOHN *	BEL	159	8/3	8/2	8/2	9	8	9	9	8	9
KIRK, ELLIOT *	BAS	188	11/10	12/9	16/10	11	12	10	11	10	9
<b>SCHOOL AVERAGE:</b>		<b>174</b>	<b>10/7</b>	<b>10/6</b>	<b>12/6</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>9</b>

L: 1st Year LEP Student  
+ The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.  
Averages do not include the following groups: 1) 1st Year LEP students



### 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 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 5 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 District Summary Report provides district staff with summary information on how students within the district performed on the March 2012 *Grade 11 Literacy Examination*. The School and District Summary Reports are set up identically to one another except that the district report does not contain data specific to each school. 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 March 2012 administration of the *Grade 11 Literacy 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 *Grade 11 Literacy 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 5–6 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<sup>+</sup>). 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.

<sup>+</sup> The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: COMBINED POPULATION

Date of Test: March 2012  
Page 1

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

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

	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-227			Number & Percent of Students Advanced (ADV) * 228 and above														
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State								
All Students	8	7%	8	293	3,285	9%	26	26	667	8,905	25%	46	46	849	14,486	41%	32	53	423	8,926	19%	203	4,439	
Gender	5	5%	5	112	1,282	11%	11	11	333	4,344	26%	21	21	449	7,634	38%	15	27	220	4,483	18%	220	4,483	
Female	10%	8%	10%	7%	10%	7%	21%	17%	30%	24%	40%	33%	33%	40%	43%	41%	29%	42%	20%	25%	20%	20%	25%	
Male	3	3%	3	180	1,975	15%	15	15	332	4,540	26%	25	25	398	6,833	38%	17	26	203	4,439	17%	26	203	
	5%	4%	5%	16%	11%	11%	25%	22%	30%	26%	42%	36%	36%	38%	38%	41%	28%	38%	18%	25%	18%	18%	25%	
Ethnicity	0	0%	0	4	247	10%	0	0	29	860	34%	0	0	32	1,047	41%	0	0	15	383	0%	0	15	383
Hispanic	0	0%	0	5%	10%	7%	0	0	36%	36%	40%	0	0	40%	41%	41%	0	0	19%	15%	0	0	19%	15%
Asian	0	0%	0	0	29	5%	0	0	0	93	17%	0	0	0	201	37%	1	1	2	226	100%	100%	100%	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
American Indian/ Alaska Native	0	0%	0	0	17	0%	0	0	3	70	0%	0	0	2	121	0%	0	0	1	63	0%	0	1	63
Black	7	7%	7	224	1,700	20%	18	18	413	3,022	26%	24	24	353	2,711	45%	9	12	108	661	17%	17%	108	661
White	1	1%	1	65	1,255	21%	8	8	221	4,833	37%	22	22	462	10,379	33%	22	40	297	7,562	20%	20%	297	7,562
Two or More Races	2	2%	2	6	5	0%	15	11%	21%	20%	42%	15	15	44	43%	43%	22	40	288	31%	40	288	31%	
Not Indicated	0	0%	0	0	9	14%	0	0	1	12	26%	0	0	0	17	17%	0	0	0	5	0%	0%	0	5
Gender/Ethnicity - Female	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0	0	0
Hispanic	0	0%	0	2	97	8%	0	0	18	401	33%	0	0	15	547	44%	0	0	7	188	0%	0%	7	188
Asian	0	0%	0	0	15	6%	0	0	43	17%	17%	0	0	89	35%	35%	1	1	104	15%	1	1	104	
Native Hawaiian/ Pacific Islander	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	100%	100%	100%	41%
American Indian/ Alaska Native	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0	0	0
Black	5	5%	5	91	698	4%	9	9	219	1,573	26%	10	10	206	1,534	46%	3	5	67	383	0%	0%	67	383
White	19%	17%	19%	16%	17%	17%	33%	31%	38%	37%	37%	37%	34%	35%	36%	36%	11	11	171	9%	11%	11%	171	9%
Two or More Races	0	0%	0	4	4	4%	8	6%	19%	19%	46%	46%	32%	47%	45%	45%	11	21	145	32%	30%	30%	145	32%
Not Indicated	0	0%	0	0	2	10%	0	0	0	8	19%	0	0	0	5	16%	0	0	0	5	0%	0%	0	5
	0	0%	0	0	0	0%	0	0	0	2	2%	0	0	0	6	30%	0	0	0	10	0%	0%	0	10
	0	0%	0	0	0	0%	0	0	0	10	10%	0	0	0	27	27%	0	0	0	0	0%	0%	0	0

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: COMBINED POPULATION (continued)**

Date of Test: March 2012  
Page 2

Gender/Ethnicity - Male	District Number: 99-99			School Number: 99-99-999			District Name: Arkansas School District			School Name: Arkansas School						
	Total Number of Students Tested: 112			Total Number of Students Tested: 112			Total Number of Students Tested: 112			Total Number of Students Tested: 112						
	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-227			Number & Percent of Students Advanced (ADV) * 228 and above						
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
Hispanic	0	0%	0	149	0	0%	11	459	0	0%	17	499	0	0%	8	195
Asian	0	0%	0	11%	0	0%	29%	35%	0	0%	45%	38%	0	0%	21%	15%
Native Hawaiian/ Pacific Islander	0	0%	0	14	0	0%	0	50	0	0%	0	112	0	0%	1	122
American Indian/ Alaska Native	0	0%	0	0	0	0%	0	17%	0	0%	0	0	0	0%	100%	41%
Black	2	2%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
White	1	1%	0	0	0	0%	1	0	0	0%	2	56	0	0%	1	29
Two or More Races	0	0%	0	9%	0	0%	25%	26%	0	0%	50%	43%	0	0%	25%	22%
Not Indicated	0	0%	0	993	9	9%	193	1,443	14	14%	146	1,175	6	7%	41	278
Migrant	0	0%	0	26%	29%	28%	38%	37%	45%	44%	28%	30%	19%	22%	8%	7%
	0	0%	0	794	6	6%	127	2,527	11	11%	233	4,986	11	19%	152	3,801
	0	0%	0	45	21%	16%	23%	21%	38%	30%	42%	41%	38%	51%	27%	31%
	0	0%	0	8%	0	0%	0	7	0	0%	0	5	0	0%	0	0
	0	0%	0	14%	0	0%	0	27%	0	0%	0	17%	0	0%	0	0
	0	0%	0	0	0	0%	0	1	0	0%	0	0	0	0%	0	14
	0	0%	0	0	0	0%	0	7%	0	0%	0	0	0	0%	0	93%
	0	0%	0	24	0	0%	3	67	0	0%	4	83	0	0%	2	17
	0	0%	0	13%	0	0%	33%	35%	0	0%	44%	43%	0	0%	22%	9%

The following groups are not included in this report: 1) 1st Year LEP students  
\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

## SCHOOL SUMMARY REPORT: GENERAL POPULATION

The General Population Report does **not** include students who were identified with an ESI code (IEP students), as Limited English Proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, 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 *Grade 11 Literacy 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 5–6 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<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: GENERAL POPULATION**

Date of Test: March 2012  
Page 3

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **103**

	Number & Percent of Students Below Basic (BEL) 168 and below				Number & Percent of Students Basic (BAS) 169-199				Number & Percent of Students Proficient (PRO) 200-227				Number & Percent of Students Advanced (ADV) * 228 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All Students	6 6%	208 5%	1,915 11%	6%	22 21%	22 18%	543 28%	6,716 22%	43 42%	43 35%	803 41%	12,953 43%	32 31%	53 43%	409 21%	8,557 28%
Gender																
Female	4 8%	89 7%	796 5%		9 19%	9 15%	275 27%	3,412 22%	20 42%	20 33%	431 43%	6,941 45%	15 31%	27 45%	212 21%	4,327 28%
Male	2 4%	119 12%	1,111 8%		13 24%	13 20%	269 28%	3,295 23%	23 42%	23 36%	371 39%	6,002 41%	17 31%	26 41%	197 21%	4,228 29%
Ethnicity																
Hispanic	0 0%	0 0%	51 4%		0 0%	0 0%	5 13%	293 23%	0 0%	0 0%	19 49%	624 49%	0 0%	0 0%	13 33%	303 24%
Asian	0 0%	0 0%	7 2%		0 0%	0 0%	0 0%	39 10%	0 0%	0 0%	0 0%	140 37%	1 100%	1 100%	2 51%	196 51%
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%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	9 4%		0 0%	0 0%	0 0%	45 20%	0 0%	0 0%	2 67%	109 48%	0 0%	0 0%	1 33%	62 28%
Black	5 10%	163 9%	1,103 17%		14 28%	14 26%	364 37%	2,594 38%	22 44%	22 42%	347 37%	2,561 37%	9 18%	12 23%	105 11%	644 9%
White	1 2%	43 5%	714 3%		8 15%	8 11%	176 19%	3,728 18%	21 40%	21 30%	435 46%	9,498 45%	22 42%	40 57%	288 31%	7,322 34%
Two or More Races	0 0%	0 0%	28 48%		0 0%	0 0%	0 0%	10 26%	0 0%	0 0%	0 0%	10 17%	0 0%	0 0%	0 0%	5 9%
Not Indicated	0 0%	0 0%	3 7%		0 0%	0 0%	0 0%	4 9%	0 0%	0 0%	0 0%	11 26%	0 0%	0 0%	0 0%	25 58%
Gender/Ethnicity - Female																
Hispanic	0 0%	0 0%	22 3%		0 0%	0 0%	3 15%	144 21%	0 0%	0 0%	9 45%	355 53%	0 0%	0 0%	6 30%	149 22%
Asian	0 0%	0 0%	3 2%		0 0%	0 0%	0 0%	19 11%	0 0%	0 0%	0 0%	61 35%	1 100%	1 100%	1 53%	93 53%
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%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	3 2%		0 0%	0 0%	0 0%	28 22%	0 0%	0 0%	0 0%	60 48%	0 0%	0 0%	0 0%	34 27%
Black	4 17%	74 14%	487 13%		7 29%	7 27%	197 37%	1,394 37%	10 42%	10 38%	204 38%	1,461 39%	3 13%	5 19%	64 12%	373 10%
White	0 0%	0 0%	13 2%		2 9%	2 6%	75 17%	1,819 17%	0 0%	0 0%	218 49%	4,995 46%	11 48%	21 64%	141 32%	3,663 34%
Two or More Races	0 0%	0 0%	14 43%		0 0%	0 0%	0 0%	8 19%	0 0%	0 0%	0 0%	5 16%	0 0%	0 0%	0 0%	5 16%
Not Indicated	0 0%	0 0%	0 0%		0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	4 29%	0 0%	0 0%	0 0%	10 71%

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

Date of Test: March 2012  
Page 4

**GRADE 11 LITERACY EXAMINATION**  
**SCHOOL SUMMARY REPORT: GENERAL POPULATION (continued)**



District Number: **99-99**      School Number: **99-99-999**  
 District Name: **Arkansas School District**      School Name: **Arkansas School**  
 Total Number of Students Tested: **103**

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 168 and below			Number & Percent of Students Basic (BAS) 169-199			Number & Percent of Students Proficient (PRO) 200-227			Number & Percent of Students Advanced (ADV) * 228 and above		
	School	District	State	School	District	State	School	District	State	School	District	State
Hispanic	0	0%	0	0	0%	149	0	0%	10	269	0	154
Asian	0	0%	4	0	0%	25%	0	0%	0	45%	0	26%
Native Hawaiian/ Pacific Islander	0	0%	0	0	0%	20	0	0%	0	79	0	103
American Indian/ Alaska Native	0	0%	0	0	0%	10%	0	0%	0	38%	0	50%
Black	1	89%	6	0	0%	0	0	0%	0	0	0	0
White	1	4%	613	7	26%	1,195	0	0%	0	1,099	0	28%
Two or More Races	0	0%	20%	27%	38%	38%	12	12%	12	142	6	271
Not Indicated	0	0%	445	6	16%	1,906	11	11%	11	217	11	3,658
Migrant	0	0%	14	0	0%	7	0	0%	0	43%	0	0
	0	0%	0	0	0%	1	0	0%	0	5	0	0
	0	0%	0	0	0%	7%	0	0%	0	0	0	0
	0	0%	4	0	0%	22	0	0%	1	42	0	11
	0%	0%	5%	0%	33%	27%	0%	0%	1%	51%	0%	13%

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

## 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 *Grade 11 Literacy Examination*. The following information is provided:

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

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

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

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

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

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

<sup>+</sup> The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.

Date of Test: March 2012  
Page 5



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: IEP STUDENTS**

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

All IEP Students	Number & Percent of Students Below Basic (BEL) 168 and below					Number & Percent of Students Basic (BAS) 169-199					Number & Percent of Students Proficient (PRO) 200-227					Number & Percent of Students Advanced (ADV) * 228 and above				
	School	District	Region	State	Total	School	District	Region	State	Total	School	District	Region	State	Total	School	District	Region	State	Total
1	25%	1	69	929	13	2	54	1,073	1	13	1	13	521	0	0	0	2	78	0	0
0	0%	0	0	24%	0	0	100%	24%	0	0	0	0%	18	0	0	0	0	25%	0	0
0	0%	0	0	0%	0	0	0%	0%	0	0	0	0%	33%	0	0	0	0	0%	0	0
0	0%	0	0	0%	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0	0%	0	0
0	0%	0	0	17%	0	0	0%	10%	0	0	0	0%	13	0	0	0	0	0%	0	0
0	0%	0	24	160	54	1	7	54	0	0	0	0%	45%	0	0	0	0	3%	0	0
0	0%	0	77%	73%	1	100%	23%	25%	0	0	0	0%	2%	0	0	0	0	0%	0	0
0	0%	0	0	3	0	0	0	3	0	0	0	0%	0	0	0	0	0	0%	0	0
0	0%	0	0	50%	0	0	0%	50%	0	0	0	0%	0	0	0	0	0	0%	0	0
0	0%	0	0	17%	0	0	0%	3	0	0	0	0%	0	0	0	0	0	0%	0	0
0	0%	0	6	153	198	0	7	198	0	0	0	0%	33%	0	0	0	0	0%	0	0
0	0%	0	33%	33%	0	0	0%	42%	0	0	0	0%	107	0	0	0	0	0%	0	0
0	0%	0	46%	0	0	0	54%	0	0	0	0	0%	23%	0	0	0	0	0%	0	0
1	100%	1	1	19	13	0	1	13	0	0	0	0%	14	0	0	0	0	2%	0	0
0	0%	0	33%	40%	0	0	33%	27%	0	0	0	0%	29%	0	0	0	0	4%	0	0
0	0%	0	34	522	717	1	35	717	1	11	11	0%	324	0	0	0	0	38%	0	0
0	0%	0	43%	33%	0	50%	44%	45%	0	14%	14%	0%	20%	0	0	0	0	2%	0	0
0	0%	0	4	44	51	0	3	51	0	0	0	0%	34	0	0	0	0	14	0	0
0	0%	0	44%	31%	0	0%	33%	36%	0	11%	11%	0%	24%	0	0	0	0	10%	0	0
0	0%	0	0	1	3	0	0	3	0	0	0	0%	2	0	0	0	0	0	0	0
0	0%	0	0	17%	0	0	0%	50%	0	0	0	0%	33%	0	0	0	0	0%	0	0
0	0%	0	0	8	8	0	0	8	0	0	0	0%	3	0	0	0	0	2	0	0
0	0%	0	0%	38%	0	0	0%	38%	0	0	0	0%	14%	0	0	0	0	100%	0	0
7	14%	7	224	2,356	7,832	24	613	7,832	45	836	45	23%	13,965	32	53	421	8,848	35%	28%	48%
0	0%	0	0	17%	0	28%	20%	14%	0	21%	23%	0%	21%	0	0	0	0	35%	28%	48%
0	0%	0	0	60%	0	0	100%	20%	0	0	0	0%	2	0	0	0	0	0%	0%	0%
0	0%	0	0	60%	0	0	0	20%	0	0	0	0%	2	0	0	0	0	0%	0%	0%

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

## 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 *Grade 11 Literacy 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<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



## 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 *Grade 11 Literacy Examination*. The information listed on the School Summary Report: Monitored Former LEP Students can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels. The following information is provided:

- The information in the report is broken down into Monitored Former LEP—Year 1 and Monitored Former LEP—Year 2.
- The total number of Monitored Former LEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Monitored Former LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



## 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 *Grade 11 Literacy 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<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



## 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, 2011. 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 *Grade 11 Literacy 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<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



**GRADE 11 LITERACY EXAMINATION  
SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS**

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

	Number & Percent of Students			Number & Percent of Students			Number & Percent of Students			Number & Percent of Students		
	School	Region	State									
Highly Mobile	1	17	373	2	47	684	2	20	614	0	10	200
	20%	18%	20%	40%	50%	37%	40%	21%	33%	0%	11%	11%
Migrant	0	0	3	0	0	6	0	0	10	0	0	1
	0%	0%	15%	0%	0%	30%	0%	0%	50%	0%	0%	5%

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

## 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 *Grade 11 Literacy 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. It can also be used to compare performance to students who are not eligible for Free and/or Reduced Lunch (non-economically disadvantaged). The following information is provided:

- The total number of students\* who are eligible for Free and/or Reduced Lunch 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 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<sup>+</sup>). 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.

<sup>+</sup>The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.



**GRADE 11 LITERACY EXAMINATION**  
**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			Basic (BAS) 169-199			Proficient (PRO) 200-227			Advanced (ADV)* 228 and above			
	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%	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%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 67%

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

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

### SCHOOL PROFILE

The School Profile provides school and district staff with summary information on how students\* in the school performed on the *Grade 11 Literacy 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 March 2012 *Grade 11 Literacy 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 total percent of students who scored at the proficient or advanced+ performance levels at the school, district, region, and state 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,” the groups in the “Results by Population Group” table 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 for Grade 11 Literacy, which are broken out by group for the school, district, and state.

**Note: Each district 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 detailed school data.**

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

+ The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.

## 2012 *GRADE 11 LITERACY EXAMINATION* REPORT DESCRIPTIONS AND SAMPLES

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- Proficient and Advanced Performance History
  - The “Proficient and Advanced Performance History” bar graph is located on page 2 of the School Profile.
  - The “Proficient and Advanced Performance History” bar graph shows the total percent of students in the school who scored at the proficient or advanced performance levels on the *Grade 11 Literacy Examination* in each year since March 2006. The number of students who tested is also listed.
- Performance on Test Items
  - 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 skill area, 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 skill area and description, the number of open-response points possible, and data on the average points scored. The results are provided in terms of averages at the school, district, and state levels.
- 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.

# 2012 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES



## SCHOOL PROFILE

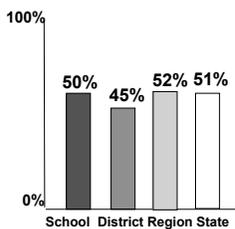
District: **Arkansas School District (99-99)**  
 School: **Arkansas School (99-99-999)**  
 Test Date: **March 2012**

## GRADE 11 LITERACY EXAMINATION

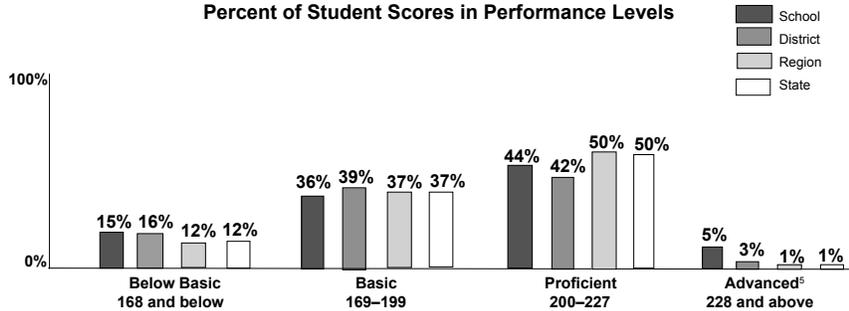
The *Grade 11 Literacy Examination* was administered in March to all grade 11 students. This School Profile provides a summary of your School's overall performance on this examination. Data for 1st Year LEP students are not included unless specifically noted. Additional detail is provided in the accompanying School Level reports (Rosters, Summary Reports, and Item-by-Item Reports).

### Overall Results (Combined Population)

**Percent of Student Scores Proficient and Advanced**



**Percent of Student Scores in Performance Levels**



### Results by Population Group

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

Population Group	Below Basic		Basic		Proficient		Advanced <sup>5</sup>		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population <sup>1</sup>	25	15%	58	36%	72	44%	8	5%	196	195	198
Combined Population without Highly Mobile <sup>2</sup>	25	16%	54	35%	71	46%	4	3%	196	196	199
General Population <sup>3</sup>	1	1%	45	37%	71	59%	4	3%	206	206	204
Students with Disabilities	20	74%	7	26%	0	0%	0	0%	160	160	163
Non-disabled Students	5	4%	51	39%	72	55%	4	5%	203	202	203
Monitored Former LEP Students—Year 1	1	50%	1	50%	0	0%	0	0%	176	176	165
Monitored Former LEP Students—Year 2	1	100%	0	0%	0	0%	0	0%	159	159	155
Limited English Proficient Students	0	0%	1	50%	1	50%	0	0%	217	161	175
1st Year LEP Students	1	100%	0	0%	0	0%	0	0%	159	152	150
Economically Disadvantaged Students <sup>4</sup>	23	20%	43	38%	45	40%	2	2%	192	191	189
Non-economically Disadvantaged Students	2	4%	15	33%	27	59%	2	4%	206	206	205
Migrant Students	0	0%	0	0%	0	0%	0	0%			179

**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.
- <sup>5</sup> The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

**SCHOOL PROFILE—LITERACY**

**Results by Gender and Ethnicity**

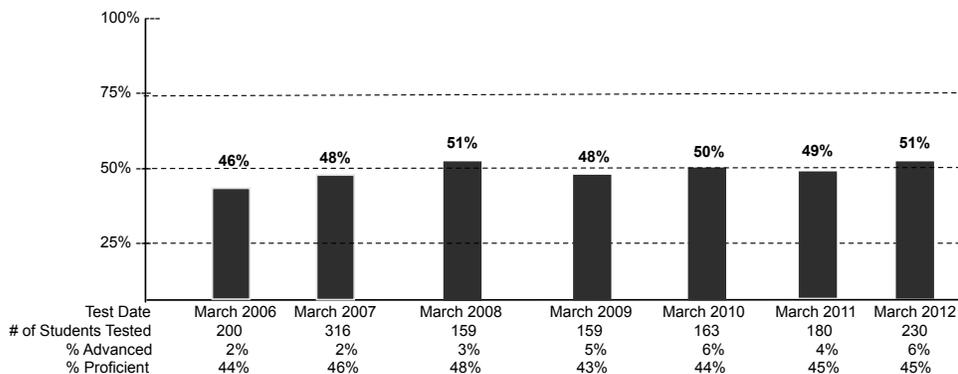
The following table shows the number and percent of students in your School at each performance level for the Gender and Ethnicity population groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced *		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	25	15%	58	36%	72	44%	8	5%	196	195	198
<b>Gender</b>											
Female	17	27%	19	30%	28	44%	0	0%	190	189	194
Male	8	8%	39	41%	44	46%	4	4%	200	199	203
<b>Ethnicity</b>											
Hispanic	4	19%	11	52%	6	29%	0	0%	185	185	187
Asian	0	0%	0	0%	1	100%	0	0%	207	199	202
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			
American Indian/Alaska Native	1	100%	0	0%	0	0%	0	0%	150	171	198
Black	12	18%	43	43%	25	38%	0	0%	191	190	184
White	6	10%	13	22%	37	62%	4	7%	205	203	204
Two or More Races	2	29%	2	29%	3	43%	0	0%	185	185	187

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

**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 *Grade 11 Literacy Examination* since March 2006.



**SCHOOL PROFILE—LITERACY**

**Performance on Test Items**

**Performance on Multiple-Choice Items**

The following table indicates the overall skill demonstrated by students on the multiple-choice items for each Reading skill area and for the Writing multiple-choice items. There is one point possible for each multiple-choice item.

Skills Areas	Number of Items	Average Number and Percent Correct					
		School		District		State	
Reading—Literary Passage	16	10.3	64%	10.4	65%	11.1	69%
Reading—Content Passage	16	10.3	64%	10.3	64%	10.9	68%
Reading—Practical Passage	16	10.6	66%	10.6	66%	11.0	69%
Writing—Multiple-Choice	16	11.1	69%	11.0	69%	11.2	70%

**Performance on Open-Response Items**

The following table indicates the overall skill demonstrated by students on the open-response items.

Skills Areas	Possible OR Points	Average Points Scored		
		School	District	State
<b>Reading—Literary Passage</b> A selection such as a short story, poem, or an excerpt from a novel or essay.	16	11.8	11.6	11.6
<b>Reading—Content Passage</b> A prose selection, usually nonfiction, that provides informational content about people, places, events, or situations.	16	11.2	11.1	11.6
<b>Reading—Practical Passage</b> A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	16	9.0	8.8	9.6
	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2	Prompt 1 / Prompt 2
<b>Writing—Content Domain</b> Reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	8 / 8	6.5 / 6.0	6.4 / 5.9	6.3 / 6.1
<b>Writing—Style Domain</b> Reflects the writer's ability to purposefully shape and control language to affect readers. Includes the use of vocabulary, selected information, sentence variety, tone, and voice.	8 / 8	6.5 / 6.1	6.4 / 6.0	6.4 / 6.1
<b>Writing—Sentence Formation Domain</b> Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts.	8 / 8	7.0 / 7.0	6.9 / 6.9	7.1 / 7.1
<b>Writing—Usage Domain</b> Reflects the writer's ability to follow the conventions of standard written usage, including proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	8 / 8	6.8 / 6.9	6.8 / 6.8	7.0 / 7.1
<b>Writing—Mechanics Domain</b> Demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	8 / 8	7.1 / 7.1	7.1 / 7.1	7.2 / 7.3

**SCHOOL PROFILE—LITERACY**

**Performance Level Descriptors**

Performance Level	Score Range	Descriptor
Advanced *	228 and above	<p>In reading, students clearly demonstrate thorough, thoughtful, and comprehensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with accurate and relevant examples from the text.</p> <p>In writing, students respond appropriately to the task and audience, consistently employing an effective organizational strategy; relevant, illustrative, and varied supporting details; and sophisticated and purposeful sentence constructions and rich language to enhance meaning. The students demonstrate consistent, though not necessarily perfect, command of grammar, punctuation, capitalization, and spelling.</p>
Proficient	200–227	<p>In reading, students demonstrate an overall understanding of the text that includes inferential and literal information. They identify and/or analyze purpose, meaning, form, and literary techniques, supporting their ideas with examples from the text, drawing conclusions and making connections to personal experiences.</p> <p>In writing, students respond appropriately to the task and audience and show logical organization. They use specific details, varied vocabulary, and language devices. They employ transitional elements effectively and have few errors in grammar, punctuation, capitalization, and spelling.</p>
Basic	169–199	<p>In reading, students demonstrate understanding and make literal interpretations of the text. They identify and/or relate some aspects of text to purpose and meaning, make simple inferences, and draw conclusions.</p> <p>In writing, students show evidence of organization, use supporting details, and demonstrate sufficient command of grammar, punctuation, capitalization, and spelling.</p>
Below Basic	168 and below	Students fail to show sufficient mastery of reading and writing skills to attain the basic level.

\* The Advanced rating for scale scores of 228-249 is pending peer review and approval from the U.S. Department of Education.

### 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 Booklet for the *Grade 11 Literacy Examination* 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 School Item-by-Item Selections of Correct Answers provides the results for each reading item (multiple-choice and open-response) and each writing item (multiple-choice and essay). Fifty percent (50%) of the items in the 2012 *Grade 11 Literacy Examination* will be provided in the Released Item Booklet. The first page of the School Item-by-Item Selections of Correct Answers contains information about the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. The following information is provided on the School Item-by-Item Selections of Correct Answers:

- 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. Reading data are provided first, followed by data for writing.
  - 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), open-response (OR), or essay.
  - The third column (Key) provides the correct answer choice for all multiple-choice items. The open-response and essay items indicate “Rubric” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items are provided in the Released Item Booklet.
  - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
  - For open-response and essay 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 or essay item at the school level to district- and state-level results.

\*1st Year in the U.S. LEP student scores 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. Reading data are provided first, followed by data for writing.
- 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), open-response (OR), or essay.
- The third column (SLE) provides an abbreviation for 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 and essay 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 or essay item at the school level to district- and state-level results.

**Note:** Each district will 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 March 2012 *Grade 11 Literacy 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. The district-level report also contains an additional page for 1st Year LEP students.

# 2012 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

 <p><b>ACTAAP</b> Arkansas Comprehensive Testing, Assessment, and Accountability Program</p>	<p><b>GRADE 11 LITERACY EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS COMBINED POPULATION DATE OF TEST: MARCH 2012</b></p>	<p>Page 1</p>						
<b>LITERACY TEST ITEMS</b>								
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>RELEASED ITEMS</b>								
<b>READING</b>								
Number and Percent Selecting the Correct Answer								
Item # In Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %
1	MC	A	14	36.8%	14	36.8%	14,217	42.9%
2	MC	A	20	52.6%	20	52.6%	23,370	71.8%
3	MC	C	20	52.6%	20	52.6%	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	73.7%	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	52.6%	20,963	63.3%
22	MC	B	33	86.8%	33	86.8%	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%
Average Score of All Students			School	District	State			
A	OR	Rubric	10.5	10.5	12.5			
B	OR	Rubric	13.2	10.5	12.5			
C	OR	Rubric	10.5	10.5	11.2			
<b>WRITING</b>								
			Number and Percent Selecting the Correct Answer					
Item # In Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %
1	MC	A	14	36.8%	14	36.8%	14,217	42.9%
2	MC	A	20	52.6%	20	52.6%	23,370	71.8%
3	MC	C	20	52.6%	20	52.6%	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	73.7%	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%
Average Score of All Students (based on a maximum of 40 points per essay)			School	District	State			
01	Essay	Rubric	13.8	10.5	12.5			

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 6.

# 2012 GRADE 11 LITERACY EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

 <p><b>ACTAAP</b> Arkansas Comprehensive Testing, Assessment, and Accountability Program</p>	<p><b>GRADE 11 LITERACY EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS COMBINED POPULATION DATE OF TEST: MARCH 2012</b></p>	<p>Page 2</p>						
<b>LITERACY TEST ITEMS</b>								
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>								
<b>READING</b>								
<u>Number and Percent Selecting the Correct Answer</u>								
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	R.9.7	14	36.8%	14	36.8%	14,217	42.9%
2	MC	R.9.11	20	52.6%	20	52.6%	23,370	71.8%
3	MC	R.10.15	20	52.6%	20	52.6%	22,164	66.9%
4	MC	R.10.8	28	73.7%	28	73.1%	25,555	77.2%
5	MC	R.11.4	31	81.6%	31	81.6%	20,829	62.9%
6	MC	R.9.13	28	73.7%	28	73.1%	16,627	50.2%
7	MC	R.10.1	27	71.1%	27	71.1%	16,455	49.3%
8	MC	R.9.7	26	68.4%	26	68.4%	19,499	58.9%
9	MC	R.9.11	12	31.6%	12	31.6%	12,093	38.6%
10	MC	R.10.15	20	52.6%	20	52.6%	14,333	43.3%
11	MC	R.10.8	9	23.7%	9	23.7%	14,630	44.2%
12	MC	R.11.4	36	94.7%	36	94.7%	22,326	68.6%
13	MC	R.9.13	16	42.1%	16	42.1%	16,451	49.9%
14	MC	R.10.1	27	71.1%	27	71.1%	23,888	72.1%
15	MC	R.9.7	26	68.4%	26	68.4%	21,028	68.2%
16	MC	R.9.11	23	60.5%	23	60.5%	20,814	62.8%
17	MC	R.10.15	35	92.1%	35	92.1%	20,324	83.7%
18	MC	R.10.8	20	52.6%	20	52.6%	14,333	43.3%
19	MC	R.11.4	35	92.1%	35	92.1%	23,894	72.1%
20	MC	R.9.13	33	86.8%	33	86.8%	20,270	61.2%
21	MC	R.10.1	20	52.6%	20	52.6%	14,333	43.3%
22	MC	R.9.11	35	92.1%	35	92.1%	23,894	72.1%
23	MC	R.10.15	33	86.8%	33	86.8%	20,270	61.2%
24	MC	R.11.3	20	52.6%	20	52.6%	20,963	63.3%
			<u>Average Score of All Students</u>					
	Item Type	SLE*	School	District	State			
1	OR	R.9.11	10.5	10.5	12.5			
2	OR	R.10.15	13.2	10.5	12.5			
3	OR	R.10.8	10.5	10.5	12.5			
4	OR	R.9.13	13.2	10.5	12.5			
5	OR	R.10.1	10.5	10.5	12.5			
6	OR	R.10.1	10.4	10.5	12.5			
			<u>Number and Percent Selecting the Correct Answer</u>					
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	W.4.15	14	36.8%	14	36.8%	14,217	42.9%
2	MC	W.5.9	20	52.6%	20	52.6%	23,370	71.8%
3	MC	W.6.5	20	52.6%	20	52.6%	22,164	66.9%
4	MC	W.7.10	27	71.1%	27	71.1%	16,455	49.3%
5	MC	W.5.8	26	68.4%	26	68.4%	19,499	58.9%
			<u>Average Score of All Students</u> (based on a maximum of 40 points per essay)					
	Item Type		School	District	State			
1	Essay		10.5	10.5	12.5			

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

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

## 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 *Grade 11 Literacy Examination*: advanced\*, proficient, basic, and below basic. The general definitions of these performance levels are as follows:

### **Advanced\***

In reading, students clearly demonstrate thorough, thoughtful, and comprehensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with accurate and relevant examples from the text.

In writing, students respond appropriately to the task and audience, consistently employing an effective organizational strategy; relevant, illustrative, and varied supporting details; and sophisticated and purposeful sentence constructions and rich language to enhance meaning. The students demonstrate consistent, though not necessarily perfect, command of grammar, punctuation, capitalization, and spelling.

### **Proficient**

In reading, students demonstrate an overall understanding of the text that includes inferential and literal information. They identify and/or analyze purpose, meaning, form, and literary techniques, supporting their ideas with examples from the text, drawing conclusions and making connections to personal experiences.

In writing, students respond appropriately to the task and audience and show logical organization. They use specific details, varied vocabulary, and language devices. They employ transitional elements effectively and have few errors in grammar, punctuation, capitalization, and spelling.

### **Basic**

In reading, students demonstrate understanding and make literal interpretations of the text. They identify and/or relate some aspects of text to purpose and meaning, make simple inferences, and draw conclusions.

In writing, students show evidence of organization, use supporting details, and demonstrate sufficient command of grammar, punctuation, capitalization, and spelling.

### **Below Basic**

Students fail to show sufficient mastery of reading and writing skills to attain the basic level.

\* The advanced rating for scale scores of 228–249 is pending peer review and approval from the U.S. Department of Education.







# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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