



Arkansas Comprehensive Testing, Assessment, and Accountability Program

REPORT INTERPRETATION GUIDE

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

2013 ADMINISTRATION

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Arkansas Department of Education

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INTRODUCTION

The purpose of this Report Interpretation Guide is to provide district and school personnel with information on how to interpret and use reports related to the 2013 administration of the Spring End-of-Course Examinations. This Report Interpretation Guide provides general information about the components of the Spring End-of-Course Examinations, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the Spring End-of-Course Examinations. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

Note: Students coded as “LEP student less than one year in the U.S.” or “Foreign Exchange” 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.

OVERVIEW OF THE ACTAAP

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

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

The goals for the ACTAAP are to

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data; 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 Spring End-of-Course Examinations and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

1. Who is required to take the Spring End-of-Course Examinations?

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

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 2013 and the Spring End-of-Course Examinations were administered in Spring 2013. Each End-of-Course Examination requires two days of testing. This test is part of the overall plan for education within the state and is to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district.

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

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

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

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

MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

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

Quantitative

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

Qualitative

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

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

USING THE SPRING END-OF-COURSE EXAMINATIONS RESULTS

The reports for the Spring End-of-Course Examinations provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. The most important use of these data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at or above a proficient level. An asterisk listed next to the student's name on the Class Roster Report and the School Roster Report shows that the student did not perform at or above the proficient performance level.
- For those students who did not perform at or above the proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the *Arkansas Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*.
- Develop Individualized Academic Improvement Plans (IAIPs) as required for all students who do not reach the proficient performance level on any End-of-Course examination.

DISSEMINATING THE SPRING END-OF-COURSE EXAMINATIONS RESULTS

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), Class Roster Report(s), School Roster Report(s), School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers as soon as possible.
- Send the student (home) copy of the Student Report with an accompanying letter from the principal emphasizing the importance of the Student Report. This will likely generate numerous questions from interested parents. At the next PTA/PTO or other parent meeting, discuss the Spring End-of-Course Examinations results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the Student Reports and Class Roster Reports.
- Summarize information from the School Roster Report(s), 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 Algebra I, Geometry, and Biology skills with the lowest performance by students.
- Make certain that Individualized Academic Improvement Plans (IAIPs) are developed for all students who do not reach the proficient performance level on any End-of-Course examination.

CONCLUSION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of criterion-referenced testing instruments that are directly linked with the *Arkansas Algebra I* and *Geometry Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework*. Improving student performance on the End-of-Course Examinations is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the Spring End-of-Course Examinations in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

OVERVIEW OF THE SPRING END-OF-COURSE EXAMINATIONS REPORTS

Reports of results for the Spring End-of-Course Examinations are sent to districts to provide information about student performance. Reports are provided separately for Algebra I, for Geometry, and for Biology. Samples of the Student Report, Student Label, Class Roster Report, School Roster Report, 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 or Foreign Exchange students except where noted. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the 2013 administration of the Spring End-of-Course Examinations.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the 2013 administration of the Spring End-of-Course Examinations excluding those students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2012.
- **General Population**—All students excluding those who were 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 25 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, 2012.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

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

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

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

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

STUDENT REPORT

Each school will receive two copies of the Student Report, a student (home) copy in color and a school copy in black and white. The Student Report is a one-page, two-sided report. Side one provides information specific to the student listed. Side two provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of the Student Report is provided on pages 10 and 11.

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

- Student information reflects what was coded on the student’s answer document or provided from the student’s APSCN record for student name, grade, and birth date.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, introduces the report.
- Scale Score Section (bottom left of report)
 - The four performance levels (advanced, proficient, basic, and below basic) and the cut scores associated with Algebra I, Geometry, or Biology are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
 - The student’s scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score 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. 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.
- (Raw) Scores by Strand Section (bottom right of report)
 - A table with each strand listed in the left column is provided. The strands are directly aligned with the *Arkansas Algebra I* or *Geometry Mathematics Curriculum Framework* or the *Arkansas Biology Science Curriculum Framework*.
 - The total number of multiple-choice and open-response points for each strand is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific strands may show that the student had greater difficulty with Linear Functions concepts than with the other strands. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student’s needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions indicating that the student may be having trouble responding in this format.
 - A score of “NA” (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of “0.”
 - Definitions of and information for scale scores are provided under the (Raw) Scores by Strand table.

2013 SPRING END-OF-COURSE EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES

STUDENT LABEL

Each school will receive a Student Label for each student's permanent record or transcript kept on file at the school. The Student Label includes the student's total scale score for Algebra I, Geometry, or Biology with the student's associated performance level for the 2013 administration of the Spring End-of-Course Examination.

The Student Label includes the student's name, grade, date of birth, and course taken. It also includes the student's scale score and performance level for the appropriate Spring End-of-Course Examination. This label will be added to the student's permanent record or transcript as a permanent record of the 2013 *Spring Algebra I, Geometry, or Biology End-of-Course Examination* test results. A sample of the Student Label is provided below.

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; however, an indication as to whether a student did or did not pass will be shown on the Individual Student Report and the Student Label.

ACTAAP Spring End-of-Course Examination	
Algebra I Date of Test: May 2013	
BIDEN, JEAN	Grade: 09
DOB: 06-02-1998	Course Taken: Algebra I
District: Arkansas School District (99-99)	
School: Arkansas School (99-99-999)	
Scale Score: 121	Below Basic
	DID NOT PASS

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; however, an indication as to whether a student did or did not pass will be shown on the Student Label.

STUDENT REPORT (PAGE 1)



ARKANSAS
DEPARTMENT
OF EDUCATION

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

For the Family of
ASHLEY ADAMS

Test Date: May 2013
Grade: 9
Birth Date: 07-21-1998
School Name: Arkansas School
(99-99-999)
District Name: Arkansas School District
(99-99)

Dear Family,

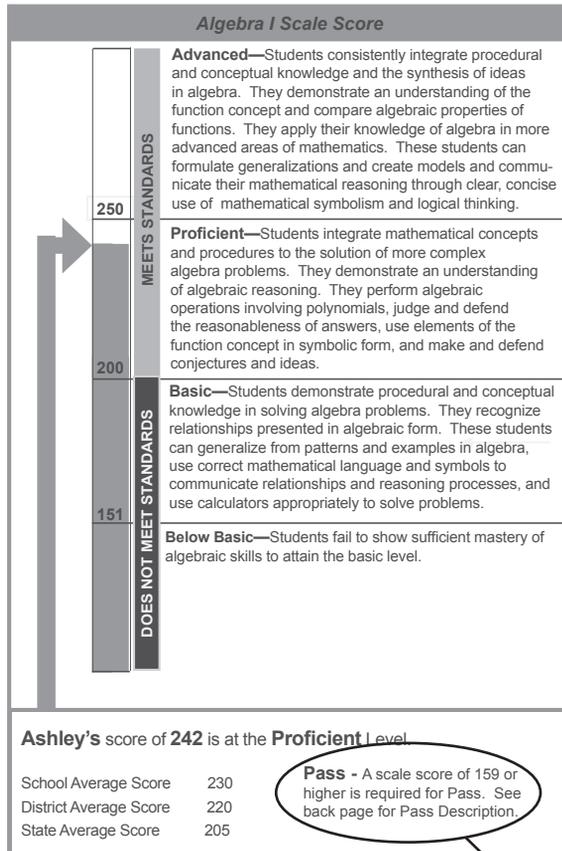
Recently, Ashley participated in the Arkansas End-of-Course Examination in Algebra I. Skills assessed on this test are based on the *Arkansas Algebra I Mathematics Curriculum Framework* and are required to be part of any Arkansas instructional program. The *Arkansas Algebra I Mathematics Curriculum Framework*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

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

Sincerely,

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

Ashley's Test Results



Algebra I (Raw) Scores by Strand

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

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

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

QAI Mockup

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; however, an indication as to whether a student did or did not pass will be shown on the Individual Student Report.

STUDENT REPORT (PAGE 2)



How Can I Help Ashley?

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

What Additional Resources Are Available?

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

<http://ArkansasEd.org/>

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

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

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

Released Item Booklets These contain actual test items from previous examinations.

Teacher Handbooks These handbooks are designed to demonstrate how the open-response items are scored. Sample student papers with scoring explanations are included for Algebra I.

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

PASS Descriptor

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

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; however, an indication as to whether a student did or did not pass will be shown on the Individual Student Report.

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

CLASS ROSTER REPORT

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 2013 Spring End-of-Course Examination. The class name appearing on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the following page.

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

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

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

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; therefore, the Pass column will be blank on the Class Roster Report.

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

Date of Test: May 2013
Page 1

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



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

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

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

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

Student Information		ALGEBRA I						
Multiple-Choice/Open-Response Points Possible		ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability	
Grade	Course Taken	Performance Level	12/8	12/8	12/8	12/8	12/8	
12	1	BAS	168	7/4	8/0	8/5	8/5	
10	1	BAS	190	8/4	5/2	9/4	9/4	
09	1	BEL	121	4/NA	4/0	3/2	3/2	
12	1	BAS	175	8/4	7/0	7/5	7/5	
10	1	BEL	127	6/4	7/0	0/NA	0/NA	
11	1	BEL	121	3/NA	4/0	3/3	3/3	
09	1	BAS	175	8/4	7/0	9/6	9/6	
NI	3	BAS	168	7/4	8/0	8/6	8/6	
09	1	BEL	118	6/NA	4/NA	2/2	2/2	
10	1	PRO	222	12/4	9/4	10/7	10/7	
10	1	PRO	235	12/5	9/5	7/6	7/6	
09	1	ADV	251	12/6	11/6	11/7	11/7	
10	1	BAS	161	4/4	7/0	8/5	8/5	
09	—	BAS	168	7/4	8/0	4/5	4/5	
09	1	BEL	104	5/NA	2/NA	5/4	5/4	
			164	7/3	7/1	6/4	6/4	
CLASS AVERAGE:								
COMBINED POPULATION:								
ALGEBRA I								
		MEAN SCALE SCORE						
		School: 172						
		District: 170						
		Region: 175						
		State: 193						

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

L: 1st Year LEP Student
FE: Foreign Exchange Student

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

SCHOOL ROSTER REPORT

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

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

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

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

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test; therefore, the Pass column will be blank on the School Roster Report.

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



Arkansas Comprehensive Testing,
Assessment, and Accountability Program

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

Date of Test: May 2013

Page 2

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

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

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

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

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

GENERAL POPULATION (cont'd)		ALGEBRA I							
GRADE	COURSE TAKEN	PERFORMANCE LEVEL	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability	12/8
12	1	BAS	161	4/4	7/0	7/0	7/0	7/0	12/8
9	1	BAS	168	6/4	8/0	4/0	4/0	4/0	7/0
12	1	BEL	104	4/NA	2/NA	7/0	7/0	7/0	7/0
SCHOOL AVERAGE:									
			164	6/3	7/1	7/2	6/2	7/2	7/2
IEP STUDENTS									
11	1	BEL	114	5/2	6/0	5/3	2/0	0/0	0/0
SCHOOL AVERAGE:									
			114	5/2	6/0	5/3	2/0	0/0	0/0
LEP STUDENTS									
11	3	PRO	241	8/4	11/5	8/4	11/5	8/4	8/4
9	1	BAS	168	6/4	8/0	3/0	3/0	1/0	1/0
SCHOOL AVERAGE:									
			241	8/4	11/5	8/4	11/5	8/4	8/4
1ST YEAR LEP STUDENTS									
9	1	BAS	168	6/4	8/0	3/0	3/0	1/0	1/0
SCHOOL AVERAGE:									
			168	6/4	8/0	3/0	3/0	1/0	1/0

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

L: 1st Year LEP Student
FE: Foreign Exchange Student



Arkansas Comprehensive Testing,
Assessment, and Accountability Program

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

Date of Test: May 2013
Page 3

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

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

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

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

Student Information—Name & Student ID #

Multiple-Choice/Open-Response Points Possible

MONITORED FORMER LEP STUDENTS—YEAR 1

DREYFUSS, JUSTIN * 8899002233

SCHOOL AVERAGE:

MONITORED FORMER LEP STUDENTS—YEAR 2

VIGGERS, CODY * 9900223344

SCHOOL AVERAGE:

GIFTED AND TALENTED STUDENTS

KIRK, ELLIOT 334456677

SCHOOL AVERAGE:

HIGHLY MOBILE STUDENTS

ADAMSON, JULIAN * 666778889

MCDONALD, CODY * 777889990

TULLY, JOSEPH * 888990002

SCHOOL AVERAGE:

FREE AND/OR REDUCED LUNCH STUDENTS

SCHOOL AVERAGE:

ALGEBRA I										
GRADE	COURSE TAKEN	PERFORMANCE LEVEL	ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability		
9	1	BEL	118	5/NA	4/NA	4/5	3/5	9/5		
SCHOOL AVERAGE:										
9	1	BAS	168	6/4	8/0	4/0	4/0	4/0		
SCHOOL AVERAGE:										
10	1	ADV	251	10/6	9/6	7/0	7/0	7/0		
SCHOOL AVERAGE:										
11	1	BAS	161	4/4	7/0	4/4	4/4	7/0		
10	1	BAS	168	6/4	8/0	6/4	6/4	8/0		
12	1	BEL	104	4/NA	2/NA	4/NA	4/NA	2/NA		
SCHOOL AVERAGE:										
SCHOOL AVERAGE:										
SCHOOL AVERAGE:										

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

L: 1st Year LEP Student
FE: Foreign Exchange Student



Arkansas Comprehensive Testing,
Assessment, and Accountability Program

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

Date of Test: May 2013
Page 4

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

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

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

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

Student Information—Name & Student ID #		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	ALGEBRA I						
Multiple-Choice/Open-Response Points Possible					ALGEBRA I SCALE SCORE	Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-Linear Functions	Data Interpretation and Probability	
NON-ECONOMICALLY DISADVANTAGED STUDENTS					12/8	7/4	12/8	12/8	12/8	12/8	12/8
SCHOOL AVERAGE:					175	7/4	6/5	7/1	6/5	5/5	2/3
NON-DISABLED STUDENTS											
SCHOOL AVERAGE:					167	6/3	7/2	7/1	6/2	6/2	7/2

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

SCHOOL SUMMARY REPORT: OVERVIEW

The School Summary Report is a one-sided, multi-page report providing student results aggregated to the school level. Groups are reported independently from one another (see page 6 for additional information). The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number. Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test.

Note: The District Summary Report provides district staff with summary information on how students within the district performed on the 2013 Spring End-of-Course Examination. The School and District Summary Reports are set up identically to one another, except that the district report does not 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 2013 administration of the Spring End-of-Course Examination. A sample is provided on the following pages.

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

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

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

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

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



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

Date of Test: May 2013
Page 1

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

	Number & Percent of Students Below Basic (BEL) 150 and below				Number & Percent of Students Basic (BAS) 151-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above				
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State	
All Students	8	8	293	3,285	26	26	667	8,905	46	46	849	14,486	32	53	423	8,926	
	7%	6%	13%	9%	23%	20%	30%	25%	41%	35%	38%	41%	29%	40%	19%	25%	
Gender																	
Female	5	5	112	1,282	11	11	333	4,344	21	21	449	7,634	15	27	220	4,483	
	10%	8%	10%	7%	17%	17%	30%	24%	40%	33%	40%	43%	29%	42%	20%	25%	
Male	3	3	180	1,975	15	15	332	4,540	25	25	398	6,833	17	26	203	4,439	
	5%	4%	16%	11%	25%	22%	30%	26%	42%	36%	36%	38%	28%	38%	18%	25%	
Ethnicity																	
Hispanic	0	0	4	247	0	0	29	860	0	0	32	1,047	0	0	15	383	
	0%	0%	5%	10%	0%	0%	36%	34%	0%	0%	40%	41%	0%	0%	19%	15%	
Asian	0	0	0	29	0	0	0	93	0	0	0	201	1	1	2	226	
	0%	0%	0%	5%	0%	0%	0%	17%	0%	0%	0%	37%	100%	100%	100%	41%	
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
American Indian/ Alaska Native	0	0	0	17	0	0	3	70	0	0	2	121	0	0	1	63	
Black	7	7	224	1,700	18	18	413	3,022	24	24	353	2,711	9	12	108	661	
	12%	11%	20%	21%	31%	30%	38%	37%	41%	39%	32%	33%	16%	20%	10%	8%	
White	1	1	65	1,255	8	8	221	4,833	22	22	462	10,379	22	40	297	7,562	
	2%	1%	6%	5%	15%	11%	21%	20%	42%	31%	44%	43%	42%	56%	28%	31%	
Two or More Races	0	0	0	28	0	0	0	15	0	0	0	10	0	0	0	5	
	0%	0%	0%	48%	0%	0%	0%	26%	0%	0%	0%	17%	0%	0%	0%	9%	
Not Indicated	0	0	0	9	0	0	1	12	0	0	0	17	0	0	0	26	
	0%	0%	0%	14%	0%	0%	100%	19%	0%	0%	0%	27%	0%	0%	0%	41%	
Gender/Ethnicity - Female																	
Hispanic	0	0	2	97	0	0	18	401	0	0	15	547	0	0	7	188	
	0%	0%	5%	8%	0%	0%	43%	33%	0%	0%	36%	44%	0%	0%	17%	15%	
Asian	0	0	0	15	0	0	0	43	0	0	0	89	1	1	1	104	
	0%	0%	0%	6%	0%	0%	0%	17%	0%	0%	0%	35%	100%	100%	100%	41%	
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
American Indian/ Alaska Native	0	0	0	6	0	0	2	37	0	0	0	65	0	0	0	34	
	0%	0%	0%	4%	0%	0%	100%	26%	0%	0%	0%	46%	0%	0%	0%	24%	
Black	5	5	91	698	9	9	219	1,573	10	10	206	1,534	3	5	67	383	
	19%	17%	16%	17%	33%	31%	38%	37%	37%	34%	35%	36%	11%	17%	11%	9%	
White	0	0	19	450	2	2	94	2,280	11	11	228	5,388	11	21	145	3,759	
	0%	0%	4%	4%	8%	6%	19%	19%	46%	32%	47%	45%	46%	62%	30%	32%	
Two or More Races	0	0	0	14	0	0	8	8	0	0	0	5	0	0	0	5	
	0%	0%	0%	43%	0%	0%	0%	19%	0%	0%	0%	16%	0%	0%	0%	16%	
Not Indicated	0	0	0	2	0	0	0	2	0	0	0	6	0	0	0	10	
	0%	0%	0%	10%	0%	0%	0%	10%	0%	0%	0%	30%	0%	0%	0%	50%	

The following groups are not included in this report: 1) 1st Year LEP students
 2) Students who Retested
 3) Foreign Exchange students



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

Date of Test: May 2013
Page 2

SCHOOL SUMMARY REPORT: COMBINED POPULATION (continued)

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

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	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	14	0	0%	0	50	0	0%	0	112	0	0%	1	122
Native Hawaiian/ Pacific Islander	0	0%	0	0	0	0%	0	17	0	0%	0	38%	0	0%	0	41%
American Indian/ Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Black	2	6%	133	993	9	9%	193	26%	0	0%	2	56	0	0%	1	29
White	1	6%	45	794	26%	28%	38%	37%	14	14%	146	1,175	6	7%	41	278
Two or More Races	0	0%	0	0	0	0%	0	21%	0	0%	0	4%	0	0%	0	7%
Not Indicated	0	0%	0	0	0	0%	0	7%	0	0%	0	5	0	0%	0	3,801
Migrant	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
 2) Students who Retested
 3) Foreign Exchange students

SCHOOL SUMMARY REPORT: GENERAL POPULATION

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

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

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

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

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

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



Arkansas Comprehensive Testing,
Assessment, and Accountability Program

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

Date of Test: May 2013
Page 3

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

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	State	School	District	State	School	District	State	School	District	State	
All Students	6 6%	208 5%	1,915 11%	6 6%	208 21%	1,915 21%	545 42%	43 35%	803 41%	12,953 43%	53 43%	409 21%	8,557 28%
Gender													
Female	4 8%	89 7%	796 5%	4 9%	9 15%	3,412 27%	20 42%	20 33%	431 43%	6,941 45%	15 45%	212 21%	4,327 28%
Male	2 4%	119 12%	1,111 8%	2 3%	13 24%	3,295 23%	23 42%	23 36%	371 39%	6,002 41%	17 31%	197 21%	4,228 29%
Ethnicity													
Hispanic	0 0%	2 5%	51 4%	0 0%	0 0%	293 13%	0 0%	0 0%	19 4%	624 49%	0 0%	13 3%	303 24%
Asian	0 0%	0 0%	7 2%	0 0%	0 0%	39 10%	0 0%	0 0%	0 0%	140 37%	1 100%	2 100%	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%
American Indian/ Alaska Native	0 0%	0 0%	9 4%	0 0%	0 0%	45 20%	0 0%	0 0%	2 6%	109 48%	0 0%	1 3%	62 28%
Black	5 10%	163 9%	1,103 16%	5 28%	14 26%	2,594 37%	22 44%	22 42%	347 35%	2,561 37%	9 18%	12 11%	644 9%
White	1 2%	43 5%	714 3%	8 15%	8 11%	3,728 18%	21 40%	21 30%	435 46%	9,498 45%	22 42%	40 31%	7,322 34%
Two or More Races	0 0%	0 0%	28 48%	0 0%	0 0%	15 26%	0 0%	0 0%	0 0%	10 17%	0 0%	0 0%	5 9%
Not Indicated	0 0%	0 0%	3 7%	0 0%	0 0%	4 9%	0 0%	0 0%	0 0%	11 26%	0 0%	0 0%	25 58%
Gender/Ethnicity - Female													
Hispanic	0 0%	2 10%	22 3%	0 0%	3 15%	144 21%	0 0%	0 0%	9 45%	355 53%	0 0%	6 30%	149 22%
Asian	0 0%	0 0%	3 2%	0 0%	0 0%	19 11%	0 0%	0 0%	0 0%	61 35%	1 100%	1 100%	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%
American Indian/ Alaska Native	0 0%	0 0%	3 2%	0 0%	0 0%	28 22%	0 0%	0 0%	0 0%	60 48%	0 0%	0 0%	34 27%
Black	4 17%	74 14%	487 13%	7 29%	7 27%	1,354 37%	10 42%	10 38%	204 39%	1,461 39%	3 13%	5 12%	373 10%
White	0 0%	13 3%	267 2%	2 9%	2 6%	1,819 17%	10 43%	10 30%	218 49%	4,995 46%	11 48%	21 32%	3,663 34%
Two or More Races	0 0%	0 0%	14 43%	0 0%	0 0%	8 19%	0 0%	0 0%	0 0%	5 16%	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%	4 29%	0 0%	0 0%	10 71%

The following groups are not included in this report: 1) 1st Year LEP students
2) Students who Retested
3) Foreign Exchange students



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

Date of Test: May 2013
Page 4

District Number: **99-99** District 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) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above					
	School	District	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
Hispanic	0%	0%	0%	0%	0%	2	14%	0%	0%	10	26%	0%	0%	7	15%
Asian	0%	0%	0%	0%	0%	0	0%	0%	0%	0	0%	0%	0%	0	0%
Native Hawaiian/ Pacific Islander	0%	0%	0%	0%	0%	0	0%	0%	0%	0	0%	0%	0%	0	0%
American Indian/ Alaska Native	0%	0%	0%	0%	0%	0	0%	0%	0%	0	0%	0%	0%	0	0%
Black	1%	1%	8%	0%	0%	7	17%	0%	0%	2	4%	0%	0%	1	2%
White	1%	1%	30%	4%	20%	613	38%	46%	44%	142	35%	23%	26%	41	27%
Two or More Races	0%	0%	4%	3%	6%	445	18%	38%	30%	217	43%	38%	51%	147	36%
Not Indicated	0%	0%	0%	0%	0%	14	7%	0%	0%	0	0%	0%	0%	0	0%
Migrant	0%	0%	4%	0%	0%	0	0%	0%	0%	0	0%	0%	0%	0	0%
	0%	0%	5%	0%	0%	0	27%	0%	0%	1	42%	0%	0%	2	13%

The following groups are not included in this report: 1) 1st Year LEP students
 2) Students who Retested
 3) Foreign Exchange students

SCHOOL SUMMARY REPORT: IEP STUDENTS

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

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

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

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

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

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

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

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

SCHOOL SUMMARY REPORT: LEP STUDENTS

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

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

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

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

SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS

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

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

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

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



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

Arkansas Comprehensive Testing,
Assessment, and Accountability Program

SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Monitored Former LEP—Year 1	0 0%	0 0%	0 0%	0 0%	0 0%	3 7%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	16 39%
Monitored Former LEP—Year 2	0 0%	0 0%	1 5%	0 0%	0 0%	2 11%	0 0%	0 0%	0 0%	0 0%	6 32%	0 0%	0 0%	0 0%	10 53%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	0 0%	2 67%

The following groups are not included in this report: 1) 1st Year LEP students
 2) Students who Retested
 3) Foreign Exchange students

SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

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

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

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

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

Date of Test: May 2013
Page 8

**SPRING END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS**



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

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Gifted and Talented	0 0%	0 0%	0 0%	0 0%	0 0%	14 5%	2 18%	2 9%	96 33%	9 82%	20 91%	185 63%	3,016 64%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	2 67%

The following groups are not included in this report: 1) 1st Year LEP students
2) Students who Retested
3) Foreign Exchange students

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2012. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample is provided on the following page.

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

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

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

Date of Test: May 2013
Page 9



SPRING END-OF-COURSE EXAMINATION

ALGEBRA I

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

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

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above		
	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Highly Mobile	1 20%	17 18%	373 20%	2 40%	2 40%	47 50%	684 37%	2 40%	2 40%	20 21%	614 33%	10 11%
Migrant	0 0%	0 0%	3 15%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	0 0%	10 50%	0 0%
												1 5%

The following groups are not included in this report: 1) 1st Year LEP students
2) Students who Retested
3) Foreign Exchange students

SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample is provided on the following page.

The School Summary Report: Free and/or Reduced Lunch Students provides school and district staff with summary information on how students in the school who are eligible for Free and/or Reduced Lunch performed on the Spring End-of-Course Examination. The information listed on the School Summary Report: Free and/or Reduced Lunch Students can be used to compare the performance of students in the school who are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels. The following information is provided:

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

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

Date of Test: May 2013
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**SPRING END-OF-COURSE EXAMINATION
ALGEBRA I
SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS**

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

	Number & Percent of Students Below Basic (BEL) 150 and below			Number & Percent of Students Basic (BAS) 151-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Free and/or Reduced Lunch	5 8%	5 7%	259 16%	19 30%	19 28%	546 34%	26 41%	26 38%	568 36%	13 21%	18 26%	212 13%	13 21%	18 26%	212 13%	2,641 15%
Non-economically Disadvantaged	3 6%	3 5%	34 5%	7 14%	7 11%	121 19%	20 41%	20 31%	281 43%	19 39%	35 54%	211 33%	19 39%	35 54%	211 33%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 67%

The following groups are not included in this report: 1) 1st Year LEP students
 2) Students who Retested
 3) Foreign Exchange students

SCHOOL PROFILE

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

Arkansas Act 1081 now eliminates the high stakes component of the Algebra I test. Retest data is not part of this report.

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

The following information is provided on the School Profile:

- District and school information that reflects what was coded on the Classroom/Group Information Sheet.
- Overall Results (Combined Population)
 - The “Overall Results (Combined Population)” are located on page 1 of the School Profile.
 - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the percent of students in the school who scored at proficient and advanced performance levels 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 each 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, which are broken out by group for the school, district, and state.

Note: 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 contain data specific to each school.

* 1st year in the U.S. LEP and Foreign Exchange student scores are not included in this report except where specifically noted.

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

Algebra I	Geometry
Algebra A & B	Geometry A & B
Other	Investigating Geometry
	Other
 - The first column in the “Course Taken Summary” table indicates the specific course that is being reported on that particular line (row). The second column from the left identifies the number of students tested in the school. The remaining columns provide data for each of the four performance levels (below basic, basic, proficient, and advanced). Results are provided in terms of the numbers and percents of students performing at each performance level in the school, district, and state.
- Performance on Multiple-Choice Items
 - The “Performance on Multiple-Choice Items” table is located on page 3 of the School Profile.
 - Each line (row) provides the strand name and description, the number of multiple-choice items and data on the average number of items students answer correctly. The results are provided in terms of averages and percents at the school, district, and state levels.
- Performance on Open-Response Items
 - The “Performance on Open-Response Items” table is located on page 3 of the School Profile.
 - Each line (row) provides the strand name, the number of open-response points possible, and data on the average points scored. The results are provided in terms of averages at the school, district, and state levels.
- Proficient and Advanced Performance History
 - The “Proficient and Advanced Performance History” bar graph is located on page 4 of the School Profile.
 - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the proficient or advanced performance levels on the Algebra I, Geometry, or Biology End-of-Course Examination since January 2010.
- Performance Level Descriptors
 - The “Performance Level Descriptors” table is located on page 4 of the School Profile.
 - Each line (row) provides the performance level, the associated scale score range, and the performance level descriptor.



SCHOOL PROFILE—ALGEBRA I

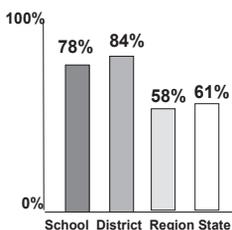
District: **Arkansas School District (99-99)**
 School: **Arkansas School (99-99-999)**
 Test Date: **May 2013**

SPRING END-OF-COURSE EXAMINATION ALGEBRA I

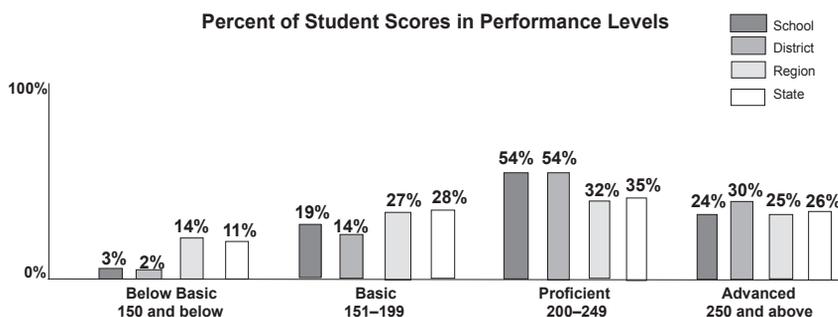
The *Algebra I Spring End-of-Course Examination* was administered in May to students who have completed coursework in Algebra I. This School Profile provides a summary of your School's overall performance on this examination. Data for 1st Year LEP students, students who retested, and Foreign Exchange 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).

Algebra I Overall Results (Combined Population)

Percent of Student Scores Proficient and Advanced



Percent of Student Scores in Performance Levels



Results by Population Group

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

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population ¹	2	3%	13	19%	37	54%	16	24%	221	229	213
Combined Population without Highly Mobile ²	2	3%	12	18%	37	54%	16	24%	222	230	214
General Population ³	0	0%	10	16%	36	59%	15	25%	226	233	220
Students with Disabilities	1	33%	0	0%	1	33%	1	33%	197	197	163
Non-disabled Students	1	2%	13	20%	36	55%	15	23%	222	230	217
Limited English Proficient Students	0	0%	2	67%	1	33%	0	0%	175	175	173
1st Year LEP Students	0	0%	1	50%	1	50%	0	0%	180	180	185
Monitored Former LEP Students—Year 1	1	33%	2	67%	0	0%	0	0%	162	162	181
Monitored Former LEP Students—Year 2	0	0%	0	0%	0	0%	0	0%	182	182	180
Economically Disadvantaged Students ⁴	2	6%	6	18%	20	59%	6	18%	213	222	198
Non-economically Disadvantaged Students	0	0%	7	21%	17	50%	10	29%	229	235	226
Migrant Students	1	33%	1	33%	0	0%	1	33%	180	180	191

Notes:

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

SCHOOL PROFILE—ALGEBRA I

Results by Gender and Ethnicity

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

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

Course Taken Summary

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

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

SCHOOL PROFILE—ALGEBRA I

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 Algebra I Strand. There is one point possible for each multiple-choice item.

Algebra I Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
Language of Algebra Students will develop the language of algebra including specialized vocabulary, symbols, and operations.	12	7.8	65%	8.2	68%	7.0	58%
Solving Equations and Inequalities Students will write, with and without appropriate technology, equivalent forms of equations, inequalities, and systems of equations and solve with fluency.	12	8.1	62%	8.5	65%	7.5	58%
Linear Functions Students will analyze functions by investigating rates of change, intercepts, and zeros.	12	8.6	71%	9.0	75%	7.3	61%
Non-Linear Functions Students will compare the properties in the family of functions.	12	7.6	63%	8.0	66%	7.2	60%
Data Interpretation and Probability Students will compare various methods of reporting data to make inferences or predictions.	12	6.5	59%	6.8	62%	6.9	62%

Performance on Open-Response Items

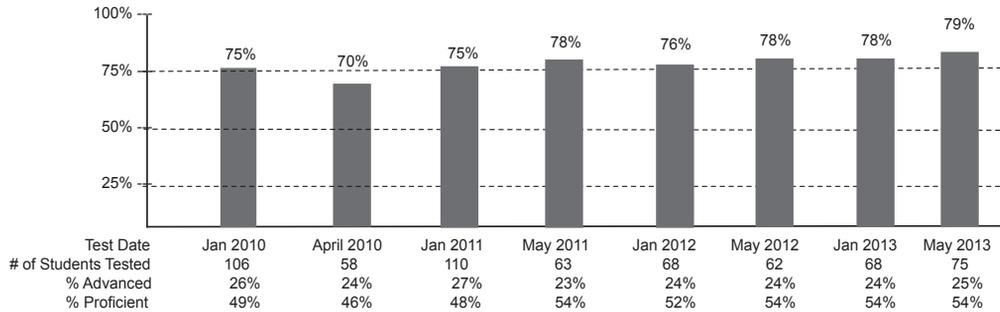
The following table indicates the overall skill demonstrated by students on the open-response items in Algebra I. Open-response items require students to write a response to an algebra item.

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

SCHOOL PROFILE—ALGEBRA I

Proficient and Advanced Performance History

The following graph displays the number of students tested in your School and percent scoring at the Proficient or Advanced performance levels on the *Algebra I End-of-Course Examination* since January 2010.



Performance Level Descriptors

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

SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS

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

The School Item-by-Item Selections of Correct Answers provides the results for each item (multiple-choice and open-response). Fifty percent (50%) of the items in the 2013 Spring End-of-Course Examinations will be provided in the Released Item Booklets for Algebra I, Geometry, or Biology. The first page of the School Item-by-Item Selections of Correct Answers contains information to be used in conjunction with the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. The following information is provided on the School Item-by-Item Selections of Correct Answers:

- Information specific to Algebra I, Geometry, or Biology is provided on the report.
- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school information.
- Released Items
 - Data for released items are located on page 1 of the School Item-by-Item Selections of Correct Answers.
 - The first column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
 - The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
 - The third column (Key) provides the correct answer choice for all multiple-choice items. The open response items indicate “Rubric” meaning that a scoring rubric was used to determine the student scores.
 - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
 - For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

* 1st Year in the U.S. LEP and Foreign Exchange 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.
- The number of students* in the school for whom answer documents were returned for the reported group is provided under the school information.
- The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
- The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
- The third column (SLE) provides the strand, content standard, and student learning expectation associated with each non-released item.
- For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
- For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

Note: The District Item-by-Item Selections of Correct Answers provides individual item results for the 2013 Spring End-of-Course Examination at the district and state levels. The School and District Item-by-Item Selections of Correct Answers are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.

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

 <p>Arkansas Comprehensive Testing, Assessment, and Accountability Program</p>		<p>SPRING END-OF-COURSE EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS ALGEBRA I: COMBINED POPULATION DATE OF TEST: MAY 2013</p>					Page 1	
District Number: 99-99		District Name: Arkansas School District						
School Number: 99-99-999		School Name: Arkansas School						
Total Number of Students Tested: 38								
RELEASED ITEMS								
Item # In Released Item Booklet	Item Type	Key	Number and Percent Selecting the Correct Answer					
			School #	School %	District #	District %	State #	State %
1	MC	A	14	36.6%	14	36.6%	14,217	42.9%
2	MC	A	20	76.7%	20	76.7%	23,370	71.8%
3	MC	C	20	76.7%	20	76.7%	22,164	66.9%
4	MC	B	28	73.7%	28	73.7%	25,555	77.2%
5	MC	B	31	81.6%	31	81.6%	20,829	62.9%
6	MC	A	28	73.1%	28	73.1%	16,627	50.2%
7	MC	C	27	71.1%	27	71.1%	16,455	49.3%
8	MC	D	26	68.4%	26	68.4%	19,499	58.9%
9	MC	C	12	31.6%	12	31.6%	12,093	38.6%
10	MC	A	20	52.6%	20	52.6%	14,333	43.3%
11	MC	D	9	23.7%	9	23.7%	14,630	44.2%
12	MC	B	36	94.7%	36	94.7%	22,326	68.6%
13	MC	B	16	42.1%	16	42.1%	16,451	49.9%
14	MC	D	27	71.1%	27	71.1%	23,888	72.1%
15	MC	D	26	68.4%	26	68.4%	21,028	68.2%
16	MC	A	23	60.5%	23	60.5%	20,814	62.8%
17	MC	C	35	92.1%	35	92.1%	20,324	83.7%
18	MC	A	20	52.6%	20	52.6%	14,333	43.3%
19	MC	D	35	92.1%	35	92.1%	23,894	72.1%
20	MC	B	33	86.8%	33	86.8%	20,270	61.2%
21	MC	D	20	76.3%	20	76.3%	20,963	63.3%
22	MC	B	33	86.9%	33	86.9%	27,714	83.7%
23	MC	C	32	84.2%	32	84.2%	19,454	58.7%
24	MC	B	25	65.8%	25	65.8%	20,592	62.2%
25	MC	D	34	89.5%	34	89.5%	18,233	55.0%
26	MC	B	21	55.3%	21	55.3%	15,470	46.7%
27	MC	C	28	73.1%	28	73.1%	24,711	74.6%
28	MC	D	25	65.9%	25	65.9%	18,815	56.2%
29	MC	A	26	68.4%	26	68.4%	18,200	56.0%
30	MC	D	25	65.9%	25	65.9%	21,325	64.4%
Average Score of All Students								
	Item Type	Key		School	District	State		
	A	OR	Rubric	0.5	0.5	2.5		
	B	OR	Rubric	3.2	0.5	2.5		
	C	OR	Rubric	0.4	0.5	2.5		

The following groups are not included in this report: 1) 1st Year LEP students
2) Students who Retested
3) Foreign Exchange students



**SPRING END-OF-COURSE EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS
OF CORRECT ANSWERS
ALGEBRA I: COMBINED POPULATION
DATE OF TEST: MAY 2013**

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

Total Number of Students Tested: **38**

ITEMS NOT RELEASED

Number and Percent Selecting the Correct Answer								
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	DIP.5.11	14	36.6%	14	36.6%	14,217	42.9%
2	MC	LA.1.4	20	76.7%	20	76.7%	23,370	71.8%
3	MC	DIP.5.6	20	76.7%	20	76.7%	22,164	66.9%
4	MC	SEI.2.5	28	73.7%	28	73.7%	25,555	77.2%
5	MC	LF.3.4	31	81.6%	31	81.6%	20,829	62.9%
6	MC	DIP.5.1	28	73.1%	28	73.1%	16,627	50.2%
7	MC	SEI.2.8	27	71.1%	27	71.1%	16,455	49.3%
8	MC	NLF.4.1	26	68.4%	26	68.4%	19,499	58.9%
9	MC	NLF.4.4	12	31.6%	12	31.6%	12,093	38.6%
10	MC	DIP.5.10	20	52.6%	20	52.6%	14,333	43.3%
11	MC	NLF.4.3	9	23.7%	9	23.7%	14,630	44.2%
12	MC	SEI.1.1	36	94.7%	36	94.7%	22,326	68.6%
13	MC	LA.1.9	16	42.1%	16	42.1%	16,451	49.9%
14	MC	NLF.4.2	27	71.1%	27	71.1%	23,888	72.1%
15	MC	SEI.2.5	26	68.4%	26	68.4%	21,028	68.2%
16	MC	LF.3.7	23	60.5%	23	60.5%	20,814	62.8%
17	MC	LF.3.2	35	92.1%	35	92.1%	20,324	83.7%
18	MC	LA.1.7	20	52.6%	20	52.6%	14,333	43.3%
19	MC	DIP.5.3	35	92.1%	35	92.1%	23,894	72.1%
20	MC	SEI.2.6	33	86.8%	33	86.8%	20,270	61.2%
21	MC	LA.1.6	20	76.3%	20	76.3%	20,963	63.3%
22	MC	DIP.5.4	30	79.9%	30	79.9%	21,325	64.4%
23	MC	LA.1.3	25	92.1%	25	92.1%	18,484	55.7%
24	MC	DIP.5.2	12	31.6%	12	31.6%	24,078	72.7%
25	MC	SEI.2.4	26	68.4%	26	68.4%	12,093	38.6%
26	MC	LF.3.5	12	31.6%	12	31.6%	20,512	61.9%
27	MC	NLF.4.5	16	42.1%	16	42.1%	12,093	38.6%
28	MC	SEI.3.7	9	52.6%	9	52.6%	14,802	44.7%
29	MC	LA.1.2	16	23.7%	16	23.7%	14,630	44.2%
30	MC	NLF.4.9	20	31.6%	20	31.6%	14,802	44.7%

	Item Type	SLE*	Average Score of All Students		
			School	District	State
A	OR	LA.1.2	0.5	0.6	1.6
B	OR	NLF.4.9	0.4	0.4	1.8

The following groups are not included in this report: 1) 1st Year LEP students
2) Students who Retested
3) Foreign Exchange students

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

DEFINITIONS OF PERFORMANCE LEVELS

The general performance levels preamble for the ACTAAP states that the students must demonstrate their ability to be successful and productive citizens. Student performance is categorized into four levels of performance for the Spring End-of-Course Examinations: advanced, proficient, basic, and below basic.

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

PERFORMANCE LEVELS FOR THE 2013 SPRING END-OF-COURSE EXAMINATIONS

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

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