



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## SPRING BIOLOGY END-OF-COURSE EXAMINATION

### 2015 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 2015 administration of the *Spring Biology End-of-Course Examination*. This Report Interpretation Guide provides general information about the components of the *Spring Biology End-of-Course Examination*, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the *Spring Biology End-of-Course Examination*. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

**Note:** Students coded as “LEP student less than one year in the U.S.” 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. However, if a student was not coded as “LEP student less than one year in the U.S.,” the student’s scores will appear on all reports.

## OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the *Arkansas 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 Biology End-of-Course Examination* is a criterion-referenced test that became operational in the 2007–2008 school year. All test questions on the *Spring Biology End-of-Course Examination* align with the goals and subject-specific competencies described by the *Arkansas Biology Science Curriculum Framework*.

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.

## FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the *Spring Biology End-of-Course Examination* and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

### **1. Who is required to take the *Spring Biology End-of-Course Examination*?**

The *Spring Biology End-of-Course Examination* should be administered to **all** students completing 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 concurrent credit course for high school credit in Biology must test.

### **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. The *Spring Biology End-of-Course Examination* was administered in Spring 2015. The 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.

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

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

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## MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

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

### Quantitative

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

### Qualitative

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

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

## USING THE *SPRING BIOLOGY END-OF-COURSE EXAMINATION* RESULTS

The reports for the *Spring Biology End-of-Course Examination* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the *Arkansas 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 Biology Science Curriculum Framework*.
- Develop Academic Improvement Plans (AIPs) as required for all students who do not reach the proficient performance level on the End-of-Course examination.

## DISSEMINATING THE *SPRING BIOLOGY END-OF-COURSE EXAMINATION* RESULTS

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), 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 Biology End-of-Course Examination* results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the Student Reports and Class Roster Reports.
- Summarize information from the School Roster Report(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 Biology skills with the lowest performance by students.

## CONCLUSION

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

## OVERVIEW OF THE *SPRING BIOLOGY END-OF-COURSE EXAMINATION* REPORTS

Reports of results for the *Spring Biology End-of-Course Examination* are sent to districts to provide information about student performance. Samples of the Student Report, Student Label, Class Roster Report, School Roster Report, School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers are provided in this guide. A description of each report immediately precedes the report samples.

On the School Roster Report, School Summary Report, and School Item-by-Item Selections of Correct Answers, students are reported by group. Reports do not include data for 1st Year LEP, Foreign Exchange, or Retest students except where noted. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the 2015 administration of the *Spring Biology End-of-Course Examination*.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the 2015 administration of the *Spring Biology End-of-Course Examination* excluding those students who were identified as having enrolled in the school or moving between schools in the district after October 1, 2014.
- **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, 2014.
- **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 eSchoolPLUS, 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 Biology 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 eSchoolPLUS record for student name, grade, and birth date.
- A letter from Johnny Key, 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 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 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 Nature of Science 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.

## 2015 SPRING BIOLOGY END-OF-COURSE EXAMINATION REPORT DESCRIPTIONS AND SAMPLES

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### 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 Biology with the student's associated performance level for the 2015 administration of the *Spring Biology 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 Biology End-of-Course Examination*. This label will be added to the student's permanent record or transcript as a permanent record of the 2015 *Spring Biology End-of-Course Examination* test results. A sample of the Student Label is provided below.

ACTAAP Spring End-of-Course Examination Biology Date of Test: April 2015	
<b>BIDEN, JEAN</b>	<b>Grade: 11</b>
DOB: 06-02-1997	
District: Arkansas School District (99-99)	
School: Arkansas School (99-99-999)	
Scale Score: 121	<b>Below Basic</b>

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

STUDENT REPORT (PAGE 1)



ARKANSAS  
DEPARTMENT  
OF EDUCATION

SPRING END-OF-COURSE EXAMINATION—BIOLOGY  
STUDENT REPORT

For the Family of  
**ASHLEY ADAMS**

**Test Date:** April 2015  
**Grade:** 10  
**Birth Date:** 07-21-1999  
**School Name:** Arkansas School  
(99-99-999)  
**District Name:** Arkansas School District  
(99-99)

Dear Family,

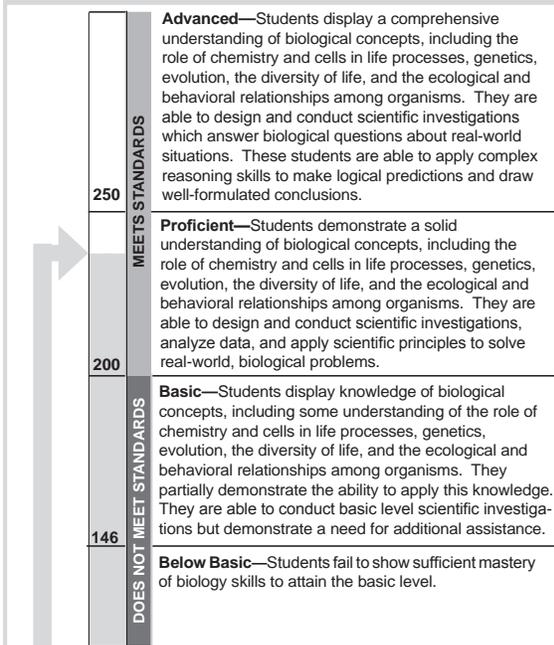
Recently, Ashley participated in the Arkansas End-of-Course Examination in Biology. Skills assessed on this test are based on the *Arkansas Biology Science Curriculum Framework* and are required to be part of any Arkansas instructional program. The *Arkansas Biology Science Curriculum Framework* describes what Ashley is expected to know and be able to do in Biology. The End-of-Course Examination in Biology 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,  
Johnny Key  
Commissioner of Education

Ashley's Test Results

Biology Scale Score



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

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

Biology (Raw) Scores by Strand

This table shows the number of points Ashley scored in each of the Biology strands.	Multiple-Choice	Open-Response
<b>Molecules and Cells</b> Students will demonstrate an understanding of the role of chemistry in life processes, the structure and function of cells, and how cells obtain and use energy.	10 of 12	5 of 8
<b>Heredity and Evolution</b> Students will demonstrate an understanding of heredity, investigate the molecular basis of genetics, and examine the development of the theory of biological evolution.	8 of 12	7 of 8
<b>Classification and the Diversity of Life</b> Students will demonstrate an understanding that organisms are diverse.	8 of 12	8 of 8
<b>Ecology and Behavioral Relationships</b> Students will demonstrate an understanding of ecological and behavioral relationships among organisms and of the ecological impact of global issues.	9 of 12	5 of 8
<b>Nature of Science</b> Students will demonstrate an understanding that science is a way of knowing. They will design and safely conduct a scientific inquiry to solve valid problems; demonstrate an understanding of current life-science theories; use mathematics, science equipment, and technology as tools to communicate and solve life-science problems; describe the connections between pure and applied science; and describe various life-science careers and the training required for the selected career.	9 of 12	6 of 8

NA = No attempt to answer the item. Score of "0" (zero) assigned for the item.  
Ashley's total scores reported for Biology 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.

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 Biology?
  - 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 **DIVISIONS** at the **Learning Services** link, click on **Curriculum and Instruction**. Click on **Curriculum Framework Documents**, and then click on **Science** to locate the Curriculum Framework mentioned in the Commissioner's letter on the front of this report.

Testing resources can be found from the **Home Page** by scrolling down **Assessment** then selecting **Science**. Select the **End-of-Course (EOC) Biology Assessment** link in the first paragraph on the page 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 Biology.

**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.

### 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 2015 *Spring Biology 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 Biology 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.
- 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 Biology 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 information is provided, as well as a retest column identifying students retaking both semesters of Biology for credit.
- 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, Foreign Exchange, or Retest 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. 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.

Date of Test: April 2015  
Page 1

**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
CLASS ROSTER REPORT**



**PERFORMANCE LEVEL SCALE SCORE**  
Below Basic (BEL) 145 and below  
Basic (BAS) 146-199  
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 Biology  
& = Modified form adapted to Braille

Student Information		BIOLOGY								
Multiple-Choice/Open-Response Points Possible		GRADE	PERFORMANCE LEVEL	RETEST	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
Name	Student ID #									
ADCOCK, JASON *	1234567890	11	BAS	N	168	6/4	3/0	6/4	6/4	6/0
ADDLER, KARIE *	2345678901 (FE)	11	BAS	N	190	7/4	3/2	7/4	7/4	6/2
ANDERSON, MARK *	3456789012	11	BEL	N	121	3/NA	3/0	3/NA	3/NA	8/NA
BANCROFT, MARY *	4567890123	10	BAS	N	175	7/4	3/0	7/4	7/4	7/2
BEST, COURTLAND *	5678901234	11	BEL	N	127	5/4	3/0	0/2	5/4	3/0
BIDEN, JEAN * &	6789012345	09	BEL	N	121	3/NA	3/0	3/NA	3/NA	8/NA
BYRD, JERRY *	7890123456 (L)	09	BAS	N	175	7/4	3/0	11/2	7/4	7/2
CANTRELL, MARVIN *	8901234567 (L)	11	BAS	Y	168	6/4	3/0	10/4	6/4	6/0
DREYFUS, JUSTIN *	9012345678	10	BEL	Y	118	5/NA	5/NA	5/NA	5/NA	5/NA
DUNKIRK, BOB	0123456789	11	PRO	N	222	10/4	10/4	10/4	10/4	10/4
JACKSON, JOHN	2233445566	11	PRO	N	235	10/5	10/5	10/5	10/5	10/5
KIRK, ELLIOT	3344556677	10	ADV	N	251	10/6	10/6	10/6	10/6	10/6
SMITH, JILLIAN *	4455667788	11	BAS	N	161	4/4	3/0	4/4	3/0	5/2
VIGGERS, CODY *	5566778899	10	BAS	Y	168	6/4	3/0	6/4	3/0	6/0
WAYLAND, JOSEPH *	6677889900	11	BEL	N	104	4/NA	2/NA	4/NA	2/NA	3/NA
<b>CLASS AVERAGE:</b>					<b>170</b>	<b>6/3</b>	<b>5/2</b>	<b>6/4</b>	<b>6/3</b>	<b>7/2</b>
<b>COMBINED POPULATION:</b>	<b>MEAN SCALE SCORE</b>									
<b>BIOLOGY</b>	School: 172									
	District: 175									
	Region: 175									
	State: 193									

Averages do not include the following groups: 1) 1st Year LEP students  
2) Foreign Exchange students  
3) Biology Retest 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 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 Biology 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.
- 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 Biology 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 information is provided, as well as a retest column identifying students retaking both semesters of Biology for credit.
- 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, Foreign Exchange, or Retest 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. 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.



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL ROSTER REPORT**

Date of Test: April 2015  
Page 1

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

**PERFORMANCE LEVEL SCALE SCORE**

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146-199	200-249	250 and above

NA = No Attempt (Zero Score)  
NI = Not Indicated  
\* = Not Proficient in Biology  
& = Modified form adapted to Braille

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

Multiple-Choice/Open-Response Points Possible

**COMBINED POPULATION**

**SCHOOL AVERAGE:**

**STATE AVERAGE:**

**COMBINED POPULATION WITHOUT  
HIGHLY MOBILE**

**SCHOOL AVERAGE:**

**GENERAL POPULATION**

ADCOCK, JASON *	1234567890	11	BAS	N	168	6/4	3/0	10/4	6/0
ADDLER, KARIE *	2345678901 (FE)	11	BAS	N	190	7/4	2/2	11/4	6/2
ANDERSON, MARK *	3456789012	11	BEL	N	121	3/NA	2/0	3/0	8/NA
BANCROFT, MARY *	4567890123	10	BAS	N	175	7/4	2/0	11/2	7/2
BEST, COURTLAND *	5678901234	11	BEL	N	127	5/4	3/0	0/2	3/0
BIDEN, JEAN *	6789012345	09	BEL	N	121	3/NA	1/0	3/0	8/NA
BYRD, JERRY *	7890123456	09	BAS	N	175	7/4	3/0	11/3	7/2
CASTRO, MARVIN *	8901234567	11	BAS	N	168	6/4	2/0	10/4	6/0
DREYFUS, JUSTIN *	9012345678	10	BEL	Y	118	5/NA	1/NA	2/0	5/NA
DUNKIRK, BOB	0123456789	11	PRO	N	222	10/4	3/4	10/8	5/NA
JACKSON, JOHN	2233445566	11	PRO	N	235	10/5	3/5	10/8	5/2
KIRK, ELLIOT	3344556677	10	ADV	N	251	10/6	3/6	10/8	8/2

**BIOLOGY**

GRADE	PERFORMANCE LEVEL	RETEST	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
				12/8	12/8	12/8	12/8	12/8
			172	6/3	2/1	8/3	6/4	6/1
			169	5/3	2/1	7/3	7/4	4/1
			176	6/3	2/1	8/3	6/5	6/1

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

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



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL ROSTER REPORT**

Date of Test: April 2015

Page 1

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

**PERFORMANCE LEVEL SCALE SCORE**

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146–199	200–249	250 and above

NA = No Attempt (Zero Score)  
 NI = Not Indicated  
 \* = Not Proficient in Biology  
 & = Modified form adapted to Braille

Student Information—Name & Student ID #		GRADE	PERFORMANCE LEVEL	RETEST	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
<b>GENERAL POPULATION</b> (cont'd)										
SMITH, JILIAN *	8899002233	11	BAS	N	161	4/4	2/0	8/4	8/4	5/2
WIGGERS, CODY *	9900223344	10	BAS	Y	168	6/4	1/0	10/4	10/4	6/0
WAYLAND, JOSEPH *	0022334455	11	BEL	N	104	4/NA	2/NA	5/NA	5/NA	3/NA
<b>SCHOOL AVERAGE:</b>					169	6/3	2/1	8/4	7/4	6/1
<b>IEP STUDENTS</b>										
BONDS, KARLA *	2223334445	11	BEL	N	114	5/2	1/0	5/NA	2/1	0/NA
<b>SCHOOL AVERAGE:</b>					114	5/2	1/0	5/0	2/1	0/0
<b>LEP STUDENTS</b>										
JIMINEZ, LUIS	3334445556	11	PRO	N	241	8/4	11/5	8/4	11/5	8/4
CANTRELL, MARVIN *	5556667778 (L)	9	BAS	Y	168	6/4	8/0	3/0	3/0	1/0
<b>SCHOOL AVERAGE:</b>					241	8/4	11/5	8/4	11/5	8/4
<b>1ST YEAR LEP STUDENTS</b>										
CANTRELL, MARVIN *	5556667778 (L)	9	BAS	Y	168	6/4	8/0	3/0	3/0	1/0
<b>SCHOOL AVERAGE:</b>					NA	NA	NA	NA	NA	NA

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



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL ROSTER REPORT**

Date of Test: April 2015  
Page 3

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)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146–199	200–249	250 and above

NA = No Attempt (Zero Score)  
NI = Not Indicated  
\* = Not Proficient in Biology  
& = Modified form adapted to Braille

Student Information—Name & Student ID #		GRADE	PERFORMANCE LEVEL	RETEST	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science
<b>Multiple-Choice/Open-Response Points Possible</b>										
<b>MONITORED FORMER LEP STUDENTS—YEAR 1</b>										
DREYFUSS, JUSTIN *	8899002233	9	BEL	N	118	5/NA	4/NA	4/5	3/5	9/5
PEOPLES, LESA *	6677889900	9	BEL	N	121	3/NA	4/0	4/0	4/0	4/0
<b>SCHOOL AVERAGE:</b>					120	4/0	4/0	4/3	4/3	7/3
<b>MONITORED FORMER LEP STUDENTS—YEAR 2</b>										
VIGGERS, CODY *	9900223344	9	BAS	Y	168	6/4	8/0	4/0	4/0	4/0
<b>SCHOOL AVERAGE:</b>					NA	NA	NA	NA	NA	NA
<b>GIFTED AND TALENTED STUDENTS</b>										
LOPEZ, SIMONE	5566778899	10	ADV	N	251	10/6	10/6	10/8	10/6	8/2
<b>SCHOOL AVERAGE:</b>					251	10/6	10/6	10/8	10/6	8/2
<b>HIGHLY MOBILE STUDENTS</b>										
ADAMSON, JILIAN *	6667778889	11	BAS	N	161	4/4	2/0	8/4	4/4	5/2
MCDONALD, CODY *	7778889990	10	BAS	N	168	6/4	2/0	10/4	6/4	6/0
TULLY, JOSEPH *	8889990002	11	BEL	N	104	4/NA	1/NA	5/0	4/NA	3/NA
<b>SCHOOL AVERAGE:</b>					144	5/3	2/0	8/3	5/3	5/1
<b>FREE AND/OR REDUCED LUNCH STUDENTS</b>										
<b>SCHOOL AVERAGE:</b>					165	5/2	1/1	7/2	4/4	4/0

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

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



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL ROSTER REPORT**

Date of Test: April 2015  
Page 4

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)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
145 and below	146–199	200–249	250 and above

NA = No Attempt (Zero Score)  
 NI = Not Indicated  
 \* = Not Proficient in Biology  
 & = Modified form adapted to Braille

<b>BIOLOGY</b>									
GRADE	PERFORMANCE LEVEL	RETEST	BIOLOGY SCALE SCORE	Molecules and Cells	Heredity and Evolution	Classification and the Diversity of Life	Ecology and Behavioral Relationships	Nature of Science	
				12/8	12/8	12/8	12/8	12/8	12/8
<b>NON-ECONOMICALLY DISADVANTAGED STUDENTS</b>									
			175	7/4	3/1	10/3	6/6	6/1	
<b>NON-DISABLED STUDENTS</b>									
			171	6/3	3/1	8/3	6/5	6/1	

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

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

## 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.

**Note: The District Summary Report provides district staff with summary information on how students within the district performed on the 2015 Spring Biology 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 2015 administration of the *Spring Biology 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



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

Date of Test: April 2015  
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) 145 and below			Number & Percent of Students Basic (BAS) 146-199			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															
All Students	8	8	293	3,285	9%	26	26	667	8,905	25%	46	46	849	14,486	41%	32	53	423	8,926	19%	40%	29%	41%	29%	40%	19%	25%				
Gender	5	5	112	1,282	11%	11	11	333	4,344	30%	21	21	449	7,634	38%	15	27	220	4,483	20%	27	27	220	15	27	220	4,483	20%	20%	20%	25%
Female	10%	8%	10%	7%	21%	17%	30%	24%	30%	24%	40%	33%	40%	43%	43%	29%	42%	42%	20%	20%	42%	42%	42%	29%	40%	40%	19%	25%			
Male	3	3	180	1,975	13%	15	15	332	4,540	30%	25	25	398	6,833	36%	17	26	203	4,439	17%	26	26	203	17	26	203	4,439	17%	20%	20%	25%
Ethnicity	5%	4%	16%	11%	25%	22%	30%	26%	26%	26%	42%	36%	36%	38%	38%	28%	38%	18%	18%	38%	38%	38%	28%	38%	38%	18%	25%				
Hispanic	0	0	4	247	10%	0	0	29	860	36%	0	0	32	1,047	40%	0	0	15	383	0%	0	0	0	0	0	0	15	383			
Asian	0	0	0	29	5%	0	0	0	93	34%	0	0	0	201	41%	1	1	2	226	0%	0	0	0	0	0	0	2	226			
Native Hawaiian/ Pacific Islander	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	100%	100%	100%	100%	100%	100%	100%	0	0			
American Indian/ Alaska Native	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0%	0%	0%	0%	0%	0	0				
American Indian/ Alaska Native	0	0	0	17	0%	0	0	3	70	26%	0	0	2	121	45%	0	0	1	63	0%	0	0	0	0	0	0	1	63			
Black	7	7	224	1,700	21%	18	18	413	3,022	38%	31%	30%	39%	33%	33%	16%	20%	108	23%	23%	39%	39%	39%	16%	20%	10%	8%				
White	12%	11%	20%	21%	31%	30%	37%	37%	37%	37%	41%	41%	32%	33%	33%	22%	22%	297	7,562	28%	40	40	297	22	40	297	7,562				
Two or More Races	1	1	65	1,255	5%	8	8	221	4,833	20%	15%	11%	11%	10%	10%	42%	42%	56%	31%	28%	56%	56%	42%	56%	28%	56%	31%				
Two or More Races	0	0	0	28	0%	0	0	0	15	26%	0	0	0	10	17%	0	0	5	9%	0%	0	0	0	0	0	0	5				
Not Indicated	0	0	0	0	0%	0	0	0	12	19%	0	0	0	17	27%	0	0	0	26	0%	0	0	0	0	0	0	26				
Not Indicated	0%	0%	0%	14%	0%	0%	100%	19%	19%	19%	0%	0%	0%	0%	0%	0%	0%	0%	41%	0%	0%	0%	0%	0%	0%	0%	41%				
Gender/Ethnicity - Female	0	0	2	97	8%	0	0	18	401	33%	0	0	15	547	36%	0	0	7	188	0%	0	0	0	0	0	0	7				
Hispanic	0%	0%	5%	8%	10%	0%	0%	43%	33%	33%	0%	0%	0%	44%	44%	0%	0	17%	15%	0%	0	0	0	0	0	17%					
Asian	0	0	0	15	5%	0	0	0	43	33%	0	0	0	89	44%	1	1	104	15%	0%	0	0	0	0	0	1	104				
Native Hawaiian/ Pacific Islander	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	100%	100%	100%	41%	0%	100%	100%	100%	100%	100%	100%	41%				
American Indian/ Alaska Native	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0%	0%	0%	0%	0%	0	0				
American Indian/ Alaska Native	0	0	0	6	0%	0	0	2	37	26%	0	0	0	65	46%	0	0	0	34	0%	0	0	0	0	0	0	34				
Black	5	5	91	698	16%	9	9	219	1,573	37%	33%	31%	34%	36%	36%	16%	17%	67	23%	23%	34%	34%	16%	17%	11%	9%					
White	19%	17%	16%	17%	31%	31%	37%	37%	37%	37%	33%	34%	35%	36%	36%	22%	22%	214	3,759	28%	40	40	214	11	45	3,759					
Two or More Races	0	0	0	450	10%	2	2	94	2,280	20%	8%	6%	4%	4%	4%	46%	46%	30%	32%	30%	46%	46%	46%	30%	30%	30%					
Two or More Races	0	0	0	14	0%	0	0	0	8	19%	0	0	0	5	16%	0	0	5	16%	0%	0	0	0	0	0	5					
Not Indicated	0	0	0	0	0%	0	0	0	2	19%	0	0	0	6	30%	0	0	2	10	0%	0	0	0	0	0	0					
Not Indicated	0%	0%	0%	10%	0%	0%	0%	0%	10%	10%	0%	0%	0%	10%	10%	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	50%				

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



SPRING END-OF-COURSE EXAMINATION  
BIOLOGY

Date of Test: April 2015  
Page 2

SCHOOL SUMMARY REPORT: COMBINED POPULATION (continued)

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

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

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 145 and below			Number & Percent of Students Basic (BAS) 146-199			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
Hispanic	0	0%	2	149	11%	11	459	0	17	499	0	8	195
Asian	0	0%	0	5%	0	29%	35%	0	0%	38%	0	0%	15%
Native Hawaiian/ Pacific Islander	0	0%	0	0%	0	0%	50	0	0	112	0	1	122
American Indian/ Alaska Native	0	0%	0	0%	0	0%	17%	0	0	38%	0	0%	41%
Black	2	6%	133	993	9%	1	33	0	0	0	0	0	0
White	1	3%	45	26%	26%	25%	26%	0	0	0	0	0	0
Two or More Races	0	0%	0	0%	0	0%	0	0	0	0	0	0	0
Not Indicated	0	0%	0	0%	0	0%	0	0	0	0	0	0	0
Migrant	0	0%	0	24	13%	3	67	0	4	83	0	2	17
	0%	0%	0%	0%	0%	0%	35%	0%	0%	43%	0%	0%	9%

The following groups are not included in this report: 1) 1st Year LEP students  
2) Foreign Exchange students  
3) Biology Retest 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



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

Date of Test: April 2015  
Page 3

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

	Number & Percent of Students Below Basic (BEL) 145 and below				Number & Percent of Students Basic (BAS) 146-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above											
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State								
All Students	6	6	5%	11%	208	1,915	6%	21%	22	22	54%	28%	43	43	80%	43%	32	53	40%	21%	8,557	28%		
Gender	4	4	8%	7%	89	796	6%	21%	9	9	27%	28%	20	20	43%	41%	15	15	27	21%	212	21%	4,327	28%
Female	2	2	3%	3%	119	1,111	8%	24%	13	13	26%	28%	23	23	37%	37%	31	31	26	19%	197	19%	4,228	29%
Male	2	2	3%	3%	119	1,111	8%	24%	13	13	26%	28%	23	23	37%	37%	31	31	26	19%	197	19%	4,228	29%
Ethnicity	0	0	0%	0%	2	51	4%	0%	0	0	5	29%	0	0	19	62%	0	0	0	0	13	30%	303	24%
Hispanic	0	0	0%	0%	2	51	4%	0%	0	0	5	29%	0	0	19	62%	0	0	0	0	13	30%	303	24%
Asian	0	0	0%	0%	0	7	0%	0%	0	0	0	0%	0	0	0	14%	0	0	1	2	2	19%	196	15%
Native Hawaiian/ Pacific Islander	0	0	0%	0%	0	0	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	0	0
American Indian/ Alaska Native	0	0	0%	0%	0	9	0%	0%	0	0	0	0%	0	0	2	10%	0	0	0	0	1	6%	62	5%
Black	5	5	8%	5%	163	1,103	4%	15%	14	14	36%	20%	22	22	34%	26%	9	9	12	10%	105	10%	644	28%
White	1	1	2%	1%	43	714	3%	15%	8	8	17%	19%	21	21	43%	37%	22	22	40	28%	288	28%	7,322	9%
Two or More Races	0	0	0%	0%	0	28	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	5	0%
Not Indicated	0	0	0%	0%	0	48	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	9	0%
Gender/Ethnicity - Female	0	0	0%	0%	0	3	7%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	25	0%
Hispanic	0	0	0%	0%	0	22	3%	0%	0	0	3	14%	0	0	9	26%	0	0	0	0	6	0%	149	10%
Asian	0	0	0%	0%	0	3	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	3	0%
Native Hawaiian/ Pacific Islander	0	0	0%	0%	0	0	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	0	0%
American Indian/ Alaska Native	0	0	0%	0%	0	3	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	0	0%
Black	4	4	6%	4%	74	487	2%	17%	7	7	19%	22%	10	10	20%	18%	3	3	5	4%	64	4%	373	27%
White	17%	15%	14%	14%	14	13%	14%	29%	27	27	37%	37%	42	42	38%	39%	11	11	19	19%	141	12%	10%	
Two or More Races	0	0	0%	0%	13	26%	2%	9%	2	2	7%	17%	10	10	21%	17%	4	4	21	14%	141	12%	10%	
Not Indicated	0	0	0%	0%	0	14	0%	0%	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0%	5	0%

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



SPRING END-OF-COURSE EXAMINATION  
BIOLOGY

SCHOOL SUMMARY REPORT: GENERAL POPULATION (continued)

Date of Test: April 2015  
Page 4

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

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

Gender/Ethnicity - Male	Number & Percent of Students Below Basic (BEL) 145 and below			Number & Percent of Students Basic (BAS) 146-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Hispanic	0	0%	0	0	0%	2	0	0%	10	0	0%	0	0	0%	7	154
Asian	0	0%	0	0	0%	11%	0	0%	53%	0	0%	0	0	0%	37%	26%
Native Hawaiian/ Pacific Islander	0	0%	0	0	0%	0%	0	0%	0%	0	0%	0	0	0%	1	103
American Indian/ Alaska Native	0	0%	0	0	0%	0%	0	0%	0%	0	0%	0	0	0%	0	50%
Black	0	0%	0	0	0%	0%	0	0%	0%	0	0%	0	0	0%	0	0%
White	1	4%	89	6	6%	0%	0	0%	2	0	0%	0	0	0%	1	28
Two or More Races	1	3%	30	6	19%	38%	6	27%	101	12	142	11	19	33%	41	271
Not Indicated	0	0%	0	0	0%	20%	6	26%	142	12	142	11	19	9%	9%	3,658
Migrant	0	0%	0	0	0%	0%	0	0%	0%	0	0%	0	0	0%	0	0
	0	0%	0	0	0%	33%	0	0%	33%	0	0%	0	0	0%	2	11
	0	0%	0	0	0%	5%	0	0%	27%	0	0%	1	0	0%	0	13%

The following groups are not included in this report: 1) 1st Year LEP students  
2) Foreign Exchange students  
3) Biology Retest 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL SUMMARY REPORT: IEP STUDENTS**

Date of Test: April 2015  
Page 5

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

ESJ Categories	Number & Percent of Students Below Basic (BEL) 145 and below				Number & Percent of Students Basic (BAS) 146-199				Number & Percent of Students Proficient (PRO) 200-249				Number & Percent of Students Advanced (ADV) 250 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
All IEP Students	1	1	69	929	2	2	54	1,073	1	1	13	521	0	0	2	78
	25%	25%	50%	36%	50%	50%	39%	41%	25%	25%	9%	20%	0%	0%	1%	3%
Autism	0	0	0	13	0	0	1	13	0	0	0	18	0	0	0	11
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25%
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mental Retardation	0	0	0	5	0	0	0	10	0	0	0	13	0	0	0	0
Multiple Disabilities	0	0	0	17%	0	0	0	34%	0	0	0	45%	0	0	0	1
Orthopedic Impairment	0	0	24	160	1	1	7	54	0	0	0	4	0	0	0	0
Other Health Impairment	0	0	77%	73%	100%	100%	23%	25%	0	0	0	2%	0	0	0	0
Emotional Disturbance	0	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0
Specific Learning Disability	0	0	0	17%	0	0	0	50%	0	0	0	2	0	0	0	0
Speech/Language Impairment	0	0	6	153	0	0	7	198	0	0	0	107	0	0	0	10
Traumatic Brain Injury	0	0	1	33%	0	0	1	42%	0	0	0	23%	0	0	0	2
Visual Impairment	0	0	1	19	0	0	1	13	0	0	1	14	0	0	0	0
Non-disabled	7	7	224	2,356	24	24	613	7,832	45	45	836	13,965	32	53	421	8,848
Migrant	14%	14%	30%	17%	28%	28%	20%	14%	23%	23%	21%	21%	35%	35%	23%	48%
	0%	0%	0%	6%	0%	0%	100%	20%	0%	0%	0%	2%	0%	0%	0%	0
	0%	0%	0%	60%	0%	0%	0%	20%	0%	0%	0%	20%	0%	0%	0%	0

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

## SCHOOL SUMMARY REPORT: LEP STUDENTS

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

The School Summary Report: LEP Students provides school and district staff with summary information on how LEP students in the school performed on the *Spring Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY**

**SCHOOL SUMMARY REPORT: LEP STUDENTS**

Date of Test: April 2015  
Page 6

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) 145 and below			Number & Percent of Students Basic (BAS) 146-199			Number & Percent of Students Proficient (PRO) 200-249			Number & Percent of Students Advanced (ADV) 250 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Limited English Proficient	0 0%	1 3%	189 14%	0 0%	24 60%	567 43%	0 0%	13 33%	455 35%	0 0%	2 5%	98 7%	0 0%	0 0%	5 5%
Migrant	0 0%	0 0%	14 14%	0 0%	2 40%	42 43%	0 0%	3 60%	36 37%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

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

## 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY  
SCHOOL SUMMARY REPORT: MONITORED FORMER LEP STUDENTS**

Date of Test: April 2015  
Page 7

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) 145 and below			Number & Percent of Students Basic (BAS) 146-199			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
Monitored Former LEP—Year 1	0 0%	0 0%	0 0%	0 0%	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%	6 32%	0 0%	0 0%	10 53%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	2 67%

The following groups are not included in this report: 1) 1st Year LEP students  
 2) Foreign Exchange students  
 3) Biology Retest 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



## SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2014. 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



SPRING END-OF-COURSE EXAMINATION

BIOLOGY

SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

Date of Test: April 2015  
Page 9

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) 145 and below			Number & Percent of Students Basic (BAS) 146-199			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
Highly Mobile	1 20%	17 20%	373 20%	2 40%	2 40%	47 50%	2 40%	2 40%	20 21%	2 40%	20 21%	614 33%	0 0%	0 0%	10 11%
Migrant	0 0%	0 0%	3 15%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	1 5%

The following groups are not included in this report:  
 1) 1st Year LEP students  
 2) Foreign Exchange students  
 3) Biology Retest 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 Biology 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, Foreign Exchange, and Retest student scores are not included in this report.



Date of Test: April 2015  
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**SPRING END-OF-COURSE EXAMINATION  
BIOLOGY**

**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)			Number & Percent of Students Basic (BAS)			Number & Percent of Students Proficient (PRO)			Number & Percent of Students Advanced (ADV)		
	School	Region	State	School	Region	State	School	Region	State	School	Region	State
Free and/or Reduced Lunch	5 8%	259 16%	2,345 13%	19 30%	19 28%	546 34%	26 41%	26 38%	568 36%	13 21%	18 26%	2,641 15%
Non-economically Disadvantaged	3 6%	34 5%	940 5%	7 14%	7 11%	121 19%	20 41%	20 31%	281 43%	19 39%	35 54%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	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) Foreign Exchange students  
 3) Biology Retest students

## SCHOOL PROFILE

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

The School Profile is a four-page booklet providing an overview of the school's results for the *Spring Biology 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.
- 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.

**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, Foreign Exchange, and Retest student scores are not included in this report except where specifically noted.

- 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 Biology End-of-Course Examination since January 2011.
- 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—BIOLOGY

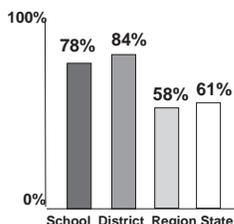
District: **Arkansas School District (99-99)**  
 School: **Arkansas School (99-99-999)**  
 Test Date: **April 2015**

### SPRING END-OF-COURSE EXAMINATION BIOLOGY

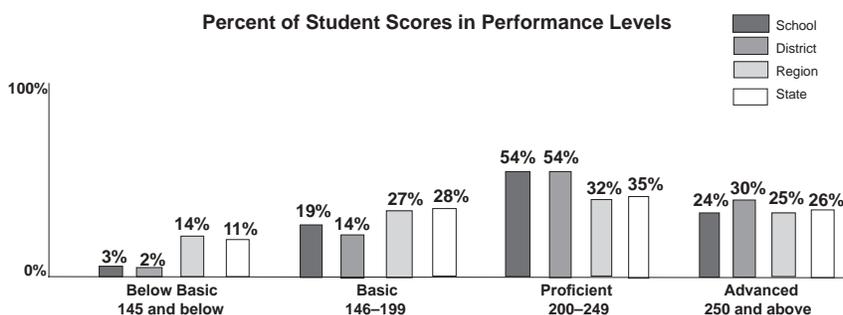
The *Biology Spring End-of-Course Examination* was administered in April to students who have completed coursework in Biology. This School Profile provides a summary of your School's overall performance on this examination. Data for 1st Year LEP students, Biology Retest students, and Foreign Exchange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

#### Biology Overall Results (Combined Population)

**Percent of Student Scores Proficient and Advanced**



**Percent of Student Scores in Performance Levels**



#### Results by Population Group

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

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population <sup>1</sup>	2	3%	13	19%	37	54%	16	24%	221	229	213
Combined Population without Highly Mobile <sup>2</sup>	2	3%	12	18%	37	54%	16	24%	222	230	214
General Population <sup>3</sup>	0	0%	10	16%	36	59%	15	25%	226	233	220
Students with Disabilities	1	33%	0	0%	1	33%	1	33%	197	197	163
Non-disabled Students	1	2%	13	20%	36	55%	15	23%	222	230	217
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 <sup>4</sup>	2	6%	6	18%	20	59%	6	18%	213	222	198
Non-economically Disadvantaged Students	0	0%	7	21%	17	50%	10	29%	229	235	226
Migrant Students	1	33%	1	33%	0	0%	1	33%	180	180	191

**Notes:**

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

## SCHOOL PROFILE—BIOLOGY

### Results by Gender and Ethnicity

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

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

## SCHOOL PROFILE—BIOLOGY

### 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 Biology Strand. There is one point possible for each multiple-choice item.

Biology Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
<b>Molecules and Cells</b> Students will demonstrate an understanding of the role of chemistry in life processes, the structure and function of cells, and how cells obtain and use energy.	12	7.8	65%	8.2	68%	7.0	58%
<b>Heredity and Evolution</b> Students will demonstrate an understanding of heredity, investigate the molecular basis of genetics, and examine the development of the theory of biological evolution.	12	8.1	62%	8.5	65%	7.5	58%
<b>Classification and the Diversity of Life</b> Students will demonstrate an understanding that organisms are diverse.	12	8.6	71%	9.0	75%	7.3	61%
<b>Ecology and Behavioral Relationships</b> Students will demonstrate an understanding of ecological and behavioral relationships among organisms and of the ecological impact of global issues.	12	7.6	63%	8.0	66%	7.2	60%
<b>Nature of Science</b> Students will demonstrate an understanding that science is a way of knowing. They will design and safely conduct a scientific inquiry to solve valid problems; demonstrate an understanding of current life-science theories; use mathematics, science equipment, and technology as tools to communicate and solve life-science problems; describe the connections between pure and applied science; and describe various life-science careers and the training required for the selected career.	12	6.5	59%	6.8	62%	6.9	62%

#### Performance on Open-Response Items

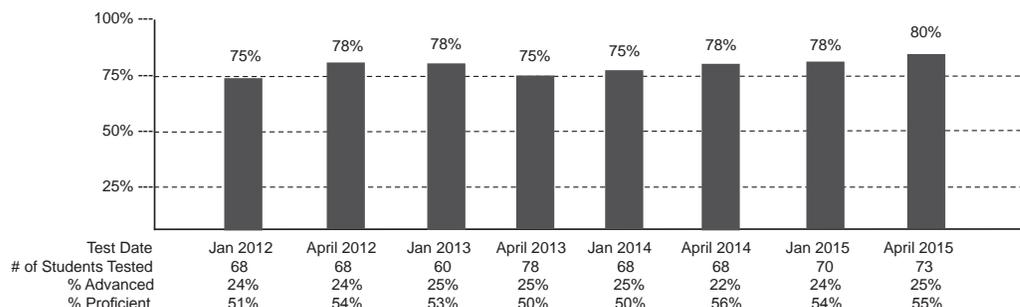
The following table indicates the overall skill demonstrated by students on the open-response items in Biology. Open-response items require students to write a response to a biology item.

Biology Strands	Possible OR Points	Average Points Scored		
		School	District	State
<b>Molecules and Cells</b>	8	2.4	2.6	2.2
<b>Heredity and Evolution</b>	8	3.7	4.2	3.8
<b>Classification and the Diversity of Life</b>	8	3.2	3.5	2.7
<b>Ecology and Behavioral Relationships</b>	8	2.1	2.3	2.1
<b>Nature of Science</b>	8	0.9	0.9	1.2

## SCHOOL PROFILE—BIOLOGY

### 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 *Biology End-of-Course Examination* since January 2012.



### Performance Level Descriptors

Performance Level	Score Range	Descriptor
Advanced	250 and above	Students 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. They are able to design and conduct scientific investigations which answer biological questions about real-world situations. These students are able to apply complex reasoning skills to make logical predictions and draw well-formulated conclusions.
Proficient	200–249	Students 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. They are able to design and conduct scientific investigations, analyze data, and apply scientific principles to solve real-world, biological problems.
Basic	146–199	Students 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. They partially demonstrate the ability to apply this knowledge. They are able to conduct basic level scientific investigations but demonstrate a need for additional assistance.
Below Basic	145 and below	Students fail to show sufficient mastery of biology 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). Twenty five (25%) of the items in the 2015 *Spring Biology End-of-Course Examination* will be provided in the Released Item Booklet. 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:

- 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.
- 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.

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

- 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 2015 *Spring Biology 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, Foreign Exchange, and Retest student scores are not included in this report.

 <p>Arkansas Comprehensive Testing, Assessment, and Accountability Program</p>	<p><b>SPRING END-OF-COURSE EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS BIOLOGY: COMBINED POPULATION DATE OF TEST: APRIL 2015</b></p>	<p>Page 1</p>							
<p>District Number: <b>99-99</b>      District Name: <b>Arkansas School District</b>                  School Number: <b>99-99-999</b>      School Name: <b>Arkansas School</b></p>									
<p>Total Number of Students Tested: <b>38</b></p>									
<b>RELEASED ITEMS</b>									
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		0.4		0.4	1.8	

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



**SPRING END-OF-COURSE EXAMINATION  
SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS  
BIOLOGY: COMBINED POPULATION  
DATE OF TEST: APRIL 2015**

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	HE.5.9	14	36.6%	14	36.6%	14,217	42.9%
2	MC	MC.1.4	20	76.7%	20	76.7%	23,370	71.8%
3	MC	HE.5.6	20	76.7%	20	76.7%	22,164	66.9%
4	MC	NS.10.5	28	73.7%	28	73.7%	25,555	77.2%
5	MC	CDL.7.4	31	81.6%	31	81.6%	20,829	62.9%
6	MC	HE.5.1	28	73.1%	28	73.1%	16,627	50.2%
7	MC	CDL.7.8	27	71.1%	27	71.1%	16,455	49.3%
8	MC	EBR.8.1	26	68.4%	26	68.4%	19,499	58.9%
9	MC	EBR.8.4	12	31.6%	12	31.6%	12,093	38.6%
10	MC	HE.5.1	20	52.6%	20	52.6%	14,333	43.3%
11	MC	EBR.9.3	9	23.7%	9	23.7%	14,630	44.2%
12	MC	MC.1.1	36	94.7%	36	94.7%	22,326	68.6%
13	MC	MC.1.9	16	42.1%	16	42.1%	16,451	49.9%
14	MC	HE.4.2	27	71.1%	27	71.1%	23,888	72.1%
15	MC	NS.11.5	26	68.4%	26	68.4%	21,028	68.2%
16	MC	HE.5.7	23	60.5%	23	60.5%	20,814	62.8%
17	MC	HE.4.2	35	92.1%	35	92.1%	20,324	83.7%
18	MC	MC.1.7	20	52.6%	20	52.6%	14,333	43.3%
19	MC	HE.5.3	35	92.1%	35	92.1%	23,894	72.1%
20	MC	CDL.7.6	33	86.8%	33	86.8%	20,270	61.2%
21	MC	MC.1.6	20	76.3%	20	76.3%	20,963	63.3%
22	MC	HE.5.9	14	36.6%	14	36.6%	14,217	42.9%
23	MC	MC.1.4	20	76.7%	20	76.7%	23,370	71.8%
24	MC	HE.5.6	20	76.7%	20	76.7%	22,164	66.9%
25	MC	NS.10.5	28	73.7%	28	73.7%	25,555	77.2%
26	MC	CDL.7.4	31	81.6%	31	81.6%	20,829	62.9%
27	MC	HE.5.1	28	73.1%	28	73.1%	16,627	50.2%
28	MC	CDL.7.8	27	71.1%	27	71.1%	16,455	49.3%
29	MC	EBR.8.1	26	68.4%	26	68.4%	19,499	58.9%
30	MC	EBR.8.4	12	31.6%	12	31.6%	12,093	38.6%

	Item Type	SLE*	Average Score of All Students		
			School	District	State
A	OR	NS.19.4	0.5	0.5	2.5
B	OR	MC.2.3	3.2	0.5	2.5
C	OR	HE.4.1	0.4	0.5	2.5

The following groups are not included in this report: 1) 1st Year LEP students  
2) Foreign Exchange students  
3) Biology Retest 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 Biology End-of-Course Examination*: advanced, proficient, basic, and below basic.

The general definitions of these performance levels 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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