ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Report Interpretation Guide

Algebra I and Geometry

Mid-Year End-of-Course Examinations

January 2008 Administration

Arkansas Department of Education

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Introduction and Overview of the 2008 ACTAAP – Mid-Year End-of-Course Examinations

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 January 2008 administration of the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations*. This *Report Interpretation Guide* provides general information about the components of the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations*, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations*. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

Note: Students with less than one year in a U.S. school whose answer documents had the "LEP student less than one year in the U.S." bubble filled in will receive individual student reports and will be included on the roster reports but will not be included in any class or school averages or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2008. However, if the "LEP student less than one year in the U.S." bubble was not properly marked on the answer document, the student's scores **will be included** in AYP calculations and will appear on all reports.

Important: A *Class Roster Report* and a *School Roster Report*, both containing raw scores, are provided at this time for the *Biology Mid-Year End-of-Course Examination*. Final *Biology Mid-Year End-of-Course Examination* reports will arrive in the fall of 2008.

Overview of the ACTAAP

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

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

The goals for the ACTAAP are to

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

As the ACTAAP continues to evolve, it will offer

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

Questions and Answers about the 2008 Mid-Year End-of-Course Examinations

Frequently Asked Questions

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

1. Who is required to take the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations*?

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

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

The Arkansas Department of Education requires norm-referenced tests and criterion-referenced tests to be administered. A norm-referenced test was administered in 2007 and the Mid-Year End-of-Course Examinations were administered in January 2008. Each End-of-Course Examination requires two days of testing. This test is part of the overall plan for education within the state and is to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district.

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

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

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

Dr. Gayle Potter, Associate Director
Curriculum, Assessment, and Research
Arkansas Department of Education
4 State Capitol Mall, Room 106A
Little Rock, AR 72201-1071
Telephone: 501-682-4558

Educational Improvement Plans and Using the 2008 Mid-Year End-of-Course Examinations Results

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., Mid-Year End-of-Course Examinations)
- Norm-referenced test results
- Classroom test results (current and past)

Qualitative

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

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

Using the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* Results

The reports for the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas *Algebra I* and *Geometry Mathematics Curriculum Frameworks*. 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 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 the Proficient performance level.
- For those students who did not perform at the Proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the Arkansas *Algebra I* and *Geometry Mathematics Curriculum Frameworks*.

Disseminating the 2008 Mid-Year End-of-Course Examinations Results and Conclusion

Disseminating the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* Results

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

- Make certain that the appropriate teachers and guidance personnel receive the appropriate *Student Report(s)*, *Student Label(s), Class Roster Report(s)*, *School Roster Report*, *School Summary Report, School Profile Report*, and *School Item-by-Item Selections of Correct Answers* report 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 *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the *Student Reports* and *Class Roster Reports*.
- Summarize information from the *School Roster Report*, *School Summary Report*, and *School Profile Report* 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.
- Communicate to teachers and guidance counselors, by letter or report, a list of the Algebra I and Geometry skills with the lowest performance by students.
- 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).

Conclusion

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

OVERVIEW OF THE *ALGEBRA I* AND *GEOMETRY MID-YEAR END-OF-COURSE EXAMINATIONS* REPORTS

Reports of results for the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* are sent to districts to provide information about student performance. Reports are provided separately for Algebra I and for Geometry. Samples of the *Student Report*, *Student Label*, *Class Roster Report*, *School Roster Report*, *School Summary Report*, *School Profile Report*, and *School Item-by-Item Selections of Correct Answers* report 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* report, students are reported by group. The groups are as follows:

- **Combined Population** – All students for whom answer documents were returned for the January 2008 administration of the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations*.
- **Combined Population without Highly Mobile** (appears only on the *School Roster Report*) – All students for whom answer documents were returned for the January 2008 administration of the *Algebra I* and *Geometry Mid-Year End-of-Course Examinations* excluding those students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2007.
- **General Population** – Students who were **not** identified on their answer documents with an ESI code (IEP students), as LEP, and/or as Highly Mobile. Students coded as Gifted and Talented and/or as receiving Free and/or Reduced Lunch are included in the General Population report unless they have also been coded with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students** – Students whose answer documents were marked with an ESI code (see page 18 for a listing of the ESI categories) identifying them as participating in a specific educational program. Students for whom more than one ESI code was marked are reported in the "Multiple Disabilities" category.
- **LEP Students** – Limited English Proficient students who were identified as LEP on their answer documents.
- **1st Year LEP Students** (appears only on the *School Roster Report*) – Students who are Limited English Proficient and have been in the U.S. less than one year.
- **Gifted and Talented Students** – Students identified on their answer documents as participating in a gifted and talented program.
- **Highly Mobile Students** – Students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2007.
- **Free and/or Reduced Lunch** (not reported on the *School Item-by-Item Selections of Correct Answers Report*) – Students who were identified on their answer documents as being eligible for free and/or reduced lunch.
- **Non-economically Disadvantaged** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).
- **Non-disabled Students** (not reported on the *School Item-by-Item Selections of Correct Answers Report*).

On the Combined Population and General Population summary reports, the groups are further broken down for the following student populations (sub-groups):

- **All Students** – Includes all students in the group that is being reported.
- **Gender** – Results are reported separately for females and males. Students whose answer documents were not coded for gender or those for whom both options were marked are not reported in this sub-group.
- **Ethnicity** – Results are reported separately for ethnicity (Asian/Pacific Islander, African American, Hispanic, Native American, Caucasian, and Not Indicated). Students whose answer documents were not coded for ethnicity or those for whom more than one ethnic background code was marked 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 were not coded or contained multiple marks for one of the fields 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 information is printed on the reports according to what was coded on the student answer documents, Classroom/Group Information Sheet, and/or School/Course Header Sheet.

Note: The data 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 front side of the *Student Report* is provided on the opposite page.

The *Student Report* provides individual student feedback on how the student performed on the *Algebra I* or *Geometry Mid-Year 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 for student name, grade, and birth date.
- A letter from Dr. T. Kenneth James, Commissioner of Education, introduces the report.
- Scale Score Section (bottom left of report)
  - The four performance levels (Advanced, Proficient, Basic, and Below Basic) and the cut scores associated with Algebra I or Geometry are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student's scale score and performance level are shown under the performance levels with an arrow showing where the student falls in the scale score. The school, district, and state average scores are also provided and can be used for comparative data.

    A student is required to have attained a scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Algebra I or Geometry. It is important to note that the information listed at the strand level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.
- (Raw) Scores by Strand Section (bottom right of report)
  - A table with each strand listed in the left column is provided. The strands are directly aligned with the Arkansas *Algebra I* or *Geometry Mathematics Curriculum Framework*.
  - 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 Relationships between Two and Three Dimensions 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."
  - A definition and information for scale scores are provided under the (Raw) Scores by Strand table.

Student Label

Each school will receive a *Student Label* for each student's permanent record or transcript kept on file at the school. The *Student Label* includes the student's total scale score for Algebra I or Geometry with the student's associated performance level for the January 2008 administration of the *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. A sample of the *Student Label* is provided on the opposite page.

The *Student Label* provides the student's name, grade, date of birth, and course taken. It also includes the student's scale score and performance level for the appropriate Mid-Year End-of-Course Examination. This label will be added to the student's permanent record or transcript as a permanent record of the January 2008 *Algebra I* or *Geometry Mid-Year End-of-Course Examination* test results.

Student Report

ARKANSAS DEPARTMENT OF Education

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

MID-YEAR END-OF-COURSE EXAMINATION—GEOMETRY
STUDENT REPORT

For the Family of
ASHLEY ADAMS

Test Date: *January 2008*
Grade: *10*
Birth Date: *07-21-1991*
School Name: *Arkansas Elementary School (99-99-999)*
District Name: *Arkansas School District (99-99)*

Dear Family,

Recently, Ashley participated in the Arkansas Mid-Year End-of-Course Examination in Geometry. Skills assessed on this test are based on the Arkansas Curriculum Frameworks and are required to be part of any Arkansas instructional program. The Curriculum Frameworks describe what Ashley is expected to know and be able to do in Geometry. The End-of-Course Examination in Geometry 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 teachers.** Using these test results to guide Ashley in the right academic direction is an important step for ensuring future success.

Sincerely,

T. Kenneth James, Ed.D.
Commissioner of Education

Ashley's Test Results

Geometry Scale Score

MEETS STANDARDS

250

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

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

200

DOES NOT MEET STANDARDS

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

153

Below Basic - Students fail to show sufficient mastery of geometric skills to attain the Basic level.

Ashley's score of **238** is at the **Proficient** Level

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

Geometry (Raw) Scores by Strand

This table shows the number of points Ashley scored in each of the Geometry strands.	Multiple-Choice	Open-Response
Language of Geometry Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.	10 of 12	10 of 16
Triangles Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real-world situations.	8 of 12	6 of 8
Measurement Students will measure and compare while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.	2 of 12	5 of 8
Relationships between Two and Three Dimensions Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	9 of 12	No Open-Response Items
Coordinate Geometry and Transformations Students will specify locations, apply transformations, and describe relationships using coordinate geometry.	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 Geometry 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 Label

ACTAAP End of Course Examination
Geometry Date of Test: January 2008

ADAMS, ASHLEY **Grade: 09**

DOB: 07-21-1992 Course Taken: Geometry
District: Arkansas School District (99-99)
School: Arkansas School (99-99-999)
Scale Score: 238 Proficient

Class Roster Report

Two copies of the *Class Roster Report* will be produced—one copy for the school and one copy for the district. The *Class Roster Report* is a one-sided, single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the January 2008 *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The class name printed on the report reflects what was coded on the Classroom/Group Information Sheet for classroom/group name. A sample of this report is provided on the opposite page.

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

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Algebra I or Geometry.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Algebra I* or *Geometry Mid-Year End-of-Course Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *Class Roster Report* (e.g., performance level, scale score, strand-level information). Grade and Course Taken information is also provided.
- Students who did not attain the Proficient or Advanced performance level in Algebra I or Geometry are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an "L" following the student's birth date.
- Following the listing of students, the class average for each strand is provided. Class averages do not include First Year LEP student scores.
- The Mean Scale Scores for the school, district, region, and state in Algebra I or Geometry are provided and can be used as comparative data.

A student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Algebra I or Geometry. 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.

ACTAAP
Arkansas Comprehensive Testing, Assessment and Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
CLASS ROSTER REPORT

Date of Test: January 2008

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

PERFORMANCE LEVEL SCALE SCORE

Below Basic	Basic	Proficient	Advanced
(BEL)	(BAS)	(PRO)	(ADV)
154 and below	155-199	200-249	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 Geometry
– = No course indicated
& = Modified form adapted to Braille

Student Information		GEOMETRY								
		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible						12/8/8	12/8	12/8	12/None	12/8
ADCOCK, JASON	06-11-1991	11	1	PRO	228	6/6/4	10/8	6/4	6	6/4
ADDLER, KARIE	06-11-1991	11	1	PRO	230	7/6/4	12/6	7/4	7	6/2
ANDERSON, MARK	06-02-1991	11	1	PRO	200	3/8/8	3/0	3/8	3	8/NA
BANCROFT, MARY	06-02-1992	10	1	PRO	221	7/4/4	8/6	7/4	7	7/2
BEST, COURTLAND *	07-21-1991	11	1	BAS	172	5/4/4	6/0	0/2	5	3/0
BIDEN, JEAN * &	06-02-1993	09	1	BAS	196	3/8/8	3/6	3/NA	3	8/NA
BYRD, JERRY	06-02-1993 (L)	09	1	PRO	205	7/4/4	3/0	11/2	7	7/2
CANTRELL, MARVIN	06-02-1991 (L)	11	–	PRO	208	6/4/4	3/6	10/4	6	6/0
DREYFUS, JUSTIN	06-02-1992	10	1	PRO	207	5/NA/8	12/NA	5/8	5	5/NA
DUNKIRK, BOB	06-02-1991	11	1	PRO	247	10/4/4	10/4	10/4	10	10/4
JACKSON, JOHN	06-02-1991	11	1	ADV	257	10/5/5	10/5	10/5	10	10/5
KIRK, ELLIOT	06-02-1992	10	1	ADV	268	10/6/6	10/6	10/6	10	10/6
SMITH, JILIAN *	06-11-1991	11	1	BAS	193	4/4/0	8/6	4/4	3	5/2
VIGGERS, CODY *	07-21-1992	10	1	BAS	178	6/4/0	3/0	6/4	3	6/0
WAYLAND, JOSEPH *	06-02-1991	11	1	BEL	152	4/NA/NA	2/6	4/NA	2	3/NA
CLASS AVERAGE:					**211**	**6/5/4**	**7/4**	**6/4**	**6**	**7/2**

COMBINED POPULATION: MEAN SCALE SCORE
GEOMETRY
School: 172
District: 175
Region: 175
State: 193

L: 1st Year LEP Student

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

School Roster Report

Two copies of the *School Roster Report* will be produced—one copy for the school and one copy for the district. The *School Roster Report* is a one-sided, multi-page report providing a list of students for whom answer documents were returned for the *Algebra I* or *Geometry Mid-Year End-of-Course Examination* and the results for those students. The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on pages 11–13.

The *School Roster Report* provides school and district staff with information on how all students within a school performed on the *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The following information is provided on the *School Roster Report*:

- The four performance levels (Below Basic, Basic, Proficient, and Advanced) are shown to the right of the school information with the associated range of scale scores for Algebra I or Geometry.
- Results for students are reported separately by group. See page 5 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective birth dates) in the left column with the *Algebra I* or *Geometry Mid-Year End-of-Course Examination* results for each student provided in the columns that follow. All of the information provided on the individual *Student Report* is also provided for each student on the *School Roster Report* (e.g., performance level, scale score, strand-level information). Grade and Course Taken information is also provided.
- Students who did not attain the Proficient or Advanced performance level in Algebra I or Geometry are indicated with an asterisk next to their names.
- A First Year in a School in the U.S. LEP Student is designated with an "L" following the student's birth date.
- Following the listing of students within each group, the school average for each strand for that group is provided. School averages do not include First Year LEP student scores.

A student is required to have attained a total scale score associated with the Proficient or Advanced performance level in order to be considered performing at an acceptable level for Algebra I or Geometry. 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.

ACTAAP
Arkansas Comprehensive Testing, Assessment and Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL ROSTER REPORT

Date of Test: January 2008

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

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

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
154 and below	155–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Geometry
– = No course indicated
& = Modified form adapted to Braille

Student Information		GEOMETRY								
		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible						12/8/8	12/8	12/8	12/None	12/8
COMBINED POPULATION SCHOOL AVERAGE:					217	6/4/5	5/4	8/4	8	7/3
COMBINED POPULATION WITHOUT HIGHLY MOBILE SCHOOL AVERAGE:					219	7/5/5	6/4	8/4	8	7/3
GENERAL POPULATION										
ADCOCK, JASON	06-11-1989	11	1	PRO	232	6/4/4	6/5	10/4	10	8/5
ADDLER, KARIE	06-11-1989	11	1	PRO	238	7/4/4	8/4	11/4	11	10/2
ANDERSON, MARK	06-02-1989	11	1	PRO	207	3/NA/7	8/6	3/0	8	8/5
BANCROFT, MARY	06-02-1990	10	1	PRO	234	7/8/5	6/4	11/2	11	7/2
BEST, COURTLAND	07-21-1989	11	1	PRO	207	5/4/6	6/5	0/2	5	9/6
BIDEN, JEAN *	06-02-1991	09	1	BAS	198	3/8/2	10/6	3/0	3	8/NA
BYRD, JERRY	06-02-1991	09	1	PRO	243	7/4/8	9/3	11/3	11	8/4
CASTRO, MARVIN	06-02-1989	11	–	PRO	247	6/6/4	8/6	10/4	10	9/7
DREYFUS, JUSTIN *	06-02-1990	10	1	BAS	170	5/8/NA	4/NA	2/0	4	5/NA
DUNKIRK, BOB	06-02-1989	11	1	ADV	250	10/8/7	7/6	10/8	10	5/NA
JACKSON, JOHN	05-12-1989	11	1	ADV	275	12/5/8	11/8	10/8	10	5/6
KIRK, ELLIOT	03-22-1990	10	1	ADV	268	10/6/6	8/7	10/8	10	8/7
LOGAN, JONATHAN	06-02-1989	NI	1	ADV	263	10/8/6	4/5	10/8	10	10/7
LOPEZ, SIMONE	06-02-1990	10	1	ADV	275	10/6/8	9/6	10/8	10	8/8
PEOPLES, LESA *	08-05-1990	10	1	BEL	143	3/NA/0	1/0	3/NA	3	8/NA
RICHARDSON, ADRIAN	12-25-1988	11	1	PRO	245	7/4/6	9/7	11/2	11	7/5

L: 1st Year LEP Student

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

ACTAAP
Arkansas Comprehensive Testing, Assessment and Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL ROSTER REPORT

Date of Test: January 2008

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

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

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
154 and below	155–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Geometry
– = No course indicated
& = Modified form adapted to Braille

Student Information		GEOMETRY								
		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible						12/8/8	12/8	12/8	12/None	12/8
GENERAL POPULATION	(cont'd)									
SMITH, JILIAN *	06-11-1989	11	1	BAS	195	4/4/4	2/0	8/4	8	5/2
VIGGERS, CODY	07-21-1990	10	1	PRO	223	6/4/9	1/0	10/9	10	6/2
WAYLAND, JOSEPH *	06-02-1989	11	1	BEL	146	4/NA/NA	2/NA	5/NA	5	3/NA
SCHOOL AVERAGE:					224	7/5/5	6/4	8/4	8	7/5
IEP STUDENTS										
BONDS, KARLA *	08-03-1988	11	1	BEL	149	5/2/5	1/0	5/NA	2	0/NA
SCHOOL AVERAGE:					149	5/2/5	1/0	5/0	2	0/0
LEP STUDENTS										
JIMINEZ, LUIS	08-30-1988	11	1	PRO	232	8/4/6	1/2	11/4	8	10/8
MORALES, LOUISA *	09-20-1989	10	1	BAS	182	9/4/5	2/2	4/1	4	3/NA
SCHOOL AVERAGE:					207	9/4/6	2/2	8/3	6	7/4
1ST YEAR LEP STUDENTS										
CANTRELL, MARVIN *	06-02-1989 (L)	11	–	BAS	191	6/4/4	2/0	10/4	3	6/0
SCHOOL AVERAGE:					191	6/4/4	2/0	10/4	3	6/0

L: 1st Year LEP Student

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

ACTAAP
Arkansas Comprehensive Testing, Assessment and Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL ROSTER REPORT

Date of Test: January 2008

COURSE TAKEN

1 = Geometry
2 = Geometry A & B
3 = Investigating Geometry
4 = Other

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

PERFORMANCE LEVEL SCALE SCORE

Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
154 and below	155–199	200–249	250 and above

NA = No Attempt (Zero Score)
NI = Not Indicated
* = Not Proficient in Geometry
– = No course indicated
& = Modified form adapted to Braille

Student Information		GEOMETRY								
		GRADE	COURSE TAKEN	PERFORMANCE LEVEL	GEOMETRY SCALE SCORE	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Trans-formations
Multiple-Choice/Open-Response Points Possible						12/8/8	12/8	12/8	12/None	12/8
GIFTED AND TALENTED STUDENTS										
LOPEZ, SIMONE	06-02-1990	10	1	ADV	275	10/6/8	9/6	10/8	10	8/8
SCHOOL AVERAGE:					275	10/6/8	9/6	10/8	10	8/8
HIGHLY MOBILE STUDENTS										
ADAMSON, JILIAN	06-11-1989	11	1	ADV	263	4/4/8	10/6	12/6	12	10/6
MCDONALD, CODY *	07-21-1990	10	1	BAS	196	6/4/4	2/0	10/4	6	6/0
TULLY, JOSEPH *	06-02-1989	11	1	BEL	139	4/NA/NA	1/NA	5/0	4	3/NA
SCHOOL AVERAGE:					199	5/3/4	4/2	9/3	7	6/2
FREE AND/OR REDUCED LUNCH STUDENTS										
SCHOOL AVERAGE:					174	5/2/4	1/1	7/2	4	4/0
NON-ECONOMICALLY DISADVANTAGED										
SCHOOL AVERAGE:					205	7/4/6	3/1	10/3	6	6/1
NON-DISABLED STUDENTS										
SCHOOL AVERAGE:					221	7/4/5	6/4	8/4	8	7/3

L: 1st Year LEP Student

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

School Summary Report – Overview

Each school will receive two copies of the *School Summary Report* and each district will receive one copy of the *School Summary Report* for the schools in the district. The Arkansas Department of Education will also receive one copy of the *School Summary Report*. The *School Summary Report* is a one-sided, multi-page report providing student results aggregated to the school level. Seven groups are reported independently from one another (see page 5 for additional information). The school information printed on the report reflects what was coded on the School/Course Header Sheet for district name, school name, and district/school LEA number.

School Summary Report: Combined Population

The *Combined Population Report* gives the results for **all** students* for whom answer documents were returned for the January 2008 administration of the *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. A sample is provided on the opposite page.

The *School Summary Report: Combined Population* provides school and district staff with summary information on how all students in the school performed on the *Algebra I* or *Geometry Mid-Year 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 populations (sub-groups):

  All Students
  Gender
  Ethnicity
  Gender/Ethnicity
  Migrant

- 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.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

Note: Each district will receive two copies of the *District Summary Report*, which provides student results aggregated to the district level. The Arkansas Department of Education will also receive one copy of the *District Summary Report.* The *District Summary Report* provides district staff with summary information on how students within the district performed on the January 2008 *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The *School* and *District Summary Reports* are set up identically to one another, except that the district report does not include school data. The district-level report also contains an additional page for 1st Year LEP students.

ACTAAP
Arkansas Comprehensive Testing, Assessment, & Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: COMBINED POPULATION

Date of Test: January 2008

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **71**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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	14	14	799	7,167	17	17	450	4,782	16	16	471	6,671	24	24	631	14,653
	20%	**20%**	**34%**	**22%**	**24%**	**24%**	**19%**	**14%**	**23%**	**23%**	**20%**	**20%**	**34%**	**34%**	**27%**	**44%**
Gender																
Female	3	3	374	3,279	8	8	223	2,456	7	7	226	3,249	12	12	342	7,239
	10%	**10%**	**32%**	**20%**	**27%**	**27%**	**19%**	**15%**	**23%**	**23%**	**19%**	**20%**	**40%**	**40%**	**29%**	**45%**
Male	11	11	424	3,876	9	9	227	2,319	9	9	245	3,417	12	12	288	7,404
	27%	**27%**	**36%**	**23%**	**22%**	**22%**	**19%**	**14%**	**22%**	**22%**	**21%**	**20%**	**29%**	**29%**	**24%**	**44%**
Ethnicity																
Asian/Pacific Islander	0	0	0	37	0	0	0	48	0	0	0	61	0	0	2	181
	0%	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**15%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**100%**	**55%**
African American	2	2	555	3,332	4	4	249	1,480	1	1	202	1,386	1	1	186	1,556
	25%	**25%**	**47%**	**43%**	**50%**	**50%**	**21%**	**19%**	**13%**	**13%**	**17%**	**18%**	**13%**	**13%**	**16%**	**20%**
Hispanic	0	0	19	409	0	0	13	303	0	0	11	381	0	0	14	539
	0%	**0%**	**33%**	**25%**	**0%**	**0%**	**23%**	**19%**	**0%**	**0%**	**19%**	**23%**	**0%**	**0%**	**25%**	**33%**
Native American	0	0	4	41	0	0	1	21	0	0	2	57	0	0	3	100
	0%	**0%**	**40%**	**19%**	**0%**	**0%**	**10%**	**10%**	**0%**	**0%**	**20%**	**26%**	**0%**	**0%**	**30%**	**46%**
Caucasian	12	12	216	3,253	13	13	184	2,875	15	15	252	4,711	23	23	419	101
	19%	**19%**	**20%**	**30%**	**21%**	**21%**	**17%**	**26%**	**24%**	**24%**	**24%**	**43%**	**37%**	**37%**	**39%**	**1%**
Not Indicated	0	0	0	27	0	0	1	15	0	0	3	23	0	0	2	74
	0%	**0%**	**0%**	**19%**	**0%**	**0%**	**17%**	**11%**	**0%**	**0%**	**50%**	**17%**	**0%**	**0%**	**33%**	**53%**
Gender/Ethnicity - Female																
Asian/Pacific Islander	0	0	0	19	0	0	0	19	0	0	0	28	0	0	0	91
	0%	**0%**	**0%**	**12%**	**0%**	**0%**	**0%**	**12%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**0%**	**58%**
African American	0	0	257	1,509	0	0	121	766	0	0	101	740	0	0	117	876
	0%	**0%**	**43%**	**39%**	**0%**	**0%**	**20%**	**20%**	**0%**	**0%**	**17%**	**19%**	**0%**	**0%**	**20%**	**23%**
Hispanic	0	0	12	191	0	0	8	159	0	0	6	188	0	0	7	261
	0%	**0%**	**36%**	**24%**	**0%**	**0%**	**24%**	**20%**	**0%**	**0%**	**18%**	**24%**	**0%**	**0%**	**21%**	**33%**
Native American	0	0	4	19	0	0	0	12	0	0	1	29	0	0	1	49
	0%	**0%**	**67%**	**17%**	**0%**	**0%**	**0%**	**11%**	**0%**	**0%**	**17%**	**27%**	**0%**	**0%**	**17%**	**45%**
Caucasian	3	3	101	1,510	8	8	93	1,473	7	7	116	2,233	12	12	213	5,882
	10%	**10%**	**19%**	**14%**	**27%**	**27%**	**18%**	**13%**	**23%**	**23%**	**22%**	**20%**	**40%**	**40%**	**41%**	**53%**
Not Indicated	0	0	0	16	0	0	1	9	0	0	2	14	0	0	1	35
	0%	**0%**	**0%**	**22%**	**0%**	**0%**	**25%**	**12%**	**0%**	**0%**	**50%**	**19%**	**0%**	**0%**	**25%**	**47%**
Gender/Ethnicity - Male																
Asian/Pacific Islander	0	0	0	18	0	0	0	29	0	0	0	33	0	0	2	90
	0%	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**100%**	**53%**
African American	2	2	297	1,822	4	4	128	714	1	1	101	646	1	1	69	680
	25%	**25%**	**50%**	**47%**	**50%**	**50%**	**22%**	**18%**	**13%**	**13%**	**17%**	**17%**	**13%**	**13%**	**12%**	**18%**
Hispanic	0	0	7	218	0	0	5	144	0	0	5	193	0	0	7	277
	0%	**0%**	**29%**	**26%**	**0%**	**0%**	**21%**	**17%**	**0%**	**0%**	**21%**	**23%**	**0%**	**0%**	**29%**	**33%**
Native American	0	0	0	22	0	0	1	9	0	0	1	28	0	0	2	51
	0%	**0%**	**0%**	**20%**	**0%**	**0%**	**25%**	**8%**	**0%**	**0%**	**25%**	**25%**	**0%**	**0%**	**50%**	**46%**
Caucasian	9	9	115	1,742	5	5	91	1,401	8	8	136	2,478	11	11	206	6,217
	27%	**27%**	**21%**	**15%**	**15%**	**15%**	**17%**	**12%**	**24%**	**24%**	**25%**	**21%**	**33%**	**33%**	**38%**	**53%**
Not Indicated	0	0	0	11	0	0	0	6	0	0	1	9	0	0	1	38
	0%	**0%**	**0%**	**17%**	**0%**	**0%**	**0%**	**9%**	**0%**	**0%**	**50%**	**14%**	**0%**	**0%**	**50%**	**59%**
Migrant	0	0	5	162	0	0	6	108	0	0	9	134	0	0	4	148
	0%	**0%**	**21%**	**29%**	**0%**	**0%**	**25%**	**20%**	**0%**	**0%**	**38%**	**24%**	**0%**	**0%**	**17%**	**27%**

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

School Summary Report: General Population

Students included in the *General Population Report* are those who were **not** identified on their answer documents 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 receiving Free and/or Reduced Lunch are included in the *General Population Report* unless they have also been coded with an ESI code, as limited English proficient, and/or as Highly Mobile. A sample is provided on the opposite page.

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 *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The total number of General Population students* in the school 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

- 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.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

ACTAAP
Arkansas
Comprehensive Testing, Assessment,
& Accountability Program

END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: GENERAL POPULATION

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **71**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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	14	14	799	7,167	17	17	450	4,782	16	16	471	6,671	24	24	631	14,653
	20%	**20%**	**34%**	**22%**	**24%**	**24%**	**19%**	**14%**	**23%**	**23%**	**20%**	**20%**	**34%**	**34%**	**27%**	**44%**
Gender																
Female	3	3	374	3,279	8	8	223	2,456	7	7	226	3,249	12	12	342	7,239
	10%	**10%**	**32%**	**20%**	**27%**	**27%**	**19%**	**15%**	**23%**	**23%**	**19%**	**20%**	**40%**	**40%**	**29%**	**45%**
Male	11	11	424	3,876	9	9	227	2,319	9	9	245	3,417	12	12	288	7,404
	27%	**27%**	**36%**	**23%**	**22%**	**22%**	**19%**	**14%**	**22%**	**22%**	**21%**	**20%**	**29%**	**29%**	**24%**	**44%**
Ethnicity																
Asian/Pacific Islander	0	0	0	37	0	0	0	48	0	0	0	61	0	0	2	181
	0%	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**15%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**100%**	**55%**
African American	2	2	555	3,332	4	4	249	1,480	1	1	202	1,386	1	1	186	1,556
	25%	**25%**	**47%**	**43%**	**50%**	**50%**	**21%**	**19%**	**13%**	**13%**	**17%**	**18%**	**13%**	**13%**	**16%**	**20%**
Hispanic	0	0	19	409	0	0	13	303	0	0	11	381	0	0	14	539
	0%	**0%**	**33%**	**25%**	**0%**	**0%**	**23%**	**19%**	**0%**	**0%**	**19%**	**23%**	**0%**	**0%**	**25%**	**33%**
Native American	0	0	4	41	0	0	1	21	0	0	2	57	0	0	3	100
	0%	**0%**	**40%**	**19%**	**0%**	**0%**	**10%**	**10%**	**0%**	**0%**	**20%**	**26%**	**0%**	**0%**	**30%**	**46%**
Caucasian	12	12	216	3,253	13	13	184	2,875	15	15	252	4,711	23	23	419	101
	19%	**19%**	**20%**	**14%**	**21%**	**21%**	**17%**	**26%**	**24%**	**24%**	**24%**	**43%**	**37%**	**37%**	**39%**	**1%**
Not Indicated	0	0	0	27	0	0	1	15	0	0	3	23	0	0	2	74
	0%	**0%**	**0%**	**19%**	**0%**	**0%**	**17%**	**11%**	**0%**	**0%**	**50%**	**17%**	**0%**	**0%**	**33%**	**53%**
Gender/Ethnicity - Female																
Asian/Pacific Islander	0	0	0	19	0	0	0	19	0	0	0	28	0	0	0	91
	0%	**0%**	**0%**	**12%**	**0%**	**0%**	**0%**	**12%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**0%**	**58%**
African American	0	0	257	1,509	0	0	121	766	0	0	101	740	0	0	117	876
	0%	**0%**	**43%**	**39%**	**0%**	**0%**	**20%**	**20%**	**0%**	**0%**	**17%**	**19%**	**0%**	**0%**	**20%**	**23%**
Hispanic	0	0	12	191	0	0	8	159	0	0	6	188	0	0	7	261
	0%	**0%**	**36%**	**24%**	**0%**	**0%**	**24%**	**20%**	**0%**	**0%**	**18%**	**24%**	**0%**	**0%**	**21%**	**33%**
Native American	0	0	4	19	0	0	0	12	0	0	1	29	0	0	1	49
	0%	**0%**	**67%**	**17%**	**0%**	**0%**	**0%**	**11%**	**0%**	**0%**	**17%**	**27%**	**0%**	**0%**	**17%**	**45%**
Caucasian	3	3	101	1,510	8	8	93	1,473	7	7	116	2,233	12	12	213	5,882
	10%	**10%**	**19%**	**14%**	**27%**	**27%**	**18%**	**13%**	**23%**	**23%**	**22%**	**20%**	**40%**	**40%**	**41%**	**53%**
Not Indicated	0	0	0	16	0	0	1	9	0	0	2	14	0	0	1	35
	0%	**0%**	**0%**	**22%**	**0%**	**0%**	**25%**	**12%**	**0%**	**0%**	**50%**	**19%**	**0%**	**0%**	**25%**	**47%**
Gender/Ethnicity - Male																
Asian/Pacific Islander	0	0	0	18	0	0	0	29	0	0	0	33	0	0	2	90
	0%	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**100%**	**53%**
African American	2	2	297	1,822	4	4	128	714	1	1	101	646	1	1	69	680
	25%	**25%**	**50%**	**47%**	**50%**	**50%**	**22%**	**18%**	**13%**	**13%**	**17%**	**17%**	**13%**	**13%**	**12%**	**18%**
Hispanic	0	0	7	218	0	0	5	144	0	0	5	193	0	0	7	277
	0%	**0%**	**29%**	**26%**	**0%**	**0%**	**21%**	**17%**	**0%**	**0%**	**21%**	**23%**	**0%**	**0%**	**29%**	**33%**
Native American	0	0	0	22	0	0	1	9	0	0	1	28	0	0	2	51
	0%	**0%**	**0%**	**20%**	**0%**	**0%**	**25%**	**8%**	**0%**	**0%**	**25%**	**25%**	**0%**	**0%**	**50%**	**46%**
Caucasian	9	9	115	1,742	5	5	91	1,401	8	8	136	2,478	11	11	206	6,217
	27%	**27%**	**21%**	**15%**	**15%**	**15%**	**17%**	**12%**	**24%**	**24%**	**25%**	**21%**	**33%**	**33%**	**38%**	**53%**
Not Indicated	0	0	0	11	0	0	0	6	0	0	1	9	0	0	1	38
	0%	**0%**	**0%**	**17%**	**0%**	**0%**	**0%**	**9%**	**0%**	**0%**	**50%**	**14%**	**0%**	**0%**	**50%**	**59%**
Migrant	0	0	5	162	0	0	6	108	0	0	9	134	0	0	4	148
	0%	**0%**	**21%**	**29%**	**0%**	**0%**	**25%**	**20%**	**0%**	**0%**	**38%**	**24%**	**0%**	**0%**	**17%**	**27%**

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

School Summary Report: IEP Students

The results in this section of the *School Summary Report* are for those students whose answer documents were coded with an ESI category. 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 opposite 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 *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The total number of IEP students* in the school 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	Serious Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech or Language Impaired
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 did not have an ESI code marked on their answer documents.
- The information provided for "Migrant" includes only those IEP students who were also coded on their answer documents 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.

* First Year in a School in the U.S. LEP Student scores for students who are also special education students are not included in this report.

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END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: IEP STUDENTS

Date of Test: January 2008

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

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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	4	4	168	2,296	0	0	23	543	0	0	23	543	0	0	47	434
	100%	**100%**	**79%**	**61%**	**0%**	**0%**	**11%**	**15%**	**0%**	**0%**	**7%**	**13%**	**0%**	**0%**	**3%**	**12%**
ESI Categories																
Autism	0	0	1	29	0	0	0	10	0	0	0	4	0	0	0	14
	0%	**0%**	**100%**	**51%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**0%**	**7%**	**0%**	**0%**	**0%**	**25%**
Deaf-Blindness	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	100%	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**
Hearing Impairment	1	1	1	29	0	0	2	5	0	0	0	7	0	0	0	5
	100%	**100%**	**33%**	**63%**	**0%**	**0%**	**67%**	**11%**	**0%**	**0%**	**0%**	**15%**	**0%**	**0%**	**0%**	**11%**
Mental Retardation	0	0	74	503	0	0	5	33	0	0	2	16	0	0	0	8
	0%	**0%**	**91%**	**90%**	**0%**	**0%**	**6%**	**6%**	**0%**	**0%**	**2%**	**3%**	**0%**	**0%**	**0%**	**1%**
Multiple Disabilities	0	0	5	34	0	0	0	1	0	0	0	3	0	0	0	2
	0%	**0%**	**100%**	**85%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**0%**	**8%**	**0%**	**0%**	**0%**	**5%**
Orthopedic Impairment	0	0	0	8	0	0	0	4	0	0	0	2	0	0	0	3
	0%	**0%**	**0%**	**50%**	**0%**	**0%**	**0%**	**25%**	**0%**	**0%**	**0%**	**13%**	**0%**	**0%**	**0%**	**14%**
Other Health Impairment	0	0	13	428	0	0	1	117	0	0	1	74	0	0	0	50
	0%	**0%**	**87%**	**60%**	**0%**	**0%**	**7%**	**19%**	**0%**	**0%**	**7%**	**12%**	**0%**	**0%**	**0%**	**7%**
Serious Emotional Disturbance	0	0	0	20	0	0	0	5	0	0	0	6	0	0	0	4
	0%	**0%**	**0%**	**61%**	**0%**	**0%**	**0%**	**35%**	**0%**	**0%**	**0%**	**16%**	**0%**	**0%**	**0%**	**11%**
Specific Learning Disability	1	1	51	100	0	0	9	870	0	0	6	240	0	0	2	175
	100%	**100%**	**72%**	**59%**	**0%**	**0%**	**13%**	**17%**	**0%**	**0%**	**11%**	**14%**	**0%**	**0%**	**4%**	**10%**
Speech or Language Impaired	1	1	18	285	0	0	5	75	0	0	3	110	0	0	3	170
	100%	**100%**	**62%**	**45%**	**0%**	**0%**	**17%**	**12%**	**0%**	**0%**	**10%**	**17%**	**0%**	**0%**	**10%**	**27%**
Traumatic Brain Injury	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0
	0%	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**13%**	**0%**	**0%**	**0%**	**13%**	**0%**	**0%**	**0%**	**0%**
Visual Impairment	0	0	5	14	0	0	1	5	0	0	0	1	0	0	0	4
	0%	**0%**	**83%**	**60%**	**0%**	**0%**	**17%**	**21%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**0%**	**17%**
Non-disabled	10	10	631	4,800	20	20	420	4,100	16	16	450	6,100	25	25	600	14,000
	15%	**15%**	**29%**	**15%**	**26%**	**26%**	**18%**	**14%**	**24%**	**24%**	**21%**	**21%**	**36%**	**36%**	**28%**	**50%**
Migrant	0	0	0	62	0	0	0	17	0	0	0	12	0	0	0	3
	0%	**0%**	**0%**	**66%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**0%**	**13%**	**0%**	**0%**	**0%**	**3%**

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

School Summary Report: LEP Students

The results in this section of the *School Summary Report* are for students who were identified on their answer documents 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 opposite 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 *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The total number of LEP students* in the school 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 coded on their answer documents 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 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.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

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END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: LEP STUDENTS

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **2**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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
Limited English Proficient	0	0	15	200	2	0	7	178	0	0	5	300	0	0	6	237
		0%	**45%**	**22%**	**100%**	**0%**	**21%**	**19%**	**0%**	**0%**	**15%**	**33%**	**0%**	**0%**	**18%**	**26%**
Migrant	0	0	4	50	0	0	4	29	0	0	3	46	0	0	2	36
	0%	**0%**	**31%**	**31%**	**0%**	**0%**	**31%**	**18%**	**0%**	**0%**	**23%**	**29%**	**0%**	**0%**	**15%**	**22%**

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

School Summary Report: Gifted and Talented Students

The results in this section of the *School Summary Report* are for students whose answer documents were coded for 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 opposite 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 *Algebra I* or *Geometry End-of-Course Examination*. The following information is provided:

- The total number of Gifted and Talented students* in the school 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 coded on their answer documents 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 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.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

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END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: GIFTED AND TALENTED STUDENTS

Date of Test: January 2008

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **10**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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
Gifted and Talented	0	0	1	2	0	0	7	80	0	0	50	300	10	10	250	3,237
	0%	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**2%**	**0%**	**0%**	**16%**	**9%**	**100%**	**100%**	**81%**	**89%**
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	20
	0%	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**

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

School Summary Report: Highly Mobile Students

The results in this section of the *School Summary Report* are for students who were identified on their answer documents as having enrolled in the school or moving between schools in the district after October 1, 2007. 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 opposite 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 *Algebra I* or *Geometry End-of-Course Examination*. The following information is provided:

- The total number of Highly Mobile students* in the school 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 coded on their answer documents 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 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.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

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END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: HIGHLY MOBILE STUDENTS

Date of Test: January 2008

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **3**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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
Highly Mobile	0	0	27	590	1	1	22	399	0	0	28	371	2	2	36	602
	0%	**0%**	**24%**	**30%**	**33%**	**33%**	**19%**	**20%**	**0%**	**0%**	**25%**	**19%**	**67%**	**67%**	**32%**	**31%**
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	20
	0%	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**

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

School Summary Report: Free and/or Reduced Lunch Students

The results in this section of the *School Summary Report* are for students whose answer documents were coded for Free and/or Reduced Lunch. Students who receive 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 opposite 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 receive Free and/or Reduced Lunch performed on the *Algebra I* or *Geometry Mid-Year End-of-Course Examination*. The following information is provided:

- The total number of students* who receive Free and/or Reduced Lunch 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 receiving Free and/or Reduced Lunch.
- The information provided for "Migrant" includes only those Free and/or Reduced Lunch students who were also coded on their answer documents 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 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 receive Free and/or Reduced Lunch with the performance of students who receive Free and/or Reduced Lunch at the district, region, and state levels.

* First Year in a School in the U.S. LEP Student scores are not included in this report.

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END-OF-COURSE EXAMINATION
GEOMETRY
SCHOOL SUMMARY REPORT: FREE AND/OR REDUCED LUNCH STUDENTS

Date of Test: January 2008

District Number: **99-99**
District Name: **Arkansas School District**
Total Number of Students Tested: **39**

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

	Number & Percent of Students Below Basic (BEL) 154 and below				Number & Percent of Students Basic (BAS) 155-199				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
Free and/or Reduced Lunch	7 **24%**	7 **24%**	685 **41%**	5,900 **32%**	5 **17%**	5 **17%**	338 **20%**	3,500 **19%**	8 **28%**	8 **28%**	328 **20%**	3,710 **20%**	9 **24%**	7 **24%**	328 **20%**	5,500 **31%**
Non-economically Disadvantaged	9 **21%**	9 **21%**	114 **17%**	1,573 **11%**	11 **26%**	11 **26%**	146 **22%**	2,812 **19%**	17 **40%**	17 **40%**	293 **44%**	8,805 **60%**	5 **12%**	5 **12%**	107 **16%**	1,555 **11%**
Migrant	0 **0%**	0 **0%**	5 **23%**	150 **30%**	0 **0%**	0 **0%**	6 **23%**	90 **18%**	0 **0%**	0 **0%**	9 **39%**	120 **24%**	0 **0%**	0 **0%**	3 **14%**	134 **26%**

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

School Profile Report

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

Each school will receive two copies of the *School Profile Report*, and each district will receive one copy of the *School Profile Report*. The *School Profile Report* is a four-page booklet providing an overview of the school's results for the Mid-Year 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 pages 30–33.

The following information is provided on the *School Profile Report*:

- District and school information that reflects what was coded on the School/Course Header Sheet.
- Overall Results (Combined Population)
  - The Overall Results (Combined Population) table is located on page 1 of the *School Profile Report*.
  - The "Percent of Student Scores: Proficient and Advanced" bar graph shows the percent of students in the school who scored at Proficient and Advanced performance levels.
  - The "Percent of Student Scores in Performance Levels" bar graph shows the percent of students who scored at each of the four performance levels (Below Basic, Basic, Proficient, and Advanced) at the school, district, region, and state levels. The associated scale score range for each performance level is also provided.
- Results by Population Group and Results by Gender and Ethnicity
  - The "Results by Population Group" table is located on page 1, and the "Results by Gender and Ethnicity" table is located on page 2 of the *School Profile Report*.
  - The first column in the "Results by Population Group" table indicates the specific student population that is being reported on that particular line (row). With the exception of "Migrant Students," these groups can also be found on the *School Roster Report*. In the "Results by Gender and Ethnicity" table, information is provided by gender and by ethnicity.
  - 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 first column in the table indicates the specific student population that is being reported on that particular line (row).
  - The columns on the right side of the "Results by Population Group" and "Results by Gender and Ethnicity" tables provide the Mean Scale Scores, which are broken out by group for the school, district, and state.

Note: Each district and the Arkansas Department of Education will also receive one copy of the *District Profile Report*. The *District Profile Report* provides an overview of the district's results for the January 2008 Mid-Year End-of-Course Examination.

School Profile Report (continued)

- Course Taken Summary
  - The "Course Taken Summary" table is located on page 2 of the *School Profile Report*.
  - Data are first provided for "All Students" and are then broken down by the following Algebra I or Geometry courses listed on the left side of the report:

Algebra I	Geometry
Algebra A & B	Geometry A & B
Other	Investigating Geometry
	Other

  - The first column in the "Course Taken Summary" table indicates the specific student population that is being reported on that particular line (row). The second column from the left identifies the number of students tested in the school. The remaining columns provide data for each of the four performance levels (Below Basic, Basic, Proficient, and Advanced). Results are provided in terms of the numbers and percents of students performing at each performance level in 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 Report*.
  - Each line (row) provides the strand name and description, the number of multiple-choice points possible, and data on the average number of items students answer correctly. The results are provided in terms of numbers and percents at the school, district, and state levels.
- Performance on Open-Response Items
  - The "Performance on Open-Response Items" table is located on page 3 of the *School Profile Report*.
  - Each line (row) provides the strand name, the number of open-response points possible, and data on the average number of items students answer correctly. The results are provided 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 Report*.
  - The "Proficient and Advanced Performance History" bar graph shows the number and percent of students in the school who scored at the Proficient and Advanced performance levels on the End-of-Course Examination since January 2006.
- Performance Level Descriptors
  - The "Performance Level Descriptors" table is located on page 4 of the *School Profile Report*.
  - Each line (row) provides the performance level, the associated scale score range, and the performance level description.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SCHOOL PROFILE

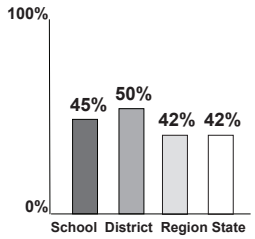
District: **Arkansas School District (99-99)**
School: **Arkansas School (99-99-999)**
Test Date: **January 2008**

MID-YEAR END-OF-COURSE EXAMINATON GEOMETRY

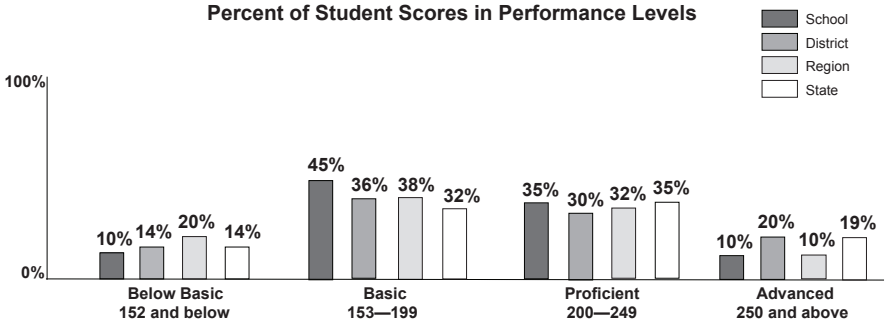
The *Geometry End-of-Course Examination* was administered in April to students who have completed coursework in Geometry. This School Profile provides a summary of your School's overall performance on this examination. Additional detail is provided in the accompanying School Level reports (Rosters, Item-by-Item Reports, and Summary Reports).

Geometry Overall Results (Combined Population)

Percent of Student Scores Proficient and Advanced



Percent of Student Scores in Performance Levels



Results by Population Group

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

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population[1]	14	20%	17	24%	16	23%	24	34%	173	189	184
Combined Population without Highly Mobile[2]	12	18%	16	24%	16	24%	24	35%	176	171	191
General Population[3]	10	16%	15	25%	14	23%	22	36%	188	173	189
Students with Disabilities	4	57%	3	43%	0	0%	0	0%	115	110	123
Non-Disabled Students	10	16%	14	22%	16	25%	24	38%	176	171	203
Limited English Proficient Students	0	0%	1	33%	2	66%	0	0%	194	196	144
1st Year LEP Students	0	0%	0	0%	1	100%	0	0%	173	154	151
Economically Disadvantaged Students[4]	7	47%	5	33%	2	13%	1	7%	184	165	179
Non-Economically Disadvantaged Students	7	13%	12	21%	14	25%	23	41%	203	176	203
Migrant Students	0	0%	1	100%	0	0%	0	0%	166	160	151

Notes:
[1] Combined Population includes all students tested except those classified as 1st Year LEP.
[2] Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.
[3] General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
[4] Free and/or Reduced Lunch students.

SCHOOL PROFILE

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	14	20%	17	24%	16	23%	24	34%	179	189	184
Gender											
Male	3	10%	8	27%	7	23%	12	40%	201	189	189
Female	11	27%	9	22%	9	22%	12	29%	208	171	181
Ethnicity											
Asian/Pacific Islander	1	14%	0	0%	2	29%	4	57%	231	203	196
African American	3	14%	4	19%	5	24%	7	33%	203	186	194
Hispanic	2	20%	4	40%	3	30%	1	10%	171	151	201
Native American	1	100%	0	0%	0	0%	0	0%	83	154	163
Caucasian	7	23%	5	17%	6	20%	12	40%	200	203	186

Note: 1st Year LEP students are not included in this summary.

Course Taken Summary

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

Course	Number Tested (School)	Number and Percentage of Students											
		Below Basic			Basic			Proficient			Advanced		
		School	District	State	School	District	State	School	District	State	School	District	State
All Students	71	14	23	72	17	31	121	16	30	145	24	14	77
		20%	**23%**	**17%**	**24%**	**32%**	**29%**	**23%**	**31%**	**35%**	**34%**	**14%**	**12%**
Geometry	64	13	21	103	11	17	64	16	45	51	24	6	33
		20%	**24%**	**41%**	**17%**	**19%**	**25%**	**25%**	**51%**	**20%**	**38%**	**7%**	**13%**
Geometry A & B	4	1	0	15	3	5	47	0	0	31	0	0	4
		25%	**0%**	**15%**	**75%**	**100%**	**48%**	**0%**	**0%**	**32%**	**0%**	**0%**	**4%**
Investigating Geometry	3	0	14	29	3	22	46	0	12	30	0	0	5
		0%	**29%**	**26%**	**100%**	**46%**	**42%**	**0%**	**25%**	**27%**	**0%**	**0%**	**5%**
Other	0	0	0	2	0	0	32	0	0	2	0	0	0
		0%	**0%**	**6%**	**0%**	**0%**	**89%**	**0%**	**0%**	**6%**	**0%**	**0%**	**0%**

Note: 1st Year LEP students are not included in this summary.

SCHOOL PROFILE

Performance on Test Items

Performance on Multiple-Choice Items

The table below indicates the overall skill demonstrated by students on the multiple-choice items for each Geometry Strand.

Geometry Strands	Number of MC Items	Average Number and Percent Correct					
		School		District		State	
Language of Geometry Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.	12	7.4	57%	6.2	48%	6.2	48%
Triangles Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.	12	9.3	85%	5.5	50%	5.9	54%
Measurement Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.	12	8.1	68%	7.0	58%	6.3	53%
Relationships between two and three dimensions Students will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships.	12	7.7	64%	5.0	42%	5.5	46%
Coordinate Geometry and Transformations Students will specify locations, apply transformations, and describe relationships using coordinate geometry.	12	6.4	53%	6.4	53%	5.7	48%

Performance on Open-Response Items

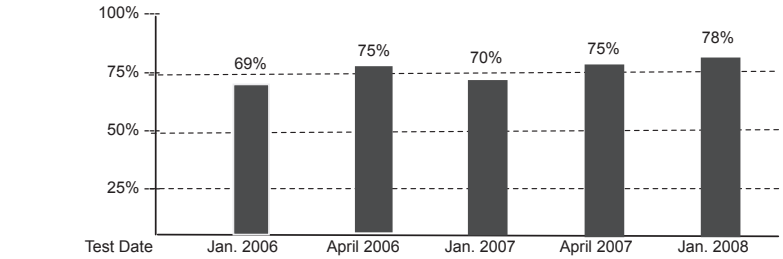
The table below indicates the overall skill demonstrated by students on the open-response items in Geometry. Open-response items require students to write a response to a geometry item.

Geometry Strands	Possible OR Points	Average Points Scored		
		School	District	State
Language of Geometry	8/8	6.1/6.1	5.2/5.1	5.7/5.3
Triangles	8	7.3	4.6	6.2
Measurement	8	5.5	6.1	6.8
Relationships between Two and Three Dimensions	None			
Coordinate Geometry and Transformations	8	4.0	5.8	6.0

SCHOOL PROFILE—GEOMETRY

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 *Geometry End-of-Course Examinations* since January 2006.



Test Date	Jan. 2006	April 2006	Jan. 2007	April 2007	Jan. 2008
# of Students Tested	52	106	58	110	63
% Advanced	20%	26%	24%	27%	22%
% Proficient	49%	49%	46%	48%	54%

Performance Level Descriptions

Performance Level	Score Range	Description
Advanced	250 and Above	Students consistently integrate, apply, and synthesize geometric concepts. These students can correctly formulate generalizations, create models, and communicate their mathematical reasoning through clear, concise use of mathematical symbolism and logical thinking.
Proficient	200—249	Students consistently integrate and apply geometric concepts to analyze and solve more challenging problems. They demonstrate an understanding of geometric patterns and spatial reasoning. They justify geometric relationships, make conjectures, and defend ideas using proper mathematical language and symbolism.
Basic	155—199	Students demonstrate knowledge of geometric concepts and procedures in problem solving. They demonstrate knowledge of geometric relationships and corresponding measurement skills. Basic students partially demonstrate the abilities to apply these skills.
Below Basic	154 and Below	Students fail to show sufficient mastery of geometric skills to attain the Basic level.

School Item-by-Item Selections of Correct Answers Report

The *School Item-by-Item Selections of Correct Answers* report 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* for the *Algebra I* or *Geometry Mid-Year End-of-Course Examination* in order to examine school results for individual items. A sample is provided on the following pages.

Each school and each district will receive one copy of the *School Item-by-Item Selections of Correct Answers* report. The Arkansas Department of Education will also receive one copy of this report. The *School Item-by-Item Selections of Correct Answers* report provides the results for each item (multiple-choice and open-response). Fifty percent (50%) of the items in the 2008 Mid-Year End-of-Course Examinations are contained in the Released Item Booklets for Algebra I or Geometry. The first page of the *School Item-by-Item Selections of Correct Answers* report 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* report 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* report:

- Information specific to either Algebra I or Geometry is provided on the report.
- The number of students* in the school 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* report.
  - The first column (Item # in Test Booklet) provides the item number and the testing session that corresponds to where the item appeared in the student test booklets. This information can be used to review session information and to determine whether position within the testing schedule had an impact on student results.
  - The second column (Item # in Released Item Booklet) provides the item number that corresponds to where the item appears in the Released Item Booklet.
  - The third column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
  - The fourth 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. The scoring rubrics for these items are provided in the Released Item Booklet.
  - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
  - For open-response 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.

* First Year in a School in the U.S. LEP Student responses are not included in this report.

School Item-by-Item Selections of Correct Answers Report (continued)

- Items Not Released
  - Data for items not released are located on page 2 of the *School Item-by-Item Selections of Correct Answers* report.
  - The number of students* in the school for the reported group is provided under the school information.
  - The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
  - The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
  - The third column (SLE) provides the strand, content standard, and student learning expectation associated with each non-released item.
  - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
  - For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

* First Year in a School in the U.S. LEP Student responses are not included in this report.

Note: Each district and the Arkansas Department of Education will also receive one copy of the *District Item-by-Item Selections of Correct Answers* report. The *District Item-by-Item Selections of Correct Answers* report provides individual item results for the January 2008 *Algebra I* or *Geometry Mid-Year End-of-Course Examination* at the district and state levels. The *School* and *District Item-by-Item Selections of Correct Answers* reports are set up identically to one another except that the district report does not include school data.

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END-OF-COURSE EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS GEOMETRY: COMBINED POPULATION DATE OF TEST: JANUARY 2008

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

Total Number of Students Tested: **38**

RELEASED ITEMS

	Item # In Test Booklet	Item # In Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %
						Number and Percent Selecting the Correct Answer				
1	(Session G1)	1	MC	3	14	36.6%	14	36.6%	14,217	42.9%
3	(Session G1)	2	MC	2	20	76.7%	20	76.7%	23,370	71.8%
2	(Session G1)	3	MC	2	20	76.7%	20	76.7%	22,164	66.9%
7	(Session G1)	4	MC	1	28	73.7%	28	73.7%	25,555	77.2%
41	(Session G1)	5	MC	4	31	81.6%	31	81.6%	20,829	62.9%
8	(Session G1)	6	MC	3	28	73.1%	28	73.1%	16,627	50.2%
9	(Session G1)	7	MC	3	27	71.1%	27	71.1%	16,455	49.3%
10	(Session G1)	8	MC	4	26	68.4%	26	68.4%	19,499	58.9%
11	(Session G1)	9	MC	2	12	31.6%	12	31.6%	12,093	38.6%
12	(Session G1)	10	MC	3	20	52.6%	20	52.6%	14,333	43.3%
19	(Session G1)	11	MC	1	9	23.7%	9	23.7%	14,630	44.2%
15	(Session G1)	12	MC	4	36	94.7%	36	94.7%	22,326	68.6%
16	(Session G1)	13	MC	4	16	42.1%	16	42.1%	16,451	49.9%
17	(Session G1)	14	MC	1	27	71.1%	27	71.1%	23,888	72.1%
20	(Session G1)	15	MC	2	26	68.4%	26	68.4%	21,028	68.2%
21	(Session G1)	16	MC	1	23	60.5%	23	60.5%	20,814	62.8%
26	(Session G1)	17	MC	4	35	92.1%	35	92.1%	20,324	83.7%
29	(Session G1)	18	MC	3	20	52.6%	20	52.6%	14,333	43.3%
27	(Session G1)	19	MC	1	35	92.1%	35	92.1%	23,894	72.1%
30	(Session G1)	20	MC	3	33	86.8%	33	86.8%	20,270	61.2%
36	(Session G1)	21	MC	2	20	76.3%	20	76.3%	20,963	63.3%
37	(Session G1)	22	MC	1	33	86.9%	33	86.9%	27,714	83.7%
38	(Session G1)	23	MC	2	32	84.2%	32	84.2%	19,454	58.7%
32	(Session G1)	24	MC	2	25	65.8%	25	65.8%	20,592	62.2%
33	(Session G1)	25	MC	4	34	89.5%	34	89.5%	18,233	55.0%
34	(Session G1)	26	MC	1	21	55.3%	21	55.3%	15,470	46.7%
43	(Session G1)	27	MC	2	28	73.1%	28	73.1%	24,711	74.6%
44	(Session G3)	28	MC	2	25	65.9%	25	65.9%	18,815	56.2%
45	(Session G3)	29	MC	3	26	68.4%	26	68.4%	18,200	56.0%
50	(Session G3)	30	MC	1	25	65.9%	25	65.9%	21,325	64.4%
51	(Session G3)	31	MC	3	30	79.9%	30	79.9%	18,484	55.7%
55	(Session G3)	32	MC	4	35	92.1%	35	92.1%	24,078	72.7%
57	(Session G3)	33	MC	1	12	31.6%	12	31.6%	12,093	38.6%

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

ACTAAP
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END-OF-COURSE EXAMINATION
SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS
GEOMETRY: COMBINED POPULATION
DATE OF TEST: JANUARY 2008

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

	Item Type	SLE*	School #	School %	District #	District %	State #	State %
			Number and Percent Selecting the Correct Answer					
1	MC	R4.2	14	36.6%	14	36.6%	14,217	42.9%
2	MC	C5.1	20	76.7%	20	76.7%	23,370	71.8%
3	MC	M3.4	20	76.7%	20	76.7%	22,164	66.9%
4	MC	T2.4	28	73.7%	28	73.7%	25,555	77.2%
5	MC	T2.3	31	81.6%	31	81.6%	20,829	62.9%
6	MC	M3.4	28	73.1%	28	73.1%	16,627	50.2%
7	MC	L1.1	27	71.1%	27	71.1%	16,455	49.3%
8	MC	T2.4	26	68.4%	26	68.4%	19,499	58.9%
9	MC	R4.7	12	31.6%	12	31.6%	12,093	38.6%
10	MC	L1.4	20	52.6%	20	52.6%	14,333	43.3%
11	MC	M3.3	9	23.7%	9	23.7%	14,630	44.2%
12	MC	M3.4	36	94.7%	36	94.7%	22,326	68.6%
13	MC	C5.5	16	42.1%	16	42.1%	16,451	49.9%
14	MC	L1.5	27	71.1%	27	71.1%	23,888	72.1%
15	MC	C5.5	26	68.4%	26	68.4%	21,028	68.2%
16	MC	L1.5	23	60.5%	23	60.5%	20,814	62.8%
17	MC	C5.7	35	92.1%	35	92.1%	20,324	83.7%
18	MC	R4.1	20	52.6%	20	52.6%	14,333	43.3%
19	MC	T2.5	35	92.1%	35	92.1%	23,894	72.1%
20	MC	C5.7	33	86.8%	33	86.8%	20,270	61.2%
21	MC	C5.7	20	76.3%	20	76.3%	20,963	63.3%
22	MC	R4.2	14	36.6%	14	36.6%	14,217	42.9%
23	MC	M3.4	20	76.7%	20	76.7%	23,370	71.8%
24	MC	T2.5	20	76.7%	20	76.7%	22,164	66.9%
25	MC	L1.3	28	73.7%	28	73.7%	25,555	77.2%
26	MC	L1.4	31	81.6%	31	81.6%	20,829	62.9%
27	MC	R4.5	28	73.1%	28	73.1%	16,627	50.2%

	Item Type	SLE*	Average Score of All Students School	District	State
1	OR	C5.1	5.1	4.2	5.5
2	OR	L1.1	6.5	3.0	5.0
3	OR	M3.4	4.5	5.2	5.1
4	OR	T2.6	2.0	5.1	6.0
5	OR	L1.3	7.1	6.2	4.5

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

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

Performance Levels for the 2008 Mid-Year End-of-Course Examinations

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 Mid-Year End-of-Course Examinations: Advanced, Proficient, Basic, and Below Basic.

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

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

Advanced

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

Proficient

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

Basic

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

Below Basic

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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