



HSAP Score Report User's Guide

For Use with Spring 2014 Score Reports

Office of Assessment
South Carolina Department of Education

A copy of this document and additional information about the High School Assessment Program (HSAP) can be accessed from the Office of Assessment's HSAP page on the South Carolina Department of Education Web site.
<http://ed.sc.gov/agency/programs-services/43/>

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Preface

This eleventh edition of the *HSAP Score Report User's Guide* continues to serve as the primary reference for the score reports produced as part of the South Carolina High School Assessment Program (HSAP). Changes made to HSAP score reports since the first edition are described below.

Starting with the fall 2005 administration, information on “Applied” course participation status was no longer collected. For this reason, the “Applied” subgroup reporting category was then deleted from the list of District Defaults in Appendix B of the *User's Guide* and from the district data file.

Beginning with the spring 2006 administration, the South Carolina Department of Education (SCDE) replaced the “Language” field with the “English as a Second Language” (ESL) field. This change was made to the list of District Defaults in Appendix B of the *User's Guide* and in the district data file.

Also in School Year 2005–2006, the SCDE implemented the “Student Unique Numbering System (SUNS) for Testing” field, a unique, statewide ten-digit number assigned to each student. For both the fall 2005 and spring 2006 HSAP administrations, the “SUNS for Testing” field was included on the list of District Defaults in Appendix B of the *User's Guide* and in the district data file.

In School Year 2007–2008, the “Student Unique Numbering System (SUNS) for Testing” title changed to “Student State ID.” The “Student State ID” field was then added to the Individual Student Report (ISR), Student Label, and Student Rosters. The “Student ID” title changed to “Student SASI ID.” The statistic Standard Deviation was added to the Class Summary, School Summary, and District Summary reports.

Also in School Year 2007–2008, the ESL field in SASI had two changes to ESL 5 and ESL 7, as described below.

- 1) The SASI “ESL 7 – Title III Exited” value was divided into the following two values: “ESL 6 – Title III First Year Exited” and “ESL 7 – Title III Second + Year Exited.”
- 2) The SASI “ESL 5 – Full English Proficient” value was renamed “ESL 5 – Initially English Proficient.”

Starting with the spring 2009 administration, demographic reports and error analysis reports were no longer produced at the state, district, or school level. In addition, if a student's test was automatically rescored for Graduation Express, the symbol ■ appears next to the student's achievement level on the Exit Examination Status Labels and all rosters.

As of School Year 2010–11, the previous *Ethnicity* field was replaced with a new *Race* field with the following values: H = Hispanic or Latino, I = American Indian or Native Alaskan, A = Asian, B = Black or African American, P = Native Hawaiian or Other Pacific Islander, W = White, M = Two or More Races. A new field, *Hispanic or Latino*, was added and was coded “Yes” only if applicable.

Also added to the spring 2011 answer document was the *TA* field. This field is to be marked by students on the first day of testing for each subject and contains the initials of the person who administered the test. Gridded values are reported on the data file. The *IEP Special Request Code* was updated for both ELA and mathematics. This code (1, 2, or 1 and 2) was obtained from the SCDE and bubbled on the student answer document. In addition, an *IEP Invalidation* bubble was added for both ELA and mathematics. This field was bubbled on the answer document if a student's IEP team determined that the student should not receive a score. Students with an IEP invalidation were not aggregated on summary reports but were flagged as “Y” on the data file.

In addition, the SASI ID was changed to PowerSchool Number on the answer documents for 2010–2011.

In fall 2011, the *Gifted* field was removed from the answer document.

In spring 2012, the *Homeless* field was added to the answer document. This field was subsequently deleted in fall 2012.

For spring 2013, the *Homeless* field was omitted from the answer document, and the *IEP* field name was changed to *Special Education*.

NEW FOR SPRING 2014

The Spring *User's Guide* reflects information relevant to the spring 2014 administration. For example, descriptions use spring 2014 test dates, and sample score reports are based on student birth dates that are consistent with the general age range for current high school students.

In spring 2014, the *Alternative School Program* was removed from the answer document.

If you have questions about these changes, this *User's Guide*, or the HSAP program, please visit the SCDE Web site at <http://ed.sc.gov>. You may also contact Kevin Fatica at 803-734-8282 or kjfatica@ed.sc.gov.

Introduction

The South Carolina Education Accountability Act (EAA) of 1998 mandates that all public school students pass an exit examination as one requirement for receiving a high school diploma. The federal No Child Left Behind (NCLB) Act of 2001 mandates that states assess public high school students' academic achievement in reading and mathematics. The South Carolina High School Assessment Program (HSAP) was developed to comply with both the state and federal acts and consists of two tests—one in English language arts (ELA) and one in mathematics. The HSAP tests are administered to public high school students in South Carolina. These tests were administered for the first time in spring 2004.

A scale score of 200 or higher on each test is needed to meet the exit examination requirement for a South Carolina high school diploma. Any student who fails to meet this standard on either test is scheduled to take that test during the next scheduled administration for which the student is **eligible**. A student who follows a normal progression of course work in high school will have at least five opportunities—plus an opportunity during the summer after his or her twelfth-grade year—to pass the exit examination.

Test Content

Listed below are the content areas tested in HSAP.

English Language Arts

reading process and comprehension
analysis of texts
word study and analysis
writing
research

Mathematics

number and operations
algebra
measurement and geometry
data analysis and probability

HSAP as a Standards-Based Assessment

HSAP test items were developed based on the *South Carolina Curriculum Standards* for English language arts (ELA) and mathematics. The best preparation for HSAP is high-quality standards-based classroom instruction throughout the school year. Excessive emphasis on test preparation, in isolation, is not sound instructional practice.

Types of Test Items

The HSAP tests include multiple-choice and constructed-response items. The ELA test also includes one extended-response item. Blueprints containing more detailed information about the item types for each test are available on the SCDE Web site.

Achievement Levels and Scale Scores

Four achievement levels (Level 1, Level 2, Level 3, and Level 4) were established for HSAP in summer 2004. The Descriptions of Achievement Levels (DALs) for ELA and mathematics are detailed in Appendix A of this guide. Scale score ranges for each achievement level by subject are displayed below.

ELA		MATHEMATICS	
Level 4	241–320	Level 4	241–320
Level 3	223–240	Level 3	220–240
Level 2	200–222	Level 2	200–219
Level 1	100–199	Level 1	100–199

HSAP Spring Score Reports

This guide describes the various HSAP score reports and includes a sample of each. The sample reports on each page of this guide do not contain real student, school, or district data.

Types of Score Reports

HSAP test results are reported for individual students and on rosters (lists) and summary reports. Student rosters are produced in two formats: one format with ELA and mathematics combined and the other format listing each subject separately. Student rosters and summary reports are produced at the class, school, and district levels. Student-level reports (Individual Student Report, Student Label, and Exit Examination Status Label) and rosters are provided for fall, spring, and summer administrations. HSAP summary reports are provided for spring administrations only. The chart on page 3 indicates each type of HSAP report produced.

Score Report Notes

Student Demographic Information. The student-level reports (Individual Student Reports and labels) and student rosters include demographic information, such as birth date, race/ethnicity, and gender. The demographic information was provided either by the district through precode or gridded on the answer documents. The list of district default codes is included in Appendix B.

Abbreviations and Codes. Explanations for the abbreviations and codes used in the HSAP score reports appear in Appendix B and in footnotes on the student rosters.

Home School Students. The scores of home school students are **not** included in district or school summaries. Home school students are listed on a separate Student Roster. The Individual Student Reports, Student Labels, and Exit Examination Status Labels for home school students will be packaged separately from the student-level reports for schools in the district. The school code and school name are reported as “000” and “HOME SCHOOL,” respectively.

HSAP Spring Score Reports						
Report Name	Format	Reports for the District		Reports for the School		
		District Level	School Level	School Level	Class Level	Student Level
Individual Student Report	PDF & Paper					✓ (3 copies)
Student Label	Paper only					✓
Exit Examination Status Label	Paper only					✓
Roster – All Students	PDF only	✓	✓	✓	✓	
Roster – All Students – ELA	PDF only		✓	✓		
Roster – All Students – Mathematics	PDF only		✓	✓		
Roster – Grade 9	PDF only	✓	✓	✓		
Roster – Grade 10	PDF only	✓	✓	✓		
Roster – Grade 11	PDF only	✓	✓	✓		
Roster – Grade 12	PDF only	✓	✓	✓		
Roster – Grade Unknown	PDF only	✓	✓	✓		
Roster – Level One	PDF only	✓	✓	✓	✓	
Roster – Level One – ELA	PDF only	✓	✓	✓	✓	
Roster – Level One – Mathematics	PDF only	✓	✓	✓	✓	
Roster – Graduation Express	PDF only		✓	✓		
Exit Examination Roster	PDF only	✓	✓	✓		
Summary – First Attempt	PDF only	✓	✓	✓		
Summary (All Attempts)	PDF only	✓	✓	✓	✓	
Summary – Combinations of Tests Passed – First Attempt	PDF only	✓	✓	✓		
Summary by Attempt	PDF only	✓	✓	✓		
Summary by School	PDF only	✓				
ER/CR Summary – Level One – First Attempt	PDF only	✓	✓	✓		
ER/CR Summary – First Attempt	PDF only	✓	✓	✓		

Note: Reports produced in PDF format are available through eDIRECT.

Individual Student Report

Schools receive three copies of the “Individual Student Report” (ISR) for each student—one home copy and two school copies. PDFs of the ISRs are also posted on eDIRECT. In order to be considered tested for a particular subject, a student must have answered at least one question on the test for that subject.

Printed at the top of the report are the student’s name, birth date, PowerSchool Number (PS#), State ID number, the School Identifying Number (SIDN), and names of the district and school where the student was tested. The sample report is for Susan M. Wilson, born on December 17, 1998. She has a PowerSchool Number of 123456789012 and was tested in Middleville District at Middleville High School.

1 TOTAL SCORE INFORMATION

Exit Exam Requirement: The “Exit Exam Requirement” is a minimum scale score of 200 for both ELA and mathematics.

State Scale Score Range: The “State Scale Score Range” indicates the lowest and highest scale scores that can be attained on the test. For ELA and mathematics, the state scale score range is 100–320.

Your Scale Score: “Your Scale Score” is the scale score attained by the student on the test. This student’s scale score on the ELA test is 223. Her scale score on the mathematics test is 186.

Achievement Level: The student’s “Achievement Level” on each test is reported as 1, 2, 3, or 4. This student’s achievement level for ELA is 3, and her achievement level for mathematics is 1.

Met Exit Exam Requirement? If a student’s scale score is equal to or greater than the state standard of 200 (Level 2) for the test, then the student has met the state exit examination requirement. In the sample report, this student’s scale score for ELA is 223 (Level 3); therefore, the question “Met Exit Exam Requirement?” is followed by the word “Yes.” Her scale score for mathematics is 186 (Level 1); therefore, she has not met the exit examination requirement for mathematics.

2 SCORE GRAPH

For each subject, a graph displays the student’s score (indicated by a black square) in relation to the achievement levels and the minimum scale score for the state exit examination requirement.

3 ELA EXTENDED-RESPONSE AND MATHEMATICS INTEGRATED-RESPONSE SCORES

The middle column of the ISR shows the student’s ELA extended-response and mathematics integrated-response scores. A link to the scoring rubrics for these items is provided on the HSAP page of the SCDE Web site.

<http://ed.sc.gov/agency/programs-services/43/>

For the ELA extended-response, scores for each domain are the average of two raters’ scores. This student received 4.0 of a possible 4.0 points for content and development, 4.0 of a possible 4.0 points for organization, 3.0 of a possible 3.0 points for voice, and 3.5 of a possible 4.0 points for conventions.

For mathematics, the integrated-response score is the sum of the scores from three constructed-response questions, each of which has a maximum of three points. This student received a total of 3 out of the 9 possible points.

Note: Nonscorable responses are as follows:

<u>English Language Arts</u>	<u>Mathematics</u>
B (blank)	B (blank)
OT (off topic)	UR (unreadable or illegible)
IS (insufficient amount of original writing to evaluate)	
UR (unreadable or illegible)	

4 SCORE NARRATIVE

The narrative in the right column provides information on the content areas tested, the state exit examination requirement, and the student's scale score and achievement level.

The narrative also indicates whether the student will need to retake the test and the areas for improvement. This student needs to focus on all four content areas in mathematics.

Although a student may pass a test or may not need to focus on a specific content area, it does not mean that the student has mastered the subject or content area. The student may still have weaknesses in subskills encompassed by that subject or content area.

For ELA, additional information is provided if the student only answered questions on one day of the two-day test or if certain testing accommodations were used (e.g., alternative scoring, extended-response options, oral administration, signed administration). This student's extended-response item was scored with an alternative rubric, and she used a word processor and related software to respond to the ELA extended-response item. In addition, the ELA test was administered orally to the student.

Descriptions of the tests, the South Carolina diploma requirement, and achievement levels for each subject are provided on the back of the Individual Student Report.

Sample Individual Student Report



INDIVIDUAL STUDENT REPORT FOR WILSON, SUSAN, M.

Test Date: SPRING 2014
HOME COPY

Birth Date: 12/17/1998 SIDN: 4111001
PS#: 123456789012 District: MIDDLEVILLE
State ID: 1234567890 School: MIDDLEVILLE HIGH

ENGLISH LANGUAGE ARTS

Exit Exam Requirement:	200
State Scale Score Range:	100 – 320
Your Scale Score:	223
Achievement Level:	3
Met Exit Exam Requirement?	Yes

■ = Your Score

1

The ELA total scale score includes the student's scores on an extended-response item. This item requires students to respond to a prompt by writing a composition that is scored on four domains: content and development, organization, voice, and conventions. Each domain has a maximum of 4 points, except for voice. Voice has a maximum of 3 points.

<u>Your Extended-Response Scores:</u>	
Content and Development	4.0
Organization	4.0
Voice	3.0
Conventions	3.5

The ELA test measures the content areas of reading process and comprehension, analysis of texts, word study and analysis, writing, and research. The writing content area includes the extended-response item as well as some multiple-choice questions.

A scale score of 200 is needed to meet the ELA exit examination requirement for a South Carolina high school diploma.

Your ELA scale score is 223, an achievement level of 3. You have met the ELA exit examination requirement and will not need to take the ELA test again.

The extended-response item was scored with an alternative rubric. A word processor and related software were used on the extended-response item. The test was administered orally. For an explanation, please contact your school.

3

MATHEMATICS

Exit Exam Requirement:	200
State Scale Score Range:	100 – 320
Your Scale Score:	186
Achievement Level:	1
Met Exit Exam Requirement?	No

■ = Your Score

2

The mathematics total scale score includes the student's scores on the integrated-response items. These items require students to respond to open-ended questions that integrate mathematical content areas and processes. The integrated-response score is the sum of the three constructed-response scores, each of which has a maximum of 3 points.

<u>Your Integrated-Response Score:</u>	
3 of 9 possible points	

The mathematics test measures the content areas of number and operations, algebra, measurement and geometry, and data analysis and probability, in addition to integrated-response items.

A scale score of 200 is needed to meet the mathematics exit examination requirement for a South Carolina high school diploma.

Your mathematics scale score is 186, an achievement level of 1. You have not met the mathematics exit examination requirement and will need to take the mathematics test again. To prepare for the test, you will need to focus on number and operations, algebra, measurement and geometry, and data analysis and probability.

NOTE: More information is provided on the back of this report.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP)

The HSAP consists of two tests: English language arts (ELA) and mathematics. Scores are provided on the front of this report as a scale score and achievement level.

For ELA and mathematics, the student has met the state exit examination standard if the HSAP score on each test is an achievement level of 2 or above (i.e., a scale score of 200 or above).

More information about the HSAP is available from your school or from the South Carolina Department of Education Web site listed below.

<http://ed.sc.gov/agency/programs-services/43>

DIPLOMA REQUIREMENT

The Education Accountability Act of 1988 (as amended in 2008) states that students must pass an exit examination as one of the requirements for receiving a South Carolina high school diploma. Students following a normal progression of course work in high school will have at least five chances to pass the exit examination.

To pass the HSAP, a minimum standard must be met on both the English language arts (ELA) and mathematics tests. Students who do not meet this standard on either test will be scheduled to take that test during the next administration. The test is administered three times a year (each fall, spring, and summer).

Descriptors of Achievement Levels (DALs)

The DALs for ELA and mathematics provided below describe the knowledge and skills typically demonstrated by students at each achievement level.

ELA

Level 4

The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina.

The Level 4 student demonstrates comprehension of complex ideas and connects those ideas within a text, across texts, and beyond the text(s).

The Level 4 student displays exceptional writing skills by engaging the reader, effectively developing and organizing ideas, and using relevant supporting details, vivid language, and Standard American English.

The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Level 3

The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina.

The Level 3 student demonstrates comprehension of complex ideas and connects those ideas within a text and across texts.

The Level 3 student displays effective writing skills by sustaining the reader's interest, clearly developing and organizing ideas, and using relevant supporting details and Standard American English.

The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Level 2

The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina.

The Level 2 student demonstrates comprehension of essential ideas and shows some logical connections of those ideas within a text.

The Level 2 student displays acceptable writing skills by showing some awareness of audience, developing and organizing ideas, and using relevant supporting details and Standard American English.

The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Level 1

The Level 1 student has not demonstrated competence in skills and knowledge required of high school students in South Carolina.

The Level 1 student demonstrates limited comprehension of ideas and tenuous connections of those ideas within a text.

The Level 1 student displays limited writing skills, which may include little awareness of audience and purpose, partial development and organization of ideas, and deviations from Standard American English.

The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.

MATHEMATICS

Level 4

The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina.

The Level 4 student analyzes, evaluates, and/or synthesizes mathematical concepts and procedures and solves problems using advanced arithmetic, algebraic, and measurement/geometric concepts and relationships. The student analyzes data representations and applies probability concepts.

The Level 4 student supports answers with mathematical work and/or explanations that thoroughly communicate mathematical reasoning.

The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Level 3

The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina.

The Level 3 student applies mathematical concepts and procedures and solves problems using arithmetic, algebraic, and measurement/geometric concepts and relationships. The student interprets data representations and demonstrates a knowledge of probability concepts.

The Level 3 student supports answers with mathematical work and/or explanations that clearly communicate mathematical reasoning.

The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Level 2

The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina.

The Level 2 student demonstrates an acceptable knowledge of fundamental mathematical concepts and procedures and solves problems using essential arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of basic data representations and probability concepts.

The Level 2 student supports answers with mathematical work and/or explanations that adequately communicate mathematical reasoning.

The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Level 1

The Level 1 student has not demonstrated competence in the skills and knowledge required of high school students in South Carolina.

The Level 1 student demonstrates a limited understanding of mathematical concepts. The student is able to use arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of simple data representations and probability concepts.

The Level 1 student supports answers with mathematical work and/or explanations that minimally communicate mathematical reasoning.

The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.

Student Label

Schools receive a “Student Label” for each student tested. The label contains demographic information and test score data for the individual student.

1 STUDENT DEMOGRAPHIC INFORMATION

The student’s name and the PowerSchool Number appear on the first line of the label. The second line indicates the district name. The third line indicates the name and School Identifying Number of the school where the student was tested.

The fourth line of the label provides the following student demographic information: date of birth, grade, race/ethnicity, gender, any special education (disability) codes, and attempt status. According to the sample label, this student was born on December 17, 1998 (12/17/1998); was in tenth grade (10) when she took the HSAP; is a white (W) female (F); was recorded as having a learning disability (LD); and was attempting the ELA and mathematics tests for the first time (E1 M1).

If multiple marks were coded on the student’s answer document for any field, question marks (?) will be printed.

2 SCORE INFORMATION

PASS: The “PASS” column indicates whether the student met the state exit examination requirement. In the example, this student passed the ELA test (YES) and did not pass the mathematics test (NO).

SCORE: The “SCORE” column indicates the student’s scale score for each test. If the student used customized test materials or testing accommodations, the appropriate designations will appear next to the student’s total scale score in the “SCORE” column.

According to the sample label, this student received a scale score of 223 on the ELA test. The following testing accommodations were used for her ELA test: alternative scoring of the extended-response item (AS), oral administration via an audio CD-ROM (AU), and extended-response options (WM). (Refer to page 30 of this guide for the codes used.)

This student received a scale score of 186 on the mathematics test. There are no codes listed after her score, indicating that she did not use any accommodations when taking the mathematics test.

LVL: The “LVL” column indicates the achievement level. If the student took only one day of the two-day ELA test, the symbol “ $\frac{1}{2}$ ” will be printed next to the student’s ELA achievement level. In the example, this student scored at Level 3 on her ELA test and at Level 1 on her mathematics test.

ER/IR: The student’s extended-response score for ELA and integrated-response score for mathematics appear in the column labeled “ER/IR.” In the example, this student received a score of 14.5 (out of 15 possible points) on her ELA extended-response item and 3 (out of 9 possible points) on her mathematics integrated-response items.

3 CONTENT AREA PERFORMANCE

Information on the student’s performance in specific content areas is indicated in the columns “MAY NEED IMPROVEMENT” and “NEEDS IMPROVEMENT.” Content areas in which the student scored within a specific range near the achievement level 2 cut-off for that content area are classified as “MAY NEED IMPROVEMENT.” Content areas in which the student scored significantly below the achievement level 2 cut-off for that content area are classified as “NEEDS IMPROVEMENT.”

In the example, although this student passed the ELA test, she may need improvement in the ELA content area of research (RS) and needs improvement in reading process and comprehension (RC). This student may need improvement in the mathematics content areas of measurement and geometry (MG) and data analysis and probability (DP), and needs improvement in number and operations (NO) and algebra (AL).

Sample Student Label

1
WILSON, SUSAN M. 123456789012 **HSAP**
 MIDDLEVILLE **SPRING 2014**
 MIDDLEVILLE HIGH - 4111001
 12/17/1998 10 / W/F/LD E1 M1

TEST	PASS	SCORE	LVL	ER/IR	MAY NEED IMPROVEMENT	NEEDS IMPROVEMENT
ELA	YES	223 AS AU WM	3	14.5	RS	RC
MATH	NO	186	1	3	MG DP	NO AL

2 3

Exit Examination Status Label

“Exit Examination Status Labels” are provided for students taking the HSAP for the first time. A label will not be provided if the student took both tests and it was at least the student’s second attempt for one of the tests. These labels include test score information from the current administration, along with blank spaces for entering test score information for future test administrations.

1 STUDENT DEMOGRAPHIC INFORMATION

The second line of the label lists the student’s name and School Identifying Number (SIDN) where the student was tested. The third line indicates the district name. The fourth line lists the school name where the student was tested. The fifth line lists the student’s date of birth (DOB), gender, and race/ethnicity. The sample label shows that this student was born on December 17, 1998 (12/17/98); is female (F); and is white (W).

If multiple marks were coded on the student’s answer document for any field, question marks (?) will be printed.

2 SCORE AND TEST DATE

The student’s ELA and mathematics test results for the current administration are printed on the first row labeled “Score/Level.” The test results include the student’s scale score (Score) and achievement level (Level). If the student took only one day of the two-day ELA test, the symbol “‡” will be printed next to the student’s ELA achievement level. If the student’s test was automatically rescored for Graduation Express, the symbol ■ will be printed next to the student’s achievement level. The test date is provided on the row labeled “Date.” For example, for the spring 2014 administration (04/02), this student received a scale score of 223 and an achievement level of 3 for the ELA test. On the mathematics test during the same administration, she received a scale score of 186 and an achievement level of 1.

Below the current administration’s test results, blank spaces are provided so that test scores for future administrations of the HSAP can be entered by school personnel.

3 STATUS

The row labeled “Status” is used to indicate the student’s status on each HSAP test. For example, this student met the ELA state exit examination requirement; therefore, the message “PASSED” is printed on the status line under the ELA column. Because this student did not meet the state exit examination requirement for mathematics, the status line under the mathematics column was left blank to allow school personnel to write “PASSED” when this student passes the mathematics test in a future administration.

4 EXIT EXAMINATION REQUIREMENTS

The minimum scale scores needed to meet the state exit examination requirements for ELA and mathematics are indicated on the bottom of the label, along with the explanations for the symbols “‡” and “■.”

Sample Exit Examination Status Label

EXIT EXAMINATION STATUS		HSAP SPRING 2014	
WILSON, SUSAN M.		SIDN: 4111001	
MIDDLEVILLE			
MIDDLEVILLE HIGH			
DOB: 12/17/98	GENDER: F	RACE/ETHNICITY: W	
	ELA	MATHEMATICS	
Score/Level	223/3	186/1	2
Date	04/02	04/03	
Score/Level			
Date			
Score/Level			
Date			
Score/Level			
Date			
Score/Level			
Date			
Status	PASSED 3		

4 → ELA Exit Examination requirement = 200
 Mathematics Exit Examination requirement = 200
 ‡ = The student only took one day of the ELA test.
 ■ = The student's constructed-response and extended-response items were rescored.

Student Rosters

The four types of rosters produced are as follows: for “All Students,” by “Grade,” for “Level One” students, and for “Graduation Express” students. The rosters for “All Students” list all students who took at least one HSAP test. The rosters by “Grade” list students in separate reports by grade (nine, ten, eleven, twelve, and unknown) and for adult education. The rosters for “Level One” students list only students who did not meet the state exit examination requirement on one or both HSAP tests; only the test scores for the tests not passed will be printed. The “Graduation Express” roster lists students whose answer documents were returned as “Graduation Express.”

Rosters are produced at the district, school, and class levels and contain student demographic data and test results. Students are listed alphabetically by last name within the district, school, or class grouping. District rosters are produced separately for regular high school, adult education, and home school students. The chart on page 3 lists the rosters produced by level (district, school, class). All rosters are available as PDF files only.

1 STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in the columns on the left side of the roster. The student’s name appears in the first column, with codes for any customized materials and accommodations printed on a second line. The student’s PowerSchool Number (PS#), State ID number, and birth date appear in the columns to the right of the student’s name. Additional columns list codes for race/ethnicity, gender, and grade. If multiple marks were coded on the student’s answer document for any field, question marks (?) will be printed. Footnotes provide definitions for the codes printed for customized materials and accommodations and for race/ethnicity.

On the sample report, Ashley N. Franks took the braille form (BR) of the ELA and mathematics tests; her PS# is 222222222222; her birth date is October 1, 1997 (10/01/97); her race/ethnicity code is “M” which means two or more races were coded, and she is female (F). She was in grade twelve when she took this administration of the HSAP.

2 STATE SCALE SCORE RANGE AND EXIT EXAMINATION REQUIREMENT

State Scale Score Range: The “State Scale Score Range” indicates the lowest and highest possible scale scores attainable on the HSAP tests. The range for ELA and mathematics is 100–320.

State Exit Examination Requirement: The “State Exit Examination Requirement” for each test is a scale score of 200 and a corresponding achievement level of 2.

3 TEST RESULTS

Attempt: “ATTEMPT” information is collected from the information coded on the answer documents. The “ATTEMPT” columns—one for ELA and one for mathematics—indicate the number of times the student has taken each test. The “ATTEMPT” value for a student may be different for each test.

Scale Score and Achievement Level: The student’s total scale score and achievement level for each test are printed in the columns to the right of the “ATTEMPT” columns. If the student took only one day of the two-day ELA test, the symbol “‡” will be printed next to the student’s ELA scale score and achievement level. If the student’s test was automatically rescored for Graduation Express, the symbol ■ will be printed next to the student’s score. According to the sample report, Ashley N. Franks received a scale score of 244 and an achievement level of 4 on the ELA test and a scale score of 231 and an achievement level of 3 on the mathematics test.

Content Areas: For each test, asterisks (*) are printed in the columns titled “CONTENT AREAS” to indicate the content areas, if any, in which a student may need improvement (*) or needs improvement (**). Content areas in which the student scored within a specific range near the achievement level 2 cut-off are classified as “may need improvement.” Content areas in which the student scored significantly below the achievement level 2 cut-off are classified as “needs improvement.”

According to the sample roster, Trevor S. Wilson may need improvement in the ELA content areas of analysis of texts (AT), word study and analysis (WS), and research (RS). He may need improvement in the mathematics content areas of algebra (AL), measurement and geometry (MG), and data analysis and probability (DP). For an explanation of the content area abbreviations, see the footnotes at the bottom of the roster.

4 EXTENDED-RESPONSE AND INTEGRATED-RESPONSE SCORES

Each student’s ELA extended-response scores and mathematics integrated-response score are printed to the right of the “CONTENT AREAS” columns. Footnotes at the bottom of the roster provide additional information about these scores.

Exit Examination Roster

The “Exit Examination Roster” lists only students who took both HSAP tests during the current administration and met the exit examination requirement on both.

Exit Examination Rosters are produced at the district and school levels only. They contain student demographic data and test results, listed alphabetically within the district or school grouping. Separate district-level Exit Examination Rosters are produced for regular high school and adult education students.

1 STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in the columns on the left side of the report. The student’s name and any customized materials and accommodations codes are printed in the first column. The student’s PowerSchool Number (PS#), State ID number, birth date, race/ethnicity, gender, and grade are printed in the columns to the right of the student’s name.

According to the sample report, Katie A. Allen was born on February 24, 1996 (02/24/96); she did not use any customized materials or accommodations; she is a white (W) female (F); and she was in grade twelve during this administration of the HSAP.

Question marks (?) indicate that multiple marks were coded on the student’s answer document for that field.

2 SCORES

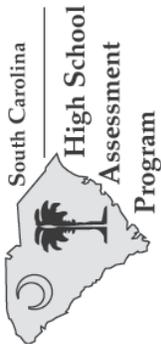
Attempt: “ATTEMPT” information is collected from the information coded on the answer documents. The “ATTEMPT” columns—one for ELA and one for mathematics—indicate the number of times the student has taken the test. The number of attempts for a student may be different for each test.

Scale Score and Achievement Level: The student’s scale score and achievement level for each test are printed in the columns to the right of the “ATTEMPT” columns. If the student took only one day of the two-day ELA test, the symbol “‡” will be printed next to the student’s ELA scale score and achievement level. If the student’s test was automatically rescored for Graduation Express, the symbol ■ will be printed next to the student’s score. According to the sample report, Katie A. Allen received a scale score of 232 on the ELA test—an achievement level of 3—and she received a scale score of 215 on the mathematics test—an achievement level of 2.

3 FOOTNOTES

The footnotes at the bottom of the report provide definitions for the codes used.

Sample Exit Examination Roster (School)



SCHOOL EXIT EXAMINATION ROSTER STUDENTS WHO ATTEMPTED AND PASSED BOTH TESTS

TEST DATE: **SPRING 2014**
 SCHOOL: **MIDDLEVILLE HIGH**
 DISTRICT: **MIDDLEVILLE**
 SIDN: **4111001**

PAGE: **1 of 1**

STUDENT NAME CUSTOMIZED MATERIALS AND ACCOMMODATIONS CODES	STUDENT DEMOGRAPHIC INFORMATION				SCORES						
	PS# STATE ID	BIRTH DATE	RACE/ ETHNICITY	GENDER	GRADE	ENGLISH LANGUAGE ARTS			MATHEMATICS		
						ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL	ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL
ALLEN, KATIE A.	101010101010	02/24/96	W	F	12	2	232	3	2	215	2
BALL, MAGGIE L. ELA: LL; Math: LL	1010101010	09/19/96	W	F	12	3	256	4	3	221	3
COLEMAN, ADAM F. 121212121212	121212121212	09/02/96	W	M	12	3	264	4	3	254	4
DETERS, TAMMIE I. 131313131313	131313131313	06/06/96	B	F	12	2	221	2	2	215	2
FELPS, JULIANNA W. 141414141414	141414141414	02/13/96	W	F	12	3	223	3	3	217	2
FRANKS, ASHLEY N. ELA: BR; Math: BR	222222222222	10/01/96	M	F	12	1	244	4	1	231	3
HALL, EDDIE U. 151515151515	999999999992	12/21/96	W	M	12	4	234	3	4	230	3
HICKS, HELGA C. 161616161616	151515151515	09/20/97	W	F	11	1	264	4	1	244	4
LOGGINS, JACOB S. 171717171717	161616161616	01/04/97	W	M	11	2	232	3	1	239	3
MARRS, JUNE H. 181818181818	171717171717	04/28/97	W	F	11	2	225	3	1	206	2
PARKS, ROLEN A. ELA: WM	181818181818	08/04/98	W	M	10	2	260	4	2	271	4
REYNOLDS, CARLTON E. ELA: WM	191919191919	05/17/98	W	M	10	1	230	3	2	259	4
STONE, MOLLY Y. ELA: AS; OS; Math: OS	202020202020	09/29/98	W	F	10	1	234	3	1	250	4
TOLLEN, HOWARD H. ELA: AU; Math: AU	212121212121	11/15/98	W	M	10	1	283	4	1	320	4
WALLS, SANDIE K. ELA: AU; Math: AU	222222222222	03/10/98	W	F	10	1	283	4	1	281	4
	232323232323										

CUSTOMIZED MATERIALS AND ACCOMMODATIONS CODES:
 AS = Alternative Scoring of Extended Response
 AU = Audio CD-ROM/Audiotape
 BR = Braille
 LL = Loose Leaf
 LP = Large Print
 OS = Oral Script
 SL = Signed Administration
 WM = Extended Writing Options
 OT = Other

RACE/ETHNICITY CODES:
 H = Hispanic or Latino
 I = American Indian or Native Alaskan
 A = Asian
 B = Black or African American
 P = Native Hawaiian or Pacific Islander
 W = White
 M = Two or More Races

† = The student only took one day of the ELA test.
 ■ = The student's constructed-response and extended-response items were rescored.

Summary Reports

“Summary” reports are generated at the district, school, and class levels when there are six or more students in the “TOTAL NUMBER” tested row. Each report presents summary statistics for ELA and mathematics.

The summary reports include all students tested in the district, school, or class grouping, including students who received non-standard accommodations. These reports do not include home school students. Separate school and district summary reports are produced for first-attempt students. Separate district reports are also produced for regular high school and adult education students. The chart on page 3 lists the summary reports produced by level (district, school, class). All summary reports are available as PDF files only.

1 STATE SCALE SCORE RANGE AND EXIT EXAMINATION REQUIREMENT

State Scale Score Range: The “State Scale Score Range” indicates the lowest and highest possible scale scores attainable on the HSAP tests. The range for ELA and mathematics is 100–320.

State Exit Examination Requirement: The “State Exit Examination Requirement” for each test is a scale score of 200 and a corresponding achievement level of 2.

2 TOTAL TEST SUMMARY — TOTAL NUMBER

“TOTAL NUMBER” identifies the number of students who took each test in the district, school, or class. According to the sample report, 28 students took the ELA test and 26 students took the mathematics test for this class grouping of students.

3 TOTAL TEST SUMMARY — ACHIEVEMENT LEVELS

The number and percentage of students in the district, school, or class with scores in each HSAP achievement level (Level 4, Level 3, Level 2, and Level 1) are reported for each test. In the sample report, of the 28 students who took the ELA test, 8 (28.6 percent) scored at Level 4, 12 (42.9 percent) scored at Level 3, 6 (21.4 percent) scored at Level 2, and 2 (7.1 percent) scored at Level 1.

4 TOTAL TEST SUMMARY — DESCRIPTIVE STATISTICS

For each of the statistics below, the group reported (district, school, class) appears in parentheses on the report.

Mean: The mean indicates the average scale score for the group of students. In the sample report, the mean scale score for the 26 students who took the mathematics test was 227.0.

Median: The median is the midpoint of a distribution of scores ranked from lowest to highest. For the 26 students who took the mathematics test in the sample class, the median scale score was 232.0.

Highest/Lowest Score: These statistics indicate the highest and lowest scale scores attained among the group of students. For the 26 students who took the mathematics test in the sample class, the highest scale score was 259 and the lowest scale score was 171.

Standard Deviation: The standard deviation is a measure of the spread of data. On the sample report, the standard deviation for the mathematics test scores is 13.2.

5 CONTENT AREA SUMMARY

Content area summary statistics are provided for all students within the reporting group (district, school, class), for those students who scored at or above Level 2, and for those students who scored at Level 1.

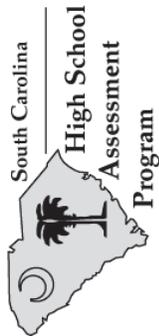
The total number of students tested is further broken down into the three categories of “Adequate,” “May Need Improvement,” and “Needs Improvement” for each content area within ELA and mathematics. Of the 28 students in the sample class who took the ELA test, 21 (75.0 percent) performed adequately in reading process and comprehension, 6 (21.4 percent) may need improvement, and 1 (3.6 percent) needs improvement in this content area.

Sample Summary (Class)

CLASS SUMMARY

TEST DATE: **SPRING 2014**
 TEACHER: **FISCHER, J. G.**
 SCHOOL: **MIDDLEVILLE HIGH**
 DISTRICT: **MIDDLEVILLE**
 SIDN: **4111001**

PAGE: 1 of 1



TOTAL TEST SUMMARY		ENGLISH LANGUAGE ARTS State Scale Score Range: 100 – 320 State Exit Examination Requirements: Scale Score = 200, Achievement Level = 2		MATHEMATICS State Scale Score Range: 100 – 320 State Exit Examination Requirements: Scale Score = 200, Achievement Level = 2	
TOTAL NUMBER	28	28	28	26	26
LEVEL 4	Number / Percent	8 / 28.6	9 / 34.6	9 / 34.6	9 / 34.6
LEVEL 3	Number / Percent	12 / 42.9	7 / 26.9	7 / 26.9	7 / 26.9
LEVEL 2	Number / Percent	6 / 21.4	8 / 30.8	8 / 30.8	8 / 30.8
LEVEL 1	Number / Percent	2 / 7.1	2 / 7.7	2 / 7.7	2 / 7.7
MEAN	(CLASS)	229.0	227.0	227.0	227.0
MEDIAN	(CLASS)	228.0	228.0	232.0	232.0
HIGHEST SCORE	(CLASS)	256	256	259	259
LOWEST SCORE	(CLASS)	188	188	171	171
STANDARD DEVIATION	(CLASS)	10.5	10.5	13.2	13.2

CONTENT AREA SUMMARY		ENGLISH LANGUAGE ARTS				MATHEMATICS			
		READING PROCESS AND COMPREHENSION	ANALYSIS OF TEXTS	WORD STUDY AND ANALYSIS	WRITING	RESEARCH	OPERATIONS AND ALGEBRA	MEASUREMENT AND GEOMETRY	DATA ANALYSIS AND PROBABILITY
ALL STUDENTS	Number Percent	28 100.0	28	28	28	28	26 100.0	26	26
Adequate	Number Percent	21 75.0	22	16	23	15	19	17	18
May Need Improvement	Number Percent	6 21.4	3 10.7	9 32.1	5 17.9	13 46.4	6 23.1	8 30.8	7 26.9
Needs Improvement	Number Percent	1 3.6	3 10.7	3 10.7	0 0.0	0 0.0	1 3.8	0 0.0	1 3.8
LEVEL 2 AND ABOVE	Number Percent	26 100.0	26	26	26	26	24 100.0	24	24
Adequate	Number Percent	21 80.8	22	16	23	13	18	17	18
May Need Improvement	Number Percent	5 19.2	3 11.5	9 34.6	5 11.5	13 50.0	5 20.8	7 29.2	6 25.0
Needs Improvement	Number Percent	0 0.0	1 3.8	1 3.8	0 0.0	0 0.0	1 4.2	0 0.0	0 0.0
LEVEL 1	Number Percent	2 100.0	2	2	2	2	2 100.0	2	2
Adequate	Number Percent	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
May Need Improvement	Number Percent	1 50.0	0 0.0	0 0.0	2 100.0	2 100.0	1 50.0	2 100.0	1 50.0
Needs Improvement	Number Percent	1 50.0	2 100.0	2 100.0	0 0.0	0 0.0	1 50.0	0 0.0	1 50.0

Data are not reported if the number tested is fewer than 6.

Summary Report—Combinations of Tests Passed—First Attempt

The “Combinations of Tests Passed” report summarizes the number and percentage of students who passed different combinations of the HSAP on the first attempt. This report is produced at the district and school level when there are six or more students tested. Grade and attempt information is collected from the student answer documents or the precode files.

1 TESTS

The far left column lists combinations of tests that a student could pass when attempting the HSAP—“PASSED BOTH TESTS,” “PASSED ONLY ONE TEST,” and “PASSED NO TESTS.”

2 GRADE—NUMBER AND PERCENT

The number and percentage of students in the district or school who attempted the HSAP are reported for GRADE 9, GRADE 10, and for OTHER grades. The OTHER column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.

The sample report indicates that of the 200 grade 10 students in the district who attempted the HSAP for the first time, 161 (80.5 percent) passed both tests; 21 (10.5 percent) passed only one test; and 18 (9.0 percent) did not pass either test. Of the 21 students who passed only one test, 15 (7.5 percent of the 200 grade 10 students) passed the ELA test, and 6 (3.0 percent of the 200 grade 10 students) passed the mathematics test.

3 TOTAL (COLUMN)

The TOTAL column summarizes the number and percentage of students who passed each combination of tests in the GRADE 9, GRADE 10, and OTHER columns.

4 TOTAL (ROW)

The TOTAL row indicates the total number of “first attempters” for each grade category. All of the percentages by grade shown in the report are based on these totals. The sample report shows 96 grade 9 students, 200 grade 10 students, and 193 students in other grades who attempted the HSAP for the first time.

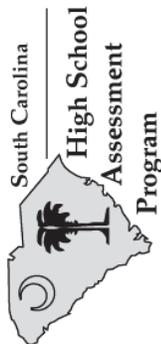
5 ADULT ED (COLUMN)

For the district-level report only, the grade columns include the number and percentage of students in regular high schools within the district, and the far right column includes the number and percentage of students in all adult education programs within the district.

6 FOOTNOTES

The footnotes at the bottom of the report provide additional information about the report.

Summary Report – Combinations of Tests Passed – First Attempt (District)



DISTRICT SUMMARY COMBINATIONS OF TESTS PASSED — FIRST ATTEMPT

TEST DATE: **SPRING 2014**

DISTRICT: **MIDDLEVILLE**
SIDN: **4111**

PAGE: 1 of 1

1 TESTS	GRADE 9		GRADE 10		OTHER ¹		3 TOTAL ²		5 ADULT ED	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PASSED BOTH TESTS	83	86.5	161	80.5	84	43.5	328	67.1	14	41.2
PASSED ONLY ONE TEST	6	6.2	21	10.5	97	50.3	124	25.4	11	32.4
ENGLISH LANGUAGE ARTS	4	4.1	15	7.5	46	23.8	65	13.3	5	14.7
MATHEMATICS	2	2.1	6	3.0	51	26.4	59	12.1	6	17.7
PASSED NO TESTS	7	7.3	18	9.0	12	6.2	37	7.6	9	26.5
4 TOTAL ³	96	100.0	200	100.0	193	100.0	489	100.0	34	100.0

Data are not reported if the number tested is fewer than 6.

- 6** The **OTHER** column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.
- 2** The **TOTAL** column includes summaries of the **GRADE 9**, **GRADE 10**, and **OTHER** columns.
- 3** The **TOTAL** includes all students who took at least one test of the HSAP.

Summary by Attempt

The “Summary by Attempt” report is produced at the district and school levels whenever six or more students are tested. Student performance is presented by grade and attempt. The grade and attempt information are provided from the student answer documents or the precode file. (See the table below for the defaults that are used when the attempt was left blank or contained multiple marks.)

1 ATTEMPTS

The far left column lists the number of attempts. A student will be included in the appropriate attempt category for each test taken. For example, if a student attempted the ELA test for the first time and the mathematics test for the second time, the student would be counted in the “ONE ATTEMPT” category for ELA and in the “TWO ATTEMPTS” category for mathematics.

2 GRADE—NUMBER AND PERCENT

The number and percentage of students in the district or school are reported by attempt and subject for GRADE 9, GRADE 10, and OTHER grades. The OTHER column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.

Default Attempt Codes	
Grade Coded	Default Attempt
Blank	1
Multiple marks	1
9	1
10	1
11	3
12	4

In each grade category, the number and percentage of students who scored at Level 2 and above and at Level 1 are reported. In the sample report, 115 grade 10 students took the HSAP for the first time. Of those students, 114 took the ELA test; 91 (79.8 percent) scored at or above Level 2 (LEVEL 2 & ABOVE) and 23 (20.2 percent) scored at Level 1 (LEVEL 1).

3 TOTAL (COLUMN)

The TOTAL column summarizes the number and percentage of students who took the HSAP in the GRADE 9, GRADE 10, and OTHER columns. In the sample, a total of 28 students in the district took the HSAP for the second time. Of those students, 20 took the ELA test; 10 (50.0 percent) scored at or above Level 2; and 10 (50.0 percent) scored at Level 1.

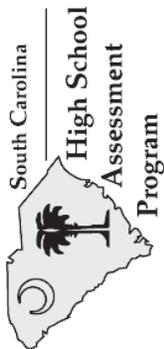
4 ADULT ED (COLUMN)

For the district-level report only, the grade columns include the number and percentage of students in regular high schools within the district, and the far right column includes the number and percentage of students in all adult education programs within the district.

5 FOOTNOTES

The footnotes at the bottom of the report provide additional information about the report.

Sample Summary by Attempt (District)



DISTRICT SUMMARY BY ATTEMPT

TEST DATE: **SPRING 2014**
 DISTRICT: **MIDDLEVILLE**
 SIDN: **4111**

PAGE: 1 of 1

	GRADE 9		GRADE 10		OTHER ¹		TOTAL ²		ADULTED ⁴	
	NUMBER LEVEL 2 & ABOVE Number/ Percent	LEVEL 1 Number/ Percent								
1 ONE ATTEMPT	115	23	114	23	8	123	22			
ELA	91	79.8	91	20.2	7	121	20	17	3	
MATH	97	85.8	16	14.2	7	120	19	14	5	
TWO ATTEMPTS	3		25		3	28	8			
ELA	1		19		9	20	7	6	1	
MATH	2		25		9	27	8	5	3	
THREE ATTEMPTS	0		1		9	1	3			
ELA	0		0		9	0	1			
MATH	0		1		9	1	2			
FOUR OR MORE ATTEMPTS	0		0		9	0	0			
ELA	0		0		9	0	0			
MATH	0		0		9	0	0			

Data are not reported if the number tested is fewer than 6.

5

¹ The OTHER column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.
² The TOTAL column includes summaries of the **GRADE 9**, **GRADE 10**, and **OTHER** columns.

ER/CR (Extended-Response and Constructed-Response) Summary

This report presents the number of students at each score point for the ELA extended-response and mathematics integrated-response. The report is produced only when there are six or more students in the total.

These reports include students at the district or school grouping who took at least one test of the HSAP. Separate district and school reports are produced for first-attempt students and for “Level One” first-attempt students only. Separate district reports are produced for regular high school and adult education students.

1 ENGLISH LANGUAGE ARTS EXTENDED-RESPONSE

The ELA extended-response item is scored on four domains: content and development, organization, voice, and conventions. The maximum score points for each domain are printed in the column for that domain. Scores reported for each domain are the average of two raters’ scores. The possible scores are listed in the far left column.

The number and percentage of students in the district or school who received scores at each score point are reported for each domain. The number and percentage of students whose responses were “Non-scorable” are also reported. Non-scorable means that the response was blank, off topic, unreadable or illegible, or there was an insufficient amount of writing to evaluate. The student rosters provide detailed information about individual students whose scores were reported as “non-scorable.”

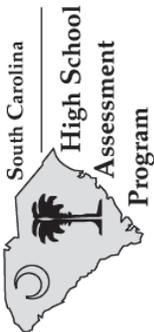
In the sample report, of the 232 first-attempt students who took the ELA test, 38 (16.4 percent) received 3.0 points, 42 (18.1 percent) received 3.5 points, and 140 (60.3 percent) received 4.0 points for the content and development domain.

2 MATHEMATICS INTEGRATED-RESPONSE

The mathematics integrated-response score combines mathematical content areas and processes. The test questions are constructed-response items that require students to show their work and/or write an explanation to support their answers. The integrated-response score is the sum of the three constructed-response scores, each of which has a maximum of 3 points. The number and percentage of students in the district or school who received scores at each score point are reported.

In the sample report, of the 231 first-attempt students who took the mathematics test, 23 (10.0 percent) received 0 points and 23 (10.0 percent) received 3 points. A student may receive a score of zero (0) if there is no evidence of mathematical knowledge that is appropriate to the task, there is no response (blank), or the response is unreadable or illegible.

Sample ER/CR Summary (School)



SCHOOL ER/CR SUMMARY FIRST ATTEMPT

TEST DATE: **SPRING 2014**
 SCHOOL: **MIDDLEVILLE HIGH**
 DISTRICT: **MIDDLEVILLE**
 SIDN: **4111001**

PAGE: 1 of 1

1

ENGLISH LANGUAGE ARTS EXTENDED-RESPONSE								
SCORES	CONTENT AND DEVELOPMENT Maximum Score = 4		ORGANIZATION Maximum Score = 4		VOICE Maximum Score = 3		CONVENTIONS Maximum Score = 4	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Non-scorable	1	0.4	1	0.4	1	0.4	1	0.4
1.0	0	0.0	3	1.3	4	1.7	3	1.3
1.5	3	1.3	2	0.9	7	3.0	2	0.9
2.0	5	2.2	3	1.3	28	12.1	8	3.4
2.5	3	1.3	10	4.3	48	21.7	10	4.3
3.0	38	16.4	40	17.2	144	62.1	21	9.1
3.5	42	18.1	46	19.8			39	16.8
4.0	140	60.3	127	54.7			148	63.8
TOTALS	232	100.0	232	100.0	232	100.0	232	100.0

2

MATHEMATICS INTEGRATED-RESPONSE		
SCORES	Maximum Score = 9	
	Number	Percent
0	23	10.0
1	15	6.5
2	14	6.1
3	23	10.0
4	17	7.4
5	23	10.0
6	22	9.5
7	17	7.4
8	33	14.3
9	44	19.0
TOTALS	231	100.0

Data are not reported if the number tested is fewer than 6.

Summary by School—First Attempt

The “Summary by School—First Attempt” report is generated at the district level only. This report gives a profile of test results for each school and adult education center in the district in which six or more students were tested. Only students taking the test for the first time are included in this report. If a student is attempting only one test for the first time and the other test for the second time or more, only the results for the first-attempt test will be included in the summary. This report does not include results for home school students.

1 SCHOOL NAME

The final three digits of the school codes and the school names are listed in the first column of the report. The sample report indicates that seven schools in the Middleville District had students who took the HSAP ELA and/or mathematics tests for the first time.

2 TOTAL TEST STATISTICS

Number Tested: “NUMBER TESTED” indicates the number of students in each school who took the test for the first time. According to the sample report, the number of first-attempt students tested in Northville High was 232 for ELA and 231 for mathematics. In the Adult Education Center, two students took the ELA test and one student took the mathematics test for the first time.

Mean Scale Score: This statistic indicates the average scale score for the first-attempt students in each school. For example, for the 232 students in Northville High who took the ELA test for the first time, the mean ELA scale score was 224; for the 231 students who took the mathematics test for the first time, the mean mathematics scale score was 218. Data for the Adult Education Center are not reported because there were fewer than six first-attempt students tested for either ELA or mathematics.

% At or Above Level 2: For each school, the percentage of first-attempt students who scored at or above Level 2 is reported. Students meet the state exit examination requirement if they score at or above Level 2. For Northville High, 86.6 percent of the 232 first-attempt students for ELA met the state exit examination requirement for that test, and 79.7 percent of the 231 first-attempt students for mathematics met the state exit examination requirement for that test. Data for the Adult Education Center are not reported because there were fewer than six first-attempt students tested for either test.

% At or Above Level 3: For each school, the percentage of first-attempt students who scored at or above Level 3 is reported. In Northville High, 57.3 percent of the 232 first-attempt students for ELA scored at or above Level 3, and 46.8 percent of the 231 first-attempt students for mathematics scored at or above Level 3. Data for the Adult Education Center are not reported because there were fewer than six first-attempt students tested for either test.

3 ACHIEVEMENT LEVELS

The percentages of first-attempt students with scores in each achievement level (Level 1, Level 2, Level 3, and Level 4) are reported for each school.

In Northville High, of the 232 students who took the ELA test for the first time, 13.4 percent scored at Level 1, 29.3 percent scored at Level 2, 33.2 percent scored at Level 3, and 24.1 percent scored at Level 4. Data for the Adult Education Center are not reported because there were fewer than six first-attempt students tested for either test.

Appendix A: Description of HSAP Achievement Levels

Description of Achievement Levels for HSAP English Language Arts

Achievement Level 4: The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina. The Level 4 student demonstrates comprehension of complex ideas and connects those ideas within a text, across texts, and beyond the text(s). The Level 4 student displays exceptional writing skills by engaging the reader, effectively developing and organizing ideas, and using relevant supporting details, vivid language, and Standard American English. The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 3: The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina. The Level 3 student demonstrates comprehension of complex ideas and connects those ideas within a text and across texts. The Level 3 student displays effective writing skills by sustaining the reader's interest, clearly developing and organizing ideas, and using relevant supporting details and Standard American English. The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 2: The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 2 student demonstrates comprehension of essential ideas and shows some logical connections of those ideas within a text. The Level 2 student displays acceptable writing skills by showing some awareness of audience, developing and organizing ideas, and using relevant supporting details and Standard American English. The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 1: The Level 1 student has not demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 1 student demonstrates limited comprehension of ideas and tenuous connections of those ideas within a text. The Level 1 student displays limited writing skills, which may include little awareness of audience and purpose, partial development and organization of ideas, and deviations from Standard American English. The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.

Description of Achievement Levels for HSAP Mathematics

Achievement Level 4: The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina. The Level 4 student analyzes, evaluates, and/or synthesizes mathematical concepts and procedures and solves problems using advanced arithmetic, algebraic, and measurement/geometric concepts and relationships. The student analyzes data representations and applies probability concepts. The Level 4 student supports answers with mathematical work and/or explanations that thoroughly communicate mathematical reasoning. The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 3: The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina. The Level 3 student applies mathematical concepts and procedures and solves problems using arithmetic, algebraic, and measurement/geometric concepts and relationships. The student interprets data representations and demonstrates a knowledge of probability concepts. The Level 3 student supports answers with mathematical work and/or explanations that clearly communicate mathematical reasoning. The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 2: The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 2 student demonstrates an acceptable knowledge of fundamental mathematical concepts and procedures and solves problems using essential arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of basic data representations and probability concepts. The Level 2 student supports answers with mathematical work and/or explanations that adequately communicate mathematical reasoning. The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 1: The Level 1 student has not demonstrated competence in the skills and knowledge required of high school students in South Carolina. The Level 1 student demonstrates a limited understanding of mathematical concepts. The student is able to use arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of simple data representations and probability concepts. The Level 1 student supports answers with mathematical work and/or explanations that minimally communicate mathematical reasoning. The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.

Appendix B: District Defaults for HSAP Demographic Information

Database Field	Submitted	Appears on Rosters	Aggregated on Summary Report	Appears on Data File
Student Name	Blank in all columns	No Name Available	N/A	Left blank
	Blank in individual columns (but not all)	Individual column is left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
PowerSchool Number	Blank in any column	Column(s) left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
State ID	Blank in any column	Column(s) left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
Birth Date	Blank in any column	Column(s) left blank	N/A	Left blank
	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
	Invalid date	Invalid date	Invalid date	Invalid date
	Incomplete date	Incomplete date	Incomplete date	Incomplete date
Gender	Blank	Column left blank	N/A	Left blank
	Male	M	N/A	M
	Female	F	N/A	F
	Multiple codes	?	N/A	*
Migrant	Blank	N/A	N/A	Left blank
	Yes	N/A	N/A	Y
Race/Ethnicity	Blank	Column(s) left blank	N/A	Left blank
	Hispanic/Latino	H	N/A	H
	RaceI (American Indian or Alaska Native)	I	N/A	I
	RaceA (Asian)	A	N/A	A
	RaceB (Black or African American)	B	N/A	B
	RaceP (Native Hawaiian or Other Pacific Islander)	P	N/A	P
	RaceW (White)	W	N/A	W
	RaceM (Two or More Races)	M	N/A	M
	Multiple Codes	?	N/A	**

Database Field	Submitted	Appears on Rosters	Aggregated on Summary Report	Appears on Data File
ESL	Blank	N/A	N/A	Left blank
	Pre-functional	N/A	N/A	1
	Beginner	N/A	N/A	2
	Intermediate	N/A	N/A	3
	Advanced	N/A	N/A	4
	Initially English Proficient	N/A	N/A	5
	Title III First Year Exited	N/A	N/A	6
	Title III Second + Year Exited	N/A	N/A	7
	English Speaker I	N/A	N/A	8
	English Speaker II	N/A	N/A	9
	Pre-functional Waiver	N/A	N/A	A
	Beginner Waiver	N/A	N/A	B
	Intermediate Waiver	N/A	N/A	C
	Advanced Waiver	N/A	N/A	D
	Multiple codes	N/A	N/A	*
Meals	Blank	N/A	N/A	Left blank
	Multiple codes	N/A	N/A	*
	Free	N/A	N/A	F
	Reduced	N/A	N/A	R
	Paid	N/A	N/A	P
Special Education (Disabilities)	All IEP categories are blank	N/A	N/A	All IEP categories are left blank
	One or more IEP categories are marked	N/A	N/A	Each IEP gridded = Y All other not-gridded IEP are left blank
504 Plan	Blank	N/A	N/A	N
	No	N/A	N/A	N
	Yes	N/A	N/A	Y

Database Field	Submitted	Appears on Rosters*	Aggregated on Summary Report	Appears on Data File
Accommodations (and Customized Test Materials)— each category reported separately by subject (i.e., math, ELA)	Blank for all	Blank	N/A	Left blank
	Accommodations (and Customized Test Materials) categories	AS = Alternative Scoring of Extended Response AU = Audio CD-ROM/Audio CD BR = Braille LL = Loose Leaf LP = Large Print OS = Oral Script SL = Signed Administration Script OT = Other	N/A	<p>“Y” for each accommodation category coded; left blank for all categories not gridded</p> <p>ELA IEP/504: Setting, Timing, Scheduling, Presentation—Oral Script, Presentation—Audio CD-ROM, Presentation—Braille Audio CD, Presentation—ASL DVD, Presentation—PSE DVD, Presentation—Other, Response Options—Typed/Separate paper, Response Options—Other, Spelling, Alternative Scoring, Supplemental Materials or Devices</p> <p>ELA ESL: Bilingual Dictionary, Directions Translated, Individual/Small Group Administration, Scheduling, Timing</p> <p>Math IEP/504: Setting, Timing, Scheduling, Presentation—Oral Script, Presentation—Audio CD-ROM, Presentation—Braille Audio CD, Presentation—ASL DVD, Presentation—PSE DVD, Presentation—Other, Response Options—Typed/Separate Paper, Response Options—Other, Supplemental Materials or Devices</p> <p>Math ESL: Bilingual Dictionary, Directions Translated, Individual/Small Group Administration, Oral Administration, Scheduling, Timing</p>
Non— Standard Accommodations	Blank for all	Blank	N/A	Left blank
	Accommodation categories	WM = Extended-Response Options	N/A	“Y” for each accommodation category coded; left blank for all categories not gridded

***Note:** The accommodations (and customized test materials) codes for ELA and mathematics print on the student labels and student rosters. These codes do not appear on the Individual Student Reports (ISRs) or Exit Examination Status Labels. For ELA, the ISR provides text that indicates when certain testing accommodations were used (e.g., alternative scoring, extended-response options, oral administration, signed administration).

Database Field	Submitted	Appears on Rosters	Aggregated on Summary Report	Appears on Data File
Attempt	Blank	Blank	See table in “Summary by Attempt” on page 20	Blank
	Double-Grid	? in the column	See table in “Summary by Attempt” on page 20	*
	Gridded attempt	Gridded attempt	See table in “Summary by Attempt” on page 20	Gridded attempt
Grade	Blank	Blank	See table in “Summary by Attempt” on page 20	Blank
	Double-Grid	? in the column	See table in “Summary by Attempt” on page 20	**
	09	9	See table in “Summary by Attempt” on page 20	09
	10	10	See table in “Summary by Attempt” on page 20	10
	11	11	See table in “Summary by Attempt” on page 20	11
	12	12	See table in “Summary by Attempt” on page 20	12
IEP Invalidation	Blank	N/A	N/A	Blank
	IEP Invalidation	N/A	N/A	Y
IEP Special Request Code	“1” coded	N/A	N/A	1
	“2” coded	N/A	N/A	2
	“1” and “2” coded	N/A	N/A	B
	Blank	N/A	N/A	Blank



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