DOCUMENT RESUME

ED 360 386 TM 020 390

TITLE	Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	Jul 92
NOTE	206p.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Achievement Tests; *Educational Assessment; Elementary School Students; Elementary Secondary Education; Graphs; Language Arts; Mathematics Achievement; *Pilot Projects; Reading Achievement; Scores; Secondary School Students; *State Programs; Statistical Data; Student Characteristics; *Student Evaluation; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS	*Arizona Student Assessment Program; Iowa Tests of Basic Skills; National Assessment of Educational Progress; Tests of Achievement and Proficiency; Trial State Assessment (NAEP)

ABSTRACT

This first report of the Arizona State Department of Education on the progress of the Arizona Student Assessment Program (ASAP) includes results of the March 1992 Pilot Assessment and contains a profile of Arizona student achievement. The first administration of the ASAP fulfills the legislative requirement of pilot testing. The report also includes results on the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), and the National Assessment of Educational Progress (NAEP) Eighth Grade Trial State Mathematics Assessment. Section 1 presents the ASAP results for grades 3, 8, and 12. As shown, 115,259 assessments were scored as part of the spring 1992 ASAP pilot. A summary of assessment participation and statewide results by assessment and grade are given. Section 2 summarizes ITBS and TAP results, which indicate that Arizona students scored slightly above national averages in reading for grades 4, 7, and 11, with scores above the national average for grades 7 and 11 in language and below the average for grade 4. Mathematics scores were below the national average for grade 4, but somewhat above for grades 7 and 11. Section 3 describes NAEP Trial State Mathematics Assessment participation for Arizona. Eight figures and 22 tables present test results. The bulk of the report contains data from the ASAP presented in 132 pages of data in tables. (SLD)

Arizona Student Assessment Program

March 1992 Pilot Assessment Results
State of Arizona

C. Diane Bishop
Superintendent of Public Instruction

Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

ASAP - Arizona Student Assessment Program

Arizona Student Assessment Program

March 1992 Pilot Assessment Results
State of Arizona

C. Diane Bishop
Superintendent of Public Instruction

Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

July 1992

Arizona
Department of Education

C. DIANE BISHOP
Superintendent

July 1, 1992

Dear Governor Symington:

In accordance with Arizona Revised Statutes §15-741 through 744, I am pleased to submit our first report detailing the progress which the Arizona Department of Education (ADE) has made in implementing the Arizona Student Assessment Program (ASAP). This document includes the results of the March 1992 Pilot Assessment and contains the most complete statistical profile of Arizona student achievement. The report also is being delivered to members of the 40th Legislature, the state Board of Education, county and district school superintendents, as well as to school principals and teachers throughout Arizona.

Sixty-seven Form A assessments were developed to test student achievement on the state-mandated Essential Skills at grades 3, 8 and 12. Given to students in March 1992, this first implementation of the ASAP assessments fulfills the legislative requirement that they be piloted in the classroom prior to review and approval by the state Board of Education. In addition to publishing the pilot assessment results, this report includes state-level results on the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency, taken in October 1991, and the National Assessment of Educational Progress (NAEP) Eighth Grade Trial State Mathematics Assessment, administered in February 1990.

• 1535 West Jefferson, Phoenix, Arizona 85007 •
602-542-4361

During the 1992-93 school year, districts throughout the state will officially begin assessing and reporting information on student mastery of Arizona's Essential Skills in reading, writing and mathematics. This effort, coupled with the administration of state-level essential skills assessments for grades 3, 8 and 12, will result in a view of student achievement which more accurately reflects the knowledge and application of skills students will need to succeed in their future.

The successful implementation of the March 1992 ASAP Pilot would not have been possible without the dedication and assistance of thousands of teachers from around the state who served as scorers, test administrators and advisors to the ASAP Pilot Project. I am grateful also to the district superintendents and school principals who participated in the planning, review and implementation of the ASAP. My special thanks go to members of the ASAP Advisory Council and the Data Output Subcommittee who provided informed guidance on all aspects of the project; to the district ASAP contacts and test coordinators who directed the distribution and collection of assessments at the district level; to ADE staff in the Educational Services Division, including both the ASAP and Research and Development staff members, who designed and implemented the project; and to representatives of the Riverside Publishing Co. and Measurement Inc., who served as primary contractors during the project period. To all these individuals I offer my sincere gratitude.

Sincerely,

C. Diane Bishop
State Superintendent of Public Instruction

Table of Contents

Page

Section I

Summary of Statewide Assessment Results for the March 1992 ASAP Pilot

Part 1
Introduction

This document reports statistical results at the state level for the March 1992 pilot implementation of the Arizona Student Assessment Program (ASAP).

Background of the ASAP. The ASAP is a statewide initiative designed to raise curricular standards and to help increase achievement levels for all Arizona students. The ASAP began with the Goals for Educational Excellence project which was a joint effort of the Legislature, the State Board of Education, and the Arizona Department of Education (ADE). This project focused on the attainment of three major goals:

- higher curricular standards for all K-12 students,
- improvement of the Arizona high school graduation rate, and
- enhancement of student achievement subsequent to graduation from Arizona public schools.

In the process of developing what is now known as ASAP, an analysis of the state's curriculum, testing programs, and methods of reporting student progress was undertaken. The resulting ASAP initiative, designed to assist school districts and state-level educators in becoming more accountable for student learning, was signed into law in May 1990. This legislation mandates the development and implementation of the following innovations:

- higher curricular standards based on mastering the Arizona Essential Skills
- a high-quality, broad-based student assessment system
- a comprehensive reporting system for test results
- a graduation-rate tracking system
- a postsecondary tracking system

To improve the curriculum and devise a new assessment system, the ADE engaged in an extensive effort to design performance-based assessments which tested student mastery of the state-mandated Essential Skills for reading, writing and mathematics in grades 3, 8 and 12 . This effort culminated in the construction of 67 independent assessments comprised of 18 for grade three, 23 for grade eight and 26 for grade twelve. Each assessment incorporates a selected grouping of individual essential skills. The tests are purposefully constructed to assess both product and process, stress an integrated approach to problem solving, and require students to employ higher-order thinking skills.

1992 Pilot of the ASAP Assessments. Under the enabling ASAP legislation, ARS 15-741 through 15-744, the ADE was required to complete a statewide pilot test of the essential skills assessments prior to their final approval by the State Board of Education. School year 1991-92 (SY92) was selected as the pilot period; the results of the pilot test held in March 1992 constitute the basis for this report.

The pilot phase of the ASAP involved all students in grades 3, 8 and 12 -- approximately 115,000 pupils. Assessments for each grade level were randomly assigned to classrooms or clusters of students. No student took more than one assessment. Completed assessments were forwarded to one of 15 regional scoring sites located throughout Arizona. Approximately 500 Arizona K-12 teachers volunteered to score assessments within their subject area of expertise.

Achievement-Related Indicators. The legislation authorizing the ASAP also required that information on *achievement-related nontest indicators* be compiled and reported along with the student assessment scores. In preparation for the pilot test, the ADE investigated and selected a limited number of achievement-related indicators based on nationally recognized studies including the National Assessment of Educational Progress (NAEP), the National Education Longitudinal Survey (NELS) and the High School and Beyond Survey (HS&B), each conducted in part by the U.S. Department of Education.

During the testing period, students were asked to answer a number of questions regarding their attitudes and expectations for school and for their future, their preparation in mathematics, school attendance, academic emphasis at home, previous enrollment in other schools and access to computers. For the purposes of this report, student responses to these questions have been aggregated at the state level and cross-classified with assessment outcomes.

ITBS/TAP and NAEP. The Legislature also required that the ASAP statewide report contain state-level student test performance information for the standardized Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP) administered in fall 1991. The results of the 1990 National Assessment of Educational Progress (NAEP) trial state mathematics assessment for eighth grade students also is included in this report. Taken together, the results of the ASAP essential skills assessments and the information on achievement-related indicators provide the most complete statistical portrait of student achievement in Arizona currently available.

Organization of the Report. This report is composed of three sections. Section I reports summary statistical information on the Arizona essential skills assessments piloted during March 1992. Included in this section are student participation rates by demographic and special program membership categories as well as details on student counts by assessment and scoring sites. However, the majority of Section I is comprised of summary

statistical information on each of the 67 essential skills assessments administered during the ASAP pilot. In addition to basic descriptive statistics, each assessment report includes performance results matched to responses from each achievement-related indicator.

Section II presents state-level performance data on the ITBS/TAP administered in October 1991 to students in grades 4, 7 and 11. In addition to mean scores, information is provided according to race/ethnicity and gender.

Section III provides a summary of statewide results for the NAEP 1990 eighth-grade trial state assessment in mathematics.

Part 2

Statewide Summary of Assessment Participation

This portion of the report provides state-level statistical information on the overall participation of students, teachers, schools and districts in the March 1992 ASAP pilot. Participation counts are presented by race/ethnicity and gender of students in the tables entitled *Statewide Summary Statistics*. In addition, student membership in special program categories is reported. Summary information also is provided on the number of students who required mediation during the administration of their assessment. As a preface to this table, *Definition of Terms* is provided so that the reader can more easily understand the meaning of the category labels utilized.

As shown, 115,259 assessments were scored as part of the spring 1992 ASAP pilot. Just under 3,500 of the participating students required mediation during the administration of the test. The process of implementing the assessments required 5,346 test administrators covering 208 districts and 1,023 schools in Arizona. Five hundred and seventy-seven K-12 educators volunteered to assist in the scoring of the student assessments across 15 scoring sites located within the state. Overall, 3,320 students were classified as Special Education Program participants. Bilingual, Migrant and Chapter 1 categories totalled 1,778, 1,089 and 14,474 students, respectively. Four thousand and sixty-six English as a Second Language (ESL) students participated in the pilot.

Student, School and District Participation by Assessment reports participation counts for each of the 67 essential skills assessments administered during the pilot. The evenness with which the numbers of students are distributed across all assessments within each grade level is a function of the allocation procedures used to assign the tests to classrooms and clusters of students. Totals for each grade indicate that 50,093 students participated in the third grade while eighth-grade and twelfth-grade participation is shown to be 41,485 and 23,681 students, respectively.

Finally, information on the type and number of assessments scored at each of the 15 scoring sites is presented in *Allocation of ASAP Assessments by Scoring Site* and *Number of Assessments Scored by Scoring Site.* The first table reports the assessment numbers sent to that site for scoring. By design, each of the 67 assessments were divided among two scoring sites. This was done in support of research studies undertaken during the scoring process. The second table reports the total number of assessments that were scored at each site. The figures vary according to the number of assessments assigned to the site.

Definition of Terms

Scored Assessments:	This figure represents the total number of ASAP assessments that were completed by students and successfully scored. This is not equal to the total number of assessments originally allocated due to student absenteeism and the inability to score some of the assessments.
Test Administrators:	The number of regular classroom, Special Education, Bilingual and ESL teachers who administered ASAP assessments during the March 1992 pilot test.
Mediated Assessments:	Assessments given to students with limited English proficiency, students with disabilities or special education students who were assisted by using the types of techniques teachers normally use with these students. Mediation does not mean giving answers or using an out-of-grade-level assessment.
LEP:	Limited English Proficient. Assessments given to students enrolled in the first year of an English as a Second Language (ESL) program who would experience difficulty in taking the English version of the ASAP due to limited proficiency in English OR students who are enrolled in a bilingual program where the primary language is other than Spanish and the students are receiving reading and writing instruction in their native language.
ESL:	English as a Second Language. Student is receiving instruction in English.
Bilingual:	Students enrolled in a bilingual program, receiving instruction in their primary language.
Special Ed:	Students who are gifted or handicapped to such an extent that adjustment of environmental factors, modification to course of study and adaptation of teaching methods, materials and techniques are required.
504:	Students with disabilities who are covered under Section 504 of the Rehabilitation Act of 1973.
Other:	Students requiring special services at the time of testing who are not included under any of the above categories.
Types of Mediation	
Adjust scheduling:	Extending the time allotted to complete the assessment or administering the assessment in several sessions.
Adjust setting:	Administering the assessment individually or to a small group in a separate location; providing special lighting; providing special furniture; providing special acoustics; or administering the assessment in a location with minimal distractions.
Translate:	Translation into the student's primary language.
Simplify language:	Paraphrasing, using synonyms, or using shorter sentences.

Read to student:	Reading or signing questions and content to student
Take dictation:	(Self-explanatory)
Use visual aids:	Using visual magnification devices, auditory amplification devices, auditory tape questions, masks or markers to maintain place, tape recorder, typewriter, communication device, calculator, abacus, or arithmetic tables.
Revise directions:	Reading directions to student, simplifying language in directions, highlighting verbs in instructions by underlining, or providing additional examples.

Special Program Membership

Special Ed:	(See above)
Bilingual:	(See above)
Migrant:	Students who have moved with family members to seek temporary agricultural employment.
Chapter 1:	Educationally disadvantaged students who reside in targeted areas and have been selected for participation in an ESEA Chapter 1 program.
ESL:	(See above)

March 1992 Pilot
Statewide Summary Statistics

Participants

Category	Number
Scored Assessments	115,259
Mediated	3,490
Non-mediated	111,769
Test Administrators	5346
Schools	1023
Districts	208
Scoring Locations	15
Scorers/Scoring Administrators	577

Mediated Assessments

Reason for Mediation	Number
LEP	707
ESL/First Year	625
Bilingual/Not Spanish	82
Special Education	1,697
504	69
Other	244

Type of Mediation (Duplicated Count)	Number
Adjust Scheduling	844
Adjust Setting	1,306
Translate	717
Simplify Language	2,093
Read to Student	1,553
Take Dictation	268
Use Visual Aids	388
Revise Directions	1,182

Student Participation Profile

Race/Ethnicity	Number	Percent
White	67,004	62.3
Black	4,290	4.0
Hispanic	26,720	24.8
Asian	1,480	1.4
Am. Indian/Alas. Nat.	7,569	7.0
Pacific Islander	525	.5

Missing/Unusable Responses: 7,671

Gender	Number	Percent
Female	56,260	49.5
Male	57,370	50.5

Missing/Unusable Responses : 1,629

Special Program Membership
(Duplicated Count)

Programs	Number
Special Education	3,320
Bilingual	1,778
Migrant	1,089
Chapter 1	14,474
ESL	4,066

Spanish-Language Assessments*
(Grade 3 Only)

Category	Number
Districts	32
Students	1,271

* Districts voluntarily participated in implementing the following parallel Spanish-language assessments in third grade: Reading #1, #2; Writing #1, #2; Math #1, #3.

Scoring Locations by District

Agua Fria Union High School, Maricopa Cty.
Apache Junction Unified, Pinal Cty.
Casa Grande Elementary, Pinal Cty.
Chinle Unified, Apache Cty.
Cottonwood Oak Creek Elem., Yavapai Cty.
Glendale Union High School, Maricopa Cty.
Madison Elementary, Maricopa Cty.
Mesa Unified, Maricopa Cty.
Nogalas Unified, Santa Cruz Cty
Page Unified, Coconino Cty.
Scottsdale Unified, Maricopa Cty.
Show Low Unified, Navajo Cty.
Sierra Vista Unified, Cochise Cty.
Tempe Elementary, Maricopa Cty.
Yuma Elementary, Yuma Cty.

Student, School and District Participation by Assessment

ASAP reading, writing and mathematics assessments were randomly allocated to classrooms/clusters of students throughout the state. In grade 3, assessments were administered by classroom. In grades 8 and 12, assessments were assigned to random groupings of students constructed within schools. The information presented below reports the number of students, schools and districts which participated in each assessment as a result of this process. Student counts are based on the number of assessments able to be scored. In addition, the assessment code number and a description of the essential skills group on which the assessment is based are provided.

Grade 3

Subject	Assessment Number	Essential Skills Group	Students	Schools	Districts
Math	3M-1	Classifies and sorts objects by observing relationships and making generalizations	2,540	92	58
	3M-2	Collects, organizes, represents and interprets data derived from surveys and experiments	2,290	88	53
	3M-3	Performs simple activities involving probability	2,681	110	70
	3M-4	Makes reasonable or logical conjectures and conclusions about situations	2,710	105	59
	3M-5	Chooses an appropriate unit of measure in a given situation	2,724	99	59
	3M-6	Uses a concrete model to create a pattern and represent that pattern symbolically	2,613	98	57
	3M-7	Uses visual attributes, concrete materials and appropriate vocabulary to identify, classify and describe common geometric figures and models	3,065	112	68
	3M-8	Interprets word problems by using role playing, pictures and models	2,838	103	60
		Math Subtotal:	21,461		
Reading	3R-1	Reads and comprehends a personal experience narrative	3,014	114	61
	3R-2	Reads and comprehends a story	2,747	112	58
	3R-3	Reads and comprehends an informative report	2,916	115	61
	3R-4	Reads and comprehends a communication	2,672	94	52
	3R-5	Reads and comprehends a poem	3,088	123	66
		Reading Subtotal:	14,437		
Writing	3W-1	Writes a personal experience narrative	2,880	109	60
	3W-2	Writes an imaginative story	2,967	113	64
	3W-3	Writes a report based on personal observation	2,514	101	52
	3W-4	Writes a communication	3,070	115	59
	3W-5	Writes a poem	2,764	100	57
		Writing Subtotal:	14,195		
		Total Grade 3 Assessments:	**50,093**		

Grade 8

Subject	Assessment Number	Essential Skills Group	Students	Schools	Districts
Math	8M-1	Finds the empirical probability of an event from a sample of observed outcomes	1,655	61	39
	8M-2	Determines the probability of simple events and draws conclusions or makes interpretations	1,869	65	48
	8M-3	Performs tasks involving inductive and deductive reasoning	1,814	61	48
	8M-4	Solves problems with measurements including distance, weight, time, area, capacity and temperature	1,703	59	43
	8M-5	Through observation, measurement, drawing and modeling, identifies geometric properties such as symmetry, congruence, similarity, parallelism and perpendicularity	1,722	50	34
	8M-6	Draws and/or constructs a variety of shapes having the same area	1,863	63	52
	8M-7	Determines an expression or an equation for a relationship and then evaluates or solves it for a given value of the variable	1,881	62	47
	8M-8	Extends patterns and creates new ones	1,583	65	49
	8M-9	Appropriately uses terms such as "and," "or," "not," "only," and "if...then" in mathematical sense	1,671	59	49
		Math Subtotal:	15,761		
Reading	8R-1	Reads and comprehends a personal experience narrative	1,800	61	40
	8R-2	Reads and comprehends a story	1,967	69	52
	8R-3	Reads and comprehends an informative report	2,043	66	48
	8R-4	Reads and comprehends a communication	1,903	66	46
	8R-5	Reads and comprehends a poem	1,942	67	53
	8R-6	Reads and comprehends a summary	1,543	54	45
	8R-7	Reads and comprehends an essay	1,873	65	45
		Reading Subtotal:	13,071		
Writing	8W-1	Writes a personal experience narrative	1,589	56	50
	8W-2	Writes a story	1,835	61	51
	8W-3	Writes a report	1,853	62	44
	8W-4	Writes a communication	2,005	62	49
	8W-5	Writes a poem	2,017	65	49
	8W-6	Writes a summary	1,983	63	48
	8W-7	Writes a specialized expository paper	1,371	56	40
		Writing Subtotal:	12,653		
		Total Grade 8 Assessments	41,485		

Grade 12

Subject	Assessment Number	Essential Skills Group	Students	Schools	Districts
Math	12M-1	Selects and uses appropriate principles of counting collections and arrangements of objects	1,023	36	27
	12M-2	Identifies and distinguishes between arithmetic and geometric progressions	1,145	39	26
	12M-3	Identifies and explains graphic misrepresentations or distortion of sets of data	845	31	25
	12M-4	Understands and applies basic geometric relationships	920	33	22
	12M-5	Uses appropriate standard units of measure to make reasonable estimates of linear, area, volume and weight measures	1,067	35	27
	12M-6	Uses deductive reasoning to generate conclusions	639	25	20
	12M-7	Identifies, interprets and constructs graphs of nonlinear relations such as parabolas and circles	877	38	29
	12M-8	Selects and uses appropriate statistical measures to describe sets of data	1,147	38	28
		Math Subtotal	7,663		
Reading	12R-1	Reads and comprehends a personal experience narrative	849	36	26
	12R-2	Reads and comprehends fiction	927	39	28
	12R-3	Reads and comprehends an informative report	1,070	40	29
	12R-4	Reads and comprehends a communication	937	36	26
	12R-5	Reads and comprehends a poem	693	31	24
	12R-6	Reads and comprehends a summary	892	38	21
	12R-7	Reads and comprehends an essay	955	40	27
	12R-8	Reads and comprehends a persuasive passage	961	39	27
	12R-9	Reads and comprehends a review, evaluation and critique	996	40	28
		Reading Subtotal:	8,280		
Writing	12W-1	Writes a personal experience narrative	887	35	28
	12W-2	Writes a short story	859	31	24
	12W-3	Writes a report	785	32	26
	12W-4	Writes a communication	797	32	22
	12W-5	Writes a poem	911	36	21
	12W-6	Writes a summary	782	31	24
	12W-7	Writes an essay	1,017	42	28
	12W-8	Writes a persuasive paper	832	30	21
	12W-9	Writes an evaluation or critique	868	37	26
		Writing Subtotal:	7,738		
		Total Grade 12 Assessments:	23,681		
		Total Grades 3, 8 and 12 Assessments:	115,259		

March 1992 Pilot
Allocation of Assessments by Scoring Site

School District	Grade 3 Reading	Grade 3 Writing	Grade 3 Math	Grade 8 Reading	Grade 8 Writing	Grade 8 Math	Grade 12 Reading	Grade 12 Writing	Grade 12 Math	Total Assessments
Agua Fria UHSD[1]							1,2,3,4	1,2,3,4,5,6,7,8	1,2,4,6,7,8	18
Apache Junction USD			4,7			2,3,4,5	2,3,6,9			10
Casa Grande ESD			1,2,3,5	1,2	4,7					8
Chinle USD			1,3,6,7		1,5	6,8				8
Cottonwood Oak Creek ESD	2,5			3,6	2,3					6
Glendale UHSD							1,7,5,8	2,4,6,9	2,3,5,7	12
Madison ESD	1,4					3,9				4
Mesa USD			2,8		6,7	7,9			1,3,4,5	10
Nogales USD	1,2,3,4			5,7	5,6					8
Page USD		3,5		1,3		5,6				6
Scottsdale USD		1,2		4,7		7,8	7,9			8
Show Low USD	3,5			2,5				1,3,5,9		8
Sierra Vista USD			6,8			1,4	4,5	7,8		8
Tempe ESD		3,4	4,5		1,2,3,4	1,2				10
Yuma ESD		1,2,4,5		4,6					6,8	8

Note: Figures denote the assessment code within content area and grade level.

[1]UHSD - Union High School District, USD - Unified School District, ESD - Elementary School District

March 1992 Pilot
Number of Assessments by Scoring Site

School District	Grade 3			Grade 8			Grade 12			Total
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Assessments
Agua Fria UHSD[1]							1,816	2,241	3,011	7,068
Apache Junction USD			2,826			3,330	2,097			8,253
Casa Grande ESD			4,775	1,809	1,325					7,909
Chinle USD			5,391		2,117	1,510				9,019
Cottonwood Oak Creek ESD	2,698			1,768	1,820		858			7,144
Glendale UHSD							1,644	1,619	1,829	5,092
Madison ESD	4,203					1,855				6,058
Mesa USD			2,304		1,153	1,807			1,799	7,063
Nogales USD	4,424			1,886	868					7,178
Page USD		2,631		1,822		1,971				6,424
Scottsdale USD		2,578		1,906		1,584	857			6,925
Show Low USD	2,796			1,974				2,064		6,834
Sierra Vista USD			2,965			1,830	856	1,139		6,790
Tempe ESD		2,650	2,678		3,355	1,591				10,274
Yuma ESD		5,784		1,686					832	8,302
Measurement Incorporated[2]	55	387	375	68	1,895	202	91	617	142	3,832
Missing/Unusable[3]	261	165	147	152	120	81	61	58	50	1,095
Total Asessments	14,437	14,195	21,461	13,071	12,653	15,761	8,280	7,738	7,663	115,259

[1] UHSD - Union High School District, USD - Unified School District, ESD - Elementary School District

[2] Outside contractor assisting with the administration of the ASAP scoring process.

[3] Inconsistant or incorrectly specified scoring site.

Part 3

Statewide Results by Assessment

Part 3, Section I provides summary statistical information for each of the 67 assessments administered during the ASAP March 1992 pilot. The assessment reports are organized according to grade level and primary subject area. Each assessment is sequentially ordered within a subject area.

Each essential skills assessment is purposely reported individually because each assessment represents an independent testing instrument. No effort has been made to equate assessments in terms of content, difficulty or scorability. Descriptive statistics reported for one assessment cannot be compared with those from another assessment. In addition, aggregations of statistics across assessments would be meaningless.

Each assessment report describes the type of activities and scoring criteria used to evaluate student mastery of the particular essential skills group on which the assessment in based. (Information on specific essential skills groups is provided in a separate publication titled *ASAP Assessments and Clusters of Skills/Competencies*.) Additionally, each assessment report presents summary statistical information and a graphical depiction of the distribution of scores. Outcomes also are reported by demographic categories including race/ethnicity, gender, and membership in special programs. The following abbreviations are used in some of the tabulations:

AI/AN:	American Indian/Alaskan Native
PI:	Pacific Islander
Other:	Refers to missing data or unusable observations
ESL:	English as a Second Language

Each assessment report also contains aggregated student responses to a series of achievement-related questions. The first five questions were asked of all students in grades 3, 8 and 12. Questions 6 and 7 were asked only of students in grades 8 and 12, and question 8 was asked only of grade 12 students.

The following summary information is provided for each item within each question:

Students:	The number of students indicating each response within a question.
Percent:	Students indicating each response within a question as a percent of all students answering that question.
Average Score:	The average assessment score of all students indicating each particular response within a question.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 1

English Language Version

Essential Skills Group: Classifies and sorts objects by observing relationships and making generalizations

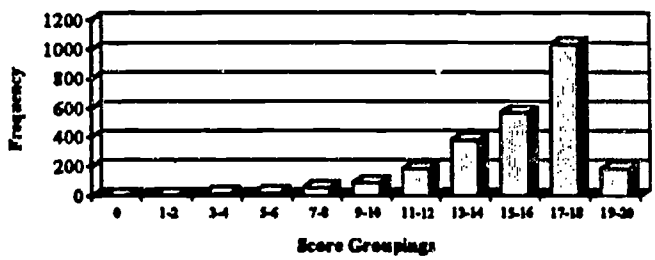
Students are placed in the role of library helpers. In this role, students count, classify, organize and create various groupings of books. Students are scored on their ability to interpret the problem and to apply their mathematical understanding in the context of a library setting. The students also are judged on their ability to synthesize their understanding of estimation, multiplication, and division to develop a plan that would help them determine how many books are in the school library.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,540
Mean Score	15.4
Median Score	16.0
Standard Deviation	3.049
Lowest Recorded Score	0
Highest Recorded Score	20
Highest Possible Score	20

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1,314	15.24
Female	1,208	15.50

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	517	14.49
Bilingual	43	15.44
Special Ed.	117	14.29
Migrant	23	14.30
ESL	121	13.56

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1516	15.77
Black	104	14.58
Hispanic	575	14.58
Asian	28	16.04
AI/AN	241	14.90
PI	15	15.07
Other	17	14.88

Grade 3 Mathematics Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2105	85.1	15.4
Important	231	9.3	15.4
Not important	22	0.9	13.5
Don't know	117	4.7	14.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	334	13.5	14.5
No	2141	86.5	15.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1309	53.1	15.6
1-2 days	785	31.9	15.3
3 or more days	369	15.0	14.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	985	40.1	15.7
3-4 hours	634	25.8	15.5
5-6 hours	334	13.6	15.3
More than 6 hours	286	11.6	14.9
I do not watch TV	220	8.9	14.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	257	10.5	14.8
A few times per semester	330	13.5	15.0
A few times per month	330	13.5	15.4
Every week	1367	55.8	15.7
Every day	168	6.9	14.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour	Not Applicable		
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military	Not Applicable		
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 2

English Language Version

Essential Skills Group: **Collects, organizes, represents and interprets data derived from surveys and experiments**

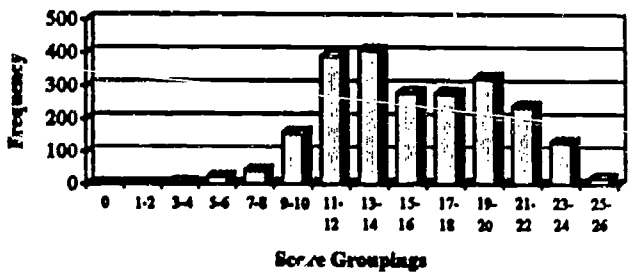
Students are placed in the role of using surveys to help determine the color to paint a house and to find out which are their favorite types of pets. Students are scored on their ability to collect, organize and interpret data. They also must be able to demonstrate an understanding of the necessary components of a survey by planning a survey to determine the book liked best by the students in their school.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,290
Mean Score	15.7
Median Score	15.0
Standard Deviation	4.371
Lowest Recorded Score	0
Highest Recorded Score	26
Highest Possible Score	26

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1148	15.49
Female	1120	15.98

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	347	15.28
Bilingual	52	17.42
Special Ed.	75	12.91
Migrant	21	14.14
ESL	97	15.11

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1388	16.18
Black	106	15.01
Hispanic	496	15.75
Asian	31	15.42
AI/AN	109	11.85
PI	14	17.71
Other	12	15.25

Grade 3 Mathematics Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1925	87.6	15.8
Important	168	7.6	15.7
Not important	21	1.0	12.6
Don't know	84	3.8	15.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	321	14.6	15.5
No	1877	85.4	15.8

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1195	54.3	15.8
1-2 days	682	31.0	15.8
3 or more days	322	14.6	15.4

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	916	42.0	15.9
3-4 hours	567	26.0	16.1
5-6 hours	251	11.5	15.7
More than 6 hours	270	12.4	15.1
I do not watch TV	179	8.2	14.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	114	10.5	14.8
A few times per semester	207	9.6	16.0
A few times per month	235	10.9	16.0
Every week	1408	65.3	15.8
Every day	191	8.9	14.4

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 3

English Language Version

Essential Skills Group: Performs simple activities involving probability

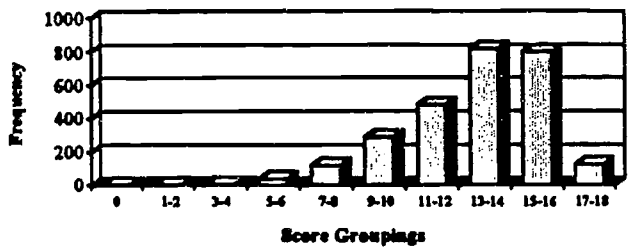
In this assessment, the student and three friends are classroom helpers. Each time the students help the teacher clean the room, she gives each of them a sticker which is picked, without looking, from a bag. Through trial and error, students determine the probability that a particular sticker will be selected from the group of stickers in a random drawing. The students are scored on their ability to relate their understanding of fractions in probability experiments. They are also expected to be able to explain how varying the number of stickers and the number of student helpers impacts probability.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,681
Mean Score	13.1
Median Score	14.0
Standard Deviation	2.608
Lowest Recorded Score	0
Highest Recorded Score	17
Highest Possible Score	17

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1380	12.93
Female	1286	13.25

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	590	12.71
Bilingual	49	9.49
Special Ed.	83	12.36
Migrant	20	13.35
ESL	113	12.02

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1554	13.44
Black	118	13.19
Hispanic	665	12.70
Asian	31	12.90
AI/AN	239	11.78
PI	12	13.92
Other	9	13.44

Grade 3 Mathematics Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2249	86.5	13.2
Important	224	8.6	13.0
Not important	25	1.0	10.6
Don't know	102	3.9	12.5

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	467	18.0	12.5
No	2134	82.0	13.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1344	52.3	13.2
1-2 days	805	31.3	13.2
3 or more days	419	16.3	12.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1088	42.0	13.4
3-4 hours	694	26.8	13.1
5-6 hours	281	10.8	12.6
More than 6 hours	311	12.0	12.8
I do not watch TV	219	8.4	13.0

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	292	11.4	13.0
A few times per semester	262	10.2	12.8
A few times per month	358	13.9	13.3
Every week	1498	58.3	13.2
Every day	161	6.3	12.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 4

English Language Version

Essential Skills Group: **Makes reasonable or logical conjectures and conclusions about situations with concrete materials**

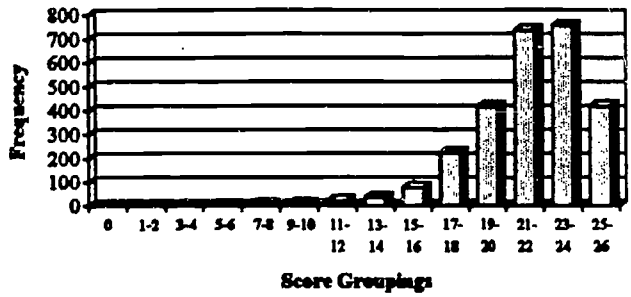
Students are placed in the role of helpers in the school store. They make estimations and decisions about purchasing items for the store. The students are assessed by demonstrating their ability to recognize and count money. They also are evaluated on their ability to apply computational skills to determine costs and the best buys in the context of a school store.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,710
Mean Score	21.6
Median Score	22.0
Standard Deviation	3.143
Lowest Recorded Score	0
Highest Recorded Score	26
Highest Possible Score	26

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1378	21.57
Female	1294	21.59

Special Programs Membership

Membership	Students	MeanScore
Chapter 1	509	20.20
Bilingual	111	19.23
Special Ed.	94	18.84
Migrant46	46	19.57
ESL	116	20.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1625	22.21
Black	139	20.06
Hispanic	670	20.73
Asian	38	21.79
AI/AN	142	19.84
PI	8	22.63
Other	11	21.73

Grade 3 Mathematics Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2218	87.1	21.8
Important	220	8.6	21.3
Not important	28	1.1	20.0
Don't know	81	3.2	21.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	394	15.5	20.7
No	2152	84.5	21.8

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1354	53.5	21.8
1-2 days	776	30.7	21.6
3 or more days	399	15.8	21.4

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1035	41.0	21.7
3-4 hours	710	28.2	22.1
5-6 hours	294	11.7	21.3
More than 6 hours	280	11.1	21.2
I do not watch TV	203	8.0	21.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	285	11.3	21.0
A few times per semester	189	7.5	20.8
A few times per month	415	16.5	21.7
Every week	1515	60.1	22.0
Every day	118	4.7	20.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 5

English Language Version

Essential Skills Group: Chooses an appropriate unit of measure in a given situation

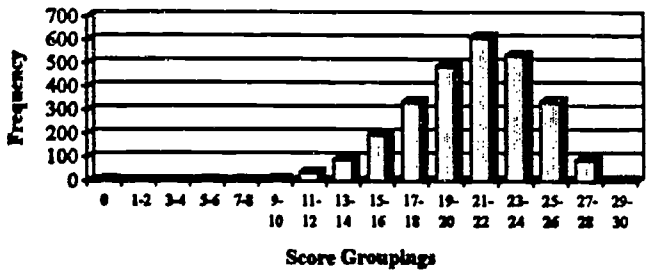
Students assume the role of workers measuring and weighing items for a department store. The students are assessed on their ability to estimate length, weight, and capacity using both standard and metric units. In addition, students use a non-standard measure to determine length. The students also must demonstrate their understanding of measurement tools by describing how they could use the tools to measure a trash can.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	2,724
Mean Score	20.8
Median Score	21.0
Standard Deviation	3.610
Lowest Recorded Score	0
Highest Recorded Score	29
Highest Possible Score	29

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1387	20.76
Female	1301	20.93

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	433	18.85
Bilingual	26	19.38
Special Ed.	93	17.59
Migrant	24	19.50
ESL	205	19.04

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1622	21.48
Black	142	19.32
Hispanic	641	19.66
Asian	25	22.40
AI/AN	180	20.28
PI	10	21.10
Other	6	22.17

Grade 3 Mathematics Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2217	86.4	21.0
Important	237	9.2	20.8
Not important	18	.7	18.9
Don't know	94	3.7	20.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	420	16.4	20.2
No	2147	83.6	21.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1359	53.4	21.1
1-2 days	777	30.6	20.9
3 or more days	407	16.0	20.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1054	41.3	21.1
3-4 hours	670	26.3	21.3
5-6 hours	282	11.1	20.6
More than 6 hours	323	12.7	20.3
I do not watch TV	223	8.7	20.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	333	13.2	20.2
A few times per semester	333	13.2	20.6
A few times per month	346	13.7	20.6
Every week	1411	55.7	21.3
Every day	109	4.3	19.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour	Not Applicable		
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military	Not Applicable		
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 6

English Language Version

Essential Skills Group: **Uses a concrete model to create a pattern and represents that pattern symbolically**

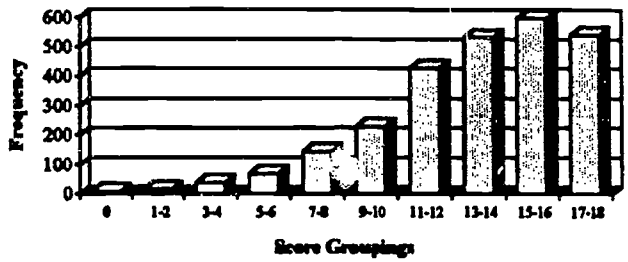
Students explore the growth of bird and fish populations by manipulating pictures to model their growth patterns. They examine, determine, and extend patterns pictorially and mathematically. The students are assessed on their ability to identify and extend patterns, both pictorially and mathematically. In addition, the students must demonstrate their understanding of pattern by creating and extending their own patterns. The students must be able to describe their patterns using both mathematics and written expression.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2613
Mean Score	13.3
Median Score	14.0
Standard Deviation	3.610
Lowest Recorded Score	0
Highest Recorded Score	18
Highest Possible Score	18

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1312	13.16
Female	1269	13.40

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	423	11.61
Bilingual	38	10.11
Special Ed.	114	11.87
Migrant	21	11.86
ESL	131	10.56

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1581	13.92
Black	94	12.93
Hispanic	543	12.32
Asian	20	14.10
AI/AN	179	10.16
PI	11	13.91
Other	5	14.60

Grade 3 Mathematics Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2248	87.3	13.4
Important	215	8.3	12.7
Not important	15	.6	9.3
Don't know	97	3.8	11.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	363	14.1	12.5
No	2210	85.9	13.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1364	53.6	13.4
1-2 days	775	30.5	13.3
3 or more days	406	16.0	12.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	996	39.0	13.6
3-4 hours	735	28.8	13.7
5-6 hours	305	11.9	12.9
More than 6 hours	297	11.6	12.3
I do not watch TV	220	8.6	12.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	227	8.9	12.8
A few times per semester	249	9.8	12.8
A few times per month	266	10.5	13.6
Every week	1608	63.3	13.4
Every day	189	7.4	12.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 7

English Language Version

Essential Skills Group: **Uses visual attributes, concrete materials and appropriate vocabulary to identify, classify and describe common geometric figures and models**

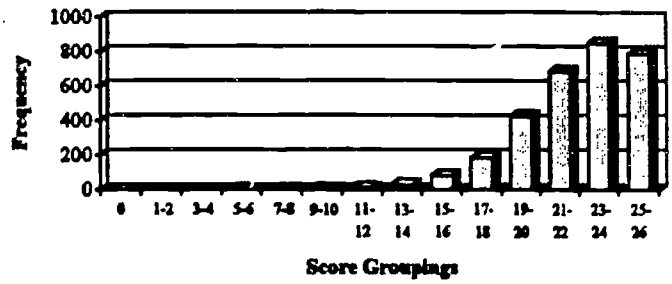
The students assume the role of an architect's assistant. In that role, the students identify a variety of geometric shapes, convert simple figures into other shapes, fill various spaces with geometric figures, and identify congruent and similar shapes. The students are assessed on their ability to apply their understanding of geometric shapes to create other geometric shapes and designs.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	3,065
Mean Score	22.1
Median Score	23.0
Standard Deviation	2.880
Lowest Recorded Score	4
Highest Recorded Score	25
Highest Possible Score	25

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1564	22.08
Female	1470	22.24

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	513	21.28
Bilingual	89	20.99
Special Ed.	131	19.86
Migrant	31	21.19
ESL	154	20.48

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1723	22.67
Black	154	20.93
Hispanic	802	21.46
Asian	31	21.77
AI/AN	168	21.45
PI	10	19.90
Other	8	23.00

Grade 3 Mathematics Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2583	88.2	22.2
Important	207	7.1	22.2
Not important	36	1.2	21.3
Don't know	104	3.5	22.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	501	17.1	21.3
No	2430	82.9	22.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1564	53.7	22.4
1-2 days	906	31.1	22.1
3 or more days	443	15.2	21.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1141	39.2	22.4
3-4 hours	822	28.2	22.3
5-6 hours	372	12.8	22.0
More than 6 hours	349	12.0	21.5
I do not watch TV	227	7.8	21.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	267	9.3	21.6
A few times per semester	278	9.6	22.1
A few times per month	368	12.8	22.3
Every week	1794	62.2	22.3
Every day	175	6.1	21.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Math Assessment Number 8

English Language Version

Essential Skills Group: **Interprets word problems by using role playing, pictures and models**

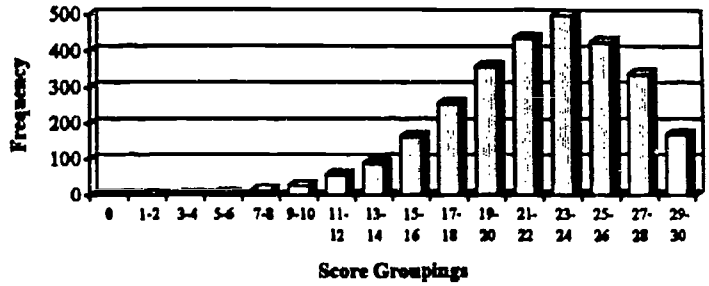
Students role-play trips to a mall, then translate word problems about the trips into number sentences. In solving problems, they informally explore the commutative and associative properties and identity of zero. The students also locate a point on a grid representing city streets. The students are assessed on their ability to describe and represent different distances to the mall mathematically. They must also demonstrate their understanding of a grid to compare distances.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,838
Mean Score	21.9
Median Score	23.0
Standard Deviation	4.670
Lowest Recorded Score	0
Highest Recorded Score	29
Highest Possible Score	29

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1434	21.80
Female	1390	22.09

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	531	20.27
Bilingual	103	20.95
Special Ed.	120	20.74
Migrant	33	19.73
ESL	144	20.41

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1606	22.78
Black	131	20.69
Hispanic	767	20.96
Asian	26	25.85
AI/AN	189	19.64
PI	8	22.75
Other	13	20.38

Grade 3 Mathematics Assessment Number 8
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2382	87.4	22.0
Important	234	8.6	21.9
Not important	26	1.0	21.2
Don't know	84	3.1	21.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	383	14.1	20.9
No	2341	85.9	22.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1472	54.2	22.2
1-2 days	807	29.7	22.1
3 or more days	435	16.0	21.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1105	40.9	22.3
3-4 hours	749	27.7	22.4
5-6 hours	307	11.4	21.6
More than 6 hours	338	12.5	20.9
I do not watch TV	201	7.4	21.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	210	7.8	21.6
A few times per semester	276	10.3	21.7
A few times per month	444	16.5	21.3
Every week	1623	60.5	22.5
Every day	131	4.9	20.4

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Reading Assessment Number 1

English Language Version

Essential Skills Group: Reads and comprehends a personal experience narrative

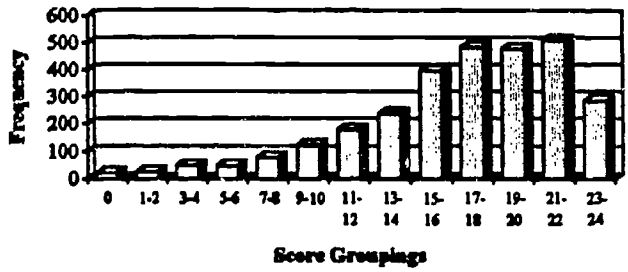
Students read a personal experience narrative about finding and caring for an injured owl. In the pre-reading activity, students define the word *raptor*. Then students read the narrative and answer comprehension questions about it. Finally, they illustrate their favorite parts of the narrative. Students are scored on their ability to comprehend the narrative they have read. They are judged on their ability to answer two questions, to offer three well-organized and unified reasons for their conclusions, and to produce a pictorial representation of a scene from the story. Students are not judged on their artistic abilities.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	3,014
Mean Score	16.9
Median Score	18.0
Standard Deviation	5.006
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1505	16.41
Female	1479	17.47

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	458	13.34
Bilingual	57	11.07
Special Ed.	121	12.89
Migrant	21	14.38
ESL	172	13.50

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1874	17.89
Black	114	15.97
Hispanic	653	15.29
Asian	38	18.26
AI/AN	163	12.74
PI	10	19.80
Other	6	14.67

Grade 3 Reading Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2550	87.3	17.1
Important	237	8.1	16.4
Not important	22	0.8	16.4
Don't know	113	3.9	14.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	434	14.8	15.8
No	2493	85.2	17.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1586	54.7	17.3
1-2 days	843	29.0	17.1
3 or more days	473	16.3	15.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1220	42.2	17.4
3-4 hours	767	26.5	17.4
5-6 hours	349	12.1	16.7
More than 6 hours	325	11.2	15.4
I do not watch TV	230	8.0	15.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	245	8.5	17.3
A few times per semester	269	9.3	16.6
A few times per month	468	16.2	17.0
Every week	1746	60.4	17.1
Every day	163	5.6	15.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Reading Assessment Number 2

English Language Version

Essential Skills Group: Reads and comprehends a story

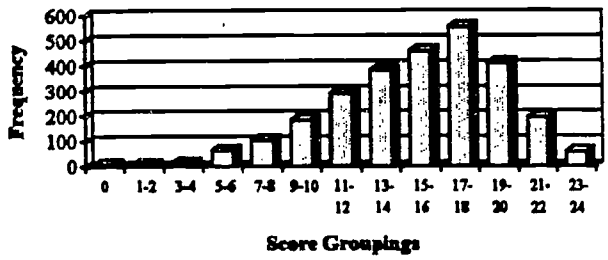
Students read a story about a boy's difficulty in inviting a new friend to a birthday party at his parents' small apartment. In the pre-reading activity, students list things people do at birthday parties and then read the story and answer comprehension questions about it. Finally, students compare the situation in the story to personal experiences in which a conflict was resolved. Students are scored on their ability to comprehend the story they have read. They are judged on their ability to write a response that is organized and written in the form of a paragraph naming at least three ways the characters in the story are alike; to answer the questions and offer clear, logical supporting reasons drawn from the story explaining why they think the characters will still be friends a year from now; and to draw a picture of their favorite scene in the story. Students are not judged on their artistic abilities.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,747
Mean Score	15.2
Median Score	16.0
Standard Deviation	4.365
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1409	14.58
Female	1291	15.97

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	471	12.95
Bilingual	86	14.73
Special Ed.	92	11.42
Migrant	18	11.89
ESL	122	12.68

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1579	15.85
Black	101	12.74
Hispanic	656	14.49
Asian	39	15.87
AI/AN	201	13.10
PI	7	17.29
Other	22	17.00

Grade 3 Reading Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2328	86.4	15.4
Important	222	8.2	14.7
Not important	29	1.1	11.1
Don't know	116	4.3	13.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	381	14.1	14.1
No	2312	85.9	15.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1416	52.6	15.5
1-2 days	855	31.8	15.3
3 or more days	420	15.6	14.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1094	40.8	15.6
3-4 hours	784	29.2	15.6
5-6 hours	300	11.2	15.2
More than 6 hours	292	10.9	13.7
I do not watch TV	211	7.9	14.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	208	7.8	15.0
A few times per semester	204	7.7	14.7
A few times per month	422	15.8	15.6
Every week	1617	60.7	15.4
Every day	215	8.1	14.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Reading Assessment Number 3
English Language Version

Essential Skills Group: Reads and comprehends an informative report

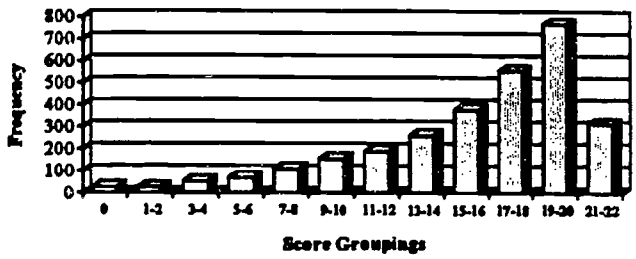
Students read an informative report on animal play. In the pre-reading activity, students explore various reading strategies, read an article and then answer comprehension questions about it. Finally, students write about being an animal at play. Students are scored on their ability to comprehend the report they have read. They are judged on their ability to complete sentences comparing one element of the report to another element, and to write a response to four questions about animals at play. The response should be cast as a paragraph (e.g., a main idea, answers to all four questions, discussion of the answers, and transitions to unify the response).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,916
Mean Score	15.8
Median Score	17.0
Standard Deviation	4.811
Lowest Recorded Score	0
Highest Recorded Score	21
Highest Possible Score	21

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1438	15.44
Female	1438	16.09

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	459	13.04
Bilingual	33	10.18
Special Ed.	95	11.48
Migrant	10	15.30
ESL	168	12.83

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1752	16.63
Black	122	14.75
Hispanic	580	14.6[illegible]
Asian	27	17.41
AI/AN	255	12.41
PI	5	15.40
Other	12	17.25

Grade 3 Reading Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2365	86.3	16.0
Important	211	7.7	15.9
Not important	22	0.8	14.3
Don't know	143	5.2	14.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	397	14.5	14.9
No	2347	85.5	16.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1438	52.2	16.2
1-2 days	842	30.5	16.0
3 or more days	477	17.3	15.0

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1000	39.4	18.1
3-4 hours	772	30.4	18.2
5-6 hours	296	11.6	18.1
More than 6 hours	300	11.8	17.5
I do not watch TV	173	6.8	17.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	206	8.2	17.6
A few times per semester	250	9.9	17.2
A few times per month	370	14.7	18.9
Every week	1558	61.8	18.1
Every day	136	5.4	16.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour	Not Applicable		
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military	Not Applicable		
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Reading Assessment Number 4
English Language Version

Essential Skills Group: Reads and comprehends a communication

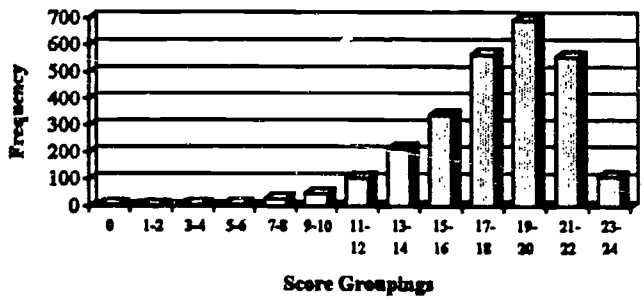
Students read a letter and an instructional article on safe bicycling. In the pre-reading activity, students discuss safety features of bicycles. They then read the letter and the article and answer comprehension questions about them. Finally, students draw a poster, applying what they have read. Students are scored on their ability to comprehend the communication they have read. They are judged on their ability to write a response that is distinguished by its unity of purpose and expression, which indicates the student both understands bicycle safety and the consequences of not following appropriate safety rules; and to draw an accurate visual portrayal of one or more bicycle safety rules. Students are not judged on their artistic abilities.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,672
Mean Score	17.9
Median Score	19.0
Standard Deviation	3.561
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1371	17.63
Female	1277	18.21

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	525	16.38
Bilingual	56	14.14
Special Ed.	102	16.14
Migrant	41	13.56
ESL	149	15.15

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1611	18.58
Black	120	17.10
Hispanic	633	16.84
Asian	27	18.74
AI/AN	160	15.88
PI	10	17.20
Other	13	17.85

Grade 3 Reading Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2228	87.1	18.1
Important	209	8.2	17.3
Not important	24	.9	16.6
Don't know	97	3.8	18.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	388	15.2	17.6
No	2168	84.8	18.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1428	56.0	18.2
1-2 days	748	29.4	17.9
3 or more days	372	14.6	17.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1000	39.4	18.1
3-4 hours	772	30.4	18.2
5-6 hours	296	11.6	18.1
More than 6 hours	300	11.8	17.5
I do not watch TV	173	6.8	17.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	206	8.2	17.6
A few times per semester	250	9.9	17.2
A few times per month	370	14.7	18.9
Every week	1558	61.8	18.1
Every day	136	5.4	16.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Reading Assessment Number 5
English Language Version

Essential Skills Group: Reads and comprehends a poem

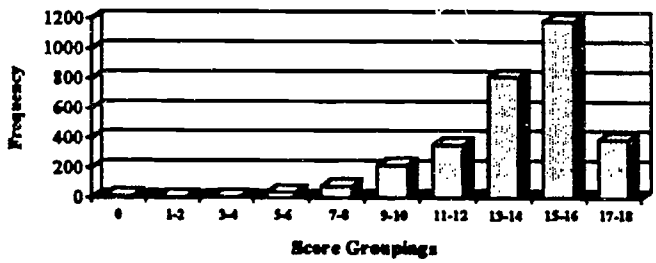
Students read a poem entitled "Buying a Puppy." In the pre-reading activity, students draw a picture based on what they think the poem is about. Then students read the poem and answer comprehension questions about it. Finally, they write a paragraph expressing their opinions about the poem. Students are scored on their ability to accurately comprehend the poem they have read. They are judged on their ability to circle the correct sentence and write an accurate reason for their choice, to finish writing a sentence that relates the poem to their own experiences, and to write a logical and well-organized paragraph with strong supporting reasons for whether or not they liked the poem.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	3088
Mean Score	13.9
Median Score	15.0
Standard Deviation	2.750
Lowest Recorded Score	0
Highest Recorded Score	18
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1551	13.72
Female	1492	14.17

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	503	12.94
Bilingual	59	13.03
Special Ed.	156	13.27
Migrant	17	11.59
ESL	81	12.47

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1926	14.29
Black	135	13.13
Hispanic	698	13.23
Asian	40	14.48
AI/AN	127	13.00
PI	7	14.29
Other	11	14.00

Grade 3 Reading Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2597	87.2	14.0
Important	256	8.6	14.0
Not important	26	0.9	12.8
Don't know	100	3.4	13.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	439	14.6	13.3
No	2564	85.4	14.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1576	53.2	14.1
1-2 days	953	32.2	14.2
3 or more days	435	14.7	13.4

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1246	41.7	14.3
3-4 hours	832	27.9	14.2
5-6 hours	315	10.5	13.9
More than 6 hours	372	12.5	13.2
I do not watch TV	221	7.4	13.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	207	7.0	13.8
A few times per semester	346	11.7	13.5
A few times per month	411	13.8	14.3
Every week	1855	62.5	14.1
Every day	150	5.1	13.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour	Not Applicable		
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military	Not Applicable		
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Writing Assessment Number 1
English Language Version

Essential Skills Group: Writes a personal experience narrative

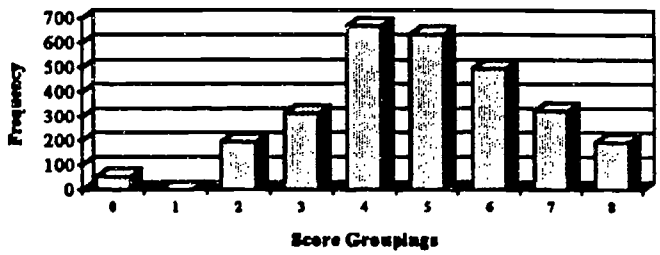
Students write a personal experience narrative, one to three paragraphs long, about a memorable event. On the first day, students remember a happy event and write a rough draft of a story about it. The second day, students revise the draft and develop a final story using the checklist provided. Students are scored on presentation of a complete and logically ordered story with a clear beginning, middle and ending. The story is judged on use of reasonable details and sensory descriptions. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2880
Mean Score	4.9
Median Score	5.0
Standard Deviation	1.718
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1395	4.59
Female	1454	5.09

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	402	4.13
Bilingual	78	4.72
Special Ed.	96	3.27
Migrant	40	4.10
ESL	122	3.53

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1680	5.06
Black	115	4.23
Hispanic	751	4.57
Asian	33	6.15
AI/AN	199	4.20
PI	12	5.00
Other	16	4.50

Grade 3 Writing Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2402	86.9	4.9
Important	212	7.7	4.8
Not important	25	0.9	4.2
Don't know	124	4.5	4.5

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	396	14.3	4.6
No	2378	85.7	4.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1507	54.4	4.9
1-2 days	852	30.8	4.9
3 or more days	409	14.8	4.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1204	43.8	5.0
3-4 hours	740	26.9	4.9
5-6 hours	285	10.4	4.7
More than 6 hours	289	10.5	4.6
I do not watch TV	228	8.3	4.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	269	9.8	5.0
A few times per semester	283	10.3	4.7
A few times per month	446	16.3	5.0
Every week	1569	57.3	4.9
Every day	173	6.3	4.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Writing Assessment Number 2
English Language Version

Essential Skills Group: Writes an imaginative story

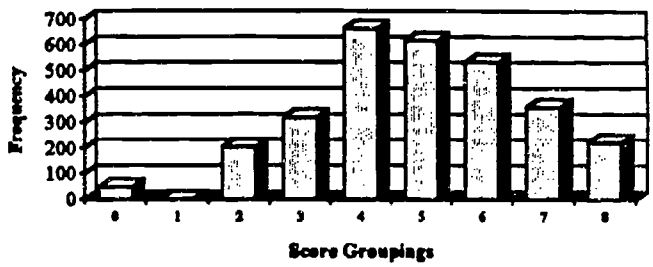
Students write an imaginative story, one to three paragraphs long, based on an original picture. On the first day, students draw pictures and develop a story using the pictures. The second day, students rewrite their work using an editorial checklist. Students are scored on presentation of a complete and logically ordered story, clearly describing the setting and characters, which leads to a reasonable high point and a satisfying conclusion. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	2,967
Mean Score	4.9
Median Score	5.0
Standard Deviation	1.737
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1500	4.66
Female	1436	5.18

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	486	4.25
Bilingual	72	3.94
Special Ed.	101	3.62
Migrant	27	4.30
ESL	146	3.99

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1826	5.17
Black	91	4.62
Hispanic	604	4.41
Asian	43	5.21
AI/AN	231	4.19
PI	9	4.22
Other	8	5.25

Grade 3 Writing Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2400	84.9	5.0
Important	274	9.7	4.6
Not important	25	0.9	5.0
Don't know	129	4.6	4.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	396	14.3	4.6
No	2378	85.7	4.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1507	54.4	4.9
1-2 days	852	30.8	4.9
3 or more days	449	16.0	4.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1111	39.8	5.1
3-4 hours	771	27.6	5.0
5-6 hours	342	12.2	4.9
More than 6 hours	325	11.6	4.4
I do not watch TV	245	8.8	4.6

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	222	8.0	4.7
A few times per semester	218	7.8	4.8
A few times per month	415	14.9	4.8
Every week	1730	62.0	5.0
Every day	205	7.3	5.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Writing Assessment Number 3
English Language Version

Essential Skills Group: Writes a report based on personal observation

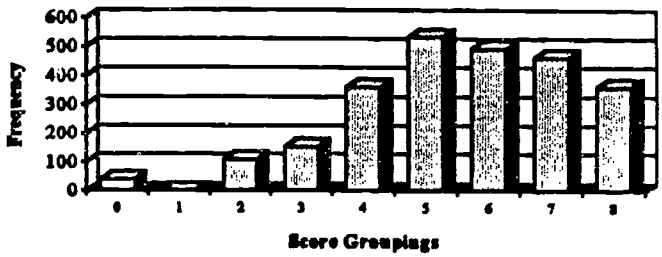
Students write a report, four to eight sentences long, about a science experiment. On the first day, students perform a simple experiment, discuss it, and write first drafts. The second day, students edit and rewrite the draft using a checklist. The report is scored on use of a clear introductory sentence followed by clearly sequenced events and supporting details. The report may conclude with a reasonable summary or explanation of the experiment. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,514
Mean Score	5.5
Median Score	6.0
Standard Deviation	1.776
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1257	5.35
Female	1236	5.69

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	405	4.74
Bilingual	43	4.49
Special Ed.	92	4.35
Migrant	23	4.87
ESL	147	4.15

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1572	5.75
Black	114	5.46
Hispanic	517	5.24
Asian	26	6.27
AI/AN	204	4.60
PI	6	5.67
Other	14	5.14

Grade 3 Writing Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2132	87.3	5.6
Important	208	8.5	5.4
Not important	17	0.7	4.6
Don't know	85	3.5	5.2

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	370	51.1	5.3
No	2074	84.9	5.6

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1281	52.9	5.7
1-2 days	772	31.9	5.5
3 or more days	367	15.2	5.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	962	39.8	5.7
3-4 hours	672	27.8	5.7
5-6 hours	314	13.0	5.6
More than 6 hours	288	11.9	5.0
I do not watch TV	182	7.5	5.0

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	201	8.4	5.8
A few times per semester	259	10.8	5.1
A few times per month	306	12.7	5.6
Every week	1549	64.4	5.6
Every day	90	3.7	5.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours4			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Writing Assessment Number 4
English Language Version

Essential Skills Group: Writes a communication

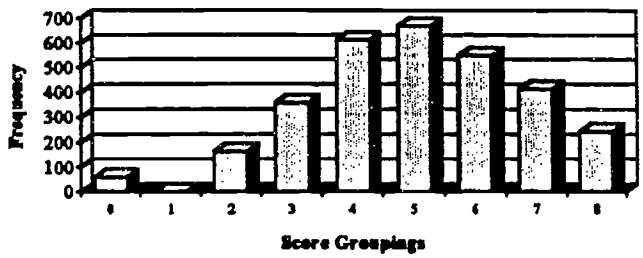
Students write a personal letter, one or two paragraphs long, describing things that they like about a friend. Students are scored on how effectively and appropriately their ideas are presented. Sentences must proceed logically and relevant details or examples should illustrate the writer's overall impression of the friend. The formal elements of a personal letter must be exhibited in the format. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	3,070
Mean Score	5.0
Median Score	5.0
Standard Deviation	1.751
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1549	4.71
Female	1492	5.30

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	421	4.09
Bilingual	77	4.25
Special Ed.	89	3.81
Migrant	5	3.60
ESL	96	3.91

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1815	5.23
Black	107	4.88
Hispanic	665	4.72
Asian	33	5.39
AI/AN	242	3.86
PI	20	5.40
Other	13	4.08

Grade 3 Writing Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2575	86.7	5.1
Important	264	8.9	4.7
Not important	26	0.9	3.9
Don't know	104	3.5	4.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	444	15.0	4.6
No	2525	85.0	5.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1559	52.6	5.1
1-2 days	949	32.0	5.0
3 or more days	454	15.3	4.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	1230	41.7	5.2
3-4 hours	834	28.3	5.2
5-6 hours	366	12.4	4.8
More than 6 hours	305	10.3	4.5
I do not watch TV	216	7.3	4.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	272	9.2	4.8
A few times per semester	310	10.5	4.7
A few times per month	570	19.3	5.0
Every week	1599	54.3	5.2
Every day	195	6.6	4.4

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
Less than 1/2 hour			
About 1 hour	Not Applicable		
About 2 hours			
More than 2 hours			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military	Not Applicable		
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 3 Writing Assessment Number 5

English Language Version

Essential Skills Group: Writes a poem

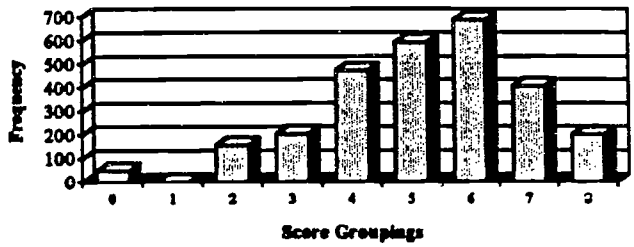
Students write a poem describing a toy. Poems are generally five to ten lines long. Students are scored on their sensory descriptions of the toy, their use of the poetic format, and how effectively and appropriately their ideas are presented. Poems do not need to rhyme. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	2,764
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.695
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1361	4.95
Female	1389	5.41

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	601	4.40
Bilingual	41	4.12
Special Ed.	110	4.21
Migrant	18	4.50
ESL	223	4.10

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1461	5.48
Black	91	5.00
Hispanic	761	4.87
Asian	28	5.43
AI/AN	184	4.30
PI	9	5.00
Other	18	5.17

Grade 3 Writing Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	2230	86.1	5.3
Important	245	9.5	5.0
Not important	22	0.8	4.4
Don't know	94	3.6	4.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	331	12.8	5.0
No	2262	87.2	5.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	1452	56.1	5.4
1-2 days	783	30.3	5.2
3 or more days	351	13.6	4.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	997	39.1	5.4
3-4 hours	748	29.3	5.3
5-6 hours	334	13.1	5.1
More than 6 hours	280	11.0	4.8
I do not watch TV	194	7.6	4.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	165	6.5	5.0
A few times per semester	241	9.5	4.8
A few times per month	383	15.0	5.1
Every week	1578	61.9	5.4
Every day	182	7.1	5.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none			
less than 1/2 hour			
About 1 hour		Not Applicable	
About 2 hours			
More than 2 hours8			

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job			
Go to college			
Enter the military		Not Applicable	
Other			
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters		Not Applicable	
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 1

English Language Version

Essential Skills Group: **Finds the empirical probability of an event from a sample of observed outcomes**

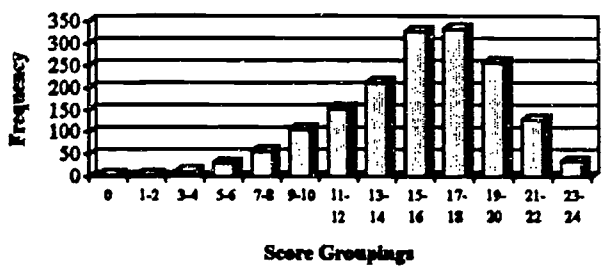
Students assume the role of a statistician. In that role, students design a poll, construct a graph, and analyze data in various forms to represent voter preference and characteristics. Finally, students advise their candidate on an effective campaign strategy. The students are assessed on their ability to synthesize their mathematical understanding of decimals and fractions to analyze and interpret data. The students must then assimilate the information and plan their campaign strategy based on that understanding.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,655
Mean Score	15.6
Median Score	16.0
Standard Deviation	4.156
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	850	15.40
Female	779	15.76

Special Program Membership

Membership	Students	Mean Score
Chapter 1	317	14.75
Bilingual	25	15.20
Special Ed.	52	12.10
Migrant	17	15.71
ESL	94	12.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	891	16.45
Black	63	15.51
Hispanic	425	14.73
Asian	25	18.48
AI/AN	145	13.06
PI	6	16.17
Other	21	14.43

Grade 8 Mathematics Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1234	75.9	15.9
Important	342	21.0	14.6
Not important	12	.7	15.3
Don't know	37	2.3	14.4

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	198	12.2	13.8
No	1431	87.8	15.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	654	40.7	16.1
1-2 days	611	38.0	15.8
3 or more days	342	21.3	14.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	633	38.9	15.8
3-4 hours	619	38.0	15.9
5-6 hours	226	13.9	14.9
More than 6 hours	99	6.1	14.8
I do not watch TV	52	3.2	15.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	457	28.1	15.6
A few times per semester	324	19.9	15.5
A few times per month	234	14.4	15.9
Every week	348	21.4	15.4
Every day	263	16.2	15.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	206	12.8	14.9
less than 1/2 hour	414	25.8	15.3
About 1 hour	661	41.2	16.1
About 2 hours	260	16.2	15.6
More than 2 hours	63	3.9	15.2

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	163	10.3	13.6
Go to college	1218	76.9	16.1
Enter the military	106	6.7	14.6
Other	79	5.0	15.4
Not going to graduate	17	1.1	12.5

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 2

English Language Version

Essential Skills Group: **Determines the probability of simple events and draws conclusions or makes interpretations**

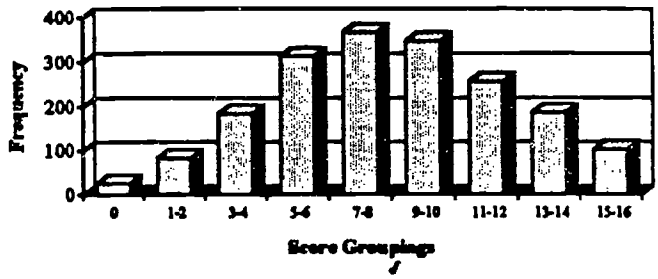
Students assume the role of an announcer at a track meet. Prior to the race, they must determine the probability of certain events happening. They organize data and figure the mean, median, mode, and range of runners' times for a race. The students are assessed on their ability to organize data in a variety of ways and then to interpret it to determine probability of an event. The students must also demonstrate an understanding of mean, median, mode, and range through use in data interpretation.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,869
Mean Score	8.4
Median Score	8.0
Standard Deviation	3.734
Lowest Recorded Score	0
Highest Recorded Score	16
Highest Possible Score	16

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	942	8.13
Female	890	8.63

Special Program Membership

Membership	Students	Mean Score
Chapter 1	181	6.88
Bilingual	28	5.43
Special Ed.	43	6.56
Migrant	6	4.67
ESL	23	5.48

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	967	9.15
Black	93	7.54
Hispanic	475	7.30
Asian	16	11.38
AI/AN	96	6.75
PI	14	9.29
Other	26	7.35

Grade 8 Mathematics Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1369	76.0	8.6
Important	380	21.1	7.6
Not important	19	1.1	7.3
Don't know	33	1.8	6.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	187	10.4	7.7
No	1614	89.6	8.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	723	40.3	8.7
1-2 days	670	37.4	8.3
3 or more days	399	22.3	7.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	677	37.7	8.5
3-4 hours	721	40.2	8.4
5-6 hours	235	13.1	8.4
More than 6 hours	105	5.8	7.0
I do not watch TV	57	3.2	7.6

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	649	36.2	8.0
A few times per semester	361	20.1	8.6
A few times per month	256	14.3	8.6
Every week	266	14.8	8.7
Every day	261	14.6	8.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	279	15.6	7.6
Less than 1/2 hour	426	23.8	8.0
About 1 hour	773	43.2	8.8
About 2 hours	243	13.6	8.5
More than 2 hours	67	3.7	8.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	179	10.1	6.7
Go to college	1359	76.6	8.7
Enter the military	117	6.6	8.0
Other	98	5.5	7.5
Not going to graduate	21	1.2	4.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 3

English Language Version

Essential Skills Group: Performs tasks involving inductive and deductive reasoning

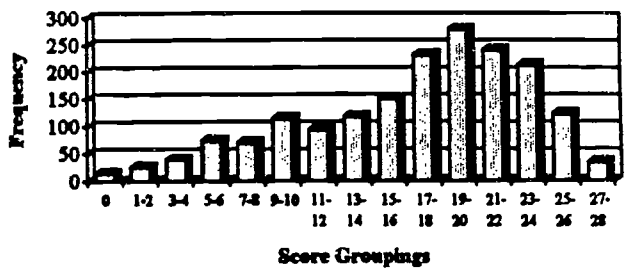
Students assume the role of a judge in a rock-climbing contest. They figure success rates and graph them in order to choose a winner and predict future success. In addition, students award points to finalists using a specified formula. Students are assessed on their ability to use mathematical computations to complete tables and graphs and draw conclusions from the data using inductive and deductive reasoning.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,814
Mean Score	17.0
Median Score	18.0
Standard Deviation	6.298
Lowest Recorded Score	0
Highest Recorded Score	27
Highest Possible Score	27

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	894	17.09
Female	891	16.92

Special Program Membership

Membership	Students	Mean Score
Chapter 1	115	14.46
Bilingual	17	15.12
Special Ed.	56	13.93
Migrant	22	13.05
ESL	41	13.44

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1053	18.01
Black	48	14.23
Hispanic	427	15.35
Asian	19	16.89
AI/AN	145	15.32
PI	5	20.00
Other	15	15.87

Grade 8 Mathematics Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1310	74.9	17.3
Important	379	21.7	16.1
Not important	18	1.0	13.5
Don't know	43	2.5	14.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	188	10.7	14.4
No	1565	89.3	17.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	725	41.4	17.6
1-2 days	666	38.1	16.9
3 or more days	359	20.5	15.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	686	39.2	17.8
3-4 hours	697	39.8	16.9
5-6 hours	211	12.1	15.7
More than 6 hours	106	6.1	15.1
I do not watch TV	50	2.9	15.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	572	32.6	16.2
A few times per semester	372	21.2	16.9
A few times per month	257	14.7	17.5
Every week	253	14.4	17.3
Every day	298	17.0	17.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	234	13.4	15.3
less than 1/2 hour	427	24.5	16.6
About 1 hour	774	44.3	17.4
About 2 hours	244	14.0	17.6
More than 2 hours	67	3.8	17.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	164	9.5	13.5
Go to college	1360	78.7	17.7
Enter the military	95	5.5	15.4
Other	92	5.3	14.2
Not going to graduate	16	0.9	13.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 4

English Language Version

Essential Skills Group: **Solves problems with measurements including distance, weight, time, area, capacity and temperature**

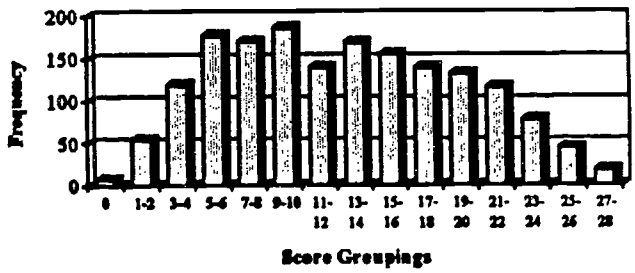
Students assume the role of a maple syrup producer. Students figure production costs, gross profit, optimum packaging quantities, and shipping costs. They then use this information to determine their net profit. The students are assessed on their ability to combine the use of mathematical computation and their understanding of measurement using English and metric units for length, volume, and weight to solve problems on production and profits. The students must also demonstrate their understanding of scientific and expanded notation.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1703
Mean Score	12.8
Median Score	12.0
Standard Deviation	6.542
Lowest Recorded Score	0
Highest Recorded Score	28
Highest Possible Score	28

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	878	13.31
Female	789	12.24

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	124	11.31
Bilingual	14	12.29
Special Ed.	39	8.26
Migrant	21	9.95
ESL	34	11.09

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	978	14.35
Black	51	9.80
Hispanic	465	10.25
Asian	30	16.37
AI/AN	52	8.73
PI	8	9.88
Other	21	11.43

Grade 8 Mathematics Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1241	74.6	13.4
Important	372	22.4	11.3
Not important	14	0.8	6.9
Don't know	36	2.2	11.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	183	11.0	11.5
No	1482	89.0	13.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	680	41.1	13.7
1-2 days	630	38.1	12.6
3 or more days	345	20.8	11.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	603	36.5	14.1
3-4 hours	667	40.4	12.6
5-6 hours	230	13.9	11.7
More than 6 hours	110	6.7	10.6
I do not watch TV	40	2.4	13.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	530	32.0	11.8
A few times per semester	417	25.2	13.2
A few times per month	238	14.4	13.5
Every week	221	13.3	12.8
Every day	251	15.1	14.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	235	14.2	11.4
less than 1/2 hour	434	26.3	12.6
About 1 hour	703	42.6	13.6
About 2 hours	205	12.4	12.9
More than 2 hours	74	4.5	12.5

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	144	8.9	10.0
Go to college	1277	78.6	13.5
Enter the military	121	7.5	11.5
Other	69	4.2	10.5
Not going to graduate	13	0.8	12.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 5

English Language Version

Essential Skills Group: **Through observation, measurement, drawing and modeling, identifies geometric properties such as symmetry, congruence, similarity, parallelism and perpendicularity**

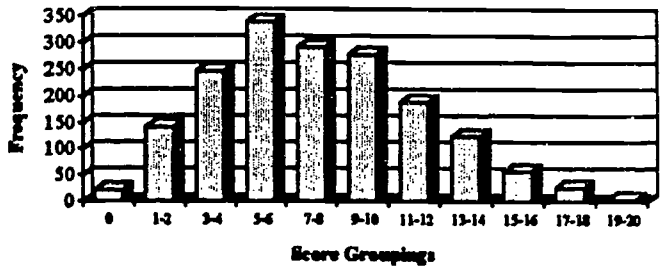
Students assume the role of a landscaper. In that role, students must calculate area and volume in order to quantify how much they need of various materials. The students are assessed on their ability to apply their understanding of geometric principles to solve problems in landscaping a yard. In addition, the students must use a variety of measurement tools to help them calculate volume and surface area of geometric solids.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,722
Mean Score	7.6
Median Score	7.0
Standard Deviation	3.962
Lowest Recorded Score	0
Highest Recorded Score	19
Highest Possible Score	19

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	835	7.66
Female	857	7.51

Special Program Membership

Membership	Students	Mean Score
Chapter 1	102	6.60
Bilingual	13	4.62
Special Ed.	37	5.05
Migrant	5	8.20
ESL	52	8.13

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1011	8.13
Black	50	5.80
Hispanic	387	6.72
Asian	14	8.71
AI/AN	101	7.06
PI	12	8.00
Other	31	6.10

Grade 8 Mathematics Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1259	75.3	7.8
Important	360	21.5	6.9
Not important	13	0.8	5.4
Don't know	41	2.5	6.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	175	10.5	6.6
No	1498	89.5	7.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	667	40.0	7.9
1-2 days	634	38.0	7.8
3 or more days	367	22.0	6.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	674	40.3	8.1
3-4 hours	644	38.5	7.5
5-6 hours	197	11.8	7.0
More than 6 hours	102	6.1	5.8
I do not watch TV	54	3.2	7.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	531	31.9	7.1
A few times per semester	421	25.3	7.7
A few times per month	261	15.7	7.8
Every week	184	11.0	8.2
Every day	270	16.2	8.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	242	14.5	7.6
less than 1/2 hour	433	26.0	7.4
About 1 hour	708	42.5	7.7
About 2 hours	225	13.5	7.8
More than 2 hours	57	3.4	7.2

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	132	8.0	6.2
Go to college	1282	78.0	7.9
Enter the military	106	6.5	6.9
Other	105	6.4	7.5
Not going to graduate	18	1.1	4.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 6

English Language Version

Essential Skills Group: **Draws and/or constructs a variety of shapes having the same area**

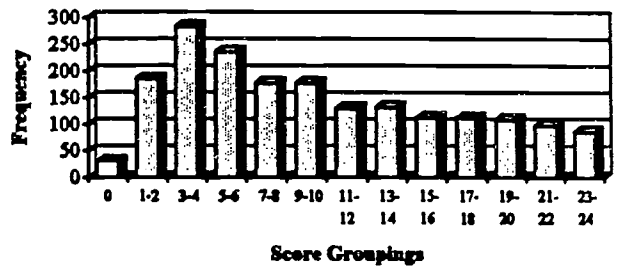
Students assume the role of a person who does odd jobs for people in the neighborhood. In that role, students perform calculations related to the various jobs. The students are assessed on their ability to utilize geometric principles to determine the amount of paint needed to paint a house. In addition, students must informally demonstrate their understanding of square root and pi.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,863
Mean Score	10.0
Median Score	9.0
Standard Deviation	6.727
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	24

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	901	10.17
Female	930	9.95

Special Program Membership

Membership	Students	Mean Score
Chapter 1	188	11.84
Bilingual	9	10.00
Special Ed.	47	7.70
Migrant	23	7.26
ESL	27	6.67

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1129	10.72
Black	67	7.55
Hispanic	455	9.75
Asian	18	10.44
AI/AN	67	6.21
PI	12	8.17
Other	40	8.35

Grade 8 Mathematics Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1372	74.8	10.5
Important	405	22.1	8.8
Not important	10	0.5	5.6
Don't know	47	2.6	8.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	190	10.4	7.3
No	1641	89.6	10.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	787	43.0	10.6
1-2 days	704	38.4	10.0
3 or more days	341	18.6	9.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	707	38.6	11.0
3-4 hours	693	37.9	9.6
5-6 hours	237	13.0	9.4
More than 6 hours	129	7.0	8.3
I do not watch TV	64	3.5	10.0

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	545	29.8	8.8
A few times per semester	390	21.4	11.2
A few times per month	248	13.6	11.7
Every week	331	18.1	9.8
Every day	312	17.1	9.8

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	239	13.1	8.8
less than 1/2 hour	451	24.7	10.2
About 1 hour	799	43.8	10.2
About 2 hours	271	14.8	10.8
More than 2 hours	66	3.6	10.5

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	192	10.7	8.8
Go to college	1350	74.9	10.5
Enter the military	125	6.9	8.4
Other	117	6.5	9.2
Not going to graduate	18	1.0	8.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 7

English Language Version

Essential Skills Group: **Determines an expression or an equation for a relationship and then evaluates or solves it for a given value of the variable**

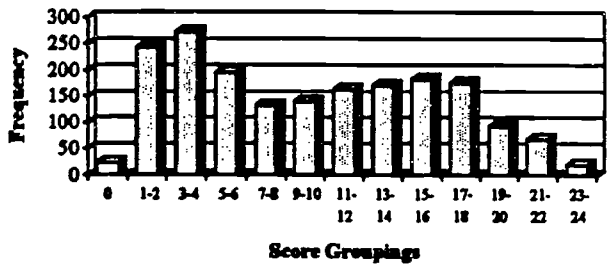
Students answer questions concerning two competing taxicab companies. The students make decisions concerning which company offers the better value, express cab fares in equation form and perform calculations based on these equations. The students are assessed on their ability to analyze data, to develop an equation illustrating a relationship and to solve the equations which determine the best value offered by the taxicab companies.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,881
Mean Score	9.8
Median Score	10.0
Standard Deviation	6.305
Lowest Recorded Score	0
Highest Recorded Score	23
Highest Possible Score	23

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	947	9.89
Female	913	9.87

Special Program Membership

Membership	Students	Mean Score
Chapter 1	212	7.00
Bilingual	15	10.07
Special Ed.	64	6.23
Migrant	13	4.46
ESL	54	4.19

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1114	10.90
Black	62	8.03
Hispanic	453	8.17
Asian	21	13.33
AI/AN	104	6.89
PI	6	13.50
Other	39	9.59

Grade 8 Mathematics Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1375	75.3	10.3
Important	390	21.4	9.0
Not important	20	1.1	7.9
Don't know	40	2.2	6.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	181	9.9	7.7
No	1643	90.1	10.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	737	40.5	10.6
1-2 days	704	38.4	10.0
3 or more days	341	18.6	9.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	738	40.5	10.9
3-4 hours	676	37.1	9.5
5-6 hours	236	13.0	9.2
More than 6 hours	109	6.0	7.6
I do not watch TV	61	3.4	8.5

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	515	28.3	9.7
A few times per semester	350	19.2	10.9
A few times per month	291	16.0	10.9
Every week	374	20.5	8.9
Every day	290	15.9	9.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	259	14.3	8.4
less than 1/2 hour	436	24.1	9.4
About 1 hour	732	40.5	10.5
About 2 hours	321	17.8	10.3
More than 2 hours	58	3.2	10.7

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	164	9.1	6.9
Go to college	1402	78.1	10.6
Enter the military	112	6.2	8.3
Other	107	6.0	8.3
Not going to graduate	10	0.6	6.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 8

English Language Version

Essential Skills Group: **Extends patterns and creates new ones**

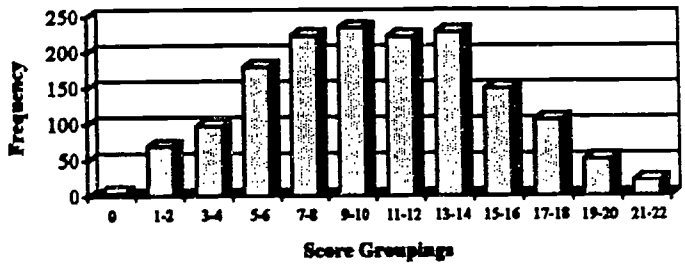
Students assume the role of a ship's navigator. Students use mathematical principles to interpret and extend number patterns. They apply geometric principles to determine distances and draw trade routes. The students are assessed on their ability to use mathematical calculations to identify patterns. In addition, they must use their understanding of geometric principles to determine distances traveled by the ship.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	1,583
Mean Score	10.5
Median Score	10.0
Standard Deviation	4.683
Lowest Recorded Score	0
Highest Recorded Score	22
Highest Possible Score	22

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	786	10.55
Female	760	10.47

Special Program Membership

Membership	Students	Mean Score
Chapter 1	132	8.79
Bilingual	27	6.93
Special Ed.	24	7.29
Migrant	7	10.43
ESL	49	6.47

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	894	11.36
Black	46	8.43
Hispanic	399	9.23
Asian	14	11.14
AI/AN	107	8.00
PI	6	12.50
Other	16	8.19

Grade 8 Mathematics Assessment Number 8
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1137	74.1	10.8
Important	331	21.6	9.4
Not important	18	1.2	7.7
Don't know	48	3.1	8.9

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	172	11.2	8.9
No	1364	88.8	10.6

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	589	38.5	11.0
1-2 days	587	38.4	10.4
3 or more days	354	23.1	9.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	567	37.0	11.0
3-4 hours	609	39.7	10.3
5-6 hours	219	14.3	10.0
More than 6 hours	95	6.2	8.88
I do not watch TV	44	2.9	9.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	487	31.9	10.1
A few times per semester	371	24.3	10.7
A few times per month	221	14.5	10.5
Every week	219	14.3	10.5
Every day	231	15.1	10.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	212	13.9	9.2
less than 1/2 hour	356	23..3	10.0
About 1 hour	654	42.9	11.0
About 2 hours	228	14.9	10.5
More than 2 hours	76	5.0	10.1

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	140	9.3	8.8
Go to college	1154	76.4	10.8
Enter the military	99	6.6	9.8
Other	90	6.0	8.8
Not going to graduate	28	1.9	6.2

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Math Assessment Number 9

English Language Version

Essential Skills Group: **Appropriately uses terms such as "and," "or," "not," "only," and "if...then" in a mathematical sense**

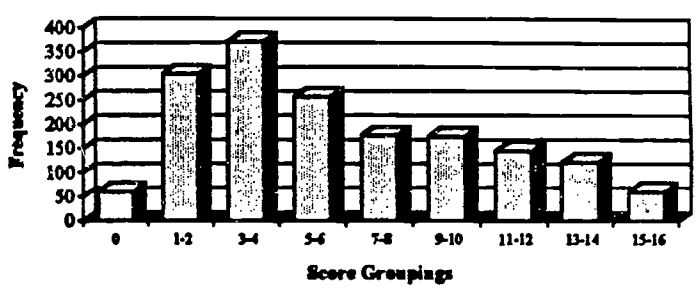
Students assume the role of an accountant for a real estate company. They analyze and calculate the company's expenses and sales in a variety of ways. Students are assessed on their ability to apply and compute fractions, decimals and percents in solving problems regarding real estate. In addition, the students must be able to analyze the computed data and make decisions based on it.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	1671
Mean Score	6.2
Median Score	5.0
Standard Deviation	4.208
Lowest Recorded Score	0
Highest Recorded Score	16
Highest Possible Score	16

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	806	6.18
Female	836	6.24

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	85	4.52
Bilingual	21	3.71
Special Ed.	36	4.22
Migrant	13	3.15
ESL	35	3.77

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	913	7.35
Black	57	4.02
Hispanic	451	4.51
Asian	28	7.71
AI/AN	87	4.48
PI	5	6.20
Other	30	5.30

Grade 8 Mathematics Assessment Number 9
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1193	74.9	6.5
Important	340	21.3	5.6
Not important	17	1.1	5.4
Don't know	43	2.7	4.4

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	191	12.0	5.0
No	1403	88.0	6.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	597	37.5	6.6
1-2 days	625	39.3	6.5
3 or more days	368	23.1	5.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	594	37.4	7.1
3-4 hours	603	38.0	6.0
5-6 hours	231	14.6	5.1
More than 6 hours	106	6.7	5.3
I do not watch TV	53	3.3	5.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	529	33.4	5.7
A few times per semester	324	20.5	6.8
A few times per month	225	14.2	6.9
Every week	246	15.5	5.7
Every day	260	16.4	6.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	240	15.1	5.2
less than 1/2 hour	404	25.5	5.9
About 1 hour	660	41.6	6.6
About 2 hours	216	13.6	6.7
More than 2 hours	67	4.2	7.0

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	172	10.9	4.4
Go to college	1150	73.1	6.7
Enter the military	113	7.2	5.8
Other	111	7.1	5.3
Not going to graduate	27	1.7	3.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 1

English Language Version

Essential Skills Group: Reads and comprehends a personal experience narrative

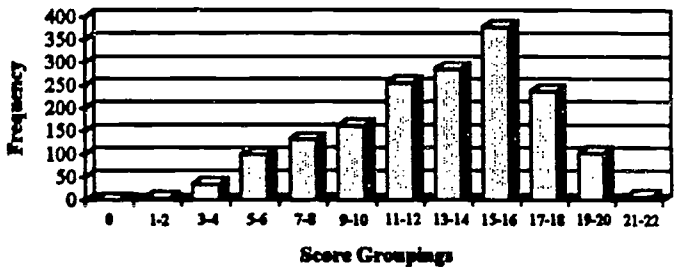
Students read an excerpt from Helen Keller's autobiography, *The Story of My Life.* In the pre-reading activity, students predict the content of the selection based on a brief introduction and explore the purpose for reading. Students then read the selection and answer comprehension questions about it. In the final exercise, students write a personal reaction to the excerpt. Students are scored on their ability to comprehend the narrative they have read. They are judged on their ability to write an answer to a question in a unified way, using a topic sentence to reflect the question and several reasons for support. Creative thought and content are the focus of evaluation. They are also judged on their ability to write a unified, logically organized short essay, reflecting a personal reaction to the excerpt.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,800
Mean Score	13.1
Median Score	14
Standard Deviation	3.950
Lowest Recorded Score	0
Highest Recorded Score	21
Highest Possible Score	22

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	930	12.55
Female	846	13.67

Special Program Membership

Membership	Students	Mean Score
Chapter 1	269	11.57
Bilingual	9	11.67
Special Ed.	36	8.69
Migrant	4	12.00
ESL	72	8.58

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	979	13.78
Black	100	12.00
Hispanic	474	12.04
Asian	27	14.85
AI/AN	116	10.60
PI	5	11.60
Other	28	14.61

Grade 8 Reading Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1299	74.2	13.3
Important	396	22.6	12.2
Not important	9	0.5	11.7
Don't know	46	2.6	13.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	174	9.9	11.4
No	1576	90.1	13.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	724	41.6	13.2
1-2 days	633	36.3	13.3
3 or more days	385	22.1	12.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	648	37.2	13.6
3-4 hours	692	39.7	13.0
5-6 hours	237	13.6	12.4
More than 6 hours	119	6.8	12.4
I do not watch TV	47	2.7	12.0

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	562	32.2	12.9
A few times per semester	353	20.2	13.6
A few times per month	231	13.2	13.5
Every week	326	18.7	12.7
Every day	272	15.6	12.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	253	14.5	12.6
less than 1/2 hour	434	24.8	12.8
About 1 hour	754	43.1	13.3
About 2 hours	247	14.1	13.4
More than 2 hours	60	3.4	13.1

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	205	11.9	11.5
Go to college	1294	75.2	13.4
Enter the military	114	6.6	11.8
Other	85	4.9	12.6
Not going to graduate	23	1.3	11.5

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 2

English Language Version

Essential Skills Group: Reads and comprehends a story

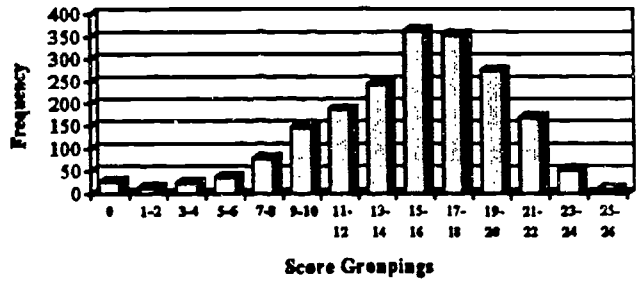
Students read a short story entitled "Use It or Lose It." In the pre-reading activity, they define the word riddle. Students then read the story and answer comprehension questions about it. In the final exercise, students write a personal reaction to the theme of the story. Students are scored on their ability to comprehend the narrative they have read. They are judged on their ability to choose appropriate character traits and write a brief explanation for each trait chosen. They are also judged on their ability to write a clearly organized and well-supported essay which defines the theme of the story and the need to exercise one's talents; and to relate the theme to certain aspects of the story.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,967
Mean Score	15.2
Median Score	16.0
Standard Deviation	4.796
Lowest Recorded Score	0
Highest Recorded Score	26
Highest Possible Score	26

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	962	14.46
Female	944	15.85

Special Program Membership

Membership	Students	Mean Score
Chapter 1	180	12.89
Bilingual	26	12.77
Special Ed.	67	9.94
Migrant	26	12.04
ESL	48	9.83

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1051	16.09
Black	62	16.08
Hispanic	474	13.82
Asian	30	17.80
AI/AN	176	12.07
PI	9	13.56
Other	41	15.24

Grade 8 Reading Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1456	75.0	15.5
Important	417	21.5	14.4
Not important	26	1.3	15.0
Don't know	43	2.2	13.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	202	10.4	14.2
No	1737	89.6	15.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	791	40.9	15.3
1-2 days	702	36.3	15.7
3 or more days	442	22.8	14.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	773	39.9	15.7
3-4 hours	751	38.8	15.1
5-6 hours	223	11.5	15.0
More than 6 hours	128	6.6	14.1
I do not watch TV	62	3.2	14.0

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	633	32.7	15.3
A few times per semester	389	30.1	15.5
A few times per month	286	14.8	14.7
Every week	281	14.5	15.1
Every day	344	17.8	15.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	241	12.5	13.0
less than 1/2 hour	497	25.8	14.9
About 1 hour	816	42.3	15.6
About 2 hours	295	15.3	16.5
More than 2 hours	79	4.1	15.3

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	211	11.0	12.7
Go to college	1435	75.0	15.9
Enter the military	117	6.1	13.9
Other	124	6.5	14.2
Not going to graduate	27	1.4	13.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 3
English Language Version

Essential Skills Group: Reads and comprehends an informative report

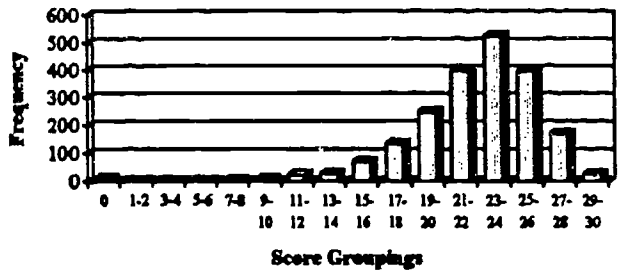
Students read an informative report about a cave in New Mexico. In the pre-reading activity, students make predictions about the content of the report based on a brief introduction. They then read the report, answer comprehension questions about it and, finally, formulate opinions about an issue raised in the report. Students are scored on their ability to comprehend the report they have read. They are judged on their ability to create a poster protesting tourism or an advertisement promoting tourism which is a unified and organized presentation of the student's point of view. Student's work is not judged on artistic quality but on the clarity and impact of their ideas or position.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,043
Mean Score	22.2
Median Score	23.0
Standard Deviation	4.018
Lowest Recorded Score	0
Highest Recorded Score	30
Highest Possible Score	30

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1007	21.95
Female	999	22.51

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	178	20.35
Bilingual	28	18.04
Special Ed.	42	17.14
Migrant	9	18.67
ESL	42	16.40

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1259	22.92
Black	69	20.96
Hispanic	413	20.72
Asian	28	22.29
AI/AN	102	20.39
PI	14	22.50
Other	26	20.00

Grade 8 Reading Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1492	77.0	22.5
Important	393	20.3	21.8
Not important	12	0.6	19.2
Don't know	41	2.1	20.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	230	11.8	20.8
No	1711	88.2	22.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	817	42.4	22.5
1-2 days	711	36.9	22.3
3 or more days	398	20.7	21.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	763	39.5	22.7
3-4 hours	775	40.1	22.2
5-6 hours	222	11.5	21.9
More than 6 hours	107	5.5	20.8
I do not watch TV	66	3.4	21.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	648	33.5	22.2
A few times per semester	422	21.8	22.5
A few times per month	261	13.5	22.8
Every week	268	13.9	21.5
Every day	333	17.2	22.4

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	252	13.1	21.0
less than 1/2 hour	443	23.1	21.9
About 1 hour	845	44.0	22.7
About 2 hours	308	16.0	22.6
More than 2 hours	73	3.8	23.2

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	145	7.6	19.5
Go to college	1528	80.2	22.7
Enter the military	109	5.7	20.9
Other	109	5.7	22.3
Not going to graduate	14	0.7	18.6

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 4

English Language Version

Essential Skills Group: Reads and comprehends a communication

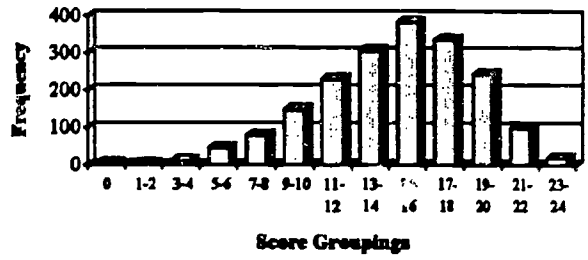
Students read an entry from *"The Diary of Anne Frank."* In the pre-reading activity, they read an introduction to the book and discuss the circumstances surrounding the diary. They then read the piece and answer comprehension questions about it. In the final activity, they compose a response to Anne Frank's diary entry. Students are scored on their ability to comprehend the communication they have read. They are judged on their ability to write a paragraph which has a topic sentence that reflects the question and well-unified support to show how the diary helped Anne change her actions. They also write a well-organized, logically expressed letter that shows the writer to be sensitive to Anne's problems and needs.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,903
Mean Score	14.8
Median Score	15.0
Standard Deviation	4.072
Lowest Recorded Score	0
Highest Recorded Score	23
Highest Possible Score	23

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	942	13.95
Female	889	15.65

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	253	13.53
Bilingual	11	14.73
Special Ed.	52	12.25
Migrant	61	11.30
ESL	63	10.29

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1084	15.76
Black	64	13.66
Hispanic	549	13.31
Asian	16	15.81
AI/AN	64	13.34
PI	10	12.90
Other	21	13.24

Grade 8 Reading Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1371	73.3	15.1
Important	425	22.7	14.3
Not important	22	1.2	12.0
Don't know	52	2.8	12.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	173	9.3	13.8
No	1696	90.7	14.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	776	41.6	14.9
1-2 days	690	37.0	15.0
3 or more days	400	21.4	14.4

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	771	38.1	15.5
3-4 hours	740	39.7	14.7
5-6 hours	221	11.8	14.2
More than 6 hours	127	6.8	13.3
I do not watch TV	66	3.5	13.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	549	29.4	14.8
A few times per semester	356	19.1	14.8
A few times per month	279	15.0	14.8
Every week	340	18.2	14.5
Every day	341	18.3	15.2

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	270	14.4	13.9
less than 1/2 hour	486	26.0	14.4
About 1 hour	773	41.3	15.1
About 2 hours	265	14.2	15.5
More than 2 hours	78	4.2	15.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	191	10.3	12.8
Go to college	1445	77.9	15.3
Enter the military	112	6.0	13.5
Other	87	4.7	13.3
Not going to graduate	21	1.1	11.6

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 5
English Language Version

Essential Skills Group: Reads and comprehends a poem

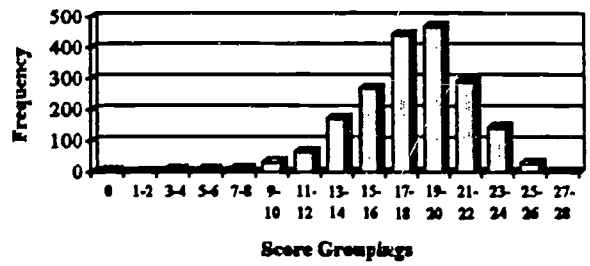
Students read the poem "in Just-" by e.e. Cummings. In the pre-reading activity, students are given background information to prepare them for reading the poem. They then read the poem and answer comprehension questions about its content and formal elements. Finally, students give a personal reaction to the poem. Students are scored on their ability to comprehend the poem they have read. They are judged on their ability to write a logically organized paragraph which is validly supported by unified and integrated examples, and to exhibit creativity in relating the poem to their own experience. Students are also judged on their ability to write a logically organized paragraph which clearly explains the two questions asked and reveals good comprehension of the poem.

Summary of Assessment Results

The information which llows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,942
Mean Score	18.0
Median Score	18.0
Standard Deviation	3.683
Lowest Recorded Score	0
Highest Recorded Score	27
Highest Possible Score	28

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	1004	17.65
Female	896	18.35

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	170	15.85
Bilingual	41	17.24
Special Ed.	55	15.69
Migrant	17	15.76
ESL	40	14.28

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1202	18.70
Black	54	17.20
Hispanic	426	16.50
Asian	15	18.73
AI/AN	80	16.71
PI	8	16.88
Other	27	17.41

Grade 8 Reading Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1396	74.8	18.3
Important	420	22.5	17.2
Not important	11	0.6	14.0
Don't know	40	2.1	16.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	163	8.7	16.7
No	1704	91.3	18.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	749	40.4	18.0
1-2 days	740	39.9	18.2
3 or more days	367	19.8	17.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	759	40.7	18.3
3-4 hours	730	39.1	17.8
5-6 hours	205	11.0	17.6
More than 6 hours	93	5.0	16.9
I do not watch TV	79	4.2	18.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	559	30.1	17.6
A few times per semester	392	21.1	18.2
A few times per month	276	14.8	18.4
Every week	347	18.7	18.0
Every day	285	15.3	18.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	244	13.2	17.4
less than 1/2 hour	462	24.9	18.0
About 1 hour	820	44.3	18.1
About 2 hours	276	14.9	18.2
More than 2 hours	51	2.8	17.9

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	190	10.5	16.5
Go to college	1404	77.5	18.3
Enter the military	110	6.1	17.5
Other	93	5.1	17.4
Not going to graduate	14	0.8	16.1

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 6
English Language Version

Essential Skills Group: Reads and comprehends a summary

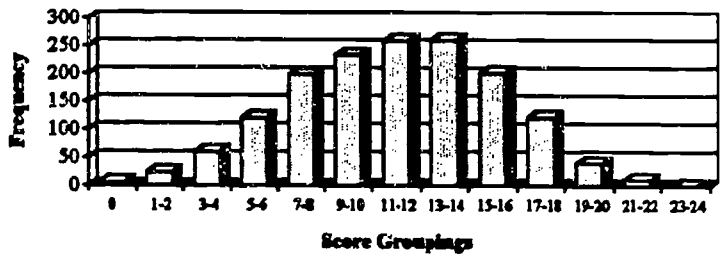
Students read a magazine article and a summary of the article. In the pre-reading activity, students define the criteria for a good summary. Students then read the original article and predict what will be included in the summary. Reading exercises lead students to judge the summary as to its faithfulness to the original article's main idea, critical details, and underlying meaning. In the final exercise, students rewrite the summary. Students are scored on their ability to comprehend the summary they have read. Students are judged on their ability to write a summary which contains the main ideas of the article plus the most significant details. Content is cohesive, organized, and maintains the accuracy of idea, details, tone and underlying meaning in summarizing.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,543
Mean Score	11.3
Median Score	12.0
Standard Deviation	4.225
Lowest Recorded Score	0
Highest Recorded Score	23
Highest Possible Score	23

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	778	10.69
Female	737	12.08

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	181	9.99
Bilingual	8	9.25
Special Ed.	61	7.72
Migrant	11	6.09
ESL	53	7.06

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	906	12.16
Black	56	10.82
Hispanic	338	10.12
Asian	22	14.14
AI/AN	128	8.93
PI	11	10.27
Other	16	11.81

Grade 8 Reading Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1114	73.8	11.6
Important	346	22.9	11.1
Not important	10	0.7	9.8
Don't know	39	2.6	7.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	147	9.7	10.3
No	1363	90.3	11.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	602	39.9	11.7
1-2 days	553	36.7	11.4
3 or more days	353	23.4	10.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	576	38.2	12.0
3-4 hours	583	38.7	11.5
5-6 hours	174	11.5	10.8
More than 6 hours	114	7.6	9.6
I do not watch TV	60	4.0	10.5

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	448	29.7	11.5
A few times per semester	305	20.3	11.6
A few times per month	260	17.3	11.7
Every week	303	20.1	11.6
Every day	190	12.6	10.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	194	12.9	10.0
less than 1/2 hour	358	23.9	11.3
About 1 hour	632	42.1	12.0
About 2 hours	248	16.5	11.5
More than 2 hours	68	4.5	10.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	146	9.8	9.5
Go to college	1178	78.7	11.8
Enter the military	89	5.9	9.9
Other	65	4.3	11.3
Not going to graduate	18	1.2	8.1

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Reading Assessment Number 7
English Language Version

Essential Skills Group: Reads and comprehends an essay

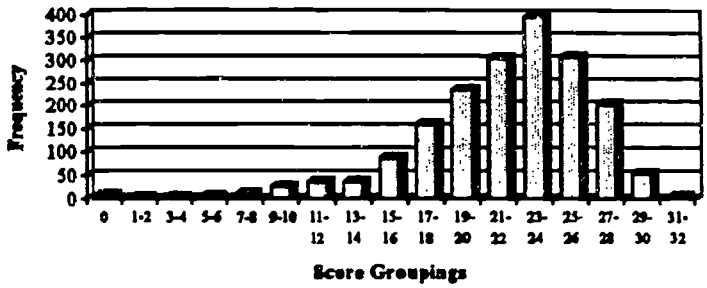
Students read an essay about an injured hawk. In the pre-reading activity, students make predictions about the content of the essay based on a brief introduction. They then read the essay and answer comprehension questions about it. Finally, students formulate opinions about an issue raised in the essay. Students are scored on their ability to comprehend the summary they have read. They are judged on their ability to create a leaflet for or against a proposed raptor center in their state. The response should be visually organized, clearly indicating the topic and the student's opinion on whether such a center should be supported by voters.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,873
Mean Score	21.8
Median Score	23.0
Standard Deviation	4.748
Lowest Recorded Score	0
Highest Recorded Score	31
Highest Possible Score	32

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	909	21.54
Female	930	22.15

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	261	20.27
Bilingual	7	19.71
Special Ed.	41	17.05
Migrant	14	24.50
ESL	78	15.46

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1093	23.10
Black	67	21.01
Hispanic	453	19.89
Asian	24	21.13
AI/AN	126	18.37
PI	9	22.89
Other	31	20.90

Grade 8 Reading Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1389	75.7	22.1
Important	374	20.4	21.1
Not important	21	1.1	21.0
Don't know	51	2.8	20.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	207	11.3	20.7
No	1630	88.7	22.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	725	39.8	21.8
1-2 days	685	37.6	22.3
3 or more days	412	22.6	21.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	705	38.5	22.4
3-4 hours	739	40.4	21.9
5-6 hours	234	12.8	21.4
More than 6 hours	100	5.5	20.2
I do not watch TV	53	2.9	20.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	523	28.6	21.4
A few times per semester	437	23.9	21.9
A few times per month	297	16.2	22.1
Every week	282	15.4	22.2
Every day	291	15.9	22.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	252	13.8	21.1
less than 1/2 hour	436	23.9	21.5
About 1 hour	787	43.2	22.4
About 2 hours	281	15.4	21.9
More than 2 hours	66	3.6	22.0

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	164	9.1	18.4
Go to college	1394	77.2	22.4
Enter the military	106	5.9	22.1
Other	116	6.4	21.3
Not going to graduate	25	1.4	17.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 1

English Language Version

Essential Skills Group: Writes a personal experience narrative

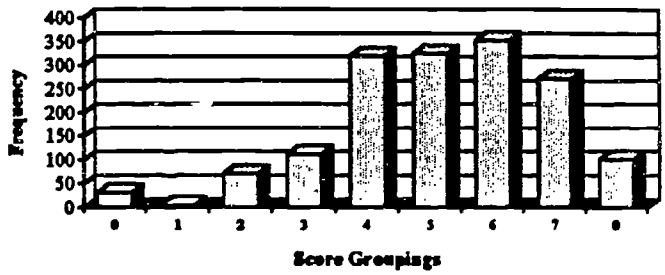
Students write a logically ordered story based on a personal experience. The story must contain a detailed description of why the event was significant and provide sensory details; and it must reveal something about the modern world. On the first day pre-writing activities allow students to focus on the topic and compose a rough draft. The second day, students revise and edit the draft and write a final draft. Only the final draft is scored for content. A separate score is given for the correct use of grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1589
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.7000
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	799	4.82
Female	758	5.54

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	112	4.31
Bilingual	11	3.45
Special Ed.	47	3.62
Migrant	17	3.47
ESL	94	3.73

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	866	5.51
Black	62	4.98
Hispanic	403	4.67
Asian	17	5.59
AI/AN	165	4.63
PI	3	5.67
Other	24	4.46

Grade 8 Writing Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1134	75.6	5.3
Important	315	21.0	4.7
Not important	16	1.1	3.4
Don't know	35	2.3	4.4

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	166	11.1	4.4
No	1332	88.9	5.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	670	44.8	5.3
1-2 days	533	35.6	5.3
3 or more days	293	19.6	4.7

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	594	39.8	5.4
3-4 hours	585	39.2	5.2
5-6 hours	186	12.5	5.0
More than 6 hours	78	5.2	4.3
I do not watch TV	49	3.3	4.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	430	28.8	5.1
A few times per semester	325	21.8	5.4
A few times per month	212	14.2	5.0
Every week	329	22.1	5.2
Every day	196	13.1	5.2

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	226	15.1	4.6
less than 1/2 hour	387	25.9	5.1
About 1 hour	600	40.2	5.3
About 2 hours	222	14.9	5.6
More than 2 hours	59	3.9	5.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	145	9.8	4.5
Go to college	1144	77.6	5.4
Enter the military	77	5.2	4.4
Other	88	6.0	4.9
Not going to graduate	20	1.4	3.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 2

English Language Version

Essential Skills Group: Writes a story

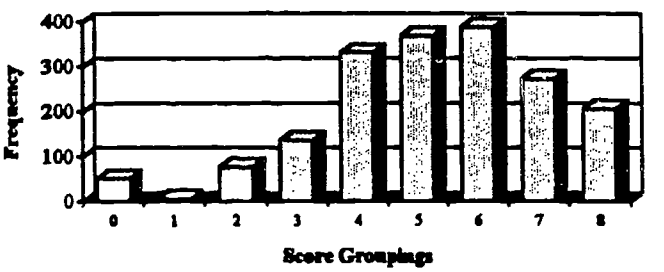
Students write a logically ordered scene for a story that incorporates the elements of a short story. The scene must have a definite beginning, lead to a reasonable high point and offer a satisfying conclusion. On the first day pre-writing activities allow students to focus on characters, moods and settings for their scenes and compose a rough draft. The second day, students revise and edit the draft and write a final draft. Only the final draft is scored for content. A separate score is given for the correct use of grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,835
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.833
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	919	4.88
Female	884	5.65

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	191	4.76
Bilingual	9	3.78
Special Ed.	53	3.62
Migrant	10	3.40
ESL	56	3.61

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1077	5.61
Black	64	5.08
Hispanic	426	4.84
Asian	26	5.92
AI/AN	133	4.32
PI	9	4.44
Other	20	5.00

Grade 8 Writing Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1285	75.6	5.4
Important	360	21.2	4.9
Not important	13	0.8	3.9
Don't know	41	2.4	4.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	149	8.8	4.6
No	1550	91.2	5.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	689	40.7	5.3
1-2 days	627	37.1	5.4
3 or more days	375	22.2	5.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	685	40.4	5.4
3-4 hours	664	39.1	5.3
5-6 hours	192	11.3	5.1
More than 6 hours	104	6.1	4.7
I do not watch TV	52	3.1	4.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	546	32.3	5.2
A few times per semester	368	21.8	5.6
A few times per month	250	14.8	5.4
Every week	255	15.1	5.0
Every day	272	16.1	5.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	230	13.6	4.7
less than 1/2 hour	432	25.6	5.1
About 1 hour	716	42.5	5.5
About 2 hours	238	14.1	5.5
More than 2 hours	69	4.1	5.4

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	152	9.2	4.3
Go to college	1283	77.2	5.5
Enter the military	95	5.7	4.6
Other	107	6.4	5.0
Not going to graduate	24	1.4	3.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 3

English Language Version

Essential Skills Group: Writes a report

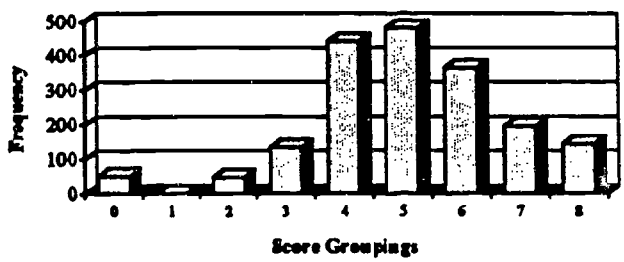
Students write a report on a clearly stated and limited topic related to rainmaking. The report must have an introductory statement or paragraph, well-supported facts, details relating to the issues and a concluding paragraph or statement. On the first day, pre-writing activities allow students to read and take notes on two research articles and compose a rough draft. The second day, students revise and edit the draft and write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,853
Mean Score	5.0
Median Score	5.0
Standard Deviation	1.652
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

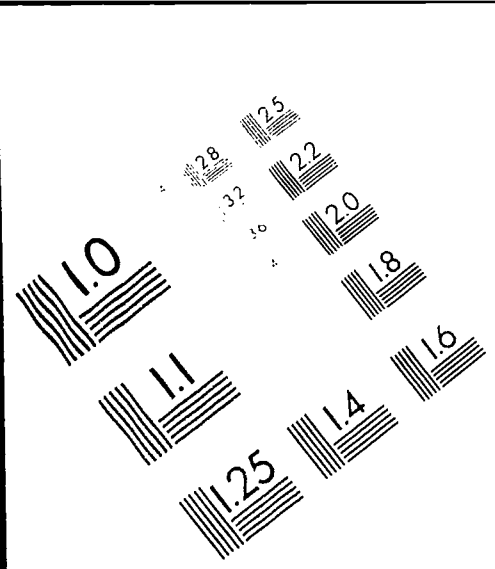
Gender	Students	Mean Score
Male	899	4.83
Female	914	5.27

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	121	3.94
Bilingual	32	4.53
Special Ed.	57	3.49
Migrant	5	4.00
ESL	46	3.50

Race/Ethnicity

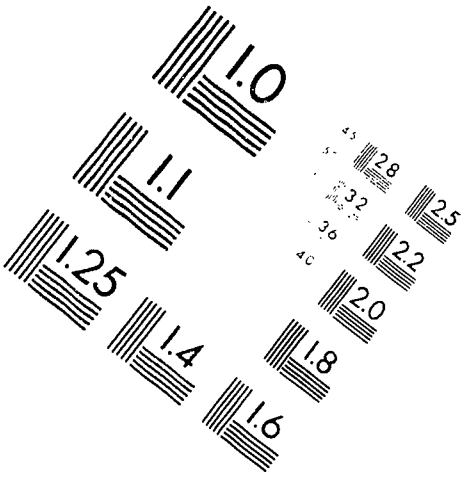
Race/ Ethnicity	Students	Mean Score
White	1183	5.35
Black	69	4.29
Hispanic	363	4.52
Asian	19	5.42
AI/AN	117	4.17
PI	12	5.42
Other	31	4.90

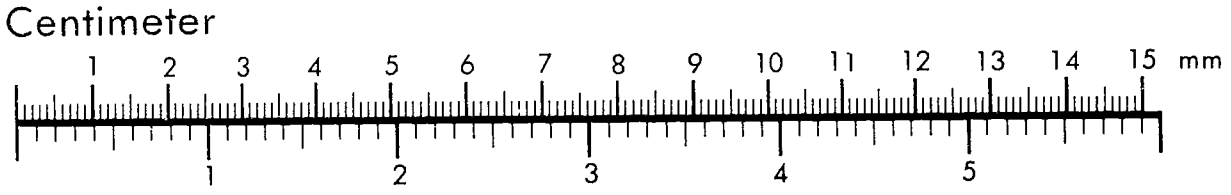


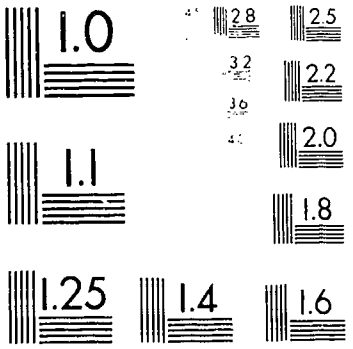
AIIM

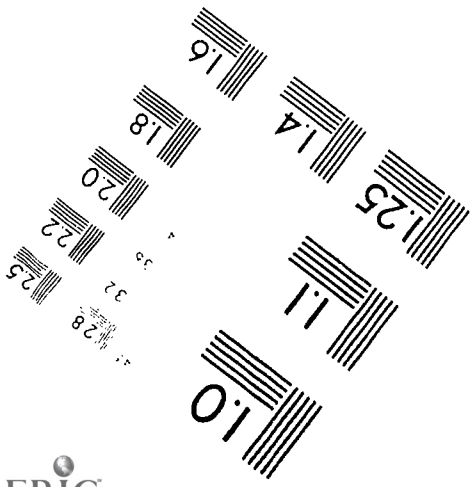
Association for Information and Image Management

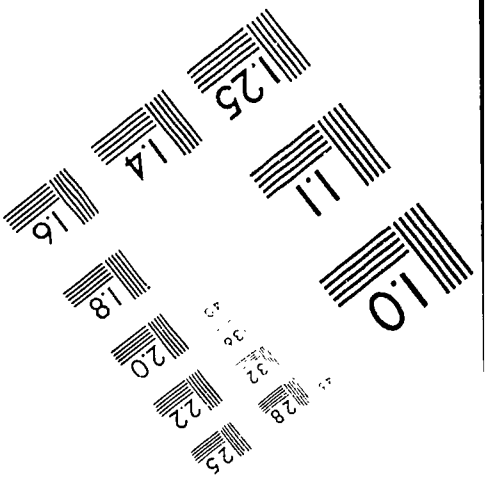
1100 Wayne Avenue Suite 1100
Silver Spring Maryland 20910
301 587 8202











MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Grade 8 Writing Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1344	74.7	5.2
Important	379	21.1	4.9
Not important	22	1.2	3.8
Don't know	54	3.0	4.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	186	10.3	4.5
No	1612	89.7	5.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	726	40.5	5.3
1-2 days	657	36.6	6.1
3 or more days	410	22.9	4.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	741	41.4	5.3.
3-4 hours	644	36.0	5.0
5-6 hours	227	12.7	4.7
More than 6 hours	114	6.4	4.4
I do not watch TV	65	3.6	4.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	606	33.9	5.0
A few times per semester	399	22.3	5.2
A few times per month	234	13.1	5.2
Every week	255	14.3	4.7
Every day	294	16.4	5.2

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	257	14.4	4.7
less than 1/2 hour	420	23.5	5.0
About 1 hour	728	40.8	5.1
About 2 hours	305	17.1	5.2
More than 2 hours	75	4.2	5.3

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	177	10.1	4.4
Go to college	1367	77.6	5.2
Enter the military	111	6.3	4.6
Other	82	4.7	4.7
Not going to graduate	24	1.4	3.6

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 4

English Language Version

Essential Skills Group: Writes a communication

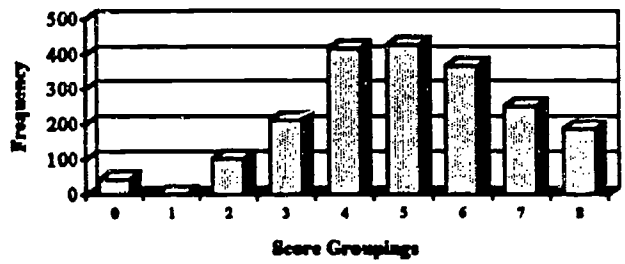
Students write a letter to a member of Congress about an environmental issue. The letter must be worded clearly and logically with an organized beginning and an introductory statement of the author's purpose. It must contain a specific statement of the author's opinion, specific information, examples, and details that support the writer's opinion reasonably and persuasively. The letter will reflect standard style for a business letter. On the first day pre-writing activities allow students to explore the environmental concerns and compose a rough draft. The second day, students revise and edit the draft and use a checklist to write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,005
Mean Score	5.0
Median Score	5.0
Standard Deviation	1.780
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	958	4.78
Female	963	5.28

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	223	4.29
Bilingual	21	3.62
Special Ed.	47	3.47
Migrant	20	3.65
ESL	45	3.60

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1114	5.32
Black	85	4.79
Hispanic	460	4.49
Asian	33	5.76
AI/AN	120	4.58
PI	9	4.56
Other	26	4.31

Grade 8 Writing Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1474	75.6	5.1
Important	414	21.2	4.8
Not important	22	1.1	4.4
Don't know	40	2.1	4.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	176	9.0	4.6
No	1773	91.0	5.1

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	799	41.1	5.2
1-2 days	707	36.4	5.0
3 or more days	438	22.5	4.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	781	40.1	5.3
3-4 hours	734	37.7	5.0
5-6 hours	263	13.5	4.7
More than 6 hours	120	6.2	4.5
I do not watch TV	49	2.5	4.1

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	678	34.9	5.0
A few times per semester	367	18.9	5.1
A few times per month	243	12.5	5.0
Every week	314	16.2	4.9
Every day	342	17.6	5.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	266	13.7	4.4
less than 1/2 hour	462	23.8	4.8
About 1 hour	867	44.7	5.2
About 2 hours	271	14.0	5.5
More than 2 hours	74	3.8	5.2

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	183	9.6	4.3
Go to college	1489	77.8	4.3
Enter the military	126	6.6	4.5
Other	98	5.1	4.6
Not going to graduate	19	1.0	3.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 5
English Language Version

Essential Skills Group: **Writes a poem**

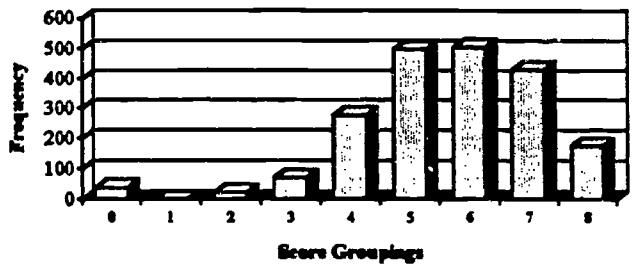
Students write a poem in free verse that describes a place by using figurative language, sensory descriptions, emotions, and at least one "word picture" to create an identifiable mood. The poem must reflect a form appropriate to poetry and create a visual pattern. On the first day pre-writing activities allow students to develop ideas for a poem, generate descriptive words, choose moods for their poems and compose a rough draft. The second day, students revise and edit and rewrite using a checklist to complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	2,017
Mean Score	5.6
Median Score	6.0
Standard Deviation	1.546
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	990	5.39
Female	998	5.81

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	167	5.35
Bilingual	27	5.19
Special Ed.	37	4.73
Migrant	2	4.50
ESL	49	4.33

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1107	5.87
Black	61	5.11
Hispanic	517	5.15
Asian	22	5.86
AI/AN	79	5.30
PI	7	6.14
Other	30	5.53

Grade 8 Writing Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1374	74.4	5.7
Important	405	21.9	5.4
Not important	23	1.2	5.3
Don't know	45	2.4	5.2

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	208	11.3	5.2
No	1639	88.7	5.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	735	39.9	5.7
1-2 days	696	37.7	5.6
3 or more days	413	22.4	5.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	728	39.5	5.7
3-4 hours	717	38.9	5.7
5-6 hours	233	12.6	5.4
More than 6 hours	111	6.0	5.1
I do not watch TV	55	3.0	5.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	592	32.2	5.5
A few times per semester	379	20.6	5.7
A few times per month	272	14.8	5.7
Every week	352	19.2	5.6
Every day	241	13.1	5.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	262	14.3	5.4
less than 1/2 hour	487	26.5	5.5
About 1 hour	791	43.1	5.7
About 2 hours	246	13.4	5.6
More than 2 hours	49	2.7	6.1

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	218	11.9	5.1
Go to college	1369	74.9	5.7
Enter the military	122	6.7	5.4
Other	100	5.5	5.6
Not going to graduate	18	1.0	5.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 6

English Language Version

Essential Skills Group: Writes a summary

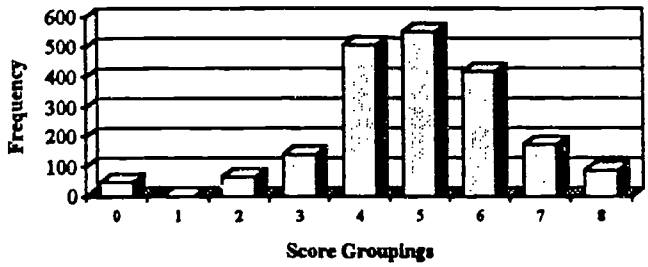
Students write a summary of a magazine article. The summary must include all the main points of the original, important supporting details and at least one quotation. It must be logical, generally easy to understand, and joined by appropriate transitions. On the first day pre-writing activities allow the students to develop ideas and compose a rough draft. The second day, students proofread, edit and rewrite their summaries using a checklist to complete a final draft. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,983
Mean Score	4.9
Median Score	5.0
Standard Deviation	1.541
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	967	4.70
Female	970	5.14

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	172	4.20
Bilingual	32	4.41
Special Ed.	43	3.42
Migrant	0	—
ESL	36	3.17

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	1083	5.08
Black	62	4.53
Hispanic	407	4.71
Asian	17	5.24
AI/AN	121	4.33
PI	6	4.67
Other	34	5.12

Grade 8 Writing Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1295	74.6	5.0
Important	387	22.3	4.7
Not important	14	0.8	4.2
Don't know	39	2.2	3.9

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	160	9.2	4.4
No	1575	90.8	5.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	723	41.8	5.0
1-2 days	659	38.1	4.9
3 or more days	348	20.1	4.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	690	39.8	5.1
3-4 hours	664	38.3	4.9
5-6 hours	200	11.5	4.5
More than 6 hours	107	6.2	4.4
I do not watch TV	71	4.1	4.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	510	29.5	4.9
A few times per semester	406	23.5	4.9
A few times per month	261	15.1	5.0
Every week	244	14.1	5.0
Every day	309	17.9	4.8

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	249	14.3	4.5
less than 1/2 hour	459	25.2	4.8
About 1 hour	736	42.3	5.0
About 2 hours	244	14.0	5.3
More than 2 hours	73	4.2	5.3

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	151	8.9	4.3
Go to college	1327	78.2	5.1
Enter the military	103	6.1	4.5
Other	101	5.9	4.5
Not going to graduate	16	0.9	3.9

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 8 Writing Assessment Number 7
English Language Version

Essential Skills Group: Write a specialized expository paper

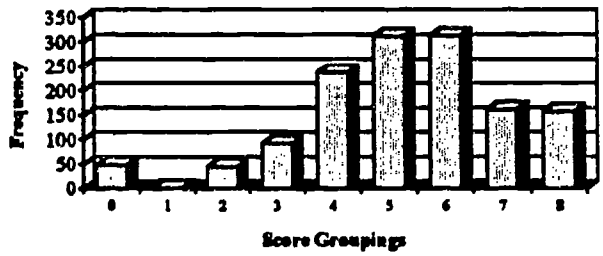
Students write a specialized expository paper giving directions on how to do or make something. These directions must be clear, complete, and coherent descriptions of the steps involved in a task. The organization must be logical, easy to follow, presented in chronological sequence and connected with enumerative transitions. An effective set of directions must have an introductory paragraph stating the purpose, steps that can be easily followed and a concluding paragraph or statement. On the first day pre-writing activities allow the student to focus on the topic and compose a rough draft. The second day, students revise and edit the draft and write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,371
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.827
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	648	4.93
Female	678	5.52

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	98	4.35
Bilingual	20	4.80
Special Ed.	31	3.03
Migrant	4	3.75
ESL	16	3.25

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	820	5.55
Black	39	5.13
Hispanic	330	4.67
Asian	14	6.07
AI/AN	83	4.30
PI	5	6.00
Other	20	4.65

Grade 8 Writing Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	1028	76.9	5.4
Important	266	19.9	5.0
Not important	7	0.5	4.4
Don't know	36	2.7	4.4

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	129	9.6	4.8
No	1209	90.4	5.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	523	39.2	5.4
1-2 days	494	37.0	5.3
3 or more days	318	23.8	4.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	531	39.8	5.5
3-4 hours	519	38.9	5.3
5-6 hours	166	12.4	4.9
More than 6 hours	85	6.4	4.5
I do not watch TV	33	2.5	5.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	449	33.6	5.0
A few times per semester	307	23.0	5.6
A few times per month	167	12.5	5.3
Every week	179	13.4	5.3
Every day	233	17.5	5.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	188	14.3	4.7
less than 1/2 hour	330	25.0	5.1
About 1 hour	550	41.7	5.4
About 2 hours	203	15.4	5.7
More than 2 hours	48	3.6	5.5

7. What are your plans after graduating? (grades 8 and 12 only)

	Students	%	Average Score
Get a job	135	10.3	4.5
Go to college	996	75.7	5.5
Enter the military	103	7.8	4.8
Other	71	5.4	4.7
Not going to graduate	10	0.8	4.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester			
2 semesters			
3 semesters			
4 semesters	Not Applicable		
5 semesters			
6 semesters			
7 semesters			
8 semesters			

Note: The questions presented here were developed as part of the ASAP Spring 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 1

English Language Version

Essential Skills Group: **Selects and uses appropriate principles of counting collections and arrangements of objects**

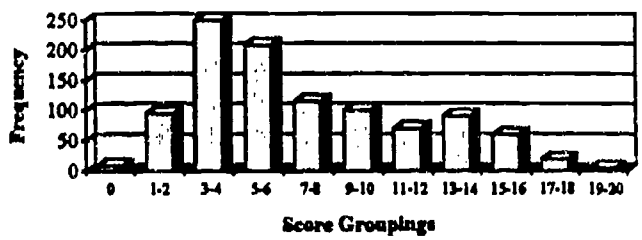
Students organize data, interpret information, and make decisions as they assume the role of personnel manager and assess the effectiveness of a corporation's health care plan. The students are assessed by demonstrating their ability to analyze information, to compute and organize the data on tables, and to draw conclusions.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,023
Mean Score	7.2
Median Score	6.0
Standard Deviation	4.370
Lowest Recorded Score	0
Highest Recorded Score	20
Highest Possible Score	20

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	501	7.32
Female	516	7.16

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	91	5.18
Bilingual	7	4.43
Special Ed.	15	4.00
Migrant	18	4.89
ESL	11	2.82

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	554	8.19
Black	34	4.74
Hispanic	250	5.96
Asian	17	7.71
AI/AN	57	5.75
PI	4	7.75
Other	13	7.92

Grade 12 Math Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	730	73.7	7.6
Important	235	23.7	6.5
Not important	15	1.5	4.5
Don't know	11	1.1	5.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	67	6.8	5.9
No	923	93.2	7.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	287	29.0	7.7
1-2 days	456	46.2	7.5
3 or more days	245	24.8	6.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	515	52.0	7.9
3-4 hours	313	31.6	6.7
5-6 hours	80	8.1	6.5
More than 6 hours	28	2.8	4.8
I do not watch TV	54	5.5	6.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	347	35.1	6.7
A few times per semester	232	23.5	6.9
A few times per month	115	11.6	7.8
Every week	87	8.8	8.5
Every day	207	21.0	7.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	187	19.0	6.7
Less than 1/2 hour	203	20.6	7.0
About 1 hour	335	34.0	7.3
About 2 hours	176	17.8	7.3
More than 2 hours	85	8.6	8.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	77	7.9	5.6
Go to college	753	77.4	7.7
Enter the military	65	6.7	6.5
Other	72	7.4	6.1
Not going to graduate	6	0.6	2.2

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	26	2.7	5.1
2 semesters	24	2.4	5.5
3 semesters	35	3.6	5.2
4 semesters	165	16.8	6.0
5 semesters	112	11.4	6.3
6 semesters	289	29.5	7.0
7 semesters	200	20.4	9.2
8 semesters	130	13.3	9.0

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 2

English Language Version

Essential Skills Group: **Identifies and distinguishes between arithmetic and geometric progressions**

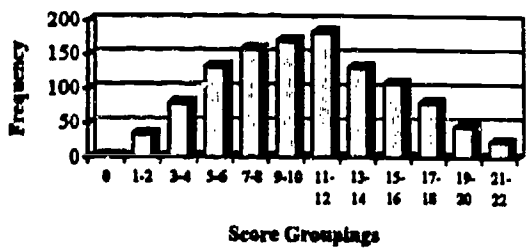
Students mathematically analyze research data on the growth of bacteria, and then use that analysis to explain the data's significance. Students are assessed on their ability to analyze data and identify the difference between arithmetic and geometric progression. In addition, students state a rule or formula for each progression and draw conclusions based on their analysis.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,145
Mean Score	10.6
Median Score	10
Standard Deviation	4.756
Lowest Recorded Score	0
Highest Recorded Score	22
Highest Possible Score	22

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	545	11.14
Female	587	10.24

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	146	11.10
Bilingual	15	10.07
Special Ed.	18	4.44
Migrant	22	8.18
ESL	18	7.89

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	627	11.65
Black	39	9.36
Hispanic	283	9.20
Asian	20	12.10
AI/AN	76	9.33
PI	12	11.00
Other	18	9.83

Grade 12 Math Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	817	73.5	10.8
Important	259	23.3	10.1
Not important	13	1.2	11.2
Don't know	22	2.0	10.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	86	7.8	9.2
No	1019	92.2	10.8

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	325	29.4	11.3
1-2 days	467	42.3	10.7
3 or more days	312	28.3	9.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	612	55.6	11.3
3-4 hours	316	28.7	9.9
5-6 hours	88	8.0	9.3
More than 6 hours	28	2.5	9.0
I do not watch TV	57	5.2	10.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	347	31.5	10.1
A few times per semester	284	25.8	11.2
A few times per month	122	11.1	11.2
Every week	125	11.4	11.1
Every day	223	20.3	10.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	173	15.7	9.4
Less than 1/2 hour	246	22.4	10.7
About 1 hour	404	36.7	10.7
About 2 hours	188	17.1	11.5
More than 2 hours	89	8.1	11.1

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	95	8.5	9.0
Go to college	850	76.2	11.2
Enter the military	83	7.4	9.6
Other	83	7.4	8.1
Not going to graduate	4	0.4	10.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	37	3.3	8.9
2 semesters	27	2.4	7.0
3 semesters	55	4.9	7.4
4 semesters	187	16.5	8.6
5 semesters	142	12.5	9.7
6 semesters	281	24.8	10.8
7 semesters	287	25.4	12.8
8 semesters	116	10.2	12.8

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 3

English Language Version

Essential Skills Group: **Identifies and explains graphic misrepresentations or distortions of sets of data**

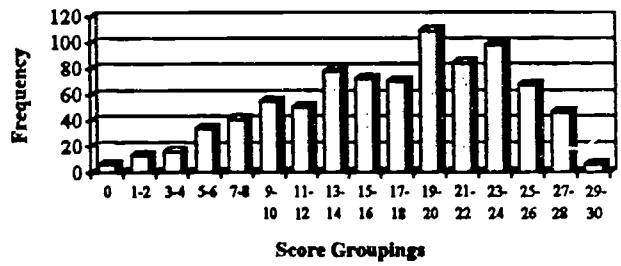
Students assume the role of math editor for a newspaper. They evaluate several graphs and studies. In addition, they convert units of measurement within and between the metric and U. S. customary systems. The students are assessed on their ability to analyze different types of graphs and explain graphic misrepresentation and misuse of statistics. Students must also demonstrate their understanding of measurement to identify misrepresentations or distortions in data.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	845
Mean Score	17.1
Median Score	18.0
Standard Deviation	6.786
Lowest Recorded Score	0
Highest Recorded Score	29
Highest Possible Score	29

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	441	17.22
Female	399	16.98

Special Program Membership

Membership	Students	Mean Score
Chapter 1	46	14.89
Bilingual	0	—
Special Ed.	14	6.86
Migrant	9	18.33
ESL	16	10.38

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	503	18.71
Black	22	13.64
Hispanic	130	13.83
Asian	21	18.43
AI/AN	83	12.92
PI	3	14.67
Other	11	21.36

Grade 12 Math Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	615	73.6	17.5
Important	202	24.2	16.4
Not important	10	1.2	13.9
Don't know	9	1.1	14.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	53	6.3	16.7
No	786	93.7	17.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	238	28.5	18.5
1-2 days	356	42.6	17.6
3 or more days	242	28.9	15.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	450	53.9	18.4
3-4 hours	248	29.7	15.7
5-6 hours	51	6.1	16.7
More than 6 hours	21	2.5	13.6
I do not watch TV	65	7.8	15.5

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	269	32.2	16.4
A few times per semester	233	27.9	17.8
A few times per month	105	12.6	17.8
Every week	81	9.7	17.4
Every day	147	17.6	17.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	147	17.7	15.9
Less than 1/2 hour	185	22.3	17.0
About 1 hour	293	35.3	17.1
About 2 hours	146	17.6	17.4
More than 2 hours	60	7.2	20.6

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	72	8.7	13.9
Go to college	620	75.3	18.1
Enter the military	59	7.2	16.2
Other	62	7.5	14.2
Not going to graduate	10	1.2	9.7

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	10	1.2	11.1
2 semesters	23	2.7	10.8
3 semesters	31	3.7	13.3
4 semesters	152	18.2	13.6
5 semesters	95	11.4	16.0
6 semesters	222	26.5	17.4
7 semesters	202	24.1	20.3
8 semesters	102	12.2	20.1

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 4

English Language Version

Essential Skills Group: Understands and applies basic goemetric relationships

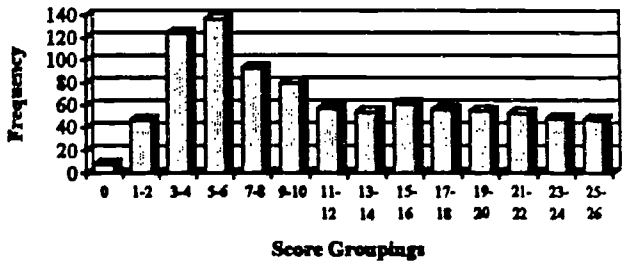
Students assume the role of homeowner. In that role, the students perform a variety of geometric calculations as part of remodeling the property. The students are assessed on their ability to identify geometric elements by applying their knowledge of geometric principles. Additionally, students must demonstrate their understanding of area and volume to determine the types of materials and appliances that should be purchased for the property.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	920
Mean Score	11.5
Median Score	10.0
Standard Deviation	7.285
Lowest Recorded Score	0
Highest Recorded Score	26
Highest Possible Score	26

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	463	12.28
Female	449	10.70

Special Program Membership

Membership	Students	Mean Score
Chapter 1	127	9.95
Bilingual	6	12.17
Special Ed.	12	4.25
Migrant	14	7.93
ESL	54	8.43

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	474	14.02
Black	29	7.66
Hispanic	250	8.20
Asian	16	15.81
AI/AN	96	8.27
PI	11	14.55
Other	9	16.22

Grade 12 Math Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	666	75.8	12.3
Important	198	22.5	9.6
Not important	3	0.3	6.3
Don't know	12	1.4	11.2

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	73	8.3	10.7
No	806	91.7	11.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	258	29.6	12.4
1-2 days	413	47.3	11.9
3 or more days	202	23.1	10.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	495	56.5	12.8
3-4 hours	258	29.5	10.7
5-6 hours	66	7.5	8.7
More than 6 hours	23	2.6	7.2
I do not watch TV	34	3.9	10.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	280	31.9	11.4
A few times per semester	242	27.5	11.9
A few times per month	116	13.2	11.6
Every week	77	8.8	14.2
Every day	164	18.7	10.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	128	14.8	10.3
Less than 1/2 hour	167	19.3	11.6
About 1 hour	306	35.3	11.4
About 2 hours	180	20.8	12.0
More than 2 hours	86	9.9	13.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	66	7.5	6.3
Go to college	704	79.8	12.5
Enter the military	51	5.8	9.7
Other	55	6.2	8.5
Not going to graduate	6	0.7	3.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	25	2.8	10.7
2 semesters	28	3.1	5.7
3 semesters	29	3.2	7.2
4 semesters	135	14.9	6.5
5 semesters	107	11.8	8.4
6 semesters	228	25.1	11.7
7 semesters	269	29.6	14.9
8 semesters	88	9.7	15.7

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 5

English Language Version

Essential Skills Group: **Uses appropriate standard units of measurement to make reasonable estimates of linear, area, volume and weight measures of objects commonly encountered in daily life**

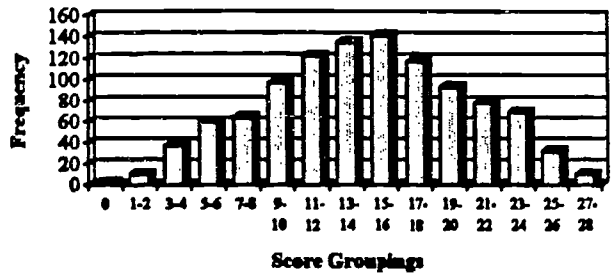
Students assume the role of firefighter. In that role, the students figure distance, area, volume, and height; and perform geometric constructions. Students are assessed on their understanding of standard units of measure and on their ability to determine distances between locations. They must also plan the construction of a water reservoir tank by using computation and a variety of measurement tools.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,067
Mean Score	14.5
Median Score	15.0
Standard Deviation	5.833
Lowest Recorded Score	0
Highest Recorded Score	28
Highest Possible Score	28

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	528	15.32
Female	528	13.80

Special Program Membership

Membership	Students	Mean Score
Chapter 1	39	12.18
Bilingual	4	11.00
Special Ed.	17	11.41
Migrant	26	11.38
ESL	17	8.53

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	571	16.10
Black	31	10.81
Hispanic	257	12.97
Asian	15	16.33
AI/AN	45	13.58
PI	7	10.43
Other	10	16.60

Grade 12 Math Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	768	73.4	15.0
Important	246	23.5	13.5
Not important	10	1.0	7.3
Don't know	23	2.2	16.5

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	75	7.2	13.3
No	971	92.8	14.8

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	301	28.9	15.1
1-2 days	443	42.5	14.7
3 or more days	299	28.7	14.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	570	54.5	15.3
3-4 hours	319	30.5	13.7
5-6 hours	72	6.9	13.1
More than 6 hours	30	2.9	13.2
I do not watch TV	55	5.3	15.6

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	333	31.9	13.6
A few times per semester	276	26.5	15.3
A few times per month	120	11.5	15.6
Every week	88	8.4	15.3
Every day	226	21.7	14.7

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	206	19.8	14.2
Less than 1/2 hour	251	24.1	14.5
About 1 hour	351	33.7	14.4
About 2 hours	168	6.1	15.2
More than 2 hours	67	6.4	16.2

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	80	7.8	12.8
Go to college	770	75.3	15.0
Enter the military	82	8.0	13.9
Other	82	8.0	13.4
Not going to graduate	8	0.8	10.1

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	25	2.4	13.0
2 semesters	34	3.3	9.5
3 semesters	61	5.9	12.5
4 semesters	187	18.0	12.6
5 semesters	127	12.2	13.4
6 semesters	256	24.6	15.8
7 semesters	241	23.2	16.2
8 semesters	110	10.6	16.5

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 6

English Language Version

Essential Skills Group: Uses deductive reasoning to generate conclusions

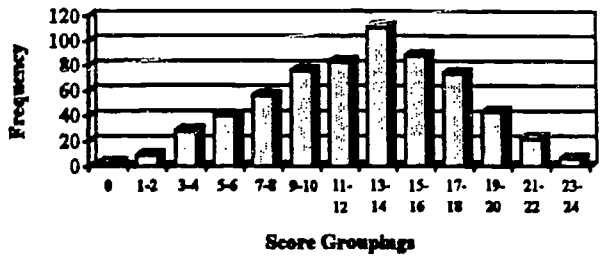
Students assume the role of a Math Club member in charge of surveying the student body in regard to a class election. Students then analyze the results of those surveys in a variety of ways. The students are assessed on their ability to use inductive and deductive reasoning to analyze data and draw conclusions.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	639
Mean Score	12.6
Median Score	13.0
Standard Deviation	4.840
Lowest Recorded Score	0
Highest Recorded Score	24
Highest Possible Score	25

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	321	12.54
Female	312	12.65

Special Program Membership

Membership	Students	Mean Score
Chapter 1	27	10.15
Bilingual	3	4.00
Special Ed.	11	6.64
Migrant	2	8.00
ESL	11	5.82

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	355	13.72
Black	21	10.76
Hispanic	129	11.33
Asian	11	15.64
AI/AN	63	8.81
PI	4	18.00
Other	7	10.71

Grade 12 Math Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	454	72.8	13.1
Important	152	24.4	11.3
Not important	7	1.1	13.7
Don't know	11	1.8	11.5

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	50	8.0	12.1
No	574	92.0	12.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	156	25.0	13.2
1-2 days	285	45.7	12.9
3 or more days	182	29.2	11.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	383	61.5	13.1
3-4 hours	152	24.4	12.0
5-6 hours	43	6.9	10.3
More than 6 hours	8	1.3	10.3
I do not watch TV	37	5.9	13.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	191	30.8	12.0
A few times per semester	154	24.8	12.7
A few times per month	77	12.4	12.9
Every week	58	9.3	13.0
Every day	141	22.7	13.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	123	19.7	12.5
Less than 1/2 hour	145	23.2	12.9
About 1 hour	197	31.5	12.4
About 2 hours	120	19.2	12.7
More than 2 hours	40	6.4	12.3

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	56	9.3	9.0
Go to college	466	77.5	13.3
Enter the military	37	6.2	11.0
Other	41	6.8	11.2
Not going to graduate	1	0.2	13.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	26	4.2	10.3
2 semesters	22	3.5	7.5
3 semesters	41	6.6	10.8
4 semesters	115	18.4	11.6
5 semesters	75	12.0	12.4
6 semesters	155	24.8	13.3
7 semesters	114	18.3	13.7
8 semesters	76	12.2	15.2

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 7

English Language Version

Essential Skills Group: **Identifies, interprets and constructs graphs of nonlinear relations such as parabolas and circles**

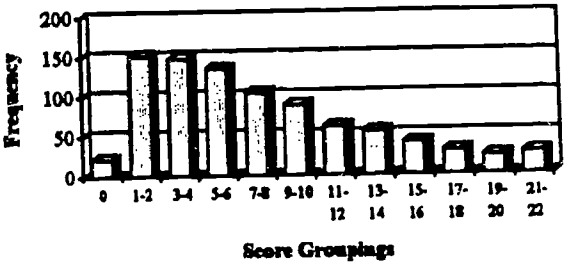
Students assume the role of a designer at an architectural firm. In this role, the students will construct figures, identify equations relating to figures, and solve algebraic problems. Students are assessed on their ability to identify, interpret, and construct graphs of non-linear relations, such as parabolas and circles. In addition, students must simplify rational algebraic expressions and compute with monomials and binomials in order to design windows.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	877
Mean Score	7.6
Median Score	6.0
Standard Deviation	5.575
Lowest Recorded Score	0
Highest Recorded Score	22
Highest Possible Score	22

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	419	7.91
Female	451	7.26

Special Program Membership

Membership	Students	Mean Score
Chapter 1	49	6.63
Bilingual	20	10.55
Special Ed.	16	6.50
Migrant	12	6.50
ESL	21	5.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	432	9.13
Black	30	4.93
Hispanic	237	5.91
Asian	16	9.69
AI/AN	80	5.15
PI	5	11.20
Other	14	7.14

Grade 12 Math Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	658	76.3	8.0
Important	181	21.0	6.2
Not important	9	1.0	6.3
Don't know	14	1.6	6.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	52	6.0	6.4
No	810	94.0	7.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	249	29.0	8.3
1-2 days	398	46.3	7.8
3 or more days	213	24.8	6.4

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	446	51.7	8.4
3-4 hours	264	30.6	6.8
5-6 hours	77	8.9	5.9
More than 6 hours	23	2.7	5.2
I do not watch TV	52	6.0	8.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	271	31.5	6.2
A few times per semester	197	22.9	8.0
A few times per month	87	10.1	8.2
Every week	86	10.0	9.5
Every day	220	25.6	7.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	151	17.6	6.5
Less than 1/2 hour	205	23.9	7.5
About 1 hour	291	33.9	7.1
About 2 hours	158	18.4	8.3
More than 2 hours	54	6.3	11.4

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	83	9.8	5.1
Go to college	620	73.3	8.3
Enter the military	71	8.4	7.2
Other	68	8.0	4.8
Not going to graduate	4	0.5	7.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	19	2.2	4.7
2 semesters	26	3.0	4.2
3 semesters	47	5.5	5.3
4 semesters	156	18.1	4.9
5 semesters	111	12.9	6.4
6 semesters	240	27.8	7.2
7 semesters	184	21.3	10.6
8 semesters	79	9.2	12.0

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Math Assessment Number 8

English Language Version

Essential Skills Group: **Selects and uses appropriate statistical measures to describe sets of data**

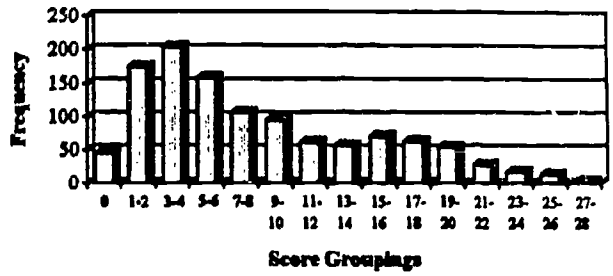
Students assume the role of a farmer and perform a variety of calculations to find probabilities, evaluate yields and calculate fertilizer needs. Students distinguish between independent and dependent events and use statistical probabilities. The students are assessed on their ability to select and use appropriate statistical measures to describe sets of data.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	1,147
Mean Score	8.4
Median Score	6.0
Standard Deviation	6.548
Lowest Recorded Score	0
Highest Recorded Score	28
Highest Possible Score	29

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	548	8.83
Female	585	8.15

Special Program Membership

Membership	Students	Mean Score
Chapter 1	103	6.88
Bilingual	4	4.25
Special Ed.	14	3.21
Migrant	22	5.50
ESL	11	1.64

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	690	9.66
Black	35	6.60
Hispanic	265	5.99
Asian	11	16.36
AI/AN	55	5.27
PI	8	9.88
Other	21	6.90

Grade 12 Math Assessment Number 8
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	815	71.6	8.8
Important	281	24.7	7.6
Not important	20	1.8	7.5
Don't know	22	1.9	6.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	91	8.0	7.3
No	1046	92.0	8.6

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	310	27.4	9.0
1-2 days	487	43.0	8.9
3 or more days	336	29.7	7.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	604	53.3	9.2
3-4 hours	339	29.9	7.8
5-6 hours	94	8.3	5.8
More than 6 hours	29	2.6	4.5
I do not watch TV	68	6.0	10.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	376	33.2	7.6
A few times per semester	255	22.5	8.4
A few times per month	133	11.7	9.6
Every week	119	10.5	10.3
Every day	251	22.1	8.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	235	20.8	7.1
Less than 1/2 hour	294	26.0	8.0
About 1 hour	344	30.5	8.6
About 2 hours	174	15.4	10.2
More than 2 hours	82	7.3	9.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	121	10.9	5.0
Go to college	810	73.0	9.4
Enter the military	80	7.2	7.0
Other	93	8.4	6.3
Not going to graduate	6	.5	2.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	26	2.3	4.2
2 semesters	26	2.3	2.8
3 semesters	44	3.9	5.5
4 semesters	251	22.3	5.5
5 semesters	131	11.7	7.7
6 semesters	269	23.9	8.8
7 semesters	257	22.9	11.6
8 semesters	120	10.7	11.9

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 1
English Language Version

Essential Skills Group: Reads and comprehends a personal experience narrative

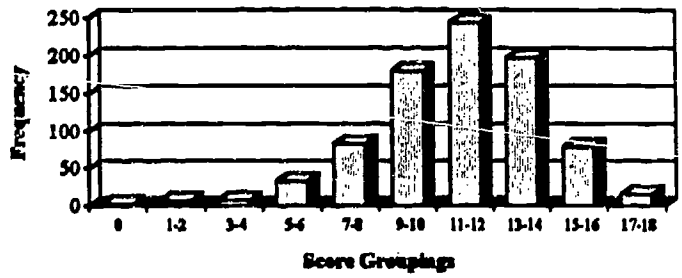
Students read an excerpt from Ernesto Galarza's *Barrio Boy*. In the pre-reading activity, students are given an introduction to the excerpt and asked to consider purposes for reading it. Students then read the excerpt and answer comprehension questions about it. In the final exercise, students speculate on future personal experiences of the author. Students are scored on their ability to comprehend the narrative they have read. They are judged on their ability to clearly and completely summarize the reading, accurately state the main conflict and explain how it is resolved, and write a well-organized essay which describes something they would like to find out about Ernesto's later life.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	849
Mean Score	11.2
Median Score	11.0
Standard Deviation	2.919
Lowest Recorded Score	0
Highest Recorded Score	18
Highest Possible Score	19

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	428	10.95
Female	415	11.50

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	126	10.57
Bilingual	12	11.33
Special Ed.	17	6.76
Migrant	27	8.96
ESL	14	7.71

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	471	11.66
Black	30	10.57
Hispanic	230	10.57
Asian	11	10.73
AI/AN	24	10.46
PI	7	10.14
Other	7	7.57

Grade 12 Reading Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	624	76.8	11.5
Important	167	20.5	11.0
Not important	9	1.1	11.2
Don't know	13	1.6	10.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	60	7.4	11.0
No	752	92.6	11.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	230	28.4	11.3
1-2 days	370	45.6	11.5
3 or more days	211	26.0	11.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	436	53.8	11.6
3-4 hours	239	29.5	11.2
5-6 hours	65	8.0	10.7
More than 6 hours	27	3.3	10.5
I do not watch TV	43	5.3	11.6

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	307	38.0	11.1
A few times per semester	208	25.7	11.3
A few times per month	67	8.3	11.9
Every week	59	7.3	11.9
Every day	167	20.7	11.4

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	143	17.7	10.9
Less than 1/2 hour	195	24.1	11.5
About 1 hour	283	35.0	11.5
About 2 hours	135	16.7	11.3
More than 2 hours	52	6.4	11.2

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	61	7.7	10.0
Go to college	614	77.4	11.7
Enter the military	59	7.4	11.2
Other	55	6.9	10.4
Not going to graduate	4	0.5	10.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	20	2.5	9.5
2 semesters	20	2.5	9.6
3 semesters	33	4.1	10.2
4 semesters	154	19.1	10.6
5 semesters	88	10.9	11.4
6 semesters	214	26.6	11.8
7 semesters	192	23.9	12.1
8 semesters	84	10.4	11.6

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 2
English Language Version

Essential Skills Group: Reads and comprehends fiction

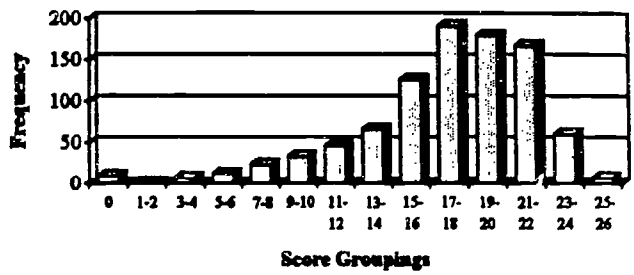
Students read a piece of realistic fiction, a short story entitled *Sled*. In the pre-reading activity, students review the characteristics of good realistic fiction and predict the content of the story. Students then read the story and answer comprehension questions about it. In the final exercise, students write an evaluation of the story. Students are scored on their ability to comprehend a piece of realistic fiction they have read. They are judged on their ability to identify the mood of the selection, describe the plot, characters, settings, and theme; and write a response which clearly explains and supports their opinion of whether or not the details in the story are realistic.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	927
Mean Score	17.2
Median Score	18.0
Standard Deviation	4.577
Lowest Recorded Score	0
Highest Recorded Score	25
Highest Possible Score	25

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	464	16.70
Female	452	17.83

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	84	16.50
Bilingual	3	16.33
Special Ed.	20	8.40
Migrant	12	11.33
ESL	18	10.39

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	570	18.18
Black	27	15.15
Hispanic	152	15.36
Asian	14	18.07
AI/AN	73	14.53
PI	2	19.50
Other	8	10.75

Grade 12 Reading Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	676	73.5	17.5
Important	218	23.7	16.7
Not important	11	1.2	12.9
Don't know	15	1.6	14.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	75	8.2	16.5
No	844	91.8	17.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	239	26.0	17.4
1-2 days	435	47.4	17.4
3 or more days	244	26.6	16.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	532	58.0	17.7
3-4 hours	272	29.6	16.8
5-6 hours	48	5.2	16.6
More than 6 hours	24	2.6	14.0
I do not watch TV	42	4.6	17.5

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	294	32.1	16.9
A few times per semester	239	26.1	17.4
A few times per month	103	11.2	17.5
Every week	80	8.7	17.9
Every day	200	21.8	17.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	170	18.6	16.6
Less than 1/2 hour	235	25.7	17.1
About 1 hour	298	32.6	17.6
About 2 hours	152	16.6	17.4
More than 2 hours	59	6.5	16.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	83	9.2	14.4
Go to college	695	76.6	17.8
Enter the military	57	6.3	15.9
Other	66	7.3	16.7
Not going to graduate	6	0.7	9.7

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	27	3.0	15.1
2 semesters	22	2.4	12.6
3 semesters	35	3.8	16.1
4 semesters	137	15.0	15.5
5 semesters	103	11.3	16.6
6 semesters	239	26.2	17.4
7 semesters	230	25.2	18.9
8 semesters	120	13.1	17.9

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 3
English Language Version

Essential Skills Group: Reads and comprehends an informative report

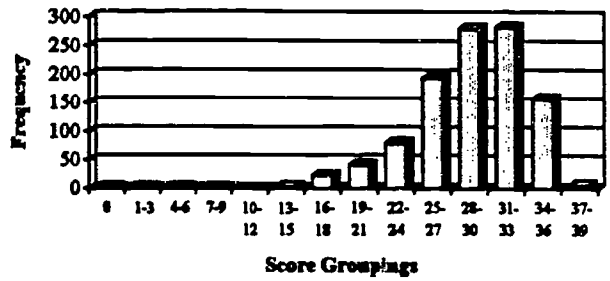
Students read an informative report about the illegal selling of fur from endangered species of animals. The pre-reading activity elicits students' prior knowledge of the subject and calls for students to predict the content of the report. Students then read the article, answer comprehension questions about it and, finally, write an opinion about its content. Students are scored on their ability to comprehend the report they have read. They are judged on their ability to identify the author's point of view, method of organization and strategy for presentation, and write a short essay revealing whether or not they support the author's viewpoint. Ideas should be unified by appropriate devices, such as transitions.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	1070
Mean Score	29.0
Median Score	30.0
Standard Deviation	4.801
Lowest Recorded Score	0
Highest Recorded Score	37
Highest Possible Score	37

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	525	28.60
Female	534	29.33

Special Program Membership

Membership	Students	Mean Score
Chapter 1	170	28.48
Bilingual	14	25.21
Special Ed.	34	25.09
Migrant	15	24.20
ESL	10	21.50

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	584	30.08
Black	46	26.74
Hispanic	261	27.62
Asian	18	28.22
AI/AN	72	25.71
PI	7	30.86
Other	16	29.38

Grade 12 Reading Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	759	73.4	29.2
Important	253	24.5	28.1
Not important	13	1.3	27.8
Don't know	9	0.9	29.2

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	82	7.9	28.4
No	953	92.1	28.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	302	29.2	29.0
1-2 days	459	44.4	28.9
3 or more days	273	26.4	28.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	525	50.8	29.7
3-4 hours	344	33.3	28.4
5-6 hours	83	8.0	27.4
More than 6 hours	31	3.0	25.8
I do not watch TV	50	4.8	28.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	334	32.4	28.8
A few times per semester	261	25.3	28.8
A few times per month	119	11.5	28.6
Every week	106	10.3	29.4
Every day	212	20.5	29.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	216	21.0	28.5
Less than 1/2 hour	261	25.4	29.0
About 1 hour	339	33.0	29.2
About 2 hours	153	14.9	28.6
More than 2 hours	59	5.7	28.8

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	87	8.5	27.6
Go to college	777	76.3	29.2
Enter the military	75	7.4	28.4
Other	79	7.8	28.0
Not going to graduate	1	0.1	21.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	32	3.1	24.2
2 semesters	24	2.3	27.0
3 semesters	44	4.3	27.8
4 semesters	178	17.4	28.1
5 semesters	116	11.3	28.8
6 semesters	284	27.7	28.7
7 semesters	262	25.6	30.2
8 semesters	84	8.2	29.8

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 4

English Language Version

Essential Skills Group: Reads and comprehends a communication

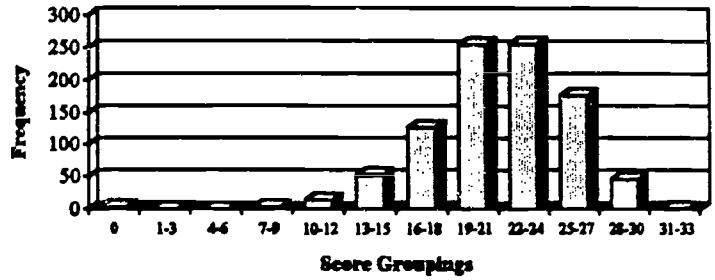
Students read Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. In the pre-reading activity, students listen to and discuss an audiotape of King's speech. Students then read the speech and answer comprehension questions about it. In the final exercise, students compare the effect of hearing the speech to reading it. Students are scored on their ability to comprehend the communication they have read. They are judged on their ability to identify main ideas and devices used in the speech and to write an essay which reflects on the differences between hearing and reading the speech. Content is logical, well-organized, and unified; and shows student's ability to move back and forth between the concrete and the general.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	937
Mean Score	21.4
Median Score	22
Standard Deviation	4.186
Lowest Recorded Score	0
Highest Recorded Score	31
Highest Possible Score	32

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	469	21.05
Female	460	21.79

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	78	19.77
Bilingual	2	20.50
Special Ed.	20	15.55
Migrant	10	16.20
ESL	12	19.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	560	22.06
Black	28	20.39
Hispanic	153	20.36
Asian	19	21.68
AI/AN	52	18.71
PI	8	20.13
Other	11	24.36

Grade 12 Reading Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	692	74.6	21.7
Important	208	22.4	20.7
Not important	16	1.7	19.7
Don't know	11	1.2	19.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	84	9.1	20.1
No	844	90.9	21.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	281	30.3	21.6
1-2 days	393	42.3	21.5
3 or more days	254	27.4	21.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	531	57.3	21.6
3-4 hours	269	29.0	21.2
5-6 hours	54	5.8	20.4
More than 6 hours	27	2.9	20.7
I do not watch TV	46	5.0	21.5

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	299	32.3	20.9
A few times per semester	252	27.2	21.5
A few times per month	91	9.8	21.5
Every week	78	8.4	22.1
Every day	205	22.2	21.8

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	177	19.2	21.0
Less than 1/2 hour	215	23.3	21.2
About 1 hour	320	34.7	21.3
About 2 hours	154	16.7	22.1
More than 2 hours	57	6.2	22.6

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	74	8.1	19.1
Go to college	692	76.0	22.0
Enter the military	72	7.9	19.9
Other	71	7.8	20.1
Not going to graduate	2	0.2	22.5

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	28	3.0	19.2
2 semesters	12	1.3	19.7
3 semesters	38	4.1	20.4
4 semesters	139	15.1	20.0
5 semesters	103	11.2	20.9
6 semesters	238	25.8	21.5
7 semesters	242	26.2	22.3
8 semesters	122	13.2	22.7

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 5
English Language Version

Essential Skills Group: Reads and comprehends a poem

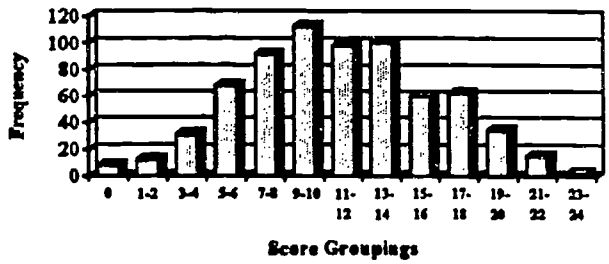
Students read a poem by John Donne. In the pre-reading activity, students learn about Donne's use of the sonnet form. Students then read the poem and answer questions concerning its form and content. In the final exercise, students write a personal reaction to the poem. Students are scored on their ability to comprehend the poem they have read. They are judged on their ability to describe the poet's techniques using frequent and coherent reference to the poem, evaluate the poem according to meaning and style and write an essay that takes a position and argues it with examples from the sonnet. Content should be organized and reveal the relationship between form and meaning.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	693
Mean Score	11.2
Median Score	11.0
Standard Deviation	4.804
Lowest Recorded Score	0
Highest Recorded Score	23
Highest Possible Score	23

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	346	10.74
Female	346	11.74

Special Program Membership

Membership	Students	Mean Score
Chapter 1	47	8.94
Bilingual	7	12.29
Special Ed.	5	4.80
Migrant	14	8.57
ESL	6	5.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	399	11.83
Black	26	10.50
Hispanic	161	10.21
Asian	14	12.93
AI/AN	19	9.63
PI	4	12.00
Other	10	9.10

Grade 12 Reading Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	504	73.5	11.5
Important	172	25.1	10.5
Not important	4	0.6	10.8
Don't know	6	0.9	10.7

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	50	7.3	10.5
No	636	92.7	11.3

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	233	34.1	11.2
1-2 days	278	40.6	11.7
3 or more days	173	25.3	10.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	375	54.7	11.8
3-4 hours	204	29.8	10.8
5-6 hours	47	6.9	9.9
More than 6 hours	25	3.6	9.9
I do not watch TV	34	5.0	11.4

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	222	32.6	11.1
A few times per semester	164	24.0	11.4
A few times per month	71	10.4	12.0
Every week	75	11.0	11.6
Every day	150	22.0	10.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	122	17.8	10.5
Less than 1/2 hour	180	26.3	10.9
About 1 hour	219	32.0	11.0
About 2 hours	112	16.4	12.7
More than 2 hours	51	7.5	12.7

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	52	7.7	9.3
Go to college	501	74.3	11.8
Enter the military	68	10.1	9.4
Other	52	7.7	10.7
Not going to graduate	1	0.1	1.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	13	1.9	8.8
2 semesters	16	2.4	7.6
3 semesters	35	5.1	9.5
4 semesters	128	18.8	9.7
5 semesters	86	12.6	10.8
6 semesters	194	28.5	11.6
7 semesters	135	19.9	12.7
8 semesters	73	10.7	13.4

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 6

English Language Version

Essential Skills Group: Reads and comprehends a summary

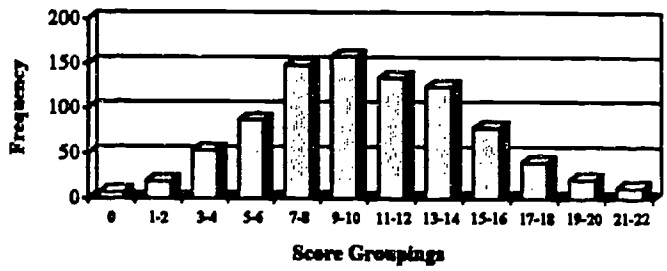
Students read a newspaper article and a summary of the article. In the pre-reading activity, students discuss and analyze various reading strategies. Students then read the original article and predict what will be included in the summary. Reading exercises lead students to judge the summary as to its faithfulness to the original article's main idea, critical details, and underlying meaning. Students then rewrite the parts of the summary. Students are scored on their ability to comprehend the article they have read. They are judged on their ability to compare the original and the summary for accuracy of the summary's main ideas and inclusion of critical details, and to write a paragraph that sums up the part of the original article that is missing from the summary. Content is presented in a straightforward manner without bias or editorializing.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	892
Mean Score	10.4
Median Score	10.0
Standard Deviation	4.395
Lowest Recorded Score	0
Highest Recorded Score	22
Highest Possible Score	23

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	456	10.33
Female	426	10.54

Special Program Membership

Membership	Students	Mean Score
Chapter 1	94	8.65
Bilingual	8	7.75
Special Ed.	13	5.85
Migrant	12	6.58
ESL	28	8.07

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	490	11.35
Black	32	9.03
Hispanic	193	9.05
Asian	20	12.55
AI/AN	72	8.15
PI	2	4.50
Other	13	9.08

Grade 12 Reading Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	631	74.6	10.9
Important	197	23.3	9.7
Not important	8	0.9	9.1
Don't know	10	1.2	7.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	67	7.9	9.7
No	780	92.1	10.6

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	261	30.9	11.1
1-2 days	367	43.4	10.5
3 or more days	218	25.8	10.0

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	494	58.5	10.9
3-4 hours	220	26.0	9.9
5-6 hours	62	7.3	10.5
More than 6 hours	19	2.2	9.7
I do not watch TV	50	5.9	10.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	283	33.5	10.4
A few times per semester	224	26.5	10.5
A few times per month	89	10.5	10.5
Every week	74	8.7	10.3
Every day	176	20.8	11.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	132	15.7	9.7
Less than 1/2 hour	242	28.8	10.9
About 1 hour	288	34.2	10.3
About 2 hours	127	15.1	11.1
More than 2 hours	52	6.2	10.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	78	8.9	8.1
Go to college	666	76.3	11.0
Enter the military	58	6.6	9.4
Other	66	7.6	9.2
Not going to graduate	5	0.6	5.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	26	3.0	7.2
2 semesters	21	2.4	6.7
3 semesters	53	6.0	8.6
4 semesters	154	17.5	9.1
5 semesters	94	10.7	9.9
6 semesters	242	27.5	10.8
7 semesters	196	22.2	12.1
8 semesters	95	10.8	11.4

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 7

English Language Version

Essential Skills Group: Reads and comprehends an essay

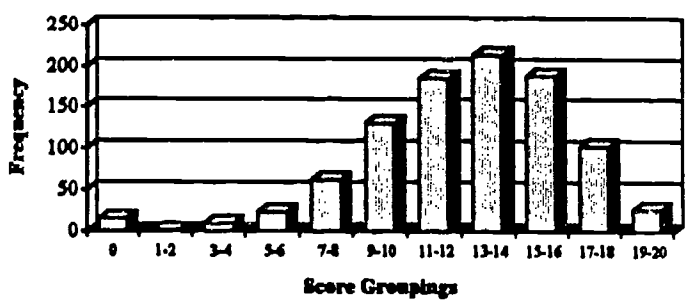
Students read an essay by George Orwell. In the pre-reading activity, students predict the content of the essay based on a brief introduction about the author and subject. Students then read the essay and answer questions about its style, literal and implied meaning, and the essay form itself. In the final exercise, students express their opinion of the essay. Students are scored on their ability to comprehend the essay they have read. They are judged on their ability to identify the thesis of the essay and write a logically organized, well-integrated, and unified paragraph about the author's method of developing the thesis. They are also judged on their ability to write a well-organized essay which clearly explains why Orwell killed the elephant and how this act symbolized the relationship between the British empire and the people it ruled.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	955
Mean Score	12.7
Median Score	13.0
Standard Deviation	3.624
Lowest Recorded Score	0
Highest Recorded Score	20
Highest Possible Score	21

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	484	12.55
Female	468	12.84

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	102	11.90
Bilingual	11	12.00
Special Ed.	10	8.20
Migrant	4	12.50
ESL	14	9.86

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	576	13.28
Black	34	10.74
Hispanic	200	12.04
Asian	15	12.67
AI/AN	53	10.62
PI	5	12.60
Other	11	12.18

Grade 12 Reading Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	735	77.8	12.9
Important	190	20.1	12.1
Not important	8	0.8	12.3
Don't know	12	1.3	12.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	55	5.8	12.0
No	888	94.2	12.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	280	29.8	12.7
1-2 days	429	45.6	12.9
3 or more days	231	24.6	12.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	536	56.8	13.1
3-4 hours	263	27.9	12.4
5-6 hours	71	7.5	11.7
More than 6 hours	24	2.5	10.5
I do not watch TV	50	5.3	12.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	323	34.4	12.6
A few times per semester	235	25.0	12.7
A few times per month	112	11.9	12.7
Every week	80	8.5	12.6
Every day	190	20.2	12.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	152	16.2	12.5
Less than 1/2 hour	220	23.4	12.7
About 1 hour	334	35.5	12.4
About 2 hours	171	18.2	12.9
More than 2 hours	64	6.8	14.3

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	74	8.0	11.6
Go to college	723	77.8	13.0
Enter the military	60	6.5	12.0
Other	70	7.5	11.2
Not going to graduate	2	0.2	2.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	25	2.6	12.0
2 semesters	15	1.6	9.9
3 semesters	48	5.1	10.4
4 semesters	125	13.2	11.6
5 semesters	125	13.2	12.4
6 semesters	256	27.1	12.9
7 semesters	229	24.3	13.5
8 semesters	121	12.8	13.6

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 8

English Language Version

Essential Skills Group: **Reads and comprehends a persuasive passage**

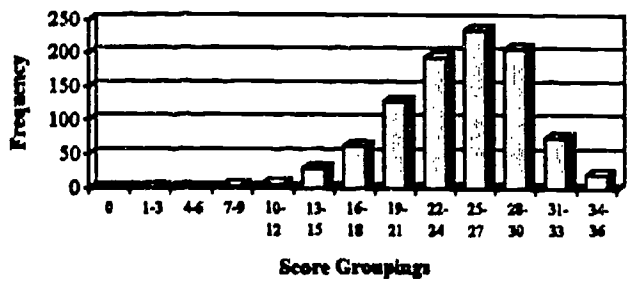
Students read two editorials expressing different opinions about speeding on U.S. highways. In the pre-reading activity, students predict the content of the editorials based on a brief introduction. Then students read the articles, answer comprehension questions about them and write about the point of view with which they agree. Students are scored on their ability to comprehend the persuasive passages they have read. They are judged on their ability to use criteria to compare and contrast the two editorials; to write a unified, well-supported paragraph clearly explaining their choice of one editorial as being more persuasive; and to demonstrate correct essay form in writing an editorial to persuade others to accept their points of view.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	961
Mean Score	24.7
Median Score	25.0
Standard Deviation	4.912
Lowest Recorded Score	3
Highest Recorded Score	36
Highest Possible Score	37

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	450	24.12
Female	501	25.32

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	95	23.03
Bilingual	11	23.09
Special Ed.	10	18.80
Migrant	17	18.41
ESL	20	20.10

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	525	25.73
Black	21	22.67
Hispanic	245	23.53
Asian1	16	26.94
AI/AN	85	23.00
PI	3	23.33
Other	11	23.64

Grade 12 Reading Assessment Number 8
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	698	74.0	25.1
Important	219	23.2	23.9
Not important	11	1.2	23.1
Don't know	15	1.6	23.1

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	87	9.2	22.7
No	857	90.8	25.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	273	29.0	25.0
1-2 days	402	42.7	25.0
3 or more days	267	28.3	24.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	535	56.7	25.3
3-4 hours	280	29.7	23.9
5-6 hours	66	7.0	24.0
More than 6 hours	26	2.8	23.5
I do not watch TV	37	3.9	25.1

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	266	28.2	24.3
A few times per semester	251	26.6	25.0
A few times per month	120	12.7	24.6
Every week	89	9.4	25.1
Every day	217	23.0	24.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	169	18.0	24.7
Less than 1/2 hour	237	25.2	24.7
About 1 hour	306	32.5	24.4
About 2 hours	168	17.9	25.3
More than 2 hours	61	6.5	24.8

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	82	8.8	22.9
Go to college	679	72.8	25.4
Enter the military	81	8.7	23.2
Other	85	9.1	23.4
Not going to graduate	6	0.6	21.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	42	4.4	21.4
2 semesters	19	2.0	22.6
3 semesters	42	4.4	23.9
4 semesters	144	15.1	23.6
5 semesters	124	13.0	24.1
6 semesters	266	27.9	25.2
7 semesters	213	22.4	26.2
8 semesters	103	10.8	25.2

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Reading Assessment Number 9

English Language Version

Essential Skills Group: Reads and comprehends a review and critique

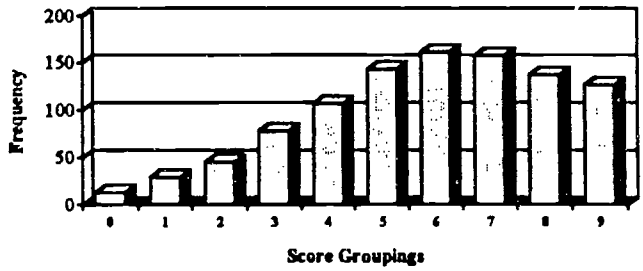
Students read a short story by Anton Chekhov entitled, "The Lament," and a critique of the story. In the pre-reading activity, students consider the purpose and formal elements of a literary critique and examine the use of plot as a literary standard. Students then read the story and the critique and answer comprehension questions about the two pieces. In the final exercise, students write a short evaluation of the critique. Students are scored on their ability to comprehend the critique they have read. They are judged on their ability to describe the central problem, and give a supportive reason of why parallel episodes involve an attempt to solve the central problem. Students are also judged on their ability to write an essay which refutes or supports the critique on the crucial issue of Chekhov's ending, using details from both the critique and the story as support.

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	996
Mean Score	5.8
Median Score	6.0
Standard Deviation	2.240
Lowest Recorded Score	0
Highest Recorded Score	9
Highest Possible Score	9

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	480	5.39
Female	510	6.23

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	167	5.25
Bilingual	11	4.91
Special Ed.	7	2.57
Migrant	20	5.05
ESL	20	4.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	583	6.30
Black	28	4.46
Hispanic	187	5.39
Asian	18	6.67
AI/AN	82	4.04
PI	7	6.43
Other	9	6.11

Grade 12 Reading Assessment Number 9
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	725	75.8	6.1
Important	214	22.4	5.4
Not important	9	0.9	4.8
Don't know	9	0.9	5.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	71	7.4	5.3
No	884	92.6	5.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	302	31.6	6.1
1-2 days	437	45.8	6.0
3 or more days	216	22.6	5.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	549	57.7	6.2
3-4 hours	270	28.4	5.5
5-6 hours	68	7.1	5.3
More than 6 hours	24	2.5	4.2
I do not watch TV	41	4.3	5.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	332	34.9	5.7
A few times per semester	253	26.6	6.2
A few times per month	100	10.5	5.8
Every week	88	9.2	5.8
Every day	179	18.8	6.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	166	17.5	5.5
Less than 1/2 hour	238	25.0	5.5
About 1 hour	330	34.7	6.0
About 2 hours	165	17.4	6.3
More than 2 hours	52	5.5	6.5

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	78	8.1	5.0
Go to college	729	76.0	6.1
Enter the military	66	6.9	5.4
Other	80	8.3	5.0
Not going to graduate	6	0.6	5.5

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	23	2.4	5.0
2 semesters	27	2.8	4.6
3 semesters	36	3.7	4.5
4 semesters	154	15.9	5.1
5 semesters	117	12.1	5.8
6 semesters	266	27.5	6.1
7 semesters	243	25.1	6.0
8 semesters	103	10.6	6.9

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 1
English Language Version

Essential Skills Group: Writes a personal experience narrative

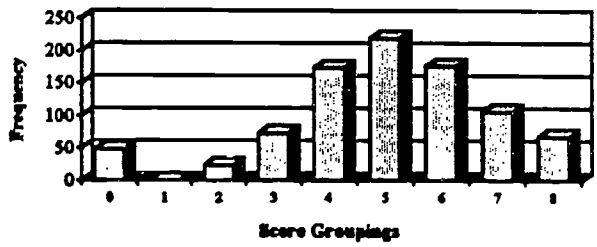
Students write a personal experience narrative effectively using descriptive language and dialogue to describe a first-time experience. The composition must give specific descriptions of the setting and characters, as well as a full explanation of why the event was important in the writer's life. It must have a definite and appropriate beginning, followed by relevant events leading to a satisfying conclusion. On the first day, pre-writing activities allow student to focus on a topic and to compose a first draft. The second day, students revise and edit the draft using a checklist and write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for the correct use of grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	887
Mean Score	5.0
Median Score	5.0
Standard Deviation	1.868
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	415	4.84
Female	463	5.08

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	12	4.42
Bilingual	5	3.80
Special Ed.	13	3.08
Migrant	3	2.67
ESL	6	2.83

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	516	5.16
Black	17	4.71
Hispanic	193	4.81
Asian	18	4.83
AI/AN	41	3.98
PI	8	4.00
Other	9	5.33

Grade 12 Writing Assessment Number 1
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	616	72.6	5.1
Important	215	25.3	4.5
Not important	10	1.2	3.9
Don't know	8	0.9	6.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	53	6.2	4.2
No	796	93.8	5.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	263	31.1	5.1
1-2 days	379	44.7	4.9
3 or more days	205	24.2	4.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	462	54.6	5.0
3-4 hours	262	31.0	5.0
5-6 hours	63	7.4	4.6
More than 6 hours	26	3.1	4.9
I do not watch TV	33	3.9	4.7

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	318	37.5	4.7
A few times per semester	182	21.5	4.9
A few times per month	97	11.5	5.1
Every week	77	9.1	5.4
Every day	173	20.4	5.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	155	18.3	4.8
Less than 1/2 hour	195	23.0	4.7
About 1 hour	284	33.6	5.0
About 2 hours	154	18.2	5.3
More than 2 hours	58	6.9	5.2

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	83	9.9	4.4
Go to college	642	76.5	5.1
Enter the military	52	6.2	4.4
Other	58	6.9	4.8
Not going to graduate	4	.5	3.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	57	6.5	4.6
2 semesters	22	2.5	3.8
3 semesters	41	4.7	4.5
4 semesters	125	14.3	4.8
5 semesters	110	12.6	4.5
6 semesters	216	24.7	5.1
7 semesters	197	22.5	5.1
8 semesters	106	12.1	5.1

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 2

English Language Version

Essential Skills Group: Writes a short story

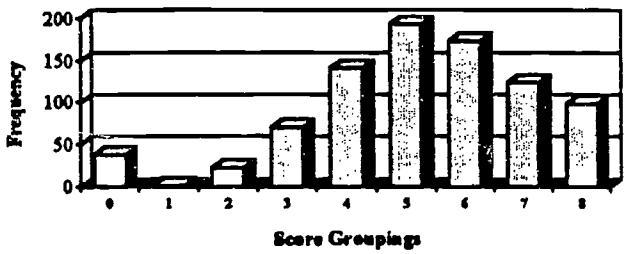
Students write a conclusion for a short story incorporating the elements of short story writing (i.e., setting, action, characterization, mood, climax and ending). The scene must be developed sufficiently to include a definite beginning, an interesting and compelling description of the action, a significant climax and a satisfying close to the story. The mood of the story may be established through interesting dialogue, description and/or imagery. On the first day, pre-writing activities allow students to focus on the information given and write a first draft. The second day, students revise and edit the draft using a checklist and write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for the correct use of grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	859
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.900
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	407	4.84
Female	436	5.57

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	35	4.46
Bilingual	8	4.13
Special Ed.	12	2.83
Migrant	8	3.75
ESL	11	3.55

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	516	5.49
Black	28	5.07
Hispanic	174	4.67
Asian	15	5.93
AI/AN	57	4.70
PI	6	5.33
Other	8	4.50

Grade 12 Writing Assessment Number 2
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	602	71.0	5.4
Important	222	26.2	4.9
Not important	8	0.9	4.1
Don't know	16	1.9	4.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	58	6.8	4.9
No	790	93.2	5.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	243	28.7	5.3
1-2 days	370	43.7	5.3
3 or more days	234	27.6	5.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	455	53.8	5.4
3-4 hours	257	30.4	4.9
5-6 hours	73	8.6	5.2
More than 6 hours	25	3.0	4.6
I do not watch TV	36	4.3	5.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	297	35.1	5.0
A few times per semester	213	25.2	5.3
A few times per month	85	10.0	5.4
Every week	89	10.5	5.6
Every day	162	19.1	5.2

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	148	17.6	5.0
Less than 1/2 hour	219	26.0	5.0
About 1 hour	284	33.7	5.2
About 2 hours	135	16.0	5.8
More than 2 hours	57	6.8	5.5

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	75	9.0	4.4
Go to college	639	76.7	5.4
Enter the military	60	7.2	5.1
Other	59	7.1	4.6
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	32	3.8	4.0
2 semesters	23	2.7	4.0
3 semesters	31	3.7	4.4
4 semesters	149	17.8	5.2
5 semesters	107	12.8	5.0
6 semesters	219	26.1	5.3
7 semesters	196	23.4	5.7
8 semesters	82	9.8	5.6

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 3

English Language Version

Essential Skills Group: Writes a report

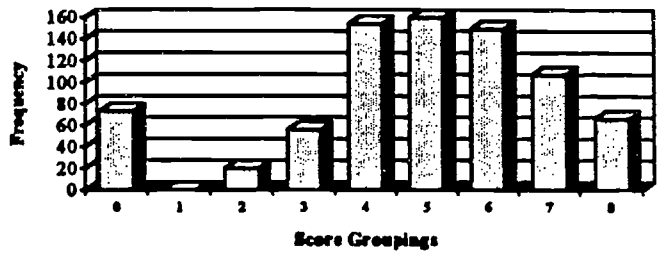
Students write a pamphlet/report based on three of four magazine articles provided on a subject. The report must be logically organized, offer a clear thesis statement, indicate an awareness of the audience, offer well-supported facts and details, make the writer's purpose clear and exhibit a conclusion that makes some recommendation for action. On the first day, pre-writing activities allow students to focus on the topic and compose a rough draft. The second day, students revise and edit the draft and write a final draft. Only the final draft is scored for content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	785
Mean Score	4.8
Median Score	5.0
Standard Deviation	2.123
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	400	4.45
Female	382	5.25

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	6	4.50
Bilingual	4	3.25
Special Ed.	20	3.35
Migrant	6	4.33
ESL	4	2.50

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	483	5.00
Black	24	3.92
Hispanic	107	4.68
Asian	10	5.20
AI/AN	66	4.68
PI	6	2.50
Other	11	4.36

Grade 12 Writing Assessment Number 3
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	575	74.2	4.9
Important	185	23.9	4.7
Not important	5	0.6	4.6
Don't know	10	1.3	3.9

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	52	6.7	4.1
No	723	93.3	4.9

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	219	28.4	5.2
1-2 days	346	44.8	4.8
3 or more days	207	26.8	4.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	431	55.9	4.9
3-4 hours	231	30.0	4.8
5-6 hours	48	6.2	4.8
More than 6 hours	19	2.5	4.1
I do not watch TV	42	5.4	5.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	275	35.7	4.6
A few times per semester	156	20.3	5.0
A few times per month	88	11.4	4.7
Every week	84	10.9	5.1
Every day	167	21.7	5.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	144	18.7	4.0
Less than 1/2 hour	182	23.6	4.9
About 1 hour	259	33.6	5.0
About 2 hours	122	15.8	5.4
More than 2 hours	64	8.3	5.0

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	60	7.9	4.2
Go to college	586	77.1	5.0
Enter the military	58	7.6	4.3
Other	56	7.4	4.3
Not going to graduate			

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	21	2.7	4.6
2 semesters	14	1.8	2.7
3 semesters	27	3.5	3.6
4 semesters	101	13.1	4.0
5 semesters	77	10.0	4.5
6 semesters	210	27.3	5.0
7 semesters	220	28.6	5.3
8 semesters	100	13.0	5.6

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 4
English Language Version

Essential Skills Group: Writes a communication

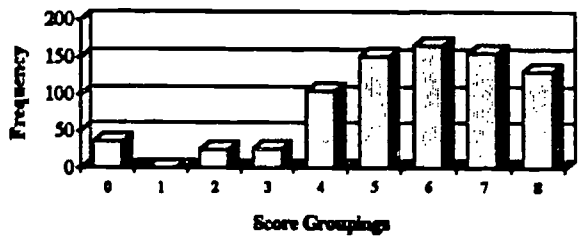
Students write a cover letter, three to four paragraphs long, for a job application. The writer will express an interest in a particular job, identify relevant qualifications, request some action from the employer and close the letter politely. The letter will contain clear, concise and formal language in standard business format. On the first day, pre-writing activities allow students to develop a resume highlighting qualifications that can be used in the cover letter and to compose a rough draft. The second day, students revise and edit the draft and complete a final letter. Only the final draft is scored for appropriate content. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	797
Mean Score	5.6
Median Score	6.0
Standard Deviation	1.954
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	386	5.21
Female	402	5.96

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	31	4.52
Bilingual	7	4.57
Special Ed.	17	4.24
Migrant	17	5.12
ESL	8	3.50

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	447	5.83
Black	23	5.26
Hispanic	218	5.48
Asian	14	5.21
AI/AN	41	4.66
PI	4	5.75
Other	14	4.00

Grade 12 Writing Assessment Number 4
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	570	75.1	5.7
Important	158	20.8	5.6
Not important	12	1.6	4.3
Don't know	19	2.5	4.9

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	50	6.6	5.0
No	706	93.4	5.7

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	227	30.1	5.6
1-2 days	338	44.8	5.8
3 or more days	190	25.2	5.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	438	58.1	5.7
3-4 hours	213	28.2	5.6
5-6 hours	50	6.6	5.4
More than 6 hours	26	3.4	5.5
I do not watch TV	27	3.6	5.3

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	263	34.9	5.2
A few times per semester	179	23.8	5.6
A few times per month	85	11.3	5.6
Every week	74	9.8	6.2
Every day	152	20.2	6.1

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	125	16.6	5.4
Less than 1/2 hour	170	22.6	5.5
About 1 hour	250	33.2	5.6
About 2 hours	134	17.8	5.9
More than 2 hours	73	9.7	5.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	63	8.2	4.8
Go to college	606	79.2	5.8
Enter the military	41	5.4	5.3
Other	51	6.7	4.9
Not going to graduate	4	0.5	2.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	24	3.1	5.5
2 semesters	26	3.4	4.8
3 semesters	24	3.1	5.3
4 semesters	106	13.7	5.4
5 semesters	94	12.2	5.3
6 semesters	221	28.6	5.6
7 semesters	179	23.2	5.9
8 semesters	98	12.7	5.7

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 5
English Language Version

Essential Skills Group: Writes a poem

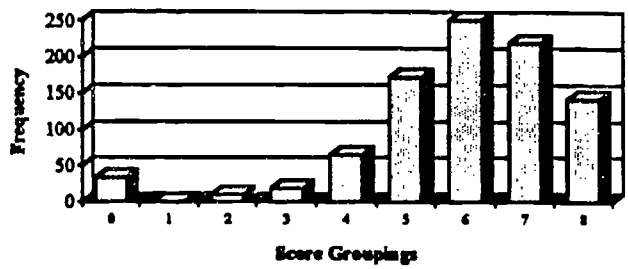
Students compose a poem based on a picture using appropriate poetic format and language. Feelings and thoughts are expressed using descriptive language, themes, moods, figurative language and patterns. On the first day, pre-writing activities allow students to develop ideas for their poems and write a rough draft. The second day, students revise and edit the draft and complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	911
Mean Score	5.9
Median Score	6.0
Standard Deviation	1.743
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	429	5.71
Female	469	6.07

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	41	5.24
Bilingual	14	5.07
Special Ed.	12	3.75
Migrant	12	4.83
ESL	8	4.00

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	521	6.21
Black	26	5.27
Hispanic	178	5.56
Asian	18	5.56
AI/AN	68	5.37
PI	9	6.00
Other	18	5.39

Grade 12 Writing Assessment Number 5
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	648	74.1	6.0
Important	206	23.6	5.8
Not important	13	1.5	5.5
Don't know	7	0.8	5.3

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	72	8.2	5.8
No	802	91.8	6.0

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	247	28.5	6.0
1-2 days	388	44.7	5.9
3 or more days	233	26.8	5.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	468	53.6	6.1
3-4 hours	246	28.2	5.8
5-6 hours	79	9.0	5.2
More than 6 hours	24	2.7	5.6
I do not watch TV	56	6.4	5.9

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	295	33.8	5.6
A few times per semester	246	28.1	6.1
A few times per month	83	9.5	6.1
Every week	77	8.8	6.2
Every day	173	19.8	6.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	155	17.8	5.8
Less than 1/2 hour	201	23.1	6.1
About 1 hour	304	34.9	5.9
About 2 hours	155	17.8	5.9
More than 2 hours	56	6.4	6.0

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	72	8.4	5.3
Go to college	643	74.9	6.1
Enter the military	58	6.8	5.7
Other	73	8.5	5.5
Not going to graduate	12	1.4	4.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	43	4.9	5.8
2 semesters	26	3.0	4.6
3 semesters	35	4.0	5.2
4 semesters	145	16.5	5.7
5 semesters	95	10.8	6.0
6 semesters	215	24.5	6.1
7 semesters	195	22.2	6.1
8 semesters	124	14.1	6.3

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 6
English Language Version

Essential Skills Group: Writes a summary

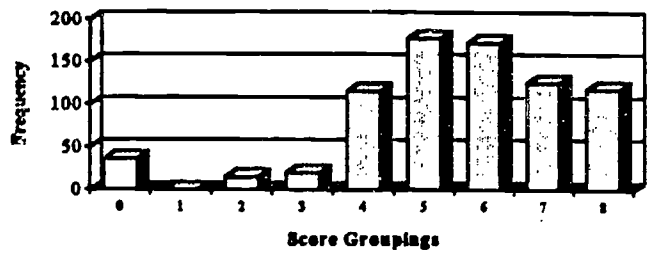
Students write a summary of a magazine article using the structure, language and focus appropriate for a high school newspaper. The writer may use a creative style or approach to the topic, but the summary must include all the main points of the article and supporting details with occasional quotations. On the first day, pre-writing activities allow students to focus on the content of the article and develop a rough draft. The second day, students revise and edit the draft and complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	782
Mean Score	5.5
Median Score	6.0
Standard Deviation	1.882
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	380	5.23
Female	384	5.78

Special Program Membership

Membership	Students	Mean Score
Chapter 1	22	5.09
Bilingual	6	5.33
Special Ed.	11	3.27
Migrant	5	3.40
ESL	8	3.13

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	472	5.71
Black	17	5.06
Hispanic	126	5.24
Asian	25	5.80
AI/AN	31	5.13
PI	6	5.33
Other	5	4.80

Grade 12 Writing Assessment Number 6
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	562	72.8	5.6
Important	194	25.1	5.3
Not important	9	1.2	3.9
Don't know	7	0.9	5.0

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	50	6.5	5.2
No	721	93.5	5.5

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	247	32.1	5.6
1-2 days	344	44.7	5.6
3 or more days	179	23.2	5.3

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	446	57.8	5.6
3-4 hours	216	28.0	5.7
5-6 hours	57	7.4	4.7
More than 6 hours	15	1.9	4.9
I do not watch TV	37	4.8	5.6

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	296	38.5	5.3
A few times per semester	186	24.2	5.7
A few times per month	68	8.8	5.3
Every week	72	9.4	6.2
Every day	147	19.1	5.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	131	17.1	5.3
Less than 1/2 hour	187	24.4	5.5
About 1 hour	264	34.5	5.6
About 2 hours	136	17.8	5.4
More than 2 hours	48	6.3	5.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	AveScore
Get a job	39	5.1	4.7
Go to college	593	78.2	5.7
Enter the military	60	7.9	5.1
Other	64	8.4	4.7
Not going to graduate	2	0.3	6.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	29	3.8	5.1
2 semesters	11	1.4	5.8
3 semesters	29	3.8	5.3
4 semesters	128	16.7	4.7
5 semesters	85	11.1	5.4
6 semesters	208	27.1	5.6
7 semesters	178	23.2	6.0
8 semesters	100	13.0	5.9

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 7

English Language Version

Essential Skills Group: Writes a comparison and contrast essay

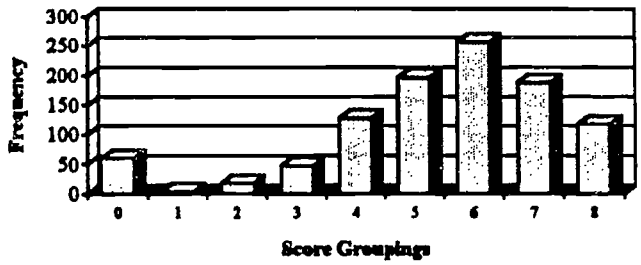
Students write a comparison and contrast essay using an introductory statement or paragraph containing the thesis statement, relevant examples and facts, clear language and appropriate transition statements. The concluding paragraph must summarize the essay and state the writer's conclusion. On the first day pre-writing activities allow students to focus on the content of the article and develop a rough draft. The second day, students revise and edit the draft and complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, **the information presented here cannot be directly compared with the outcome of any other assessment.**

Students Participating	1,017
Mean Score	5.4
Median Score	6.0
Standard Deviation	1.974
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	473	5.07
Female	534	5.68

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	30	4.13
Bilingual	10	4.70
Special Ed.	16	3.13
Migrant	13	4.92
ESL	24	3.92

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	564	5.67
Black	29	4.83
Hispanic	218	5.22
Asian	14	5.57
AI/AN	121	4.78
PI	5	5.80
Other	12	4.33

Grade 12 Writing Assessment Number 7
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	724	72.5	5.5
Important	244	24.4	5.1
Not important	13	1.3	4.4
Don't know	17	1.7	4.2

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	65	6.5	5.0
No	936	93.5	5.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	262	26.2	5.6
1-2 days	465	46.5	5.4
3 or more days	272	27.2	5.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	533	53.3	5.6
3-4 hours	301	30.1	5.2
5-6 hours	86	8.6	5.3
More than 6 hours	21	2.1	4.7
I do not watch TV	59	5.9	4.8

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	331	33.1	5.4
A few times per semester	251	25.1	5.4
A few times per month	114	11.4	5.4
Every week	88	8.8	5.2
Every day	215	21.5	5.5

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	164	16.5	4.9
Less than 1/2 hour	239	24.0	5.5
About 1 hour	359	36.1	5.4
About 2 hours	163	16.4	5.6
More than 2 hours	69	6.9	5.9

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	92	9.4	4.7
Go to college	744	75.9	5.6
Enter the military	72	7.3	4.8
Other	68	6.9	5.1
Not going to graduate	4	0.4	4.8

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	23	2.3	4.9
2 semesters	21	2.1	3.7
3 semesters	35	3.5	4.7
4 semesters	184	18.5	4.9
5 semesters	120	12.1	5.1
6 semesters	255	25.7	5.6
7 semesters	256	25.8	5.9
8 semesters	99	10.0	5.7

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 8

English Language Version

Essential Skills Group: Writes a persuasive paper

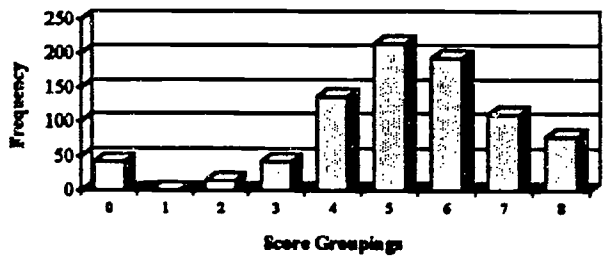
Student write an editorial based on the information in the test booklet. This essay must be clear, logical and persuasive, guided by a thesis statement and present at least two specific reasons for the author's opinion. The argument must be structured effectively; supported by sufficient, relevant and effective proof; and end with a definite conclusion. On the first, day pre-writing activities allow students to research the topic, outline the editorial, and develop a rough draft. The second day, students revise and edit the draft using a checklist and complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	832
Mean Score	5.2
Median Score	5.0
Standard Deviation	1.838
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	398	4.90
Female	424	5.51

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	50	5.12
Bilingual	11	3.64
Special Ed.	9	3.11
Migrant	1	7.00
ESL	12	3.92

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	519	5.46
Black	27	4.74
Hispanic	131	5.01
Asian	20	5.00
AI/AN	44	3.98
PI	5	3.60
Other	19	5.00

Grade 12 Writing Assessment Number 8
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	622	75.6	5.3
Important	180	21.9	5.0
Not important	8	1.0	4.3
Don't know	13	1.6	4.8

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	63	7.7	4.8
No	760	92.3	5.2

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	212	25.8	5.5
1-2 days	359	43.7	5.3
3 or more days	250	30.5	4.9

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	455	55.4	5.4
3-4 hours	243	29.6	5.0
5-6 hours	49	6.0	4.9
More than 6 hours	20	2.4	4.3
I do not watch TV	54	6.6	5.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	275	33.6	5.0
A few times per semester	212	25.9	5.2
A few times per month	90	11.0	5.2
Every week	81	9.9	5.5
Every day	160	19.6	5.3

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	163	19.9	4.9
Less than 1/2 hour	199	24.3	5.1
About 1 hour	260	31.8	5.4
About 2 hours	137	16.7	5.4
More than 2 hours	59	7.2	5.4

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	61	7.6	4.7
Go to college	627	77.9	5.4
Enter the military	64	8.0	4.4
Other	51	6.3	4.5
Not going to graduate	2	0.2	7.0

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	23	2.8	4.0
2 semesters	13	1.6	4.2
3 semesters	40	4.9	4.4
4 semesters	140	17.1	4.9
5 semesters	91	11.1	5.0
6 semesters	227	27.8	5.5
7 semesters	184	22.5	5.6
8 semesters	100	12.2	5.3

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

ASAP Statewide Results, March 1992 Pilot
Grade 12 Writing Assessment Number 9
English Language Version

Essential Skills Group: **Writes an evaluation or critique**

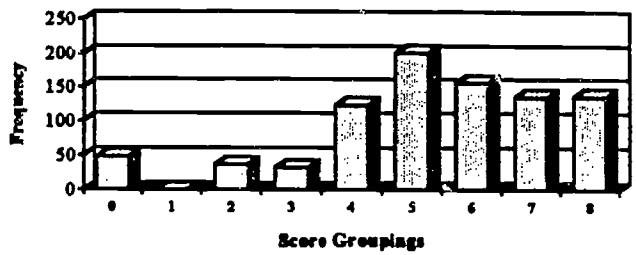
Students write an evaluation giving a clearly stated opinion about the effectiveness of an advertisement presented in the test booklet. Specific references to the advertisement that support the opinion (e.g., descriptive details, quotes from the ad), should be included. The relevance of specific details and references must be explained clearly. The essay must be logically organized, begin with an introduction, demonstrate the evaluation of the advertisement and end with a conclusion. On the first, day pre-writing activities allow students analyze the advertisement and write a rough draft. The second day, students revise and edit the draft and complete a final draft. Only the final draft is scored for content and format. A separate score is given on the final draft for grammar and writing mechanics (e.g., spelling, capitalization, punctuation).

Summary of Assessment Results

The information which follows is a summary of student performance on the assessment derived from the essential skills group identified above. Because each ASAP assessment independently evaluates a specific grouping of Arizona's essential skills, the information presented here cannot be directly compared with the outcome of any other assessment.

Students Participating	868
Mean Score	5.3
Median Score	5.0
Standard Deviation	2.039
Lowest Recorded Score	0
Highest Recorded Score	8
Highest Possible Score	8

Frequency Distribution of Student Scores



Results by Demographic Category

The number of students tested and their mean assessment score are reported below by demographic category. The numbers may not sum to state totals due to incomplete data on student score sheets.

Gender

Gender	Students	Mean Score
Male	410	5.05
Female	454	5.60

Special Programs Membership

Membership	Students	Mean Score
Chapter 1	30	5.17
Bilingual	11	4.36
Special Ed.	9	3.33
Migrant	2	3.50
ESL	30	3.83

Race/Ethnicity

Race/ Ethnicity	Students	Mean Score
White	517	5.74
Black	37	5.35
Hispanic	135	5.08
Asian	15	5.40
AI/AN	86	4.08
PI	3	7.33
Other	8	4.63

Grade 12 Writing Assessment Number 9
Student Outcomes by Achievement-Related Indicators

As part of the assessment process, students were asked to answer a number of questions regarding their future expectations, attitudes toward school, out-of-school activities, school resources and mathematics background. This section reports the total number and percentage of students responding to each achievement-related indicator as well as their average score for this essential skills group.

1. How important is school to your future?

	Students	%	Average Score
Very important	657	76.7	5.5
Important	182	21.2	5.1
Not important	6	0.7	2.3
Don't know	12	1.4	5.6

2. Have you attended any other schools since the start of the school year?

	Students	%	Average Score
Yes	47	5.5	5.6
No	810	94.5	5.4

3. How many days of school did you miss last month (February 1992)?

	Students	%	Average Score
None	252	29.4	5.4
1-2 days	377	44.0	5.6
3 or more days	228	26.6	5.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	Students	%	Average Score
0-2 hours	481	56.1	5.5
3-4 hours	256	29.9	5.3
5-6 hours	62	7.2	5.2
More than 6 hours	22	2.6	5.1
I do not watch TV	36	4.2	5.2

5. In general, how often do you get to work on a computer during the school day?

	Students	%	Average Score
Never	259	30.3	5.4
A few times per semester	233	27.2	5.4
A few times per month	98	11.4	5.3
Every week	88	10.3	5.5
Every day	178	20.8	5.2

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	Students	%	Average Score
Usually none	135	15.9	5.0
Less than 1/2 hour	179	21.1	5.4
About 1 hour	311	36.7	5.4
About 2 hours	157	18.5	5.5
More than 2 hours	65	7.7	5.6

7. What are your plans after graduating from high school (grades 8 and 12 only)

	Students	%	Average Score
Get a job	61	7.3	4.5
Go to college	653	78.0	5.6
Enter the military	61	7.3	4.9
Other	57	6.8	4.7
Not going to graduate	5	0.6	5.4

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)

	Students	%	Average Score
1 semester	13	1.5	4.8
2 semesters	19	2.2	4.7
3 semesters	37	4.4	5.0
4 semesters	152	17.9	4.9
5 semesters	104	12.3	5.4
6 semesters	223	26.3	5.3
7 semesters	208	24.5	5.9
8 semesters	92	10.8	5.7

Note: The questions presented here were developed as part of the ASAP March 1992 Pilot to test the gathering, analysis and reporting of student assessment results within the context of achievement-related indicators. They are not intended to represent an exhaustive treatment of all factors which may affect student performance.

Part 4

Summary of Student Responses to Achievement-Related Indicators

This portion of the report presents summary information on student responses to a series of achievement-related questions. Two separate tabulations are provided for all participants at each grade level. The first tabulation, *Summary of Student Responses by Demographic Category*, reports the percentage of students answering items within each question by the demographic categories of race/ethnicity and gender.

The second tabulation, *Summary of Student Responses by Primary Subject Area*, reports the percent of students responding to each item within a question whose score was above the state average on their particular assessment. For example, suppose that a group of grade 3 students who took Math Assessment Number 1 responded that they felt school was "very important" to their future (Question 1). Then the information reported in the table would show the number of these students who scored above the state average on their particular assessment.

A hypothesis might be that a higher percentage of students who answered that school is "very important" to their future would perform better on any of the assessments than students who did not select this answer. Reporting the percentage of students scoring above the state average for each selected response allows this type of analysis to be made.

As previously discussed, it is not possible to report the average scores of students who take different assessments even within the same primary subject area such as mathematics. Each of the assessments were developed to test differing groups of essential skills. For this reason, the only way to aggregate the relative performance of all students answering each of the achievement-related questions is to examine the position of each student's score relative to the state average on the assessment he/she completed.

Achievement-Related Indicators
Summary of Student Responses by Demographic Category

Grade 3, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator. For each response, figures are reported by race/ethnicity and gender. Except for rounding error, all columns sum to 100 percent. Total student counts for each item include missing or multiple responses for ethnicity and/or gender. The abbreviation AI/AN is used for American Indian/Alaskan Native and Asian includes Pacific Islander.

1. How important is school to your future?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Very important	41,734	86.8	86.9	88.3	87.5	89.3	80.6	89.3	84.3
Important	4,074	8.5	8.5	7.0	7.8	6.8	11.6	7.0	9.9
Not important	429	0.9	0.9	1.3	0.7	0.6	1.6	0.4	1.4
I do not know	1,868	3.9	3.7	3.4	4.0	3.3	6.2	3.4	4.4

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Yes	7,180	14.9	13.2	23.3	17.5	12.9	15.8	14.6	15.2
No	40,961	85.1	86.8	76.7	82.5	87.1	84.2	85.4	84.8

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
None	25,709	53.7	55.1	58.1	50.1	67.8	47.7	51.6	55.8
1-2 days	14,765	30.8	30.8	27.2	31.6	22.7	32.6	32.0	29.7
3 or more days	7,407	15.5	14.1	14.7	18.2	9.5	19.8	16.4	14.6

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
0-2 hours	19,517	40.9	43.9	28.3	36.3	43.6	36.7	43.0	38.7
3-4 hours	13,221	27.7	28.0	27.7	28.5	27.5	22.0	28.3	27.2
5-6 hours	5,669	11.9	11.0	15.6	13.7	10.8	11.9	11.4	12.3
More than 6 hours	5,526	11.6	9.8	21.1	14.3	9.4	12.7	9.2	13.8
I do not watch TV	3,819	8.0	7.4	7.3	7.2	8.8	16.7	8.0	8.0

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Never	4,227	8.9	8.0	11.0	11.3	8.7	9.9	8.9	8.9
A few times per semester	4,760	10.0	9.4	8.8	11.5	10.5	12.2	10.0	10.1
A few times per month	7,049	14.8	15.0	15.6	14.5	16.6	13.7	15.0	14.7
Every week	28,586	60.1	61.9	59.2	56.7	58.2	53.4	60.5	59.8
Every day	2,918	6.1	5.7	5.4	6.0	5.9	10.9	5.6	6.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Usually none									
Less than 1/2 hour									
About 1 hour				Not Applicable					
About 2 hours									
More than 2 hours									

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Get a job									
Go to college									
Enter the military				Not Applicable					
Other									
Not going to graduate									

8. Please mark all semesters you have taken and passed a math class. (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
1 semester									
2 semesters									
3 semesters				Not Applicable					
4 semesters									
5 semesters									
6 semesters									
7 semesters									
8 semesters									

Achievement-Related Indicators
Summary of Student Responses by Demographic Category

Grade 8, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator. For each response, figures are reported by race/ethnicity and gender. Except for rounding error, all columns sum to 100 percent. Total student counts for each item include missing or multiple responses for ethnicity and/or gender. The abbreviation AI/AN is used for American Indian/Alaskan Native and Asian includes Pacific Islanders.

1. How important is school to your future?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Very important	29,941	75.1	75.7	81.9	72.8	82.0	71.6	77.2	73.0
Important	8,596	21.6	21.3	15.6	23.3	15.9	23.9	20.2	23.0
Not important	369	0.9	0.8	0.6	1.1	0.7	1.1	0.6	1.3
I do not know	970	2.4	2.2	1.8	2.8	1.3	3.4	2.0	2.8

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Yes	4,135	10.4	8.9	16.1	12.0	11.1	12.7	9.7	10.9
No	35,748	89.6	91.1	83.9	88.0	88.9	87.3	90.3	89.1

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
None	16,208	40.8	41.1	52.4	39.1	62.9	33.5	38.0	43.6
1-2 days	14,910	37.5	38.5	29.8	36.2	25.8	40.1	38.6	36.4
3 or more days	8,615	21.7	20.4	17.8	24.7	11.3	26.4	23.3	20.0

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
0-2 hours	15,564	39.1	44.0	21.4	31.2	40.4	33.6	40.8	37.6
3-4 hours	15,466	38.9	37.4	41.5	42.2	38.2	38.5	38.4	39.3
5-6 hours	5,005	12.6	10.7	19.6	15.9	12.3	13.9	12.4	12.8
More than 6 hours	2,468	6.2	4.8	15.4	7.9	5.5	8.2	5.4	6.9
I do not watch TV	1,282	3.2	3.1	2.1	2.9	3.6	5.8	3.0	3.5

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Never	12,548	31.6	32.5	28.5	31.4	22.7	23.2	33.0	30.1
A few times per semester	8,535	21.5	22.0	19.0	19.4	24.5	25.7	21.8	21.2
A few times per month	5,760	14.5	13.7	17.0	15.3	18.0	18.3	15.0	14.2
Every week	6,517	16.4	14.6	20.9	20.9	15.3	17.8	16.3	16.5
Every day	6,379	16.1	17.3	14.6	13.0	19.6	15.0	13.9	18.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Usually none	5,530	13.9	13.0	13.5	16.6	8.2	15.6	10.2	17.7
Less than 1/2 hour	9,854	24.9	25.2	22.5	25.8	20.1	22.4	22.3	27.4
About 1 hour	16,879	42.6	44.0	42.4	39.5	43.4	39.5	44.8	40.4
About 2 hours	5,862	14.8	14.4	16.7	14.4	19.1	17.8	18.1	11.5
More than 2 hours	1,517	3.8	3.5	5.0	3.6	9.2	4.8	4.6	3.0

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Get a job	3,863	9.9	8.0	8.9	14.9	3.2	10.7	8.3	11.3
Go to college	30,205	77.1	80.1	81.8	70.6	88.8	68.1	83.3	71.1
Enter the military	2,488	6.3	5.8	4.6	6.7	3.8	12.8	2.8	9.8
Other	2,194	5.6	5.5	4.1	5.9	3.2	6.2	4.5	6.6
Not going to graduate	441	1.1	0.7	0.7	1.8	1.1	2.4	1.0	1.2

8. Please mark all semesters you have taken and passed a math class. (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
1 semester									
2 semesters									
3 semesters									
4 semesters				Not Applicable					
5 semesters									
6 semesters									
7 semesters									
8 semesters									

Achievement-Related Indicators
Summary of Student Responses by Demographic Category

Grade 12, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator. For each response, figures are reported by race/ethnicity and gender. Except for rounding error, all columns sum to 100 percent. Total student counts for each item include missing or multiple responses for ethnicity and/or gender. The abbreviation AI/AN is used for American Indian/Alaskan Native and Asian includes Pacific Islanders.

1. How important is school to your future?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Very important	17,143	74.2	72.4	82.1	76.7	83.5	77.2	77.3	71.1
Important	5,378	23.3	24.6	16.5	21.4	15.2	21.6	21.0	25.5
Not important	260	1.1	1.3	1.0	0.7	0.4	0.5	0.7	1.6
I do not know	333	1.4	1.6	0.4	1.2	0.9	0.7	1.0	1.8

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Yes	1,688	7.3	6.3	11.6	7.6	10.6	9.2	6.9	7.7
No	21,417	92.7	93.7	88.4	92.4	89.4	90.8	93.1	92.3

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
None	6,697	29.0	30.4	32.0	27.6	38.5	17.7	26.1	32.1
1-2 days	10,241	44.4	45.0	39.2	45.1	37.9	44.4	46.2	42.7
3 or more days	6,116	26.5	24.6	28.9	27.2	23.6	37.8	27.7	25.2

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
0-2 hours	12,757	55.3	61.0	31.9	47.2	54.6	40.1	57.0	53.6
3-4 hours	6,795	29.5	26.2	41.0	35.2	30.4	36.6	28.5	30.5
5-6 hours	1,702	7.4	5.5	15.0	10.0	7.5	12.0	7.2	7.6
More than 6 hours	615	2.7	1.8	10.2	3.3	3.0	4.6	2.2	3.1
I do not watch TV	1,195	5.2	5.4	1.8	4.3	4.5	6.7	5.1	5.2

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Never	7,683	33.3	33.8	37.0	34.2	26.4	21.4	32.0	34.6
A few times per semester	5,818	25.3	26.7	25.4	23.1	22.5	23.2	24.9	25.7
A few times per month	2,555	11.1	11.0	11.6	9.9	15.6	15.7	10.7	11.5
Every week	2,180	9.5	9.5	6.9	8.3	10.8	15.7	9.6	9.3
Every day	4,802	20.8	19.0	19.2	24.5	24.6	24.1	22.8	18.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Usually none	4,117	17.9	19.5	18.8	16.0	10.3	11.8	13.0	22.8
Less than 1/2 hour	5,490	23.9	25.7	21.3	21.6	16.9	17.1	22.2	25.7
About 1 hour	7,813	34.0	33.6	35.2	36.4	24.5	34.9	35.3	32.6
About 2 hours	3,940	17.1	15.1	18.1	18.8	25.9	26.8	20.6	13.6
More than 2 hours	1,619	7.0	6.1	6.6	7.2	22.5	9.4	8.8	5.3

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
Get a job	1,925	8.4	7.3	5.5	11.4	3.2	13.6	7.7	9.1
Go to college	17,402	76.3	78.1	83.0	73.4	87.4	63.1	83.2	69.3
Enter the military	1,650	7.2	7.2	6.7	6.9	3.8	11.8	2.8	11.9
Other	1,717	7.5	7.1	4.2	7.7	5.2	10.2	6.0	9.0
Not going to graduate	111	0.5	0.3	0.6	0.7	0.4	1.3	0.3	0.6

8. Please mark all semesters you have taken and passed a math class. (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent by Ethnicity					Percent by Gender	
	Students	Percent	White	Black	Hispanic	Asian	AI/AN	Male	Female
1 semester	695	3.0	2.4	6.8	3.7	3.9	3.4	2.6	3.4
2 semesters	561	2.4	1.6	4.2	4.2	2.0	3.0	1.9	2.9
3 semesters	1,006	4.3	3.8	3.6	5.7	1.4	4.9	4.1	4.5
4 semesters	3,891	16.8	15.3	18.5	21.1	8.9	17.5	16.7	16.9
5 semesters	2,739	11.8	11.3	12.4	13.7	6.3	11.9	12.1	11.5
6 semesters	6,133	26.5	28.6	25.7	22.7	22.2	24.2	28.4	24.6
7 semesters	5,509	23.8	25.2	19.8	19.4	36.7	24.2	23.3	24.4
8 semesters	2,627	11.3	11.8	8.9	9.4	18.6	11.0	10.9	11.8

Achievement-Related Indicators
Summary of Student Responses by Primary Subject Area

Grade 3, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator as well as the proportion of these students whose score was above the state average for the particular assessment they participated in.

1. How important is school to your future?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Very important	41,734	86.8	58.5	56.5	62.9	57.0
Important	4,074	8.5	54.4	54.8	57.5	51.0
Not important	429	0.9	40.1	37.7	44.7	39.1
I do not know	1,868	3.9	48.2	45.7	52.7	46.8

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Yes	7,180	14.9	48.3	45.7	52.8	47.8
No	40,961	85.1	59.2	57.6	63.4	57.3

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
None	25,709	53.7	59.3	57.4	63.9	57.5
1-2 days	14,765	30.8	57.8	55.4	63.1	56.1
3 or more days	7,407	15.5	51.0	50.8	52.0	50.1

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
0-2 hours	19,517	40.9	60.8	58.5	65.1	60.0
3-4 hours	13,221	27.7	60.4	58.8	65.0	58.2
5-6 hours	5,669	11.9	55.1	51.9	60.9	54.1
More than 6 hours	5,526	11.6	48.2	47.9	51.5	45.1
I do not watch TV	3,819	8.0	49.1	49.8	51.1	46.1

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Never	4,227	8.9	55.0	51.1	60.3	56.5
A few times per semester	4,760	10.0	52.0	52.2	55.3	48.4
A few times per month	7,049	14.8	58.7	56.1	65.9	54.8
Every week	28,586	60.1	59.6	58.1	63.1	58.1
Every day	2,918	6.1	49.0	45.7	51.0	52.0

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Usually none						
Less than 1/2 hour						
About 1 hour			Not Applicable			
About 2 hours						
More than 2 hours						

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Get a job						
Go to college						
Enter the military			Not Applicable			
Other						
Not going to graduate						

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
1 semester						
2 semesters						
3 semesters						
4 semesters			Not Applicable			
5 semesters						
6 semesters						
7 semesters						
8 semesters						

Achievement-Related Indicators
Summary of Student Responses by Primary Subject Area

Grade 8, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator as well as the proportion of these students whose score was above the state average for the particular assessment they participated in.

1. How important is school to your future?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Very important	29,941	75.1	54.2	52.8	58.7	51.1
Important	8,596	21.6	42.6	40.7	47.7	39.3
Not important	369	0.9	32.0	31.9	36.9	27.4
I do not know	970	2.4	33.5	33.4	38.8	27.9

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Yes	4,135	10.4	38.5	36.8	43.2	35.6
No	35,748	89.6	52.4	51.1	57.1	49.2

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
None	16,208	40.8	53.7	53.6	56.9	50.5
1-2 days	14,910	37.5	51.9	49.7	57.6	48.6
3 or more days	8,615	21.7	44.2	41.5	50.1	41.5

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
0-2 hours	15,564	39.1	56.5	55.2	61.1	53.2
3-4 hours	15,466	38.9	50.3	48.7	54.8	47.5
5-6 hours	5,005	12.6	44.6	43.1	50.7	40.6
More than 6 hours	2,468	6.2	37.0	37.0	41.0	32.5
I do not watch TV	1,282	3.2	45.2	43.8	49.7	41.7

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Never	12,548	31.6	48.6	45.2	54.5	46.6
A few times per semester	8,535	21.5	54.0	52.7	57.8	51.7
A few times per month	5,760	14.5	53.4	53.9	57.8	47.7
Every week	6,517	16.4	49.2	48.3	54.2	44.8
Every day	6,379	16.1	51.6	51.2	54.9	48.6

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Usually none	5,530	13.9	40.6	40.9	44.6	36.2
Less than 1/2 hour	9,854	24.9	48.0	47.3	52.7	43.9
About 1 hour	16,879	42.6	54.6	52.8	59.3	51.9
About 2 hours	5,862	14.8	55.2	52.5	59.9	53.4
More than 2 hours	1,517	3.8	53.8	50.6	57.9	53.7

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Get a job	3,863	9.9	32.2	32.2	33.2	31.0
Go to college	30,205	77.1	55.4	53.5	60.5	52.4
Enter the military	2,488	6.3	40.2	41.5	43.5	35.1
Other	2,194	5.6	42.1	39.9	47.4	39.4
Not going to graduate	441	1.1	25.4	26.2	28.9	20.6

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
1 semester						
2 semesters						
3 semesters						
4 semesters			Not Applicable			
5 semesters						
6 semesters						
7 semesters						
8 semesters						

Achievement-Related Indicators
Summary of Student Responses by Primary Subject Area

Grade 12, All Participants

This section reports the total number and percentage of students responding to each achievement-related indicator as well as the proportion of these students whose score was above the state average for the particular assessment they participated in.

1. How important is school to your future?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Very important	17,143	74.2	54.7	49.0	56.8	58.0
Important	5,378	23.3	45.3	39.1	46.4	50.4
Not important	260	1.1	35.0	25.3	44.9	34.5
I do not know	333	1.4	42.3	42.7	42.0	42.2

2. Have you attended any other schools since the start of the school year?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Yes	1,688	7.3	43.9	38.6	45.6	47.5
No	21,471	92.7	52.8	47.0	54.9	56.4

3. How many days of school did you miss last month (February 1992)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
None	6,697	29.0	55.4	51.7	56.0	58.1
1-2 days	10,241	44.4	53.5	47.7	55.2	57.2
3 or more days	6,116	26.5	46.5	38.7	49.9	50.8

4. Generally, how many hours of television do you watch each school day (Monday through Friday)?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
0-2 hours	12,757	55.3	56.5	51.9	58.1	59.2
3-4 hours	6,795	29.5	47.7	41.1	49.8	52.2
5-6 hours	1,702	7.4	43.0	32.2	47.3	49.6
More than 6 hours	615	2.7	36.1	25.8	36.1	46.0
I do not watch TV	1,195	5.2	52.8	49.3	55.5	53.9

5. In general, how often do you get to work on a computer during the school day?

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Never	7,683	33.3	48.2	40.4	51.7	51.9
A few times per semester	5,818	25.3	53.2	47.9	54.2	57.3
A few times per month	2,555	11.1	54.3	51.5	55.5	56.1
Every week	2,180	9.5	57.8	55.3	56.8	61.1
Every day	4,802	20.8	53.7	46.7	56.3	57.9

6. Generally, how many hours of homework do you do each school night? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Usually none	4,117	17.9	46.2	39.4	49.5	49.5
Less than 1/2 hour	5,490	23.9	51.7	46.1	53.7	54.9
About 1 hour	7,813	34.0	51.9	45.9	53.7	56.0
About 2 hours	3,940	17.1	56.6	50.2	58.4	61.3
More than 2 hours	1,619	7.0	58.8	56.8	59.4	60.3

7. What are your plans after graduating from high school? (grades 8 and 12 only)

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
Get a job	1,925	8.4	33.4	25.4	36.3	38.6
Go to college	17,402	76.3	56.4	51.0	58.2	59.7
Enter the military	1,650	7.2	43.3	41.1	44.6	44.1
Other	1,717	7.5	39.0	29.9	42.6	44.1
Not going to graduate	111	0.5	27.9	17.8	24.2	45.5

8. Please mark all semesters you have taken and passed a math class: (grade 12 only)
Note: The information reported in this question represents the cumulative semesters indicated by each student.

	All Responses		Percent of Students Scoring Above the Mean			
	Students	Percent	All Tests	Math	Reading	Writing
1 semester	695	3.0	37.7	29.4	33.1	47.9
2 semesters	561	2.4	22.8	15.2	26.1	28.6
3 semesters	1,006	4.3	34.7	25.9	38.5	40.1
4 semesters	3,891	16.8	37.6	27.4	41.4	44.6
5 semesters	2,739	11.8	45.2	36.7	48.6	50.2
6 semesters	6,133	26.5	54.5	48.6	56.4	58.3
7 semesters	5,509	23.8	65.2	64.1	65.1	66.4
8 semesters	2,627	11.3	64.9	65.8	65.2	63.9

Section II

Summary of Statewide Results for the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency

Part 1
INTRODUCTION

Legislation authorizing the Arizona Student Assessment Program (ASAP) contained in Arizona Revised Statutes, Section 15-741 through 15-744, mandates that in addition to the construction and administration of essential skills assessments, the State Board of Education must adopt a nationally standardized, norm-referenced achievement test in the subjects of reading, grammar and mathematics. School year 1991-92 (SY92) is the twelfth year that norm-referenced tests have been administered in Arizona.

Prior to implementation of the ASAP in SY92, norm-referenced tests were administered to all Arizona students at every grade level in the spring of each year. Under ASAP, these standardized tests were moved to the fall and scaled back to include only grades 4, 7 and 11. The new essential skills assessments for grades 3, 8 and 12 were subsequently scheduled for spring testing.

ARS 15-744 allows the governing board of a school district to exempt handicapped pupils (defined in ARS 15-761) from any form of testing depending on the pupil's individual education plan. In addition, this legislation allows the exemption of limited English proficient (LEP) students from standardized norm-referenced testing for up to three years if they are enrolled in an instructional program as prescribed in ARS 15-754.

For the 1991-92 school year, the State Board of Education adopted the Riverside Basic Skills Assessment Program, which comprises the **Iowa Tests of Basic Skills** (ITBS) for grades four and seven and the **Tests of Achievement and Proficiency** (TAP) for grade eleven. These tests are published by the Riverside Publishing Company. Arizona student scores are reported by subject, subtest and skill at the pupil and classroom levels. Scores are also aggregated into school, district, county and state reports.

The statewide test results are based on the performance of 133,652 Arizona students enrolled in 1,015 schools in 216 school districts. All students in grades 4, 7 and 11 were tested during the period of September 30 through October 4, 1991; however, 3,447 LEP pupils classified as non-English monolingual or predominantly speakers of a language other than English were exempted from testing along with 4,805 handicapped or learning disabled pupils, for a total exemption of 8,252 students.

The information which follows briefly summarizes the results of the fall 1991 standardized achievement tests at the state level. Discussions of statewide strengths and weaknesses in student achievement and an analysis of student performance by demographic category also are included.

Part 2

DESCRIPTION OF TESTS

The ITBS/TAP tests administered to Arizona students during fall 1991 were nationally standardized norm-referenced achievement tests. A standardized achievement test is one that is administered using specific directions, under specific conditions, to a representative sample of students from across the nation. This is referred to as the standardization sample. Scores resulting from the standardized administration become the *norms* that permit test users to compare the performance of a particular pupil or group of pupils with that of other pupils and groups of the same age and grade level across the nation. The norms on which the 1991 scores are based represent national student achievement performance during the 1987-88 school year.

The 1991 testing program comprised numerous subtests which were combined into sets to form content domains (i.e., reading, language, mathematics). The subject areas measured by the achievement tests covered a broader base than just reading, language and mathematics. However, since the Arizona Legislature specifically mandated testing in these subjects, they constitute the primary focus of this report. The subtests for the subjects included in Part 3 follow below.

Grade Level	Test	Subject Area	Subtest
4 and 7	ITBS	Reading	Reading Comprehension (R)
		Language	Spelling (L-1) Capitalization (L-2) Punctuation (L-3) Usage and Expression (L-4)
		Mathematics	Mathematics Concepts (M-1) Mathematics Problem Solving (M-2) Mathematics Computation (M-3)
11	TAP	Reading Language Mathematics	Reading Comprehension Written Expression Mathematics

Note: Separate scores are reported for all subtests at all levels (e.g., L-1, L-2, M-3).

Tables 1 and 2 on p.168 present the subjects, subtests and the number of items for each subtest on the ITBS and the TAP, respectively.

Table 1
NUMBER OF ITEMS BY SUBJECT AND SUBTEST FOR GRADES FOUR AND SEVEN
IOWA TESTS OF BASIC SKILLS

Subject and Subtest	Grade Level							
	1	2	3	4	5	6	7	8
Listening								
Word Analysis								
Vocabulary				36			41	
Reading Comprehension				49			57	
Pictures								
Sentences								
Stories								
Language Skills								
Spelling				36			41	
Capitalization				29			31	
Punctuation				29			31	
Usage and Expression				36			43	
Work Study Skills								
Visual Materials				36			49	
Reference Materials				39			42	
Mathematics Skills								
Mathematics Concepts				32			41	
Mathematics Problem Solving				26			30	
Mathematics Computation				37			42	
Complete Battery				385			448	

Table 2
NUMBER OF ITEMS BY SUBJECT FOR GRADE ELEVEN
TESTS OF ACHIEVEMENT AND PROFICIENCY

Subject	Grade Level			
	9	10	11	12
Reading Comprehension			50	
Mathematics			48	
Written Expression			65	
Using Sources of Information			70	

Part 3

SUMMARY OF STATEWIDE PERFORMANCE BY GRADE

Comparison of Grades 4, 7 and 11 Scores for 1991 with National Norms. In comparing Arizona average scores with national norm group scores, small score differences may not be indicative of meaningful achievement-level differences. For example, the degree of variability in the scores at any given grade level has a large impact on the interpretation placed on small score differences observed within that grade.

Figures 1, 2 and 3 which follow on pp.170-172 graphically compare Arizona 1991 statewide average scores with averages achieved by the national standardization groups for the ITBS and TAP. The figures show the average grade-equivalent results by grade for Arizona students compared to the national norms for reading, language and mathematics skills.

Arizona student reading performance is shown to be slightly above the national average in all three grades tested. In the language area, the scores of Arizona pupils were slightly below the national average in grade 4, but were above the national averages in grades 7 and 11. State average mathematics scores fell below the national average in grade 4, but were somewhat higher than the national averages for grades 7 and 11. As suggested earlier, slight differences between state and national grade-equivalent averages should not be over-interpreted as indicators of student strengths or weaknesses.

Figure 1

Mathematics
Comparisons of Grade-Equivalent Scores for Arizona Pupils and the ITBS National Norm Group in Grades 4, 7, and 11

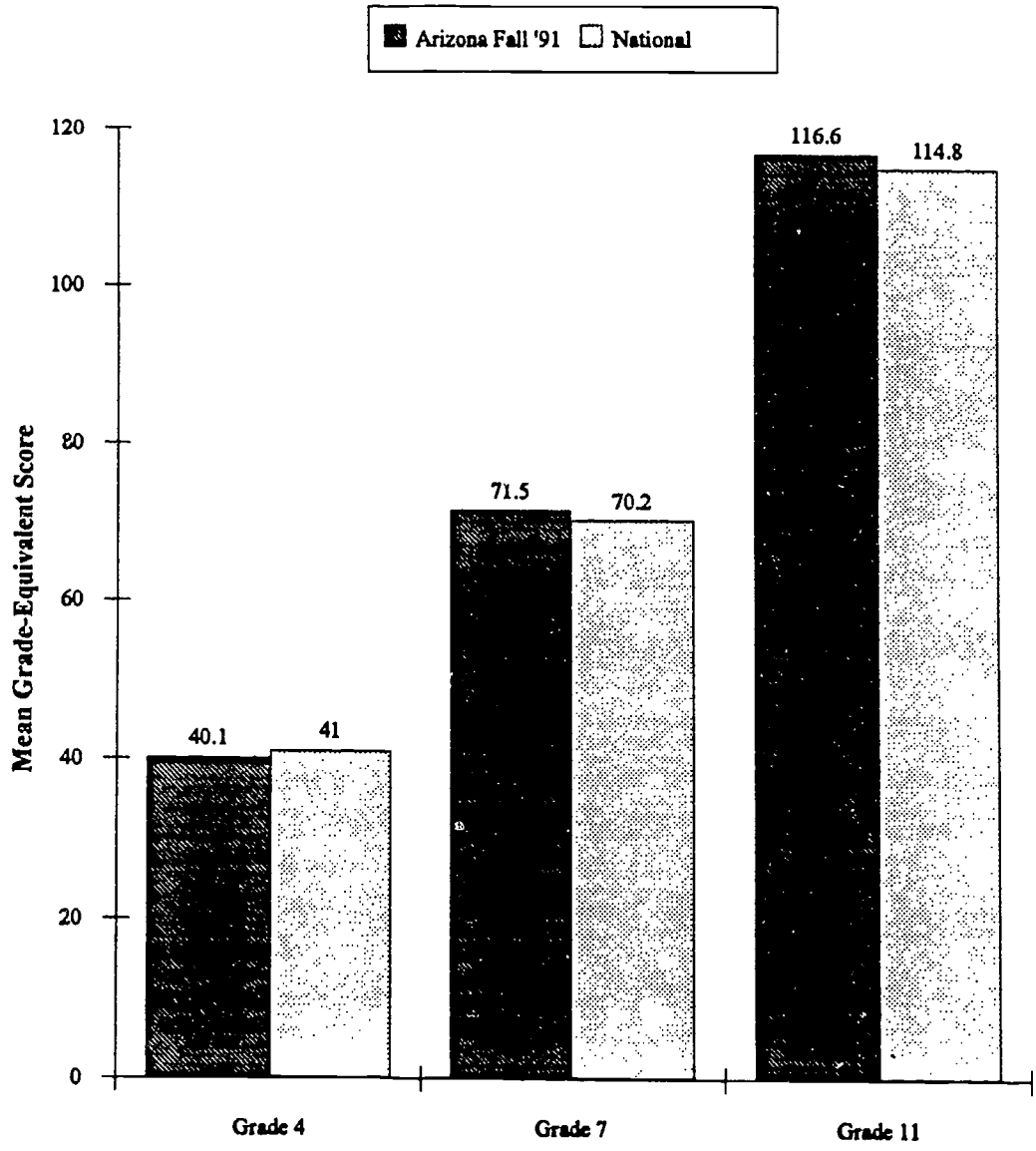


Figure 2

Language
Comparisons of Grade-Equivalent Scores for Arizona Pupils and the ITBS National Norm Group in Grades 4, 7, and 11

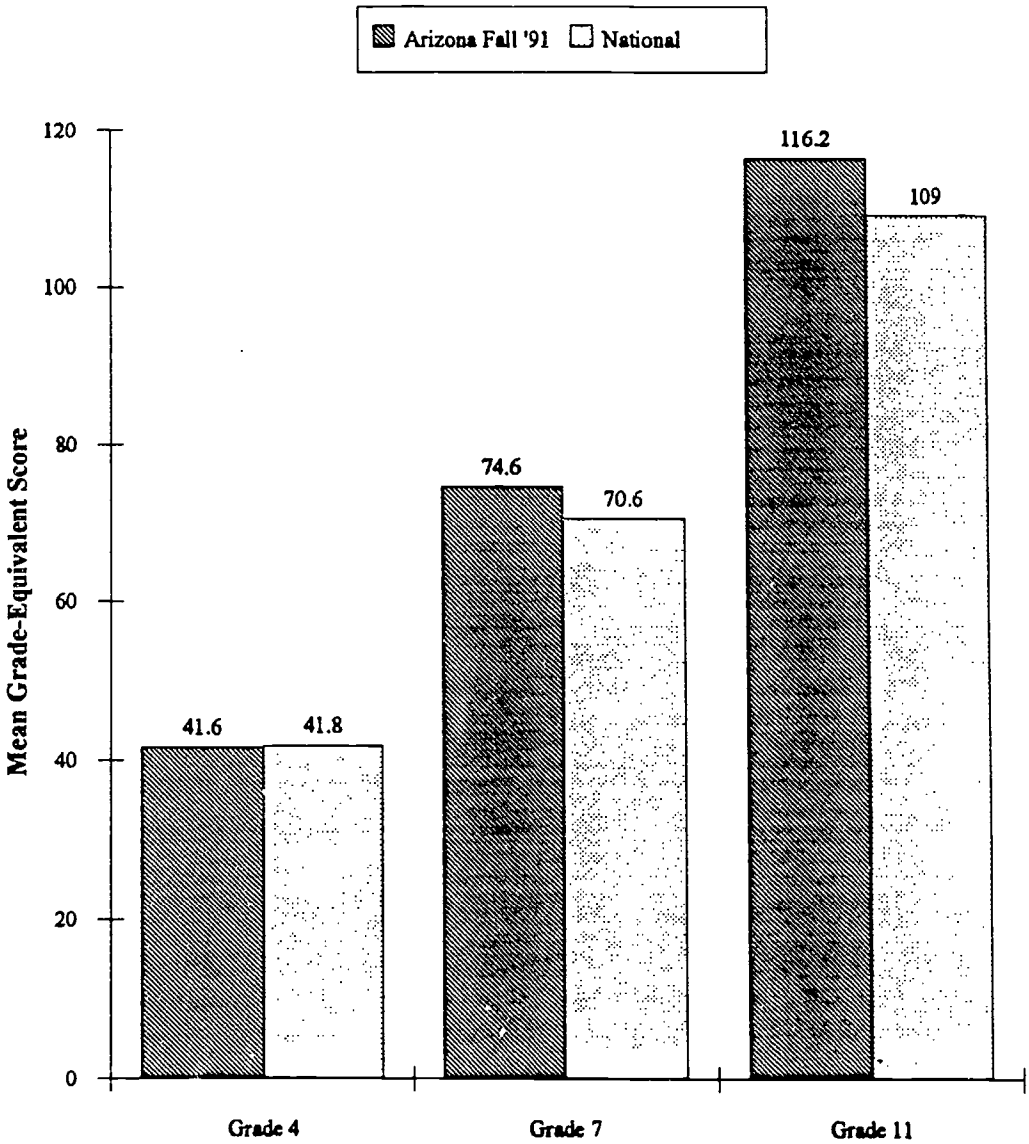
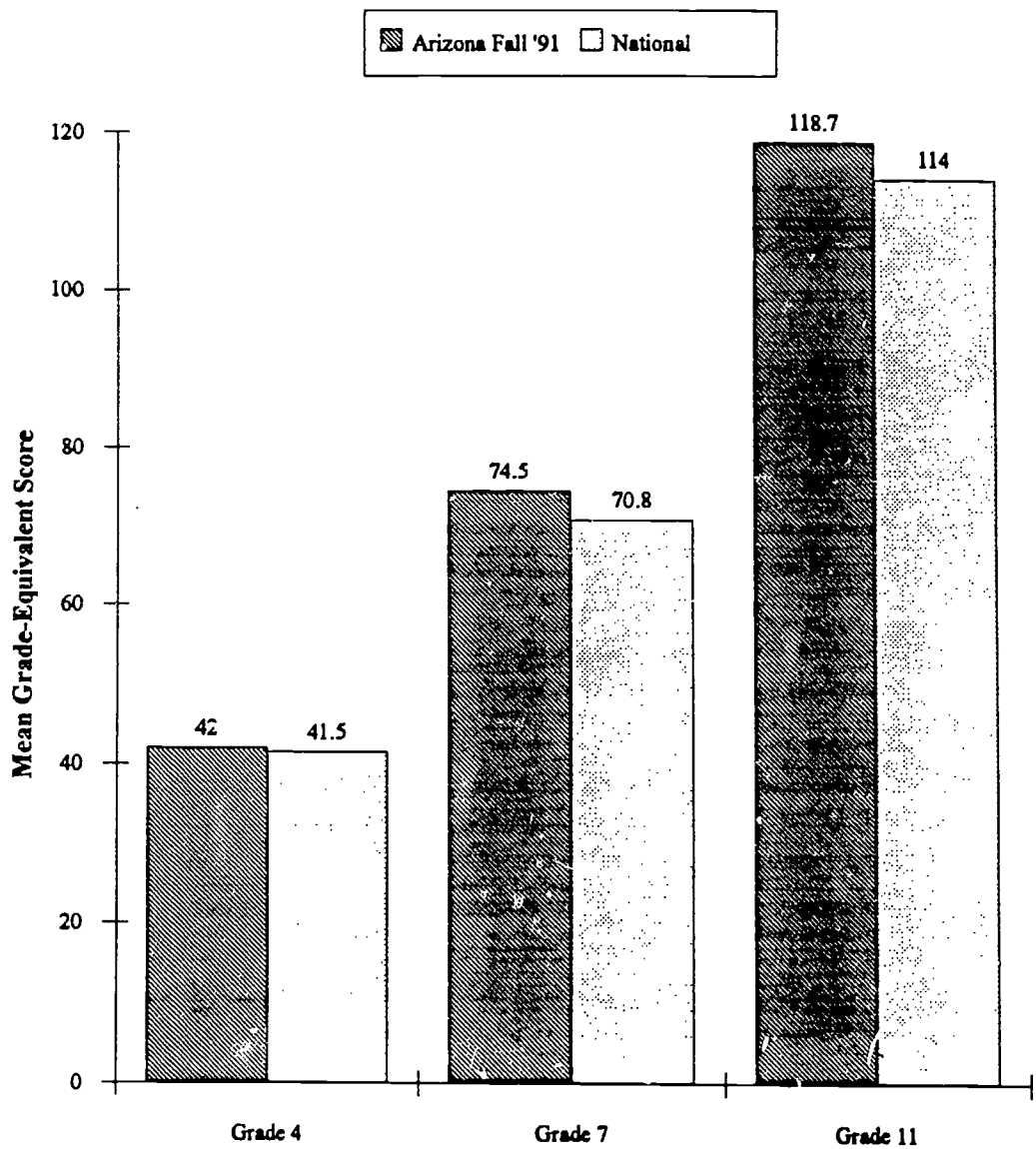


Figure 3

Reading
Comparisons of Grade-Equivalent Scores for Arizona Pupils and the ITBS National Norm Group in Grades 4, 7, and 11



Part 4

GENERAL SUMMARY OF FINDINGS

Arizona students collectively scored in the average range in reading, language and mathematics across all three grades tested. In general, they performed at about the same level of achievement as average pupils in the same grades across the nation, based on 1987-88 national norms. Tables 3, 4 and 5 on pp.174-176 report this achievement data by gender and racial/ethnic categories.

Gender. Average reading scores for females were higher than those for males at all three grade levels. The differences ranged from two months at grade 4 to three months at grade 7 to four months at grade 11. A similar pattern was observed for language scores, except that the gap widened at the two higher grade levels so that females scored over a full grade level higher than males by grade 11. In mathematics, the female group outscored the male group by one month in grade 7, but by grade 11 the male group outscored the female group by four months. There was no gender difference observed in the scores for grade 4.

Race/Ethnicity. The racial/ethnic classifications used were White, Black, Hispanic, American Indian/Alaskan Native and Asian/Pacific Islander. The White group comprised approximately 57% of Arizona pupils tested; the Black group accounted for approximately 4% of the total; the Hispanic group approximately 22%; the American Indian/Alaskan Native group approximately 6%; and the Asian/Pacific Islander approximately 2%. Racial/ethnic background information was missing for approximately 9% of the pupils tested.

The White and Asian/Pacific Islander groups scored at or above the national average across all grade levels. The White group scored as high or higher than the Asian/Pacific Islander group in reading comprehension in grades 4 and 11, but lower in grade 7. The Asian/Pacific Islander group scored as well or better than the White group at all three grade levels in language and mathematics.

The Black, Hispanic and American Indian/Alaskan Native groups scored below the national average in all subject areas at all three grade levels. The Hispanic group tended to score slightly higher than the Black group in reading. In Language, the Black group scored slightly higher than the Hispanic group except in grade 11. The Hispanic group scored higher than the Black group in mathematics at all three grade levels. Both of these groups scored higher than the American Indian/Alaskan Native group in all three areas.

Table 3

Iowa Tests of Basic Skills
Summary of Statewide Results
Fall 1991

Grade 4

Subject	National Norms Grade-Equivalent	National Norms Percentile Rank	Arizona Averages Grade-Equivalent	Arizona Averages Percentile Rank
Reading	41.5	48	42.0	50
Language	41.8	49	41.6	49
Mathematics	41.0	48	40.1	44
Complete Composite	41.3	48	41.3	48

Arizona Averages
Grade-Equivalent and Percentile Scores by Subject and Demographic Category

	Reading		Language		Mathematics	
Gender	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank
Male	4.1	48	4.0	44	4.0	45
Female	4.3	53	4.3	54	4.0	44
Race/Ethnicity						
White	4.5	59	4.4	56	4.2	52
Black	3.7	34	3.8	38	3.6	29
Hispanic	3.7	35	3.7	37	3.7	33
American Indian/ Alaskan Native	3.5	30	3.5	30	3.5	25
Asian/Pacific Islander	4.5	59	4.7	63	4.4	60

Table 4

Iowa Tests of Basic Skills
Summary of Statewide Results
Fall 1991

Grade 7

Subject	National Norms Grade-Equivalent	National Norms Percentile Rank	Arizona Averages Grade-Equivalent	Arizona Averages Percentile Rank
Reading	7.1	48	7.5	55
Language	7.1	48	7.4	56
Mathematics	7.0	48	7.2	52
Complete Composite	7.0	49	7.3	56

Arizona Averages
Grade-Equivalent and Percentile Scores by Subject and Demographic Category

	Reading		Language		Mathematics	
Gender	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank
Male	7.3	52	7.1	50	7.1	51
Female	7.6	59	7.8	63	7.2	52
Race/Ethnicity						
White	7.9	64	7.8	63	7.5	60
Black	6.8	42	7.0	47	6.6	36
Hispanic	6.8	43	6.9	46	6.7	39
American Indian/ Alaskan Native	6.5	37	6.6	39	6.4	32
Asian/Pacific Islander	8.1	67	8.3	72	7.9	71

Table 5

Tests of Achievement and Proficiency
Summary of Statewide Results
Fall 1991

Grade 11

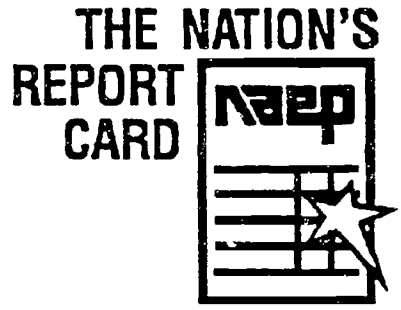
Subject	National Norms		Arizona Averages	
	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank
Reading	11.4	52	11.9	53
Language	10.9	48	11.6	55
Mathematics	11.5	50	11.7	50
Basic Composite	11.3	51	12.0	54

Arizona Averages
Grade-Equivalent and Percentile Scores by Subject and Demographic Category

Gender	Reading		Language		Mathematics	
	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank	Grade-Equivalent	Percentile Rank
Male	11.7	52	11.1	50	11.9	51
Female	12.1	55	12.2	62	11.5	49
Race/Ethnicity						
White	13.0	64	12.4	63	12.6	59
Black	10.2	35	10.4	43	9.8	29
Hispanic	10.3	36	10.5	44	10.1	33
American Indian/ Alaskan Native	9.6	30	10.1	40	9.7	29
Asian/Pacific Islander	12.4	57	12.4	64	13.5	69

Section III

Summary of Statewide Results for the Grade 8 Trial State Mathematics Assessment National Assessment of Educational Progress, February 1990



PART I

EXECUTIVE SUMMARY

In 1988, Congress passed new legislation for the National Assessment of Educational Progress (NAEP), which included -- for the first time in the project's history -- a provision authorizing voluntary state-by-state assessments on a trial basis, in addition to continuing its primary mission, the national assessments that NAEP has conducted since its inception.

As a result of the legislation, the 1990 NAEP program included a Trial State Assessment Program in eighth-grade mathematics. National assessments in mathematics, reading, writing, and science were conducted simultaneously in 1990 at grades four, eight, and twelve.

For the Trial State Assessment, eighth-grade public-school students were assessed in each of 37 states, the District of Columbia, and two territories in February 1990. The sample was carefully designed to represent the eighth-grade public-school population in a state or territory. Within each selected school, students were randomly chosen to participate in the program. Local school district personnel administered all assessment sessions, and the contractor's staff monitored 50 percent of the sessions as part of the quality assurance program designed to ensure that the sessions were being conducted uniformly. The results of the monitoring indicated a high degree of quality and uniformity across sessions.

In Arizona, 102 public schools participated in the assessment. The weighted school participation rate was 97 percent, which means that all of the eighth-grade students in this sample of schools were representative of 97 percent of the eighth-grade public-school students in Arizona.

In each school, a random sample of students was selected to participate in the assessment. As estimated by the sample, 6 percent of the eighth-grade public-school population was classified as Limited English Proficient (LEP), while 7 percent had an Individualized Education Plan (IEP). An IEP is a plan, written for a student who has been determined to be eligible for special education, that typically sets forth goals and objectives for the student and describes a program of activities and/or related services necessary to achieve the goals and objectives.

Schools were permitted to exclude certain students from the assessment. To be excluded from the assessment, a student had to be categorized as Limited English Proficient or had to have an Individualized Education Plan *and* (in either case) be judged incapable of participating in the assessment. The students who were excluded from the assessment because they were categorized as LEP or had an IEP represented 2 percent and 4 percent of the population, respectively. In total, 2,558 eighth-grade Arizona public-school students were assessed. The weighted student participation rate was 93 percent. This means that the sample of students who took part in the assessment was representative of 93 percent of the eligible eighth-grade public-school student population in Arizona.

Students' Mathematics Performance

The average proficiency of eighth-grade public-school students from Arizona on the NAEP mathematics scale is 259. This proficiency is no different from that of students across the nation (261).

Average proficiency on the NAEP scale provides a global view of eighth graders' mathematics achievement; however, it does not reveal specifically what the students know and can do in the subject. To describe the nature of students' proficiency in greater detail, NAEP used the results from the 1990 national assessments of fourth-, eighth-, and twelfth-grade students to define the skills, knowledge, and understandings that characterize four levels of mathematics performance -- levels 200, 250, 300, and 350 -- on the NAEP scale.

In Arizona, 98 percent of the eighth graders, compared to 97 percent in the nation, appear to have acquired skills involving simple additive reasoning and problem solving with whole numbers (level 200). However, many fewer students in Arizona (10 percent) and 12 percent in the nation appear to have acquired reasoning and problem-solving skills involving fractions, decimals, percents, elementary geometric properties, and simple algebraic manipulations (level 300).

The Trial State Assessment included five content areas -- Numbers and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra and Functions. Students in Arizona performed comparably to students in the nation in all of these five content areas.

Subpopulation Performance

In addition to the overall results, the 1990 Trial State Assessment permits reporting on the performance of various subpopulations of the Arizona eighth-grade student population defined by race/ethnicity, type of community, parents' education level, and gender. In Arizona:

- White students had higher average mathematics proficiency than did Black, Hispanic, or American Indian students.
- Further, a greater percentage of White students than Black, Hispanic, or American Indian students attained level 300.
- The results by type of community indicate that the average mathematics performance of the Arizona students attending schools in advantaged urban areas was higher than that of students attending schools in disadvantaged urban areas, extreme rural areas, or areas classified as "other".
- In Arizona, the average mathematics proficiency of eighth-grade public-school students having at least one parent who graduated from college was approximately 32 points higher than that of students whose parents did not graduate from high school.
- The results by gender show that eighth-grade males in Arizona had a higher average mathematics proficiency than did eighth-grade females in Arizona. In addition, a greater percentage of males than females in Arizona attained level 300. Compared to the national results, females in Arizona performed lower than females across the country; males in Arizona performed no differently from males across the country.

A Context for Understanding Students' Mathematics Proficiency

Information on students' mathematics proficiency is valuable in and of itself, but it becomes more useful for improving instruction and setting policy when supplemented with contextual information about schools, teachers, and students.

To gather such information, the students participating in the 1990 Trial State Assessment, their mathematics teachers, and the principals or other administrators in their schools were asked to complete questionnaires on policies, instruction, and programs. Taken together, the student, teacher, and school data help to describe some of the current practices and emphases in mathematics education, illuminate some of the factors that appear to be related to eighth-grade public-school students' proficiency in the subject, and provide an educational context for understanding information about student achievement.

Some of the salient results for the public-school students in Arizona are as follows:

- More than half of the students in Arizona (64 percent) were in schools where mathematics was identified as a special priority. This is about the same percentage as that for the nation (63 percent).

- In Arizona, 87 percent of the students could take an algebra course in eighth grade for high-school course placement or credit.

- About the same percentage of students in Arizona were taking eighth-grade mathematics (48 percent) as were taking a course in pre-algebra or algebra (47 percent). Across the nation, 62 percent were taking eighth-grade mathematics and 34 percent were taking a course in pre-algebra or algebra.

- According to their teachers, the greatest percentage of eighth-grade students in public schools in Arizona spent 30 minutes doing mathematics homework each day; according to the students, most of them spent 30 minutes doing mathematics homework each day. Across the nation, teachers reported that the largest percentage of students spent either 15 or 30 minutes doing mathematics homework each day, while students reported either 15 or 30 minutes daily.

- Students whose teachers placed heavy instructional emphasis on Algebra and Functions had higher proficiency in this content area than students whose teachers placed little or no emphasis on Algebra and Functions. Students whose teachers placed heavy instructional emphasis on Numbers and Operations and Measurement had lower proficiency in these content areas than students whose teachers placed little or no emphasis on the same areas.

- In Arizona, 17 percent of the eighth-grade students had mathematics teachers who reported getting **all** of the resources they needed, while 31 percent of the students were taught by teachers who got only **some or none** of the resources they needed. Across the nation, these figures were 13 percent and 31 percent, respectively.

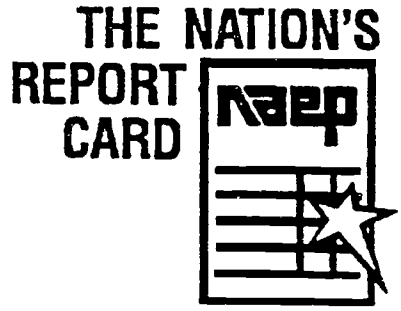
- In Arizona, 27 percent of the students never used a calculator to work problems in class, while 46 percent almost always did.

- In Arizona, 45 percent of the students were being taught by mathematics teachers who reported having **at least** a master's or education specialist's degree. This compares to 44 percent for students across the nation.

- About three-quarters of the students (73 percent) had teachers who had the highest level of teaching certification available. This is similar to the figure for the nation, where 66 percent of students were taught by teachers who were certified at the highest level available in their states.

- Students in Arizona who had four types of reading materials (an encyclopedia, newspapers, magazines, and more than 25 books) at home showed higher mathematics proficiency than did students with zero to two types of these materials. This is similar to the results for the nation, where students who had all four types of materials showed higher mathematics proficiency than did students who had zero to two types.

- Some of the eighth-grade public-school students in Arizona (15 percent) watched one hour or less of television each day; 12 percent watched six hours or more. Average mathematics proficiency was lowest for students who spent six hours or more watching television each day.



PART II

How Proficient in Mathematics Are Eighth-Grade Students in Arizona Public Schools?

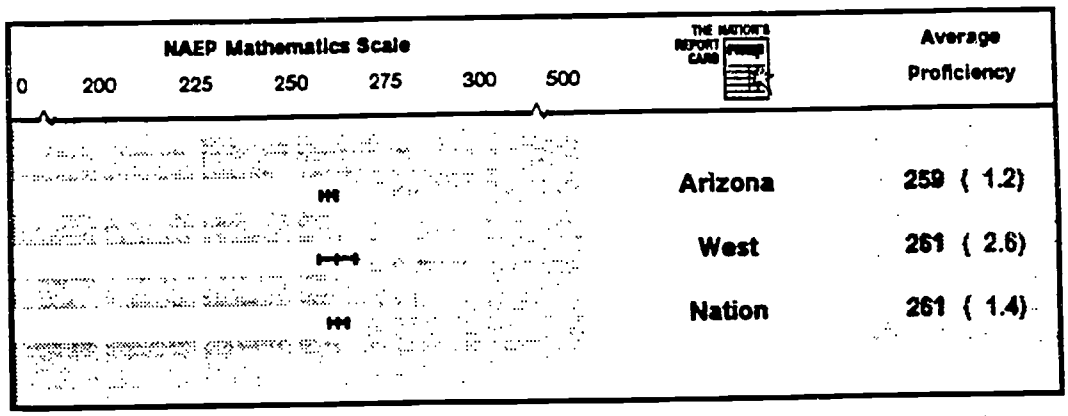
The 1990 Trial State Assessment covered five mathematics content areas -- Numbers and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra and Functions. Students' overall performance in these content areas was summarized on the NAEP mathematics scale, which ranges from 0 to 500.

This part of the report contains two chapters that describe the mathematics proficiency of eighth-grade public-school students in Arizona. Chapter 1 compares the overall mathematics performance of the students in Arizona to students in the West region and the nation. It also presents the students' average proficiency separately for the five mathematics content areas. Chapter 2 summarizes the students' overall mathematics performance for subpopulations defined by race/ethnicity, type of community, parents' education level, and gender, as well as their mathematics performance in the five content areas.

Students' Mathematics Performance

As shown in Figure 2, the average proficiency of eighth-grade public-school students from Arizona on the NAEP mathematics scale is 259. This proficiency is no different from that of students across the nation (261).[2]

FIGURE 2 | **Average Eighth-Grade Public-School Mathematics Proficiency**



The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations.

[2] Differences reported are statistically different at about the 95 percent certainty level. This means that with about 95 percent certainty there is a real difference in the average mathematics proficiency between the two populations of interest.

LEVELS OF MATHEMATICS PROFICIENCY

Average proficiency on the NAEP scale provides a global view of eighth graders' mathematics achievement; however, it does not reveal the specifics of what the students know and can do in the subject. To describe the nature of students' proficiency in greater detail, NAEP used the results from the 1990 national assessments of fourth-, eighth-, and twelfth-grade students to define the skills, knowledge, and understandings that characterize four levels of mathematics performance -- levels 200, 250, 300, and 350 -- on the NAEP scale.

To define the skills, knowledge, and understandings that characterize each proficiency level, mathematics specialists studied the questions that were typically answered correctly by most students at a particular level but answered incorrectly by a majority of students at the next lower level. They then summarized the kinds of abilities needed to answer each set of questions. While defining proficiency levels below 200 and above 350 is theoretically possible, so few students performed at the extreme ends of the scale that it was impractical to define meaningful levels of mathematics proficiency beyond the four presented here.

Definitions of the four levels of mathematics proficiency are given in Figure 3. It is important to note that the definitions of these levels are based solely on student performance on the 1990 mathematics assessment. The levels are not judgmental standards of what ought to be achieved at a particular grade. Figure 4 provides the percentages of students at or above each of these proficiency levels. In Arizona, 98 percent of the eighth graders, compared to 97 percent in the nation, appear to have acquired skills involving simple additive reasoning and problem solving with whole numbers (level 200). However, many fewer students in Arizona (10 percent) and 12 percent in the nation appear to have acquired reasoning and problem-solving skills involving fractions, decimals, percents, elementary geometric properties, and simple algebraic manipulations (level 300).

CONTENT AREA PERFORMANCE

As previously indicated, the questions comprising the Trial State Assessment covered five content areas -- Numbers and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra and Functions. Figure 5 provides the Arizona, West region, and national results for each content area. Students in Arizona performed comparably to students in the nation in all of these five content areas.

THE NATION'S REPORT CARD

FIGURE 3 | Levels of Mathematics Proficiency

LEVEL 200	Simple Additive Reasoning and Problem Solving with Whole Numbers

Students at this level have some degree of understanding of simple quantitative relationships involving whole numbers. They can solve simple addition and subtraction problems with and without regrouping. Using a calculator, they can extend these abilities to multiplication and division problems. These students can identify solutions to one-step word problems and select the greatest four-digit number in a list.

In measurement, these students can read a ruler as well as common weight and graduated scales. They also can make volume comparisons based on visualization and determine the value of coins. In geometry, these students can recognize simple figures. In data analysis, they are able to read simple bar graphs. In the algebra dimension, these students can recognize translations of word problems to numerical sentences and extend simple pattern sequences.

LEVEL 250	Simple Multiplicative Reasoning and Two-Step Problem Solving

Students at this level have extended their understanding of quantitative reasoning with whole numbers from additive to multiplicative settings. They can solve routine one-step multiplication and division problems involving remainders and two-step addition and subtraction problems involving money. Using a calculator, they can identify solutions to other elementary two-step word problems. In these basic problem-solving situations, they can identify missing or extraneous information and have some knowledge of when to use computational estimation. They have a rudimentary understanding of such concepts as whole number place value, "even," "factor," and "multiple."

In measurement, these students can use a ruler to measure objects, convert units within a system when the conversions require multiplication, and recognize a numerical expression solving a measurement word problem. In geometry, they demonstrate an initial understanding of basic terms and properties, such as parallelism and symmetry. In data analysis, they can complete a bar graph, sketch a circle graph, and use information from graphs to solve simple problems. They are beginning to understand the relationship between proportion and probability. In algebra, they are beginning to deal informally with a variable through numerical substitution in the evaluation of simple expressions.

FIGURE 3 (continued) | **Levels of Mathematics Proficiency**

THE NATION'S REPORT CARD

LEVEL 300	**Reasoning and Problem Solving Involving Fractions, Decimals, Percents, Elementary Geometric Properties, and Simple Algebraic Manipulations**

Students at this level are able to represent, interpret, and perform simple operations with fractions and decimal numbers. They are able to locate fractions and decimals on number lines, simplify fractions, and recognize the equivalence between common fractions and decimals, including pictorial representations. They can interpret the meaning of percents less than and greater than 100 and apply the concepts of percentages to solve simple problems. These students demonstrate some evidence of using mathematical notation to interpret expressions, including those with exponents and negative integers.

In measurement, these students can find the perimeters and areas of rectangles, recognize relationships among common units of measure, and use proportional relationships to solve routine problems involving similar triangles and scale drawings. In geometry, they have some mastery of the definitions and properties of geometric figures and solids.

In data analysis, these students can calculate averages, select and interpret data from tabular displays, pictographs, and line graphs, compute relative frequency distributions, and have a beginning understanding of sample bias. In algebra, they can graph points in the Cartesian plane and perform simple algebraic manipulations such as simplifying an expression by collecting like terms, identifying the solution to open linear sentences and inequalities by substitution, and checking and graphing an interval representing a compound inequality when it is described in words. They can determine and apply a rule for simple functional relations and extend a numerical pattern.

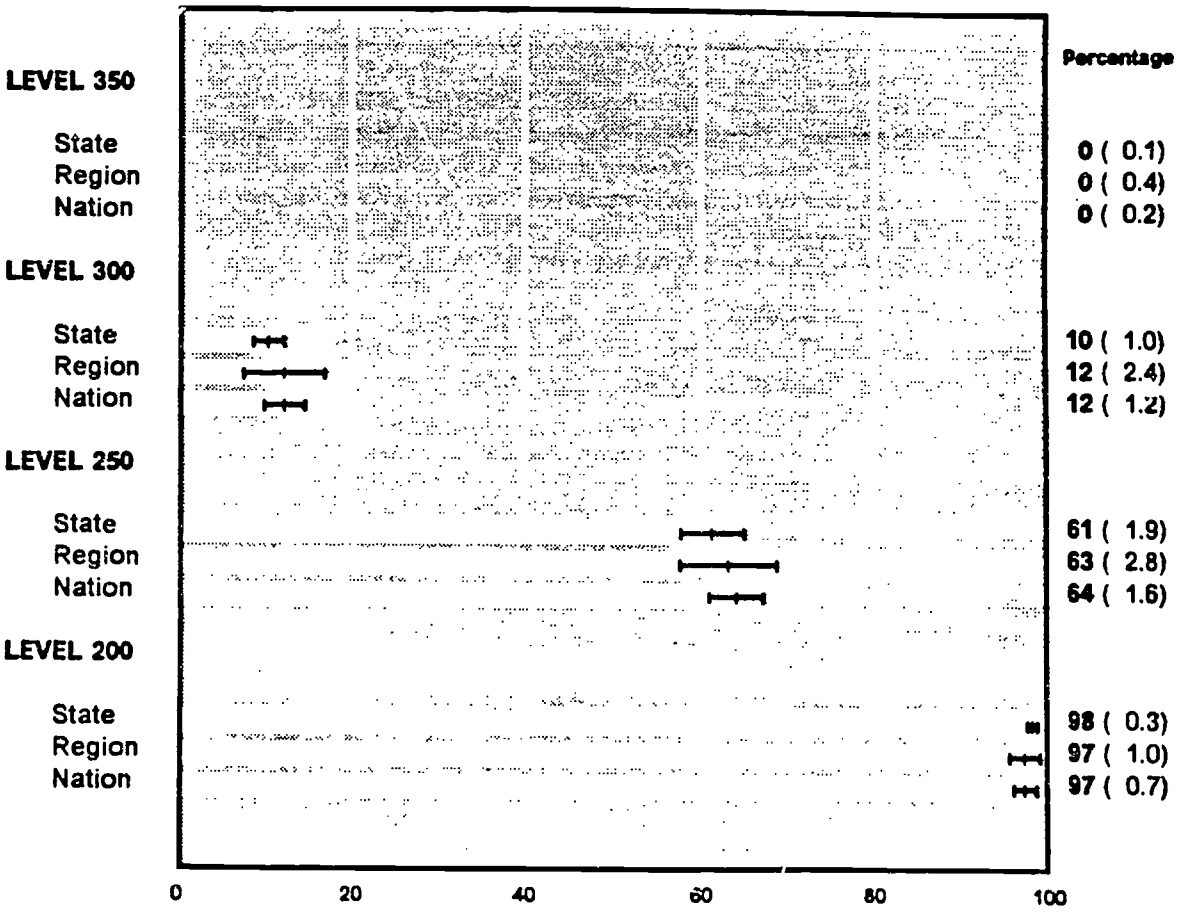
LEVEL 350	**Reasoning and Problem Solving Involving Geometric Relationships, Algebraic Equations, and Beginning Statistics and Probability**

Students at this level have extended their knowledge of number and algebraic understanding to include some properties of exponents. They can recognize scientific notation on a calculator and make the transition between scientific notation and decimal notation. In measurement, they can apply their knowledge of area and perimeter of rectangles and triangles to solve problems. They can find the circumferences of circles and the surface areas of solid figures. In geometry, they can apply the Pythagorean theorem to solve problems involving indirect measurement. These students also can apply their knowledge of the properties of geometric figures to solve problems, such as determining the slope of a line.

In data analysis, these students can compute means from frequency tables and determine the probability of a simple event. In algebra, they can identify an equation describing a linear relation provided in a table and solve literal equations and a system of two linear equations. They are developing an understanding of linear functions and their graphs, as well as functional notation, including the composition of functions. They can determine the nth term of a sequence and give counterexamples to disprove an algebraic generalization.

FIGURE 4 | **Levels of Eighth-Grade Public-School Mathematics Proficiency**

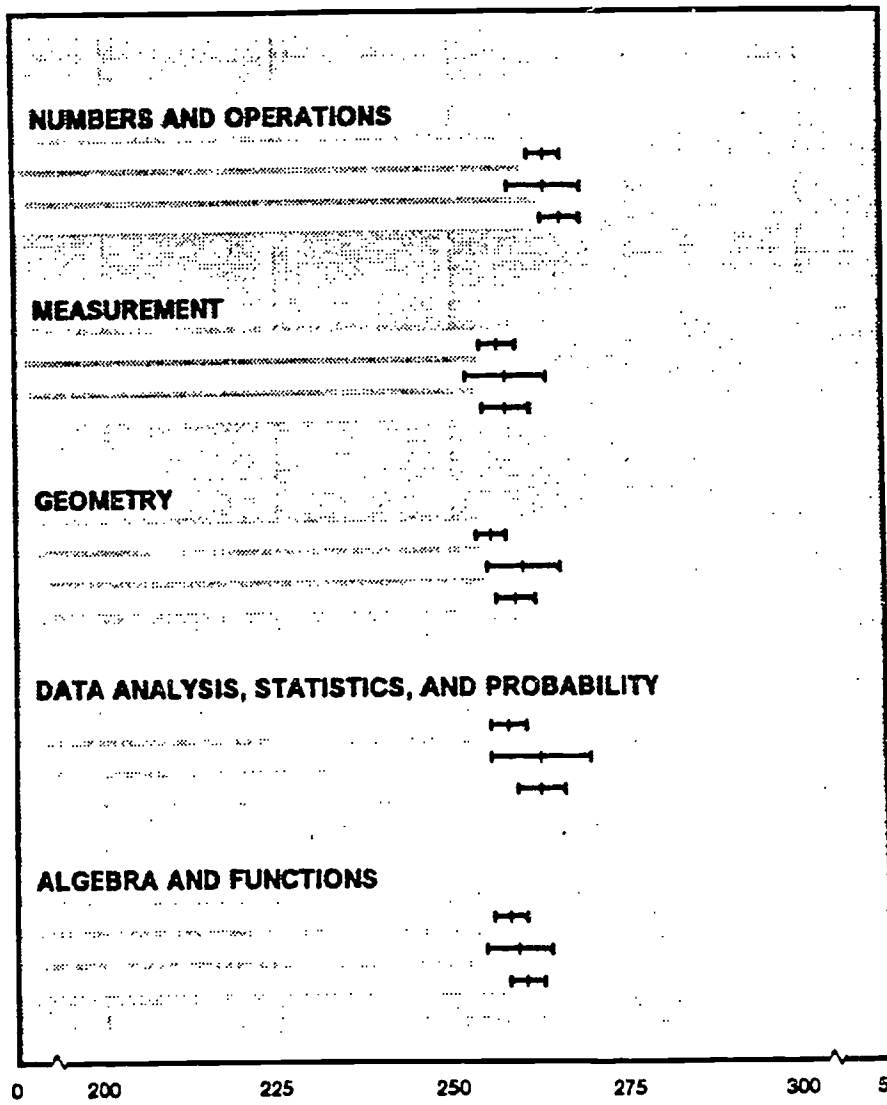
THE NATION'S REPORT CARD



The standard errors are presented in parentheses. With about 95 percent certainty, the value for each population of interest is within ± 2 standard errors of the estimated percentage (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations.

FIGURE 5 | **Eighth-Grade Public-School Mathematics Content Area Performance**

THE NATION'S REPORT CARD



The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations.

PART III

Mathematics Performance by Subpopulations

In addition to the overall state results, the 1990 Trial State Assessment included reporting on the performance of various subgroups of the student population defined by race/ethnicity, type of community, parents' education level, and gender.

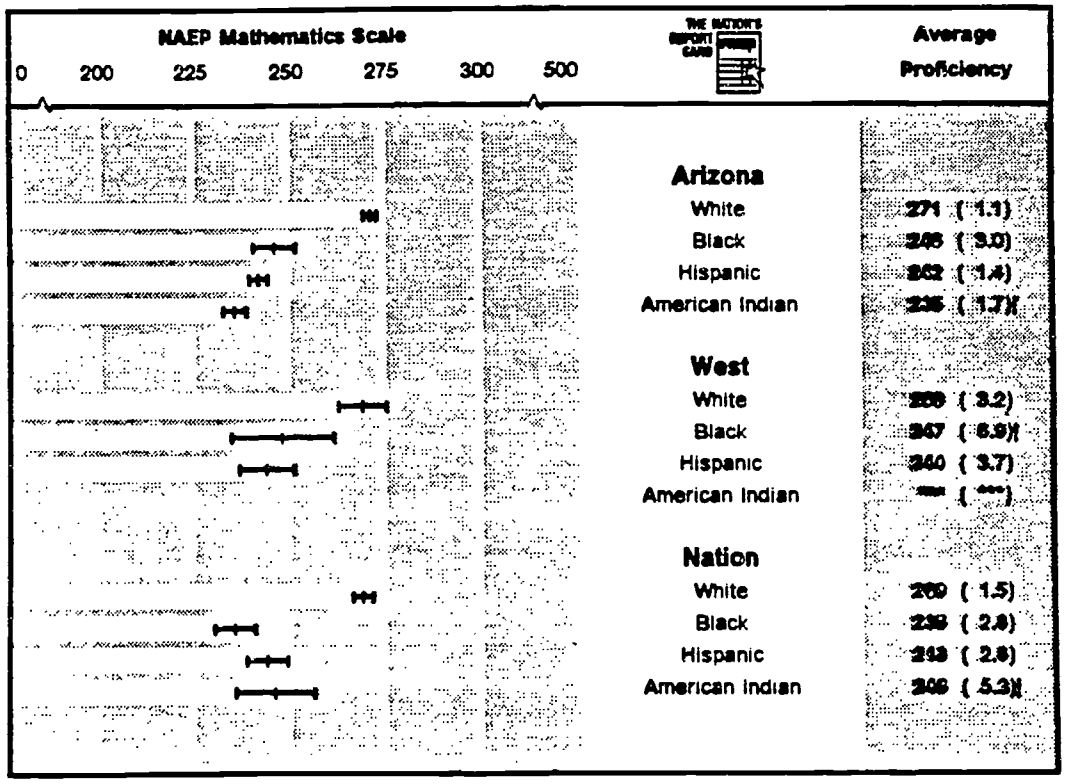
RACE/ETHNICITY

The Trial State Assessment results can be compared according to the different racial/ethnic groups when the number of students in a racial/ethnic group is sufficient in size to be reliably reported (at least 62 students). Average mathematics performance results for **White, Black, Hispanic, and American Indian** students from Arizona are presented in Figure 6.

As shown in Figure 6, White students demonstrated higher average mathematics proficiency than did Black, Hispanic, or American Indian students.

Figure 7 presents mathematics performance by proficiency levels. The figure shows that a greater percentage of White students than Black, Hispanic, or American Indian students attained level 300.

FIGURE 6 | **Average Eighth-Grade Public-School Mathematics Proficiency by Race/Ethnicity**

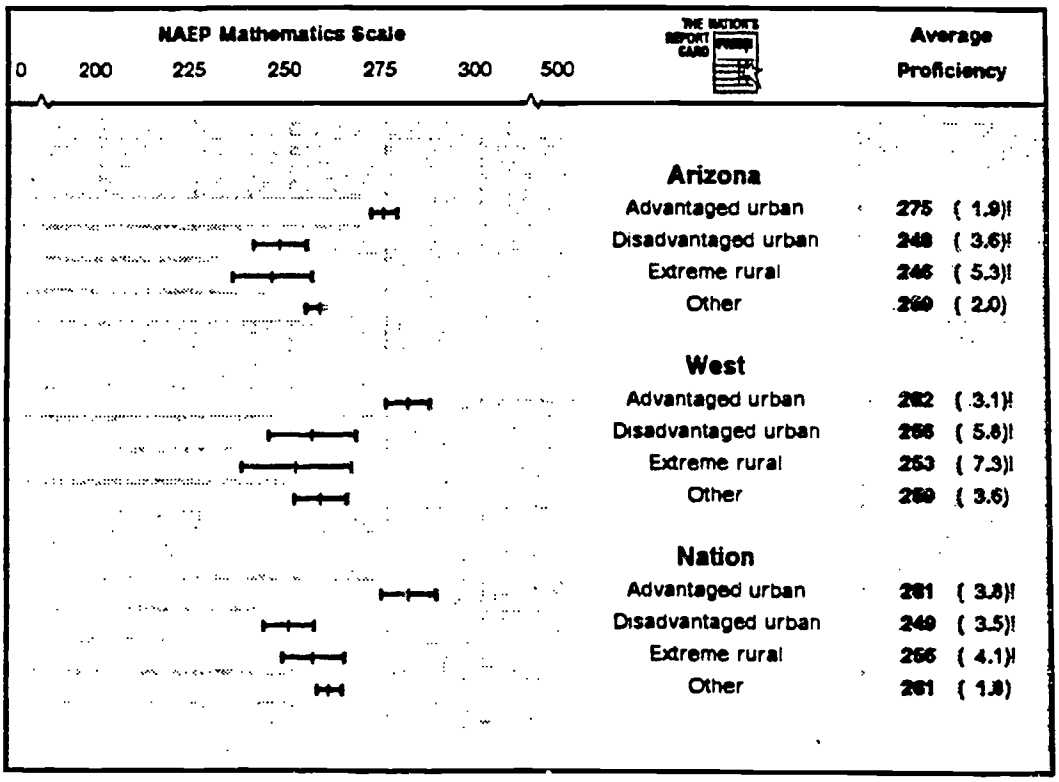


The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations. ! Interpret with caution -- the nature of the sample does not allow accurate determination of the variability of this estimated mean proficiency. *** Sample size is insufficient to permit a reliable estimate (fewer than 62 students).

TYPE OF COMMUNITY

Figure 8 and Figure 9 present the mathematics proficiency results for eighth-grade students attending public schools in **advantaged urban areas, disadvantaged urban areas, extreme rural areas, and areas classified as "other".** (These are the "type of community" groups in Arizona with student samples large enough to be reliably reported.) The results indicate that the average mathematics performance of the Arizona students attending schools in advantaged urban areas was higher than that of students attending schools in disadvantaged urban areas, extreme rural areas, or areas classified as "other".

FIGURE 8 **Average Eighth-Grade Public-School Mathematics Proficiency by Type of Community**

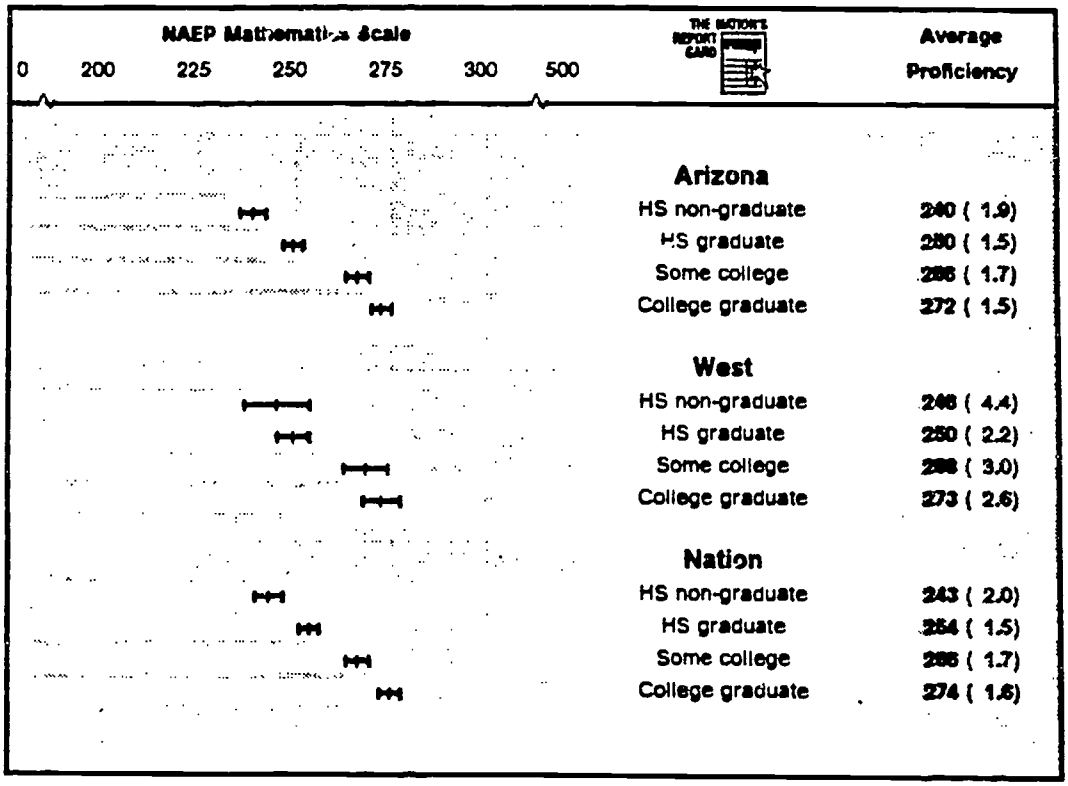


The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations. ! Interpret with caution – the nature of the sample does not allow accurate determination of the variability of this estimated mean proficiency.

PARENTS' EDUCATION LEVEL

Previous NAEP findings have shown that students whose parents are better educated tend to have higher mathematics proficiency (see Figures 10 and 11). In Arizona, the average mathematics proficiency of eighth-grade public-school students having at least one parent who graduated from college was approximately 32 points higher than that of students who reported that neither parent graduated from high school. As shown in Table 1 in the Introduction, about the same percentage of students in Arizona (37 percent) and in the nation (39 percent) had at least one parent who graduated from college. In comparison, the percentage of students who reported that neither parent graduated from high school was 9 percent for Arizona and 10 percent for the nation.

FIGURE 10 | **Average Eighth-Grade Public-School Mathematics Proficiency by Parents' Education**

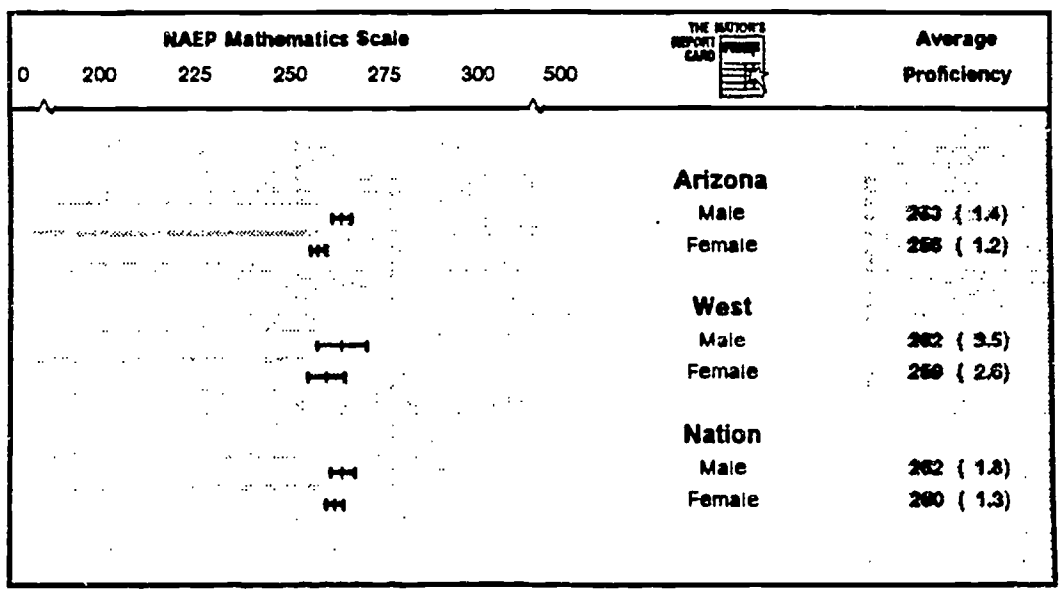


The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations.

GENDER

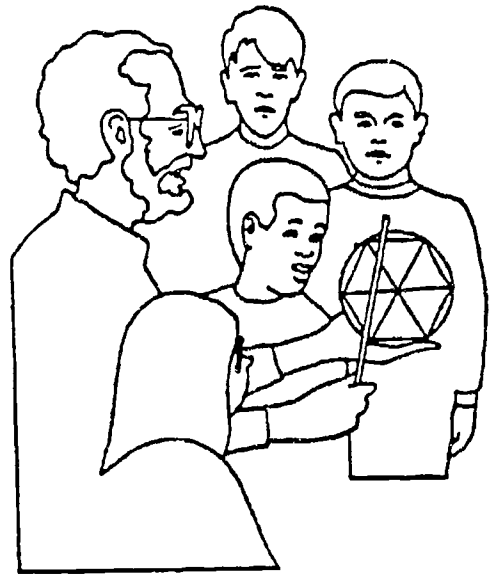
As shown in Figure 12, eighth-grade males in Arizona had a higher average mathematics proficiency than did eighth-grade females in Arizona. Compared to the national results, females in Arizona performed lower than females across the country; males in Arizona performed no differently from males across the country.

FIGURE 12 | **Average Eighth-Grade Public-School Mathematics Proficiency by Gender**



The standard errors are presented in parentheses. With about 95 percent certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95 percent confidence interval, denoted by ⊢⊣). If the confidence intervals for the populations do not overlap, there is a statistically significant difference between the populations.

As shown in Figure 13, there was no difference between the percentages of males and females in Arizona who attained level 200. The percentage of females in Arizona who attained level 200 was similar to the percentage of females in the nation who attained level 200. Also, the percentage of males in Arizona who attained level 200 was similar to the percentage of males in the nation who attained level 200.



PART IV

Who Is Teaching Eighth-Grade Mathematics?

In recent years, accountability for educational outcomes has become an issue of increasing importance to federal, state, and local governments. As part of their effort to improve the educational process, policymakers have reexamined existing methods of educating and certifying teachers.[9] Many states have begun to raise teacher certification standards and strengthen teacher training programs. As shown in Table 21:

- In Arizona, 45 percent of the students were being taught by mathematics teachers who reported having at least a master's or education specialist's degree. This compares to 44 percent for students across the nation.
- About three-quarters of the students (73 percent) had mathematics teachers who had the highest level of teaching certification available. This is similar to the figure for the nation, where 66 percent of the students were taught by mathematics teachers who were certified at the highest level available in their states.
- Less than half of the students (41 percent) had mathematics teachers who had a mathematics (middle school or secondary) teaching certificate. This compares to 84 percent for the nation.

[9] National Council of Teachers of Mathematics, *Professional Standards for the Teaching of Mathematics* (Reston, VA: National Council of Teachers of Mathematics, 1991).

TABLE 21 | Profile of Eighth-Grade Public-School Mathematics Teachers

PERCENTAGE OF STUDENTS

1990 NAEP TRIAL STATE ASSESSMENT	Arizona	West	Nation
	Percentage	Percentage	Percentage
Percentage of students whose mathematics teachers reported having the following degrees			
Bachelor's degree	55 (2.8)	68 (5.2)	56 (4.2)
Master's or specialist's degree	44 (2.8)	32 (5.2)	42 (4.2)
Doctorate or professional degree	1 (0.4)	0 (0.0)	2 (1.4)
Percentage of students whose mathematics teachers have the following types of teaching certificates that are recognized by Arizona			
No regular certification	4 (1.0)	6 (2.4)	4 (1.2)
Regular certification but less than the highest available	23 (2.8)	20 (3.3)	29 (4.3)
Highest certification available (permanent or long-term)	73 (2.7)	74 (3.3)	66 (4.3)
Percentage of students whose mathematics teachers have the following types of teaching certificates that are recognized by Arizona			
Mathematics (middle school or secondary)	41 (2.6)	88 (3.0)	84 (2.2)
Education (elementary or middle school)	52 (3.0)	9 (2.8)	12 (2.6)
Other	8 (1.9)	2 (1.3)	4 (1.5)

The standard errors of the estimated statistics appear in parentheses. It can be said with about 95 percent certainty that, for each population of interest, the value for the entire population is within ± 2 standard errors of the estimate for the sample.

EDUCATIONAL BACKGROUND

Although mathematics teachers are held responsible for providing high-quality instruction to their students, there is a concern that many teachers have had limited exposure to content and concepts in the subject area. Accordingly, the Trial State Assessment gathered details on the teachers' educational backgrounds -- more specifically, their undergraduate and graduate majors and their in-service training.

Teachers' responses to questions concerning their undergraduate and graduate fields of study (Table 22) show that:

- In Arizona, 15 percent of the eighth-grade public-school students were being taught mathematics by teachers who had an undergraduate major in mathematics. In comparison, 43 percent of the students across the nation had mathematics teachers with the same major.
- Relatively few of the eighth-grade public-school students in Arizona (6 percent) were taught mathematics by teachers who had a graduate major in mathematics. Across the nation, 22 percent of the students were taught by teachers who majored in mathematics in graduate school.

TABLE 22 | Teachers' Reports on Their Undergraduate and Graduate Fields of Study

PERCENTAGE OF STUDENTS

1990 NAEP TRIAL STATE ASSESSMENT	Arizona	West	Nation
What was your undergraduate major?	Percentage	Percentage	Percentage
Mathematics	15 (2.2)	31 (5.9)	43 (3.9)
Education	63 (3.5)	34 (6.6)	35 (3.8)
Other	22 (2.7)	35 (6.6)	22 (3.3)
What was your graduate major?	Percentage	Percentage	Percentage
Mathematics	6 (1.1)	19 (4.7)	22 (3.4)
Education	58 (3.1)	36 (4.5)	38 (3.5)
Other or no graduate level study	35 (3.0)	45 (5.4)	40 (3.4)

The standard errors of the estimated statistics appear in parentheses. It can be said with about 95 percent certainty that, for each population of interest, the value for the entire population is within ± 2 standard errors of the estimate for the sample.

Teachers' responses to questions concerning their in-service training for the year up to the Trial State Assessment (Table 23) show that:

- In Arizona, 23 percent of the eighth-grade public-school students had teachers who spent at least 16 hours on in-service education dedicated to mathematics or the teaching of mathematics. Across the nation, 39 percent of the students had teachers who spent at least that much time on similar types of in-service training.
- About one-quarter of the students in Arizona (27 percent) had mathematics teachers who spent no time on in-service education devoted to mathematics or the teaching of mathematics. Nationally, 11 percent of the students had mathematics teachers who spent no time on similar in-service training.

TABLE 23 | Teachers' Reports on Their In-Service Training

PERCENTAGE OF STUDENTS

1990 NAEP TRIAL STATE ASSESSMENT	Arizona	West	Nation
During the last year, how much time in total have you spent on in-service education in mathematics or the teaching of mathematics?	Percentage	Percentage	Percentage
None	27 (2.7)	11 (3.0)	11 (2.1)
One to 15 hours	50 (3.1)	45 (7.0)	51 (4.1)
16 hours or more	23 (1.9)	44 (6.9)	39 (3.8)

The standard errors of the estimated statistics appear in parentheses. It can be said with about 95 percent certainty that, for each population of interest, the value for the entire population is within ± 2 standard errors of the estimate for the sample.

Printed in Phoenix, Arizona by the
Arizona Department of Education
Total Copies Printed.....400
Total Printing Cost.....$2871.00
Unit Printing Cost.....$7.18
Date of Printing.....7/92