

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF
STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS

2007-2008 SCHOOL YEAR

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0659. The time required to complete this information collection is estimated to average 60 hours per SEA, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Authorization: P.L. 108-446, Section 618 (a)(3); 34 CFR §§300.640, 300.644, 300.645

Due Date: February 1, 2009

Sampling Allowed: No

Send Form to: Patricia J. Guard, Acting Director
Office of Special Education Programs
Part B Data Reports
Program Support Services Group
Mail stop 2600
550 12th Street, SW
Washington, D.C. 20202
Attn: Cheryl Broady

General Instructions

1. For ALL students with IEPs, report their participation in and performance on state assessments. This includes students with IEPs who were not enrolled for a full academic year and students with IEPs with limited English proficiency (LEP).
2. Use the same assessments as for AYP reporting under NCLB.
 - Provide (in Sections C and F, as directed) the name of each assessment used.
3. Report students by (1) content area, (2) grade level (3) assessment type, and (4) achievement level.

Content areas are the same as reported for NCLB: reading and math

Grade levels are the same as reported for NCLB:

- For reading and math, grades 3, 4, 5, 6, 7, and 8, plus once during high school (identify the high school grade).
- Decision rules used to assign a grade level are the same as for purposes of NCLB reporting.

Achievement levels are the same levels that States use for reporting under NCLB.

- Provide (in Sections C and F, as directed) the name of each achievement level.
 - Indicate (in Sections C and F, as directed) the lowest achievement level considered proficient under NCLB.
4. No sampling is permitted for this data collection.
 5. **In providing data for this collection, the State is to submit complete and unsuppressed data.**

Selected Definitions (See OSEP Data Dictionary for Additional Definitions (available online at <https://www.ideadata.org/documents.asp>)

Alternate assessment – A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

Alternate assessment based on alternate academic achievement standards - A way to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations §200.1(d).

Alternate assessment based on grade level academic achievement standards - A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State's regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of 34 Code of Federal Regulations §200.6, even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-08 school year, science, except as provided in 34 Code of Federal Regulations §200.6(a)(2)(ii)(B).

Alternate assessment based on modified academic achievement standards - A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

Assessment type – Types of assessments are: regular; alternate based on grade level academic achievement standards; alternate based on modified academic achievement standards; and alternate based on alternate academic achievement standards.

Exempted students - In States where parental exemptions are permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These are exempted students and cannot be counted as participants.

Grade level – The grade (K-12) assigned to the student by the school system in which the student is enrolled.

Invalid results – Assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g., student does not take all portions of the assessment, student does not fill out the answer sheet correctly, student receives accommodations or modifications that threaten test validity) or changes in testing materials that resulted in a score that is deemed by the State to be incomparable to scores received by students who took the assessment without these changes. The students whose test results are determined to be invalid are to be counted as nonparticipants.

LEP students – In coordination with the State’s definition based on Title 9 of ESEA, Limited English Proficient students are students:

- (A) who are aged 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (Who is i or ii or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (Who is I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who is denied i or ii or iii)
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Guidance - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i or ii or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.

NCLB 1% cap – A State and LEA may include in AYP calculations the proficient and advanced scores of students with disabilities assessed on alternate academic achievement standards provided the number of those scores does not exceed 1.0 percent of all students assessed in the respective grades specified.

NCLB 2% cap – A State and LEA may include in AYP calculations the proficient and advanced scores of students with disabilities assessed on modified academic achievement standards provided the number of those scores does not exceed 2.0 percent of all students assessed in the respective grades specified.

NCLB adjusted 2% cap - Under the final regulations on modified academic achievement standards (34 Code of Federal Regulations §200.13(c)(3)), in calculating Adequate Yearly Progress (AYP), a State's number of proficient and advanced scores of students with disabilities based on the modified academic achievement standards described in 34 Code of Federal Regulations §200.1(e)(1) may exceed 2.0 percent of all students assessed in the grades specified if the number of proficient and advanced scores from assessments based on the alternate academic achievement standards described in 34 Code of Federal Regulations §200.1(d) is less than 1.0 percent, provided the number of proficient and advanced scores from assessments based on modified and alternate academic achievement standards combined does not exceed 3.0 percent of all students assessed in the grades specified.

Non-participants – Includes students with IEPs who were absent and did not take an assessment, who did not obtain a valid score, who were exempted, who took an out of level test, or who did not participate for other reasons.

Out of grade level test –An assessment taken at a grade level below which the student is currently enrolled. Students who are tested out of level are, for the purpose of this report, considered to be non-participants because out of grade level tests do not result in a valid score. Note that out of level testing is not permitted, as specified in 34 CFR §200.1(b)(2). This data element is included in this collection only to ensure that all students with IEPs are fully accounted. States are expected to eliminate this practice as required by statute.

Participants – Students with IEPs who took the assessment and obtained a valid score.

Regular assessment based on grade level academic achievement standards– An assessment designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

Students with IEPs – For purposes of this Assessment data collection, this population consists of students served under IDEA, not students who are parentally placed in private schools and served through services plans, in accordance with 34 CFR §§300.132(c).

Valid score – A score from an assessment that did not produce an *invalid* result. The score can be reported, aggregated, and included in accountability indices (see valid assessment and invalid results).

Specific Instructions, Sections A (Math) and D (Reading): Enrollment

In Sections A and D, report enrollment information by grade level of the student, for grades 3 through 8.

In the final row of the grade level column, specify the high school grade at which the assessment is typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. Note that this specified grade level should remain constant for each assessment, across the report of enrollment, participation, and performance data.

In column 1, report the total number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date (please record this date at the top of the table in the space provided). This count should include students who were enrolled for a full academic year as well as students who were not enrolled for a full academic year. This count should also include all LEP students with IEPs.

In column 2, report the total number of students who were enrolled in the grade at a date as close as possible to the testing date. This count includes students with IEPs and students without IEPs.

Specific Instructions, Sections B (Math) and E (Reading): Participation

In Sections B and E, report participation information by grade level of the student, for grades 3 through 8.

In the final row of the grade level column, specify the high school grade at which the assessment is typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. Note that this specified grade level should be the same as that reported in the corresponding sections (Sections A and D) for enrollment data.

In column 3, for each grade level, report the number of students with IEPs who took the *regular assessment based on grade level academic achievement standards*. Do **NOT** include students whose assessment results were invalid, students who took an out-of-level assessment, or students who took an alternate assessment.

In column 3A, for each grade level, report the subset of students with IEPs who took a regular assessment based on grade level academic achievement standards with accommodations. This is a subset of column 3.

Column 3B applies only to Section E (Reading). In column 3B, for each grade level, report those LEP students with IEPs who, at the time of the reading assessment, had been in the United States for less than **12** months and took the English Language proficiency test in place of the regular reading assessment. Column 3B is a subset of column 3. Column 3B applies only to Section E (Reading).

In column 4, for each grade level, report the number of students with IEPs who took an *alternate assessment*. Do **NOT** include students **whose assessment results were invalid** or students who took an out-of-level test. When reporting students who took an alternate assessment that is for more than one grade level (e.g., grades 3 through 5), assign a single grade level to the assessment. Use the same decision rules as used to assign a grade level to alternate assessments for the purpose of NCLB reporting.

In column 4A, for each grade level, report the subset of students who took an alternate assessment based on grade level academic achievement standards. This is a subset of column 4.

In column 4B, for each grade level, report the subset of students who took an alternate assessment based on modified academic achievement standards. This is a subset of column 4.

In column 4C, for each grade level, report the subset of students who took an alternate assessment based on alternate academic achievement standards. This is a subset of column 4.

LOGIC CHECK: The sum of columns 4A, 4B, and 4C must equal column 4. That is, all students who took an alternate assessment either took an alternate assessment based on grade level academic achievement standards, an alternate assessment based on modified academic achievement standards, or an alternate assessment based on alternate academic achievement standards.

In column 5, for each grade level, report the number of students with IEPs whose assessment results were invalid (e.g., used an accommodation or modification that resulted in an invalid test score, did not complete enough items, had invalid score sheets, had changes to testing materials or procedures that

resulted in a score that was not comparable to the scores of students who took the assessment without these changes). See the definition of *invalid results* above.

In column 6, for each grade level, report the number of students with IEPs who took an out of level test.

In column 7, for each grade level, report the number of students with IEPs who did not take any assessment due to a parental exemption.

In column 8, for each grade level, report the number of students with IEPs who did not take any assessment because they were absent.

In column 9, for each grade level, report the number of students with IEPs who did not take any assessment for some other reason (e.g., exemptions due to medical emergency or those expelled or suspended). If any students were exempted for other reasons, report in a Data Note the number of students exempted by grade and reason.

LOGIC CHECK: For each grade level, the sum of the numbers reported in columns 3 (students who took a regular assessment based on grade level academic achievement standards), 4 (students who took an alternate assessment), 5 (students whose assessment results were invalid), 6 (students who took an out of level assessment), 7 (parental exemptions), 8 (absent), and 9 (did not take for other reasons) should equal the number of students with IEPs reported in column 1. That is,

Column 1 = column 3 + column 4 + column 5 + column 6 + column 7 + column 8 + column 9

Note that columns 3A, 3B, 4A, 4B, and 4C are NOT added separately into this total.

If, because the date of the enrollment count is different from the test date, the number reported in column 1 is legitimately greater than or less than the sum of columns 3, 4, 5, 6, 7, 8, and 9, provide an explanation for this discrepancy.

Specific Instructions, Sections C (Math) and F (Reading): Performance

In Sections C and F, report performance information by grade level of the student, for grades 3 through 8.

In these sections, only students with IEPs who took an assessment and obtained a valid score are reported by achievement level. Students whose participation was reported in Sections B and E columns 5, 6, 7, 8, and 9 should NOT be reported in this section.

In the final row of the grade level column, specify the high school grade at which the assessment is typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. The specified grade level should be the same as those reported in the corresponding sections (Sections A/D and B/E) for enrollment and participation data, respectively.

For each grade level listed (in rows of table), enter the name of the assessment. This should be the same assessment used for NCLB reporting purposes. Beginning with the column immediately following the test name, enter the name of each achievement level used by your state.

Achievement level (name) must be entered from lowest to highest academic achievement level. In the first (left most) achievement column, enter the counts of students scoring in the lowest academic achievement level. In the second achievement column, enter the counts of students scoring in the next lowest academic achievement level. And so forth,... for each successive column until counts for your

State's highest academic achievement level are entered. Do not leave blank columns between achievement levels. If your State uses fewer than 9 achievement levels, leave blank only those Achievement Level columns to the right of your State's highest academic achievement level.

Column set 10A -- For each academic achievement level identified in column set 10A, and for each grade level listed, report the number of students with IEPs who took a regular assessment based on grade level academic achievement standards and obtained a valid score. Report these students according to the State achievement level they attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers to be proficient for purposes of AYP as reported under NCLB.

For each grade level assessed, use the appropriate space in the column labeled '10A ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the regular assessment based on grade-level academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

- Do NOT include the scores of LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment. These students (reported in column 3B) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students whose regular assessment results were invalid (e.g., used an accommodation or modification that invalidated the score, did not complete enough items, had invalid score sheets, had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes); these students (reported in column 5) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out of level tests (reported in column 6).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the regular assessment (row total for 10A) must be equal to the number of students who took a regular assessment at grade level (column 3) minus the LEP students who took an English Language Proficiency (ELP) test in place of the regular reading assessment (column 3B). That is:

10A achievement level A + level B + level C + ... level X = column 3 – column 3B

Column set 10B -- For each academic achievement level identified in column set 10B, and for each grade level listed, report the number of students with IEPs who took an alternate assessment based on grade level academic achievement standards and obtained a valid score. Report these students according to the State achievement level they attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers to be proficient for purposes of AYP as reported under NCLB.

For each grade level assessed, use the appropriate space in the column labeled '10B ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on grade-level academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

- Do NOT include the scores of students whose alternate assessment was based on modified academic achievement standards (column 4B).
- Do NOT include the scores of students whose alternate assessment was based on alternate academic achievement standards (column 4C).
- Do NOT include the scores of students whose alternate assessment results were invalid (e.g., **used** an accommodation or modification that invalidated the score, did not complete enough items, had invalid score sheets, had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes). Do NOT report these students (column 5) within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out-of-level tests (column 5).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the alternate assessment based on grade level academic achievement standards (row total for 10B) must be equal to the number of students who took an alternate assessment based on grade level academic achievement standards (column 4A). That is:

10B achievement level A + level B + level C ... + level X = column 4A

Column set 10C -- For each academic achievement level identified in column set 10C, and for each grade level listed, report the number of students with IEPs who took an alternate assessment based on modified academic achievement standards and obtained a valid score. Report these students according to the State achievement level they attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers to be proficient for purposes of AYP as reported under NCLB.

For each grade level assessed, use the appropriate space in the column labeled '10C ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on modified academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

In right-most column of column set 10C ('Students Included Within the NCLB 2% Cap'), for each grade level, enter the number of students with IEPs whose score of 'proficient' or 'advanced' on the alternate assessment based on modified academic achievement standards was counted as proficient for purposes of AYP, under the 'two percent' provision. This entry represents a duplicate count, as the 'Number of Students Included Within the NCLB 2% Cap' entered here would be a subset of the '10C Row Total.' See definitions for *NCLB 2% cap* and *Adjusted 2% cap*.

NOTE: If in 2007-08 your state exceeded the 2% cap (only allowed if the state did not include the maximum number of cases under the 1% cap), use your 2007-08 adjusted cap rather than 2%

when determining the number of proficient and advanced scores based on modified academic achievement standards. Note that the combined percentage of students participating in alternate assessments based on modified AND alternate achievement standards whose scores are counted as proficient may not exceed 3%.

- Do NOT include the scores of students whose alternate assessment was based on grade level academic achievement standards (column 4A).
- Do NOT include the scores of students whose alternate assessment was based on alternate academic achievement standards (column 4C).
- Do NOT include the scores of students whose alternate assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes). Do NOT report these students (column 5) within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out-of-level tests (column 6).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the alternate assessment based on modified academic achievement standards (row total for 10C) must be equal to the number of students who took an alternate assessment based on modified academic achievement standards (column 4B). That is:

10C achievement level A + level B + level C ... + level X = column 4B

Column set 10D -- For each academic achievement level identified in column set 10D, and for each grade level listed, report the number of students with IEPs who took an alternate assessment based on alternate academic achievement standards and obtained a valid score. Report these students according to the State achievement level they attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers to be proficient for purposes of AYP as reported under NCLB.

For each grade level assessed, use the appropriate space in the column labeled '10D ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on alternate academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

In right-most column of column set 10D ('Students Included Within the NCLB 1% Cap'), for each grade level, enter the number of students with IEPs whose score of 'proficient' or 'advanced' on the alternate assessment based on alternate academic achievement standards was counted as proficient for purposes of AYP, under the 'one percent' provision. This entry represents a duplicate count, as the 'Number of Students Included Within the NCLB 1% Cap' entered here would be a subset of the '10D Row Total.' See definition for *NCLB 1% cap*.

- Do NOT include the scores of students whose alternate assessment was based on grade level academic achievement standards (column 4A).

- Do NOT include the scores of students whose alternate assessment was based on modified academic achievement standards (column 4B).
- Do NOT include the scores of students whose alternate assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, had changes to testing materials or procedures that resulted in a score that was not comparable to the scores of students who took the assessment without these changes). Do NOT give these students (column 5) an achievement level.
- Do NOT include the scores of students who took out-of-level tests (column 6).

LOGIC CHECK: For each grade, the total number of students reported by State achievement level on the alternate assessment based on alternate academic achievement standards (row total for 10D) must be equal to the number of students who took an alternate assessment based on alternate academic achievement standards (column 4C). That is:

10D achievement level A + level B + level C ... + level X = column 4C

NOTE: DO NOT REPORT DATA ON PAGES 9 AND 18. THESE PAGES WILL BE CALCULATED BASED ON THE COUNTS REPORTED ON PREVIOUS PAGES. THESE PAGES ARE INCLUDED TO PROVIDE STATES WITH LOGIC CHECKS ON THEIR DATA.

ADDITIONAL LOGIC CHECKS:

For each grade, the total calculated for column 12 should equal the number of students with IEPs who were enrolled in the grade (column 1). If column 12 does not equal column 1, the State must provide an explanation for the difference.

In addition, for each grade, the total calculated for column 12 should equal the sum of the numbers reported in columns 3 (students who took a regular assessment based on grade level academic achievement standards), 4 (students who took an alternate assessment), 5 (students whose assessment results were invalid), 6 (students who took an out of level assessment), 7 (parental exemptions), 8 (absent), and 9 (did not take for other reasons).

That is,

Column 1 = Column 12 = Column 3 + Column 4 + Column 5 + Column 6 + Column 7 + Column 8 + Column 9

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-08

STATE: _____

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹ At a date as close as possible to the testing date.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	10A ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	10B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.

³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.

² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

STATE: _____

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹At a date as close as possible to the testing date.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: _____)					

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

STATE: _____

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3												
4												
5												
6												
7												
8												
HIGH SCHOOL (SPECIFY GRADE: _____)												

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.

³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

STATE: _____

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.

² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

STATE: _____

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 10B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 10C (ON PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 10D (ON PAGE 15) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.