

Annual Performance Reports: 2003-2004 State Assessment Data

**Summary Prepared by:
Martha Thurlow, Ross Moen, Jason Altman
National Center on Educational Outcomes (NCEO)**

June, 2006

The information in this summary is based on data submitted in states' Annual Performance Reports to the U.S. Department of Education. Corrections or updates to those reports that were submitted by March, 2006 to the U.S. Department of Education are reflected in this summary.

Overview

States and other educational entities receiving Part B funding under the Individuals with Disabilities Education Act (IDEA) submitted their Annual Performance Reports to the U.S. Secretary of Education on or before March 31, 2005. These reports contained information on a variety of indicators, including assessment participation and performance results for 2003-2004 state assessments. This document is a summary of the 2003-2004 state assessment information submitted by states in their Annual Performance Reports.

It is important to recognize that the information submitted in a state's Annual Performance Report may or may not be publicly reported by the state. The National Center on Educational Outcomes (NCEO) regularly analyzes assessment information that is publicly reported by states (see Klein, Thurlow, & Wiley, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005). NCEO also analyzed states' Biennial Performance Reports that included assessment data for the 2000-2001 year (Thurlow, Wiley, & Bielinski, 2002) and states' Annual Performance Reports that included assessment data for the 2002-2003 school year (Thurlow, Moen, & Wiley, 2005).

The assessment information included in the Annual Performance Reports of regular states (n = 50) and unique states subject to IDEA requirements (n = 10; see box below for a list of unique states) is summarized in two sections in this report:

- Participation in 2003-2004 State Assessments (see page 5)
- Performance on 2003-2004 State Assessments (see page 29)

The information in the above sections is supported by state-by-state data in the appendices. Appendices A and B provide the participation and performance data used to create the tables and figures in this document. Appendices C and D include a summary of all of the participation and performance data states submitted in their 2003-2004 Annual Performance Reports of state assessment data.

<p>Unique States: American Samoa (AS), Bureau of Indian Affairs (BIA), Commonwealth of the Northern Mariana Islands (CNMI), District of Columbia (DC), Federated States of Micronesia (FSM), Guam (GU), Palau, Puerto Rico (PR), Republic of the Marshall Islands (RMI), Virgin Islands (VI)</p>

Table of Contents

		Text Page	Relevant Tables/Figures	Figure Page
Overview		2		
Participation Data		5		
	Amount of data reported for regular assessment	5	Table 1, Fig 1	11, 12
	Amount of data reported for alternate assessment	6	Table 1, Fig 2	11, 13
	Reading assessment participation rates	7	Fig 3-5	14-16
	Mathematics assessment participation rates	7	Fig 6-8	17-19
	Percent of Students with IEPs Participating in an Alternate Assessment Based on Grade Level Achievement Standards	8	Table 2	20
	Percent of Students With IEPs Taking the Regular Assessment With the Use of Accommodations.	8	Table 3	21
	Percentage of invalid scores (where >5% of Students with IEPs Took Assessments with Invalidating Practices)	9	Table 4	22
	Reading Alternate Assessment Based on Alternate Achievement Standards Participation Rates	9	Fig 9-11	23-25
	Mathematics Alternate Assessment Based on Alternate Achievement Standards Participation Rates	10	Fig 12-14	26-28
Performance Data		29		
	Amount of data reported for regular assessment	29	Table 5, Fig 15	34, 35
	Amount of data reported for alternate assessment	30	Table 5, Fig 16	34, 36
	Reading assessment proficiency rates	30	Fig 17-19	37-39
	Mathematics assessment proficiency rates	31	Fig 20-22	40-42
	Review of States Counting More Than 1% Total Student Enrollment as Proficient on Alternate Assessment Based on Alternate Achievement Standards	31	Table 6	43
	Reading assessment proficiency rate improvement	32	Fig 23-25	44-46
	Mathematics assessment proficiency rate improvement	32	Fig 26-28	47-49
References		50		

Table of Contents (continued)

	Text Page	Relevant Tables/Figures	Figure Page
Appendices	51		
Appendix A	51	Tables A1-A6	54-71
Appendix B	72	Tables B1-B6	75-92
Appendix C	93	Tables C1-C6	95-116
Appendix D	117	Tables D1-D6	118-139

Participation in 2003-2004 State Assessments

Four tables and fourteen figures are included in this section. A brief description of overall findings is provided for each table and figure. In addition, decisions made about the data included in the table and figures are clarified here.

Table 1. Number of States with Participation Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math (Regular and Alternate Assessment)

***Finding:** States have been required by the No Child Left Behind Act (NCLB) to test students at least once at the elementary, middle, and high school levels since 2001-2002. They have also been required to test students annually in both reading and mathematics. This table shows that all but a handful of states presented participation data for both reading and mathematics at all three school levels for their regular and alternate assessment in 2003-2004. Although there were slight differences from 2002-2003 to 2003-2004 in the numbers of states reporting on the participation for all levels for both reading and math, overall the differences were negligible.*

Explanation: The numbers in this table represent states that provided participation data in both reading and mathematics for elementary, middle, and high school levels. Specific sections of data from certain states were not counted for several reasons, such as the state being excused from filing an APR in 2003-2004, or the state not having data for the 2003-2004 school year. Other reasons why participation data could not be counted at the high school level were that tests were end of course tests and were administered only at the completion of certain classes and not by grade level. To be counted, states needed to provide the number of students tested on the assessment and other data, such as enrollment counts, the number of students who were absent, exempt, and so on.

Figure 1. Amount of Participation Data Reported for the Regular Assessment

***Finding:** A total of 46 regular states and 5 unique states provided participation data in reading and math at the elementary, middle, and high school level for their regular assessment. Those regular states without full data either provided both reading and math data but were missing data for one grade level (high school), or provided all grade levels but provided only one content area (reading), whereas for unique states those without full data were all missing all data.*

Explanation: This figure shows which data were missing for states that lacked some regular assessment participation data in reading or math at the elementary, middle, or high school level.

Figure 2. Amount of Participation Data Reported for the Alternate Assessment based on Alternate Achievement Standards

***Finding:** A total of 44 regular states and 5 unique states provided participation data in reading and math at the elementary, middle, and high school level for their alternate assessment based on alternate achievement standards. Most regular states with less than full data failed to provide data at all three levels (elementary, middle, and high school), whereas those unique states with less than full data did not provide participation data at all.*

Explanation: This figure shows which data were missing for states that lacked some alternate assessment participation data in reading or math at the elementary, middle, or high school level. Alternate assessments based on alternate achievement standards included any out of level tests that states administered.

Figures 3-5. Reading Assessment Participation Rates in Elementary, Middle, and High School: Percent Participation of IEP Enrollment (Includes Regular and Alternate Assessments)

***Finding:** The percent of students tested on the reading assessment is shown in these figures for those states for which a rate could be calculated. At the elementary level, 38 regular states and 2 unique states had what was considered an acceptable participation rate of 95% or more. Most of the regular states below the 95% participation mark were within 10 percentage points of it at the elementary level. At the middle school level, 34 regular states and 1 unique state had the acceptable participation rate of 95% or more; again most regular states not reaching that rate were within 10 percentage points of it. At the high school level, 26 regular states and 0 unique states had the desired participation rate range; almost half of those not reaching the desired rate did not make it to within 10 percentage points of 95%.*

Explanation: Participation rates were calculated by dividing the number of students assessed in reading by the IEP enrollment. This produces a rate that is the percent of students with IEPs who were tested on the regular assessment and the alternate assessments (those based on alternate achievement standards and on grade level achievement standards). Rates in the range of 95%-105% are desired. Percentages that are slightly larger than 100% can be explained by factors such as counting IEP enrollment at a different time of year than when the assessments are administered. When the participation percentage is larger than 105%, the most likely explanation is that students were reported as participating in more than one of the two types of assessment in a single content area (regular and alternate). Such reporting redundancy prevents accurate calculation of participation or performance percentages, and is explained in the directions for the Annual Performance Report.

Figures 6-8. Mathematics Assessment Participation Rates in Elementary, Middle, and High School: Percent Participation is of IEP Enrollment (Includes Regular, and Alternate Assessments)

***Finding:** The percent of students tested on the mathematics assessment is shown in these figures for those states for which a rate could be calculated. At the elementary level, 40 regular states and 1 unique state had what was considered an acceptable participation rate of 95% or more. Most of the regular states below the 95% participation rate were within 10 percentage points of it at the elementary level. At the middle school level, 38 regular states and 2 unique states had an acceptable participation rate of 95% or more; again most regular states not reaching that rate were within 10 percentage points of it. At the high school level, 29 regular states*

and 1 unique state had the desired participation rate range; slightly more than one-third of the regular states not reaching the desired rate did not make it to 85% participation. In comparing reading and mathematics assessment participation, more states had acceptable participation rates in mathematics than in reading at each grade level. Still, for both content areas, the number of states demonstrating the desired participation rates decreased with increased school level.

Explanation: Data for these figures were calculated in the same way as for Figures 3-5.

Table 2. Percent of Students with IEPs Participating in an Alternate Assessment Based on Grade Level Achievement Standards

***Finding:** Three states offered to students with IEPs an alternate assessment based on grade level achievement standards. In these states, between 0.1% and 12.0% of students with IEPs participated in this assessment.*

Explanation: The percent of students with IEPs participating in an alternate assessment based on grade level achievement standards was calculated by dividing the number of students participating in alternate assessments based on grade level achievement standards, by the number of students with IEPs. States not using an alternate assessment based on grade level achievement standards are not shown in Table 2. In Appendix A, these numbers are merged with the regular assessment participation data. However, they are available in Appendix C.

Table 3. Mean Percentage and Range in Percentages of Students with IEPs Taking Regular Assessments with Accommodations

***Finding:** The percent of students with IEPs taking the regular reading and math assessments with accommodations is shown in this table. Not all states were able to document the number of students using accommodations in 2003-2004. However, if a state documented accommodations at one school level, it also documented it at other school levels. The data show that a slightly higher percentage of students used accommodations at the elementary level than at the high school level for both reading and mathematics assessments. In general, approximately 61%-65% of students with IEPs used accommodations on the regular assessment.*

Explanation: The percentage of students with IEPs taking the regular assessment with accommodations was calculated by dividing the number of students reported as assessed with accommodations by the total number of students with IEPs. Only data from the grade specified by individual states as elementary, middle school, or high school level was used to complete this table. For states that reported rates of accommodations greater than 100%, their data was shown as 100%. States who reported greater than 100% reveal that something like double counting or including data from students without IEPs in accommodations numbers occurred. This may have been the case with other states, but was most apparent when states reported numbers greater than 100%. States who reported a rate of usage of 0% were assumed to have not tracked accommodations usage.

Table 4. Percentage of invalid scores (where >5% of Students with IEPs Took Assessments with Invalidating Practices)

***Finding:** A small number of states (n=5) had a high percentage of students with IEPs take regular assessments in a way that produced invalid scores. Of the elementary, middle, and high school reading and math assessments (six possible assessments), all were considered to have a high percentage of invalid practices (>5% of scores) in two states; three of the six assessments were considered to have a high percentage of invalid practices in another states, and one of the six assessments in two states. The percentages of invalid scores ranged from 5.3% to 68.5% of assessments within a content and level.*

Explanation: The percent of regular assessments taken by students with IEPs resulting in invalid scores (as defined by OSEP) was calculated by dividing the number of invalid practices reported on the regular assessment, by the number of students with IEPs, and those above 5% identified. The number of students receiving invalid practice is defined by OSEP as the subset of students with IEPs who took a regular assessment on grade level achievement standards, but changes to the assessment invalidated their score for purposes of aggregation or reporting.

Figures 9-11. Reading Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Elementary, Middle, and High School: Percent Participation of IEP Enrollment

***Finding:** The percent of students with IEPs assessed through a reading alternate assessment based on alternate achievement standards is shown in these figures. At the elementary level, 35 regular states and 4 unique states assessed 9% or less of students with IEPs in the alternate assessment based on alternate achievement standards (9% is approximately equal to 1% of the total student population). At the middle school level, 38 regular states and 3 unique states tested 9% or less, and at the high school level, 33 regular states and 4 unique states tested*

9% or less of students with IEPs in the alternate assessment based on alternate achievement standards. The numbers of states assessing more than 9% of students with IEPs on alternate assessments based on alternate achievement standards was 12 regular states and 1 unique state at the elementary level, 9 regular states and 2 unique states at the middle school level, and 14 regular states and 1 unique state at the high school level. Most of the percentages were under or near the 9-10% figure; in a few states, percentages of students with IEPs in alternate assessments based on alternate achievement standards reached as high as 36% to 63%.

Explanation: Participation rates were calculated by dividing the number of students assessed with a reading alternate assessment based on alternate achievement standards by IEP student enrollment for the grade level. Note that in 2003-2004, out-of-level were counted as alternate assessments based on alternate achievement standards for the purposes of participation, and alternate assessments on grade-level achievement standards were counted as regular assessments. Participation rates based on total student enrollment can be found in Appendix A.

Figures 12-14. Mathematics Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Elementary, Middle, and High School: Percent Participation of IEP Enrollment

***Finding:** The percent of students with IEPs assessed through a mathematics alternate assessment based on alternate achievement standards is shown in these figures. At the elementary level, 38 regular states and 4 unique states tested 9% or less of students with IEPs in the alternate assessment based on alternate achievement standards (9% is approximately equal to 1% of the total student population). At the middle school level, 39 regular states and 3 unique states tested 9% or less, and at the high school level, 31 regular states and 5 unique states tested 9% or less of students with IEPs in the alternate assessment based on alternate achievement standards. The numbers of states assessing more than 9% of students with IEPs on alternate assessments based on alternate achievement standards was 11 regular states and 1 unique state at the elementary level, 10 regular states and 2 unique states at the middle school level, and 13 regular states and no unique states at the high school level.*

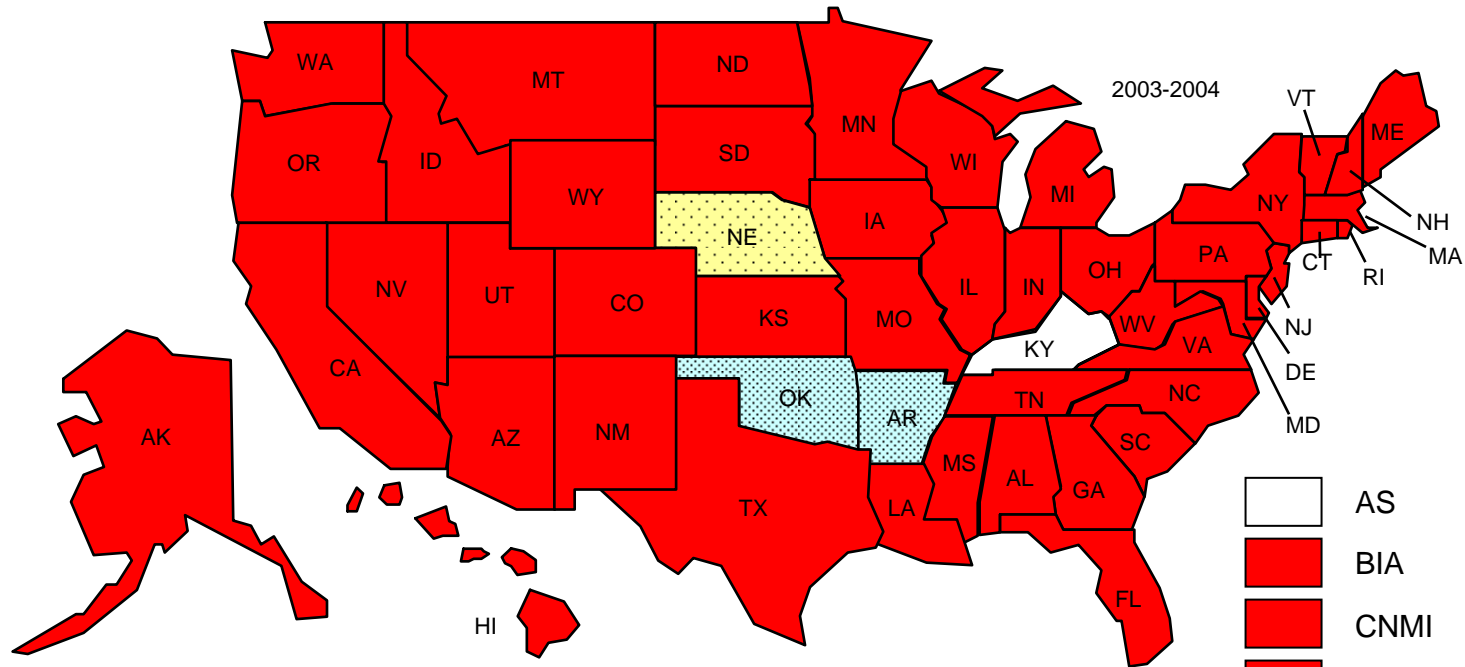
Explanation: Data for these figures were calculated in the same way as for Figures 9-11.

Table 1. Number of States with Participation Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math





	Regular Assessment		Alternate Assessment Based on Alternate Achievement Standards	
Year	Regular States	Unique States	Regular States	Unique States
2003-2004	46	5	45	5
2002-2003	45	7	45	5

See map in Figures 1 and 2 for specific states.

Figure 1. Amount of Participation Data Reported for the Regular Assessment

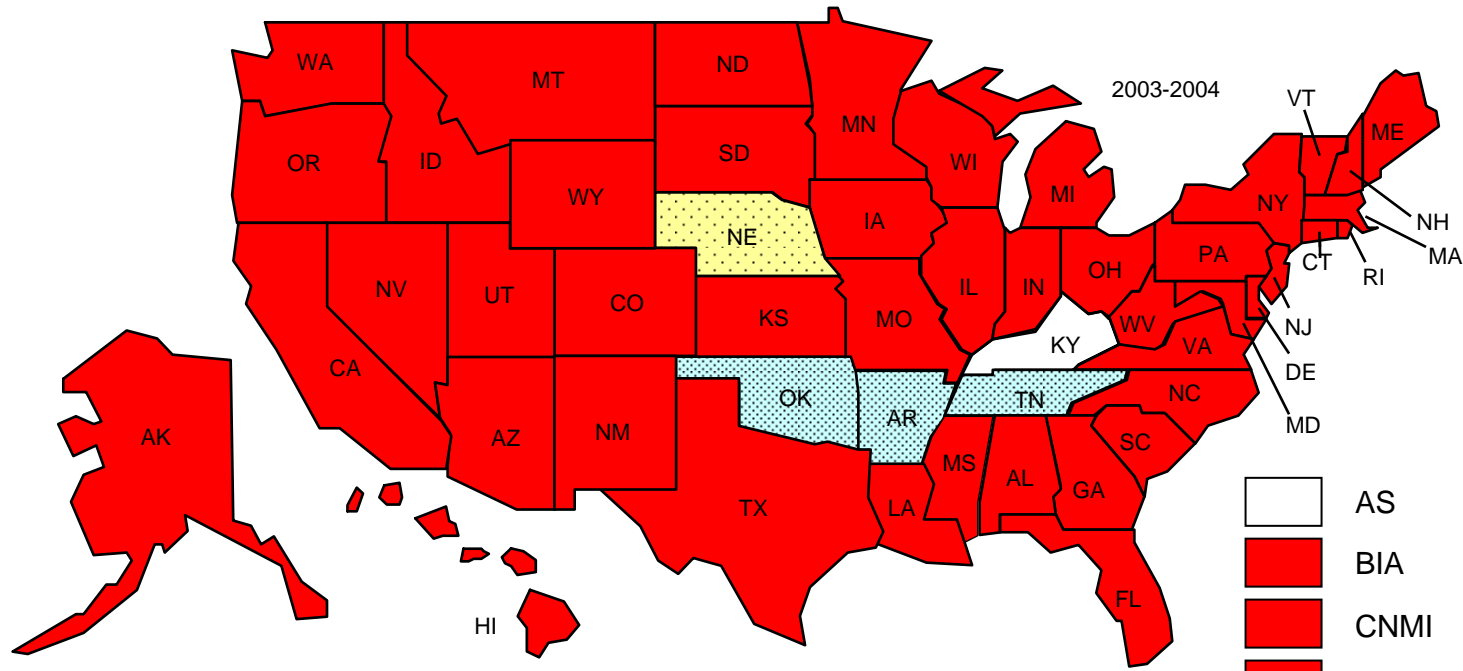


Key





-  Elementary, middle, & high school data (3 levels) both for reading and math (n = 46 regular states and 5 unique states)
-  Fewer than 3 levels of data, but provided both reading and math (n = 2 regular state and 0 unique states)
-  3 levels of data, but provided only for either reading or math (n = 1 regular state and 0 unique states)
-  No participation data given (n = 1 regular state and 5 unique states)

-  AS
-  BIA
-  CNMI
-  DC
-  FSM
-  GU
-  Palau
-  PR
-  RMI
-  VI

Figure 2. Amount of Participation Data Reported for the Alternate Assessment based on Alternate Achievement Standards

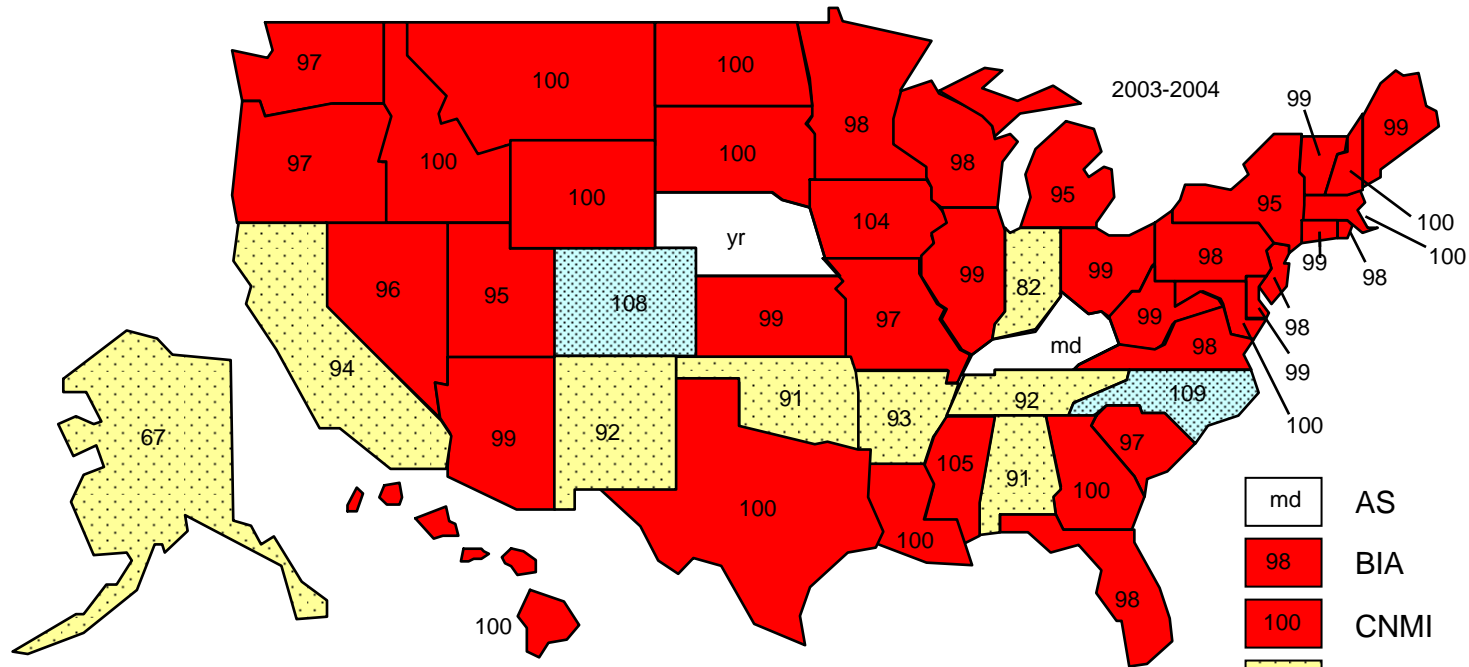


Key

-  Elementary, middle, & high school data (3 levels) both for reading and math (n = 45 regular states and 5 unique states)
-  Fewer than 3 levels of data, but provided both reading and math (n = 3 regular states and 0 unique states)
-  3 levels of data, but provided only for either reading or math (n = 1 regular states and 0 unique state)
-  No participation data given (n = 1 regular states and 5 unique states)

-  AS
-  BIA
-  CNMI
-  DC
-  FSM
-  GU
-  Palau
-  PR
-  RMI
-  VI

**Figure 3. Reading Assessment Participation Rates in Elementary School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**

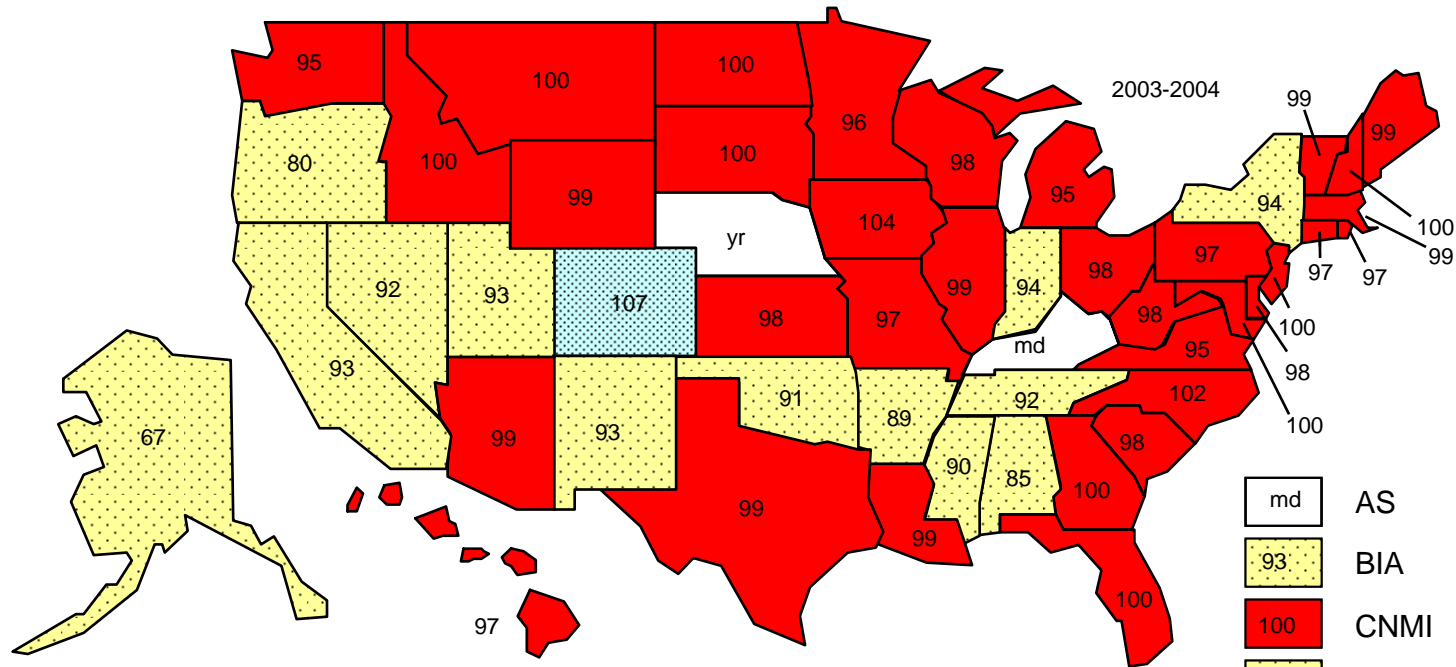


Key





- > 105% (n = 2 regular states and 0 unique states)
- 95% - 105% (n= 38 regular states and 2 unique states)
- < 95% (n = 8 regular states and 3 unique states)
- md = missing data; yr = data for wrong year (n = 2 regular state and 5 unique states)

md	AS
98	BIA
100	CNMI
91	DC
md	FSM
78	GU
47	Palau
md	PR
md	RMI
md	VI

**Figure 4. Reading Assessment Participation Rates in Middle School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**

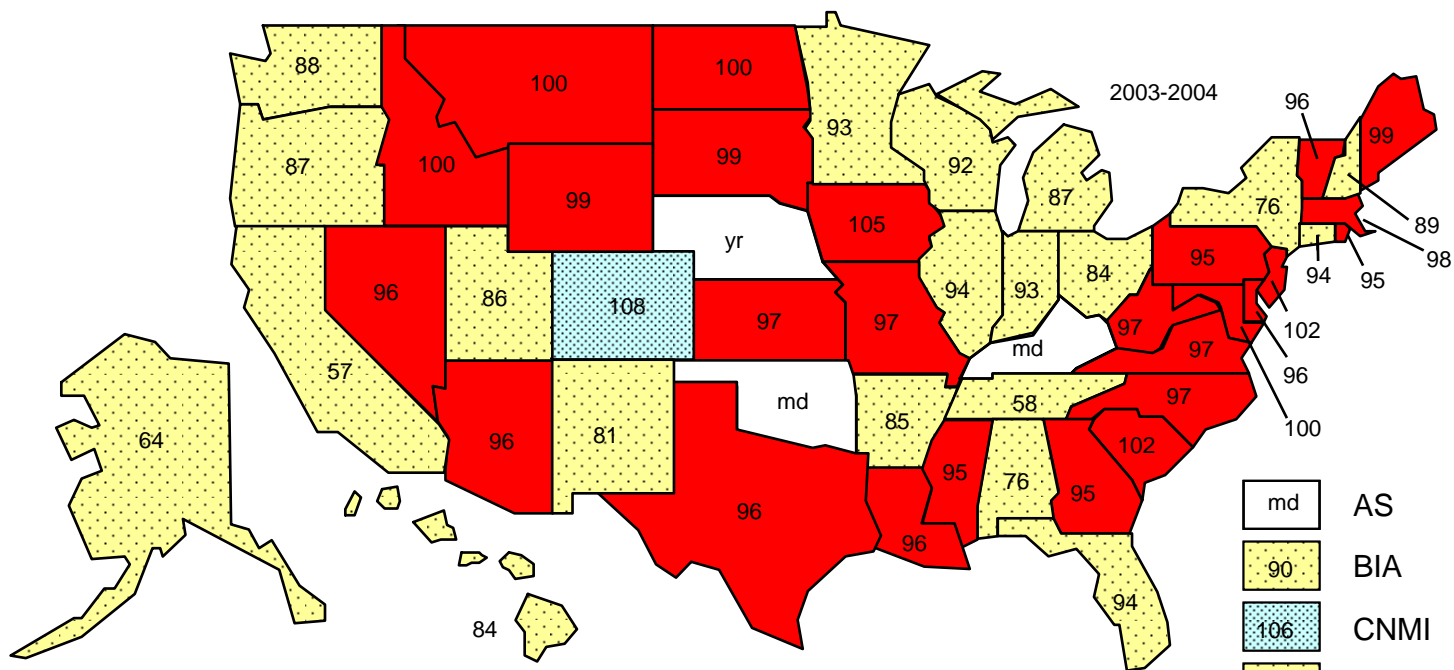


Key

-  > 105% (n = 1 regular states and 0 unique states)
-  95% - 105% (n= 34 regular states and 1 unique state)
-  < 95% (n = 13 regular states and 4 unique states)
-  md = missing data; yr = data for wrong year (n = 2 regular states and 5 unique states)

md	AS
93	BIA
100	CNMI
84	DC
md	FSM
82	GU
62	Palau
md	PR
md	RMI
md	VI

**Figure 5. Reading Assessment Participation Rates in High School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**

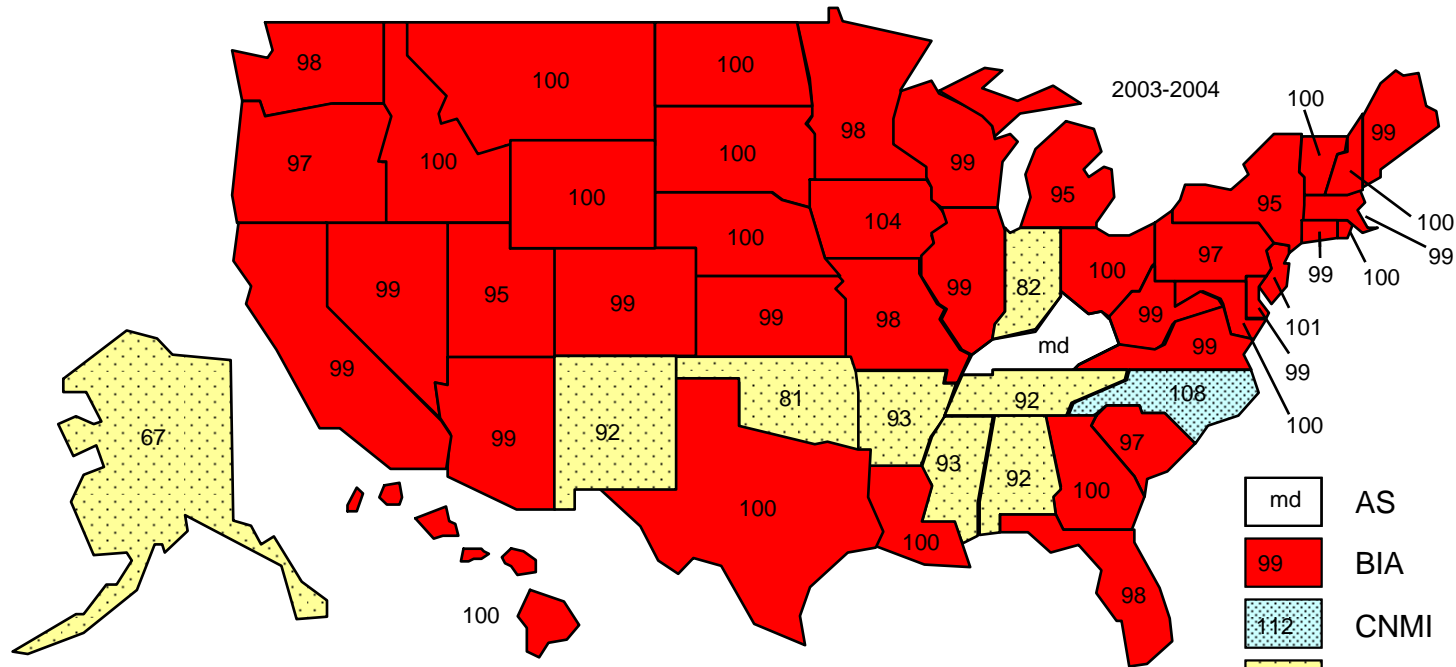


Key





- > 105% (n = 1 regular states and 1 unique state)
- 95% - 105% (n= 26 regular states and 0 unique states)
- < 95% (n = 20 regular states and 4 unique states)
- md = missing data; yr = data for wrong year (n = 3 regular state and 5 unique states)











md	AS
90	BIA
106	CNMI
73	DC
md	FSM
54	GU
11	Palau
md	PR
md	RMI
md	VI

**Figure 6. Mathematics Assessment Participation Rates in Elementary School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**

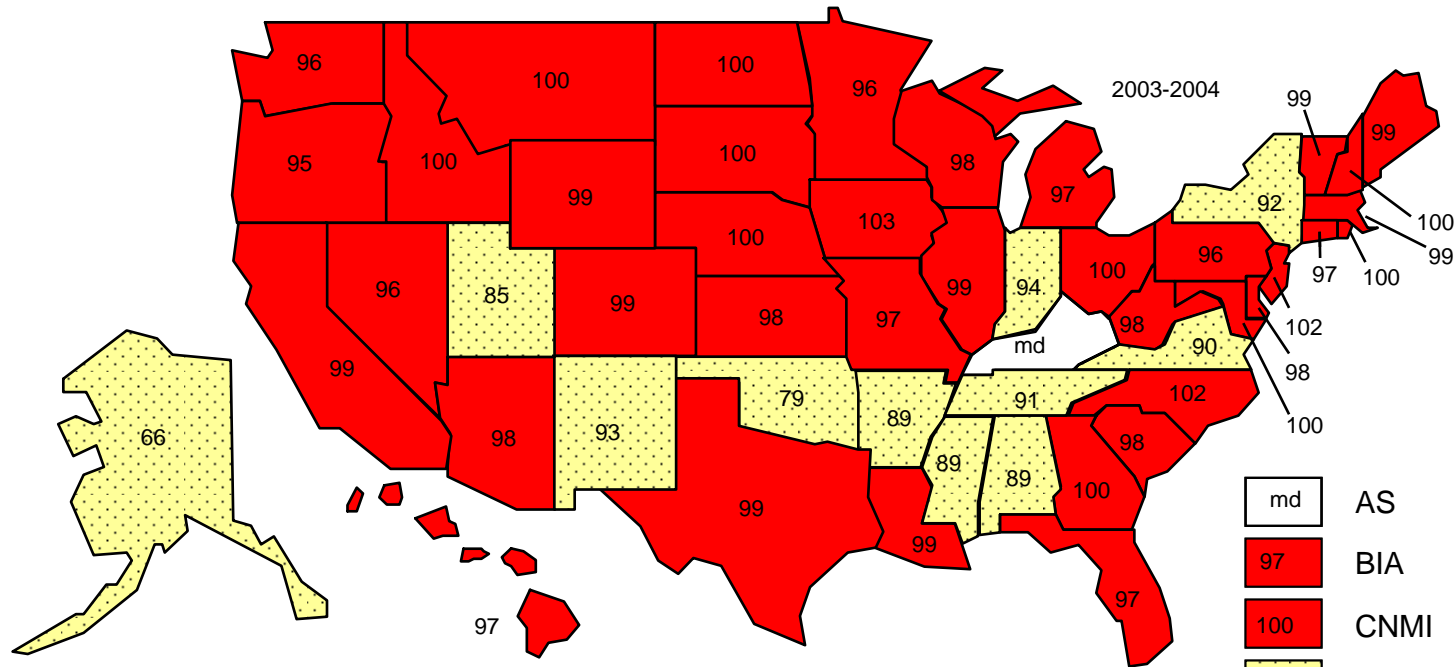


Key





-  >105% (n = 1 regular state and 1 unique state)
-  95% - 105% (n= 40 regular states and 1 unique state)
-  < 95% (n = 8 regular states and 3 unique states)
-  md = missing data; yr = data for wrong year (n = 1 regular state and 5 unique states)

-  AS
-  BIA
-  CNMI
-  DC
-  FSM
-  GU
-  Palau
-  PR
-  RMI
-  VI

**Figure 7. Mathematics Assessment Participation Rates in Middle School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**

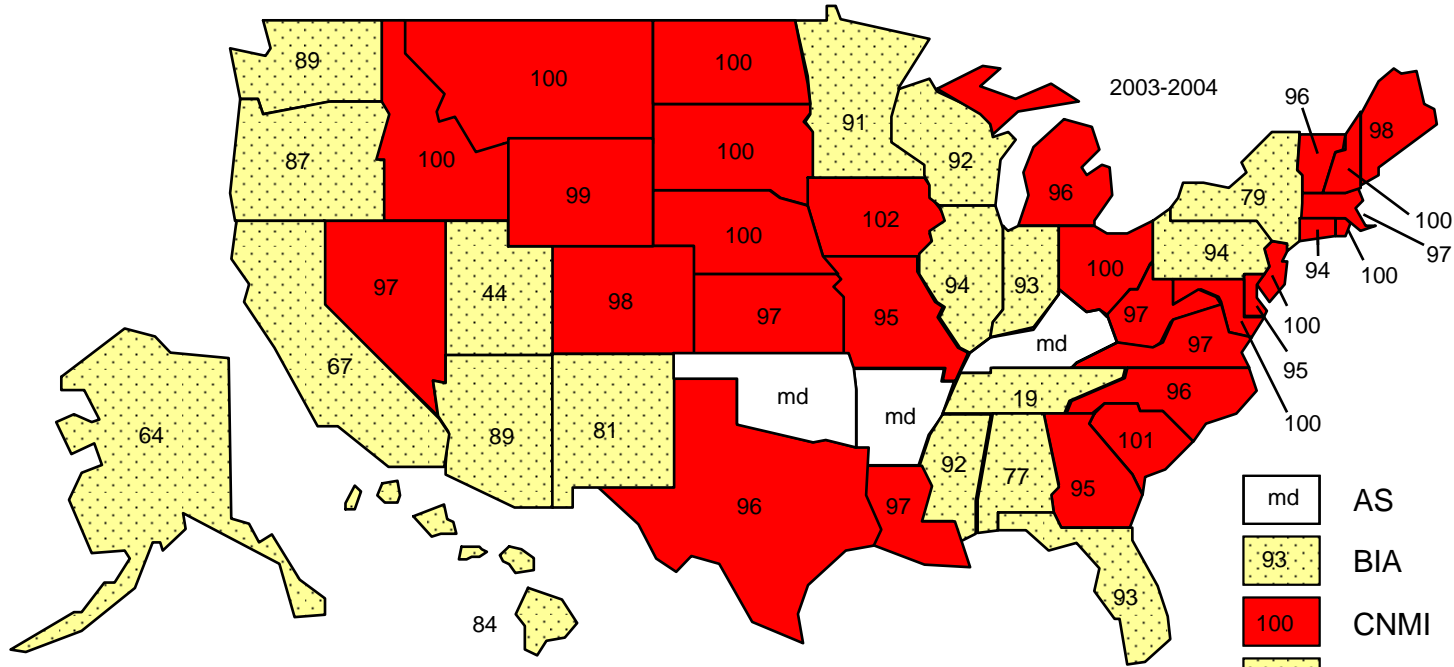


Key

-  >105% (n = 0 regular states and 0 unique states)
-  95% - 105% (n= 38 regular states and 2 unique states)
-  < 95% (n = 11 regular states and 3 unique states)
-  md = missing data; yr = data for wrong year (n = 1 regular state and 5 unique states)

md	AS
97	BIA
100	CNMI
84	DC
md	FSM
82	GU
62	Palau
md	PR
md	RMI
md	VI

**Figure 8. Mathematics Assessment Participation Rates in High School:
Percent Participation is of IEP Enrollment (Includes Regular and Alternate Assessment)**



Key





-  >105% (n = 0 regular states and 0 unique states)
-  95% - 105% (n= 29 regular states and 1 unique states)
-  < 95% (n = 18 regular states and 4 unique states)
-  md = missing data; yr = data for wrong year (n = 3 regular states and 5 unique states)

Table 2. Percent of Students with IEPs Participating in an Alternate Assessment Based on Grade Level Achievement Standards

	Reading			Math		
	Elementary	Middle	High School	Elementary	Middle	High School
Massachusetts	.29	.10	.30	.31	.15	.47
North Carolina	1.19	.88	.42	.96	.73	.25
Texas	10.37	4.81	---	12.00	5.19	---

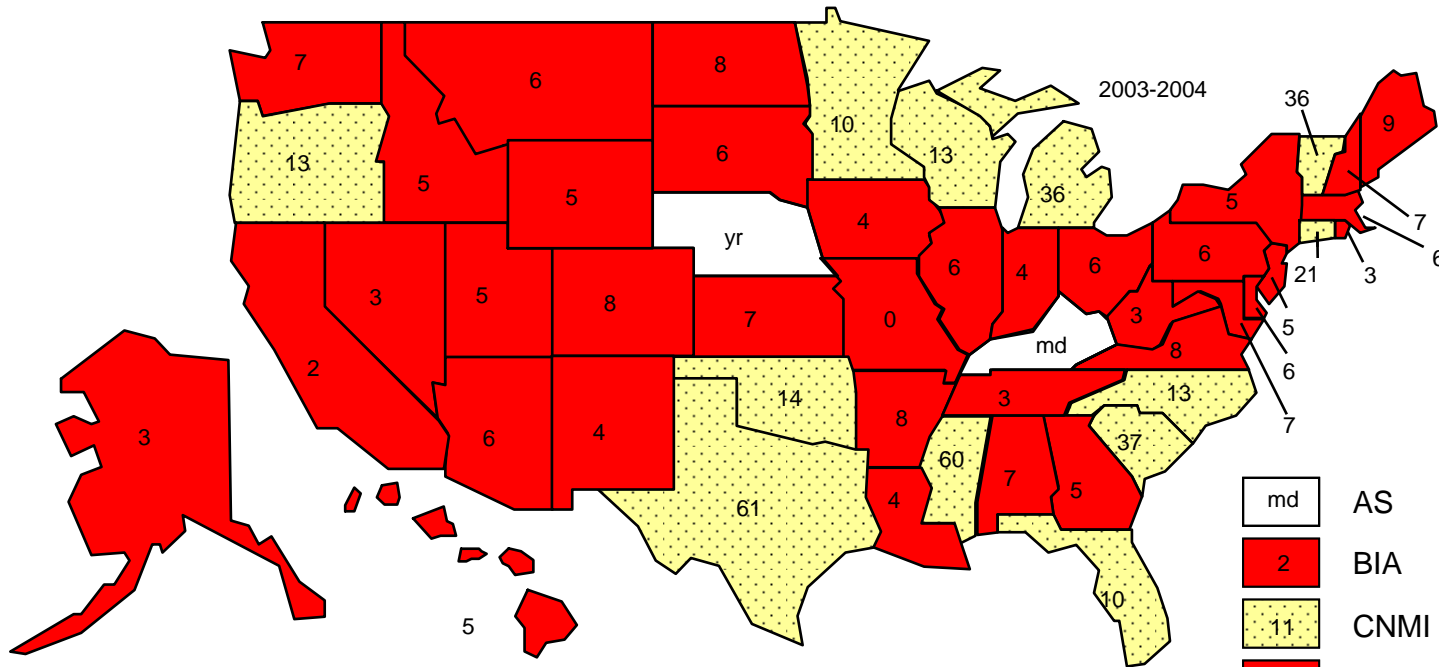
Table 3. Percent of Students With IEPs Taking the Regular Assessment With the Use of Accommodations

	Reading			Math		
	Elementary	Middle	High School	Elementary	Middle	High School
Number Reporting	34	34	29	35	35	29
Mean Percent	65.2	64.3	61.8	65.8	64.2	61.1
Range	21.4-100.0	12.3-100.0	13.0-100.0	25.9-100.0	17.9-100.0	5.8-100.0

Table 4. Percentage of invalid scores (where >5% of Students with IEPs Took Assessments with Invalidating Practices)

	Reading			Math		
	Elementary	Middle	High School	Elementary	Middle	High School
Delaware	68.5	32.0	15.0	---	---	---
Arizona	38.2	30.1	9.2	37.1	35.2	33.9
Montana	7.2	5.7	7.3	7.2	5.7	7.3
Colorado	---	---	5.6	---	---	---
Oregon	5.3	---	--	--	--	---

Figure 9. Reading Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Elementary School: Percent Participation is of IEP Enrollment

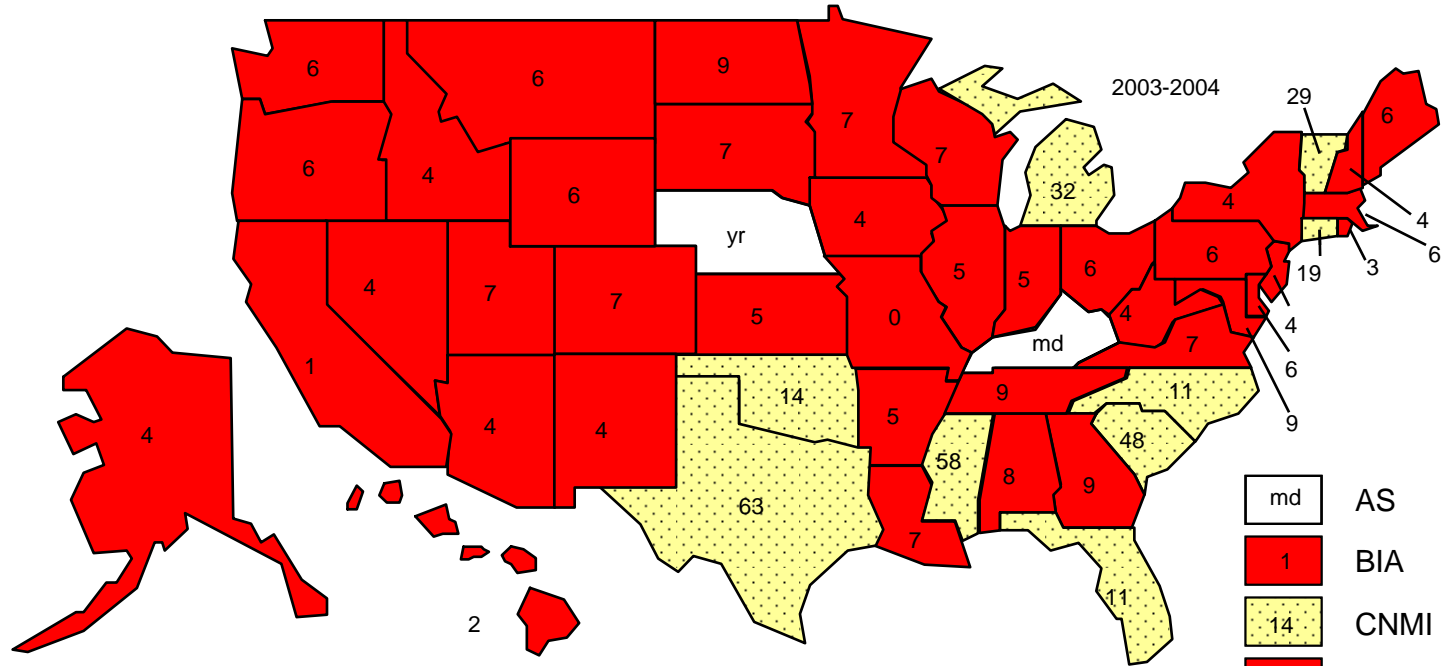


Key

- >9% (n = 12 regular states and 1 unique states)
- 0% - 9% (n = 36 regular states and 4 unique states)
- md = missing data; yr = data for wrong year (n = 2 regular states and 5 unique states)

md	AS
2	BIA
11	CNMI
5	DC
md	FSM
6	GU
0	Palau
md	PR
md	RMI
md	VI

Figure 10. Reading Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Middle School: Percent Participation is of IEP Enrollment



Key

- >9% (n = 9 regular states and 2 unique states)
- 0% - 9% (n = 39 regular states and 3 unique states)
- md = missing data; yr = data for wrong year (n = 2 regular states and 5 unique states)

md	AS
1	BIA
14	CNMI
5	DC
md	FSM
11	GU
0	Palau
md	PR
md	RMI
md	VI

Figure 11. Reading Alternate Assessment Based on Alternate Achievement Standards Participation Rates in High School: Percent Participation is of IEP Enrollment

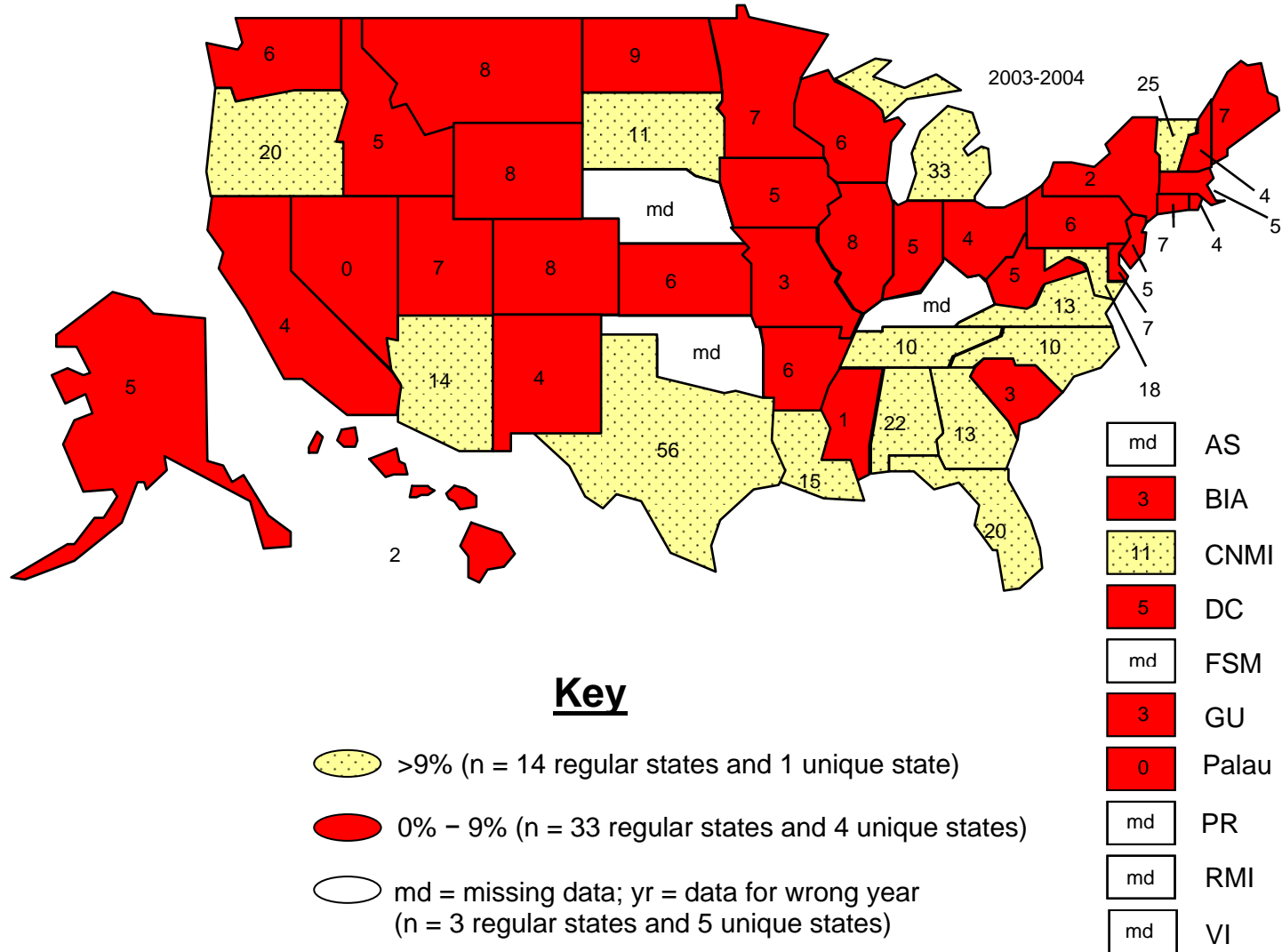
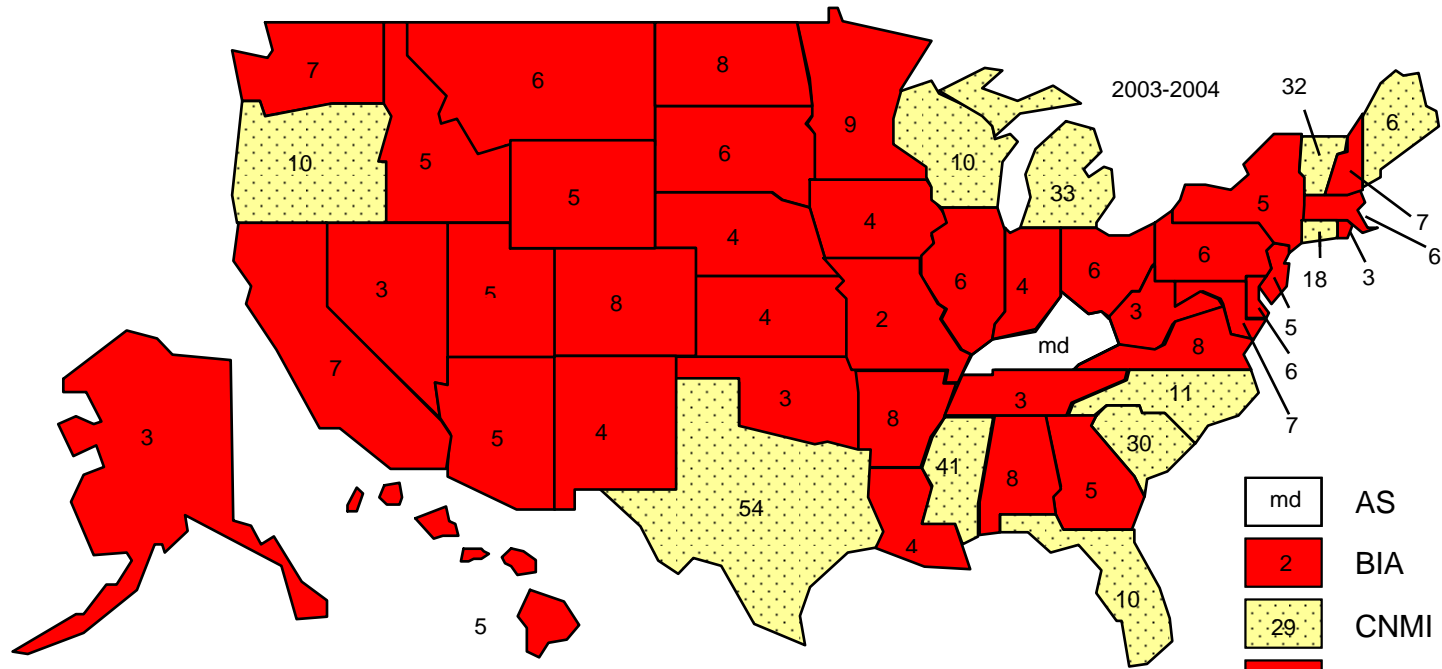


Figure 12. Mathematics Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Elementary School: Percent Participation is of IEP Enrollment



Key

- >9% (n = 11 regular states and 1 unique state)
- 0% - 9% (n = 38 regular states and 4 unique states)
- md = missing data; yr = data for wrong year (n = 1 regular states and 5 unique states)

Figure 13. Mathematics Alternate Assessment Based on Alternate Achievement Standards Participation Rates in Middle School: Percent Participation is of IEP Enrollment

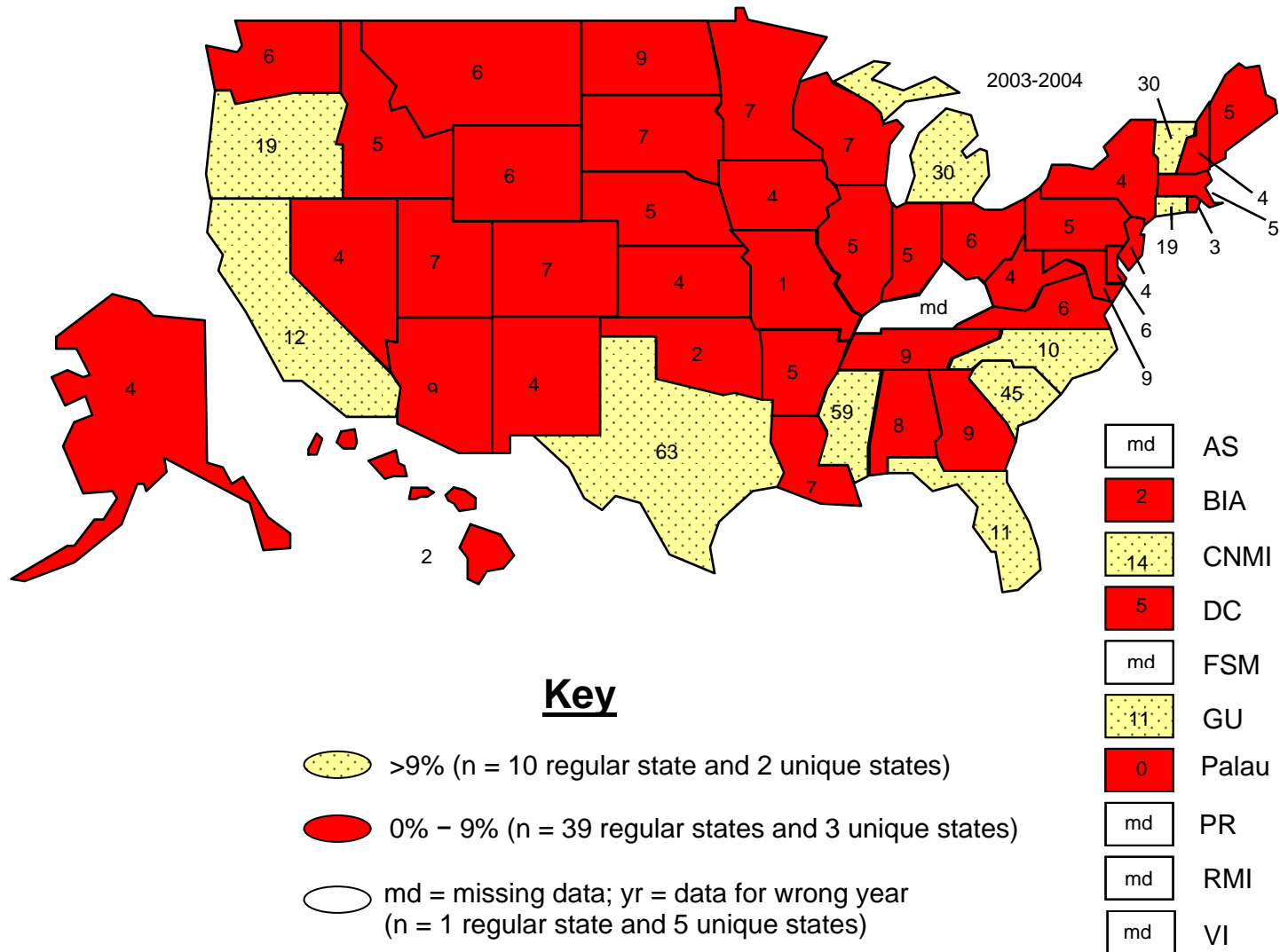
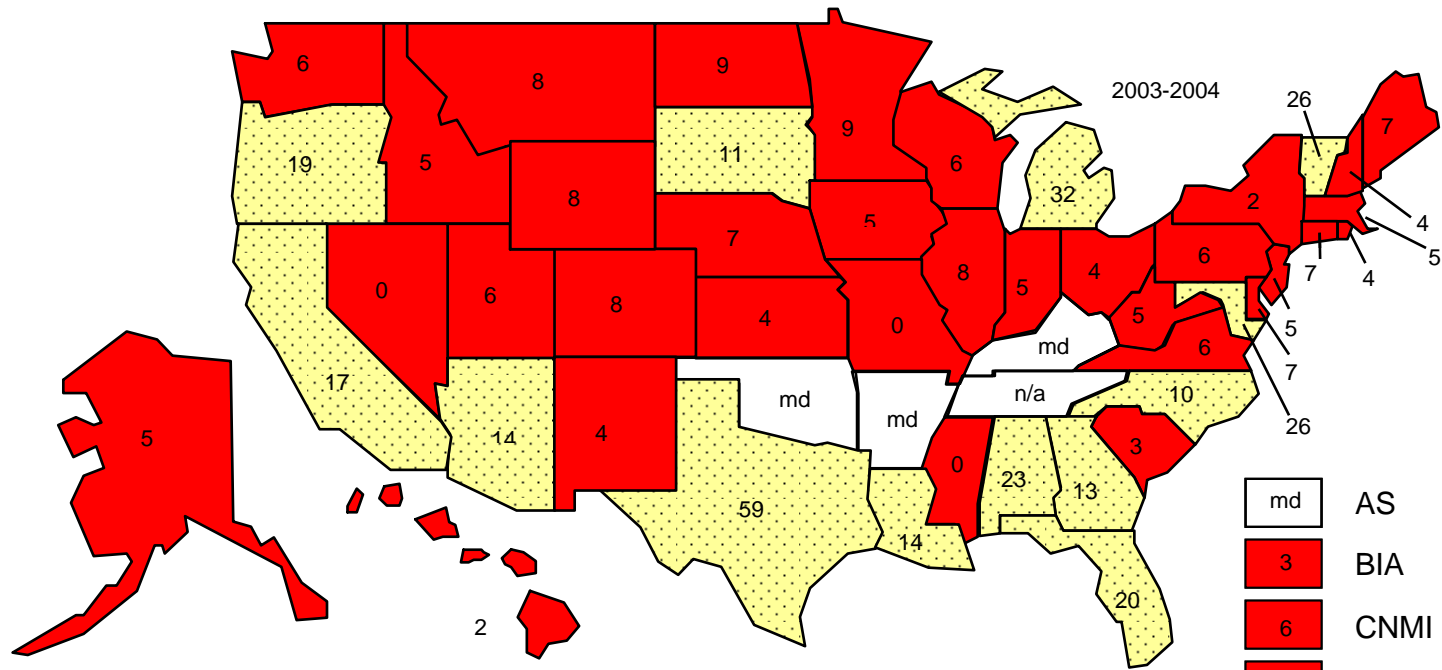


Figure 14. Mathematics Alternate Assessment Based on Alternate Achievement Standards Participation Rates in High School: Percent Participation is of IEP Enrollment



Key

- >9% (n = 13 regular states and 0 unique states)
- 0% - 9% (n = 33 regular states and 5 unique states)
- md = missing data; n/a = dataset irregular (n = 4 regular states and 5 unique states)

md	AS
3	BIA
6	CNMI
5	DC
md	FSM
3	GU
0	Palau
md	PR
md	RMI
md	VI

Performance on 2003-2004 State Assessments

One table and fourteen figures are included in this section. A brief description of overall findings is provided for each table and figure. In addition, decisions made about the data included in the table and figures are clarified here.

Table 5. Number of States with Performance Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math

Finding: *This table shows that all but a handful of states provided performance data for both reading and mathematics at all three school levels for their 2003-2004 regular and alternate assessments based on alternate achievement standards. The numbers have remained about the same as they were for the 2002-2003 assessments. States have been required to report on the test performance of students at least once at the elementary, middle, and high school level since 2001-2002 in both reading and mathematics.*

Explanation: The numbers in this table represent states that provided performance data in both reading and mathematics for elementary, middle, and high school levels. Data from certain states were not counted for several reasons, such as being excused from filing an APR in 2003-2004, an inability to provide numbers as required, and not reporting performance data in 2003-2004. To be counted, states needed to provide the number of students tested on the assessment and enrollment counts.

Figure 15. Amount of Performance Data Reported for the Regular Assessment

Finding: *Forty-seven regular states and four unique states provided performance data in reading and math at the elementary, middle, and high school level for their regular assessment. Two regular states and six unique states did not provide any performance data.*

Explanation: States are identified in this figure using the same criteria that were used for Table 5.

Figure 16. Amount of Performance Data Reported for the Alternate Assessment based on Alternate Achievement Standards

***Finding:** Forty-two regular states and four unique states provided performance data in reading and math at the elementary, middle, and high school level for their alternate assessment based on alternate achievement standards. Only 3 regular states and 6 unique states did not provide any performance data for their alternate assessment based on alternate achievement standards.*

Explanation: States are identified in this figure using the same criteria that were used for Table 5.

Figures 17-19. Reading Assessment “Proficient” Rates in Elementary, Middle, and High School: Percent Proficient of IEP Enrollment (Includes Regular and Alternate Assessments)

***Finding:** For those states for which rates of students “proficient” could be calculated for the reading assessment, generally about 30% of students on IEPs performed at a level considered proficient. (This is up slightly from 2002-2003 when generally less than 30% of students on IEPs performed at a level considered proficient.) The number of states with 30% or more students on IEPs proficient was 32 regular and 0 unique states at the elementary school level, 15 regular and 0 unique states at the middle school level, and 17 regular and 0 unique states at the high school level.*

Explanation: The percent of students scoring as proficient on state assessments was calculated by dividing the number of students who were proficient and above according to each state’s criteria on either the regular or alternate assessment by the number of students with IEPs in the state (i.e., IEP Enrollment). These figures add together the percent of students proficient on the regular assessment plus the percent of students proficient on the alternate assessments (both those based on grade-level achievement standards and those based on alternate achievement standards), thus providing the total number of students with IEPs who were proficient in the state assessment program in 2003-2004.

Several states are missing proficiency percentages in the figures. In addition to missing data (indicated by “md”) and wrong year data (indicated by “yr”), which were described in the Participation section, one state provided only the percent of students in each proficiency level rather than the raw numbers as instructed in the APR directions. Because numbers are needed to check the denominator used to calculate percentages, when only the percentages were provided they were not reported (indicated by “pr”).

Two cautions are indicated for proficiency percents reported in the figures. First, percents must be viewed with caution when the **regular assessment participation rate** for the same content and school level was **greater than 105%**. These are indicated with an asterisk (*). When participation percentages are inflated (i.e., above 105%), proficient percentages are likely to be inflated as well. Second, percents must be viewed with caution when the **alternate assessment proficiency rate** for the same content and school level was **greater than 1% of the total student population** (approximately 10% of IEP enrollment). These are indicated by a bullet (●). The U.S. Department of Education's directions to states indicated that scores from the alternate assessment should be placed within the lowest proficiency level if they accounted for more than 1% of the total population of students, but not all states did this.

Figures 20-22. Mathematics Assessment “Proficient” Rates in Elementary, Middle, and High School: Percent Proficient of IEP Enrollment (Includes Regular and Alternate Assessments)

***Finding:** For those states for which rates of students “proficient” could be calculated for the math assessment, generally about 30% of students on IEPs performed at a level considered proficient. (As for reading, this is up slightly from 2002-2003 when generally less than 30% of students on IEPs performed at a level considered proficient.) The number of states with 30% or more students on IEPs proficient was 33 regular and one unique state at the elementary school level, 12 regular and 0 unique states at the middle school level, and seven regular and 0 unique states at the high school level.*

Explanation: The percent of students scoring as proficient on state assessments was calculated in the same way as for the reading assessments. The same explanations for the data summary and the same cautions apply.

Table 6. Review of States Counting More Than 1% Total Student Enrollment as Proficient on Alternate Assessment Based on Alternate Achievement Standards

***Finding:** Ten states counted more than 1% of total student enrollment as proficient on an alternate assessment on alternate standards. Two states counted more than 1% of total student enrollment as proficient on just one test in their system, while two states counted more than 1% of total student enrollment as proficient on every one of the tests in their system. Just less than half of these tests occurred at the high school level (n=12), and there was negligible difference in the frequency of such tests and the content area. Michigan, Mississippi, and Texas were the only states that counted more than 2% of total enrollment as proficient.*

Explanation: Participation rates were calculated by dividing the number of students assessed with a reading or mathematics alternate assessment based on alternate achievement standards by total student enrollment for the grade level.

Figures 23-25. Reading Assessment Proficiency Rate Improvement in Elementary, Middle, and High School (Includes Regular and Alternate Assessments)

***Finding:** For those states for which proficiency rate change between 2002-2003 and 2003-2004 could be calculated for the reading assessments, improvement was noted in 31 regular states at the elementary level (of 44 with data for both years), 32 regular states at the middle school level (of 43 with data), and 29 regular states at the high school level (of 42 with data). Only one unique state showed an increase in proficiency rates from 2003-2003 to 2003-2004 (of 4 with data for both years).*

Explanation: The calculated percent of students scoring as proficient on state assessments in 2002-2003 was subtracted from the calculated percent of students scoring as proficient on state assessments in 2003-2004 leaving the percent change in proficiency percentage. A (+) indicates improvement, and a (-) indicates a decline in proficiency rate.

Figures 26-28. Mathematics Assessment Proficiency Rate Improvement in Elementary, Middle, and High School (Includes Regular and Alternate Assessments)

***Finding:** For those states for which proficiency rate change between 2002-2003 and 2003-2004 could be calculated for the mathematics assessments, improvement was noted in 34 regular states at the elementary level (of 44 with data for both years), 36 regular states at the middle school level (of 43 with data), and 27 regular states at the high school level (of 41 with data). Two unique states showed an increase in proficiency rates on the elementary assessment, three on the middle school assessment, and two on the high school assessment (of four unique states with data for both years in each case).*

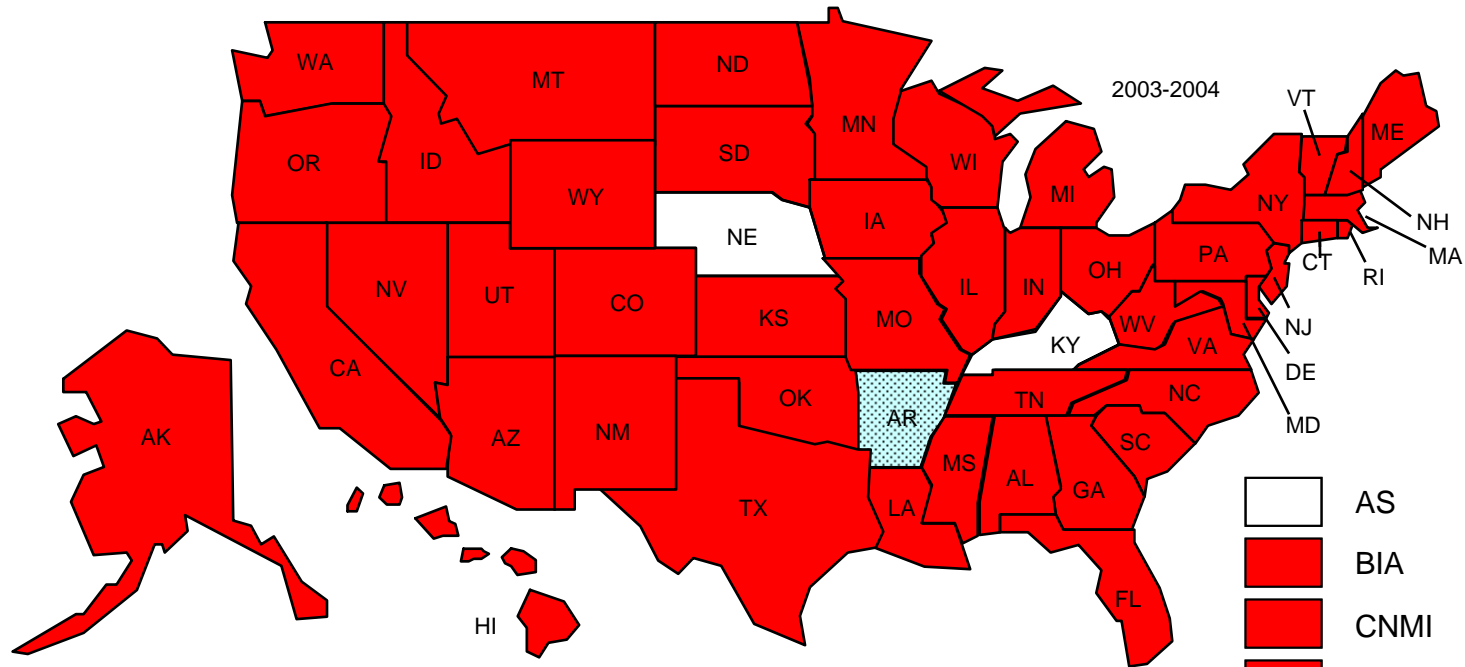
Explanation: The calculated percent of students scoring as proficient on state assessments in 2002-2003 was subtracted from the calculated percent of students scoring as proficient on state assessments in 2003-2004 leaving the percent change in proficiency percentage. A (+) indicates improvement, and a (-) indicates a decline in proficiency rate.

Table 5. Number of States with Performance Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math





	Regular Assessment		Alternate Assessment Based on Alternate Achievement Standards	
Year	Regular States	Unique States	Regular States	Unique States
2003-2004	47	4	42	4
2002-2003	46	5	42	5

See map in Figures 15 and 16 for specific states.

Figure 15. Amount of Performance Data Reported for the Regular Assessment

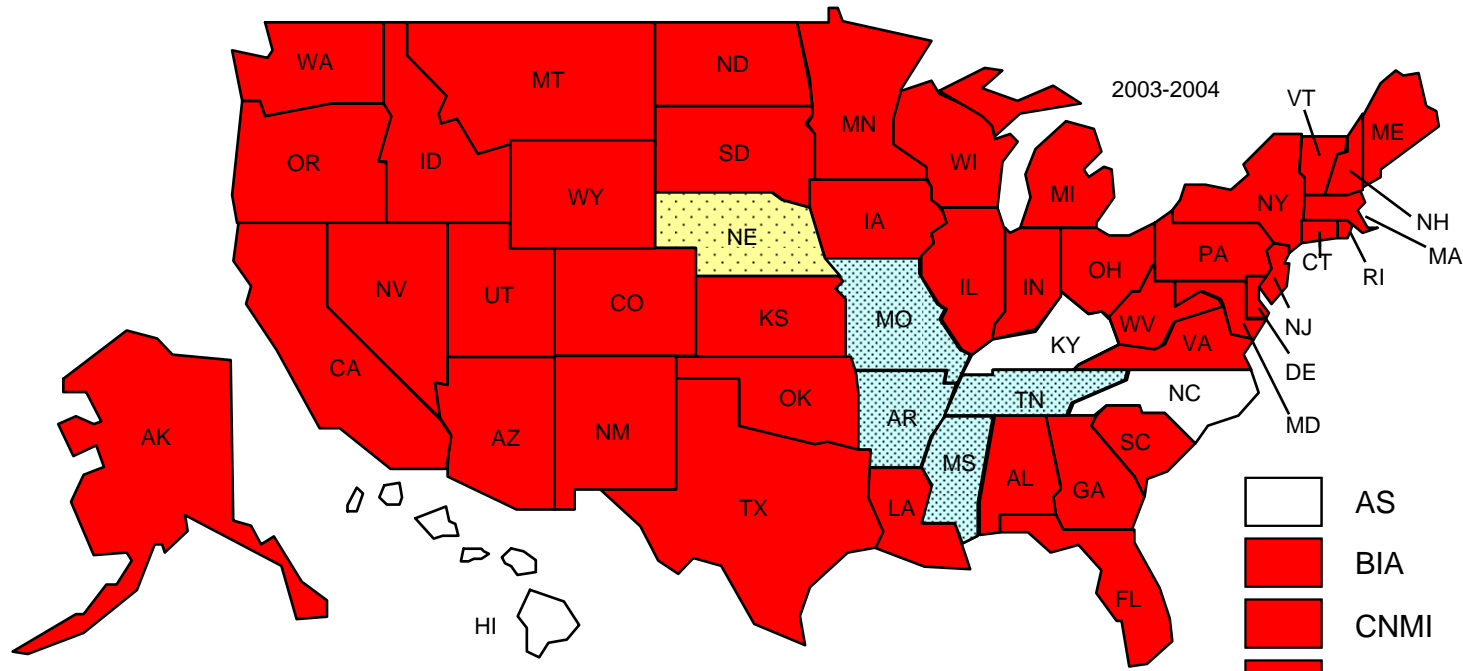


Key





-  Elementary, middle, & high school data (3 levels) both for reading and math (n = 47 regular states and 4 unique states)
-  Fewer than 3 levels of data, but provided both reading and math (n = 1 regular states and 0 unique states)
-  3 levels of data but only for either reading or math (n = 0 regular states and 0 unique states)
-  No performance data given (n = 2 regular states and 6 unique states)

-  AS
-  BIA
-  CNMI
-  DC
-  FSM
-  GU
-  Palau
-  PR
-  RMI
-  VI

Figure 16. Amount of Performance Data Reported for the Alternate Assessment based on Alternate Achievement Standards



Key

-  Elementary, middle, & high school data (3 levels) both for reading and math (n = 42 regular states and 4 unique states)
-  Fewer than 3 levels of data, but provided both reading or math (n = 4 regular states and 0 unique state)
-  3 levels of data but only for either reading or math (n = 1 regular states and 0 unique states)
-  No performance data given (n = 3 regular states and 6 unique states)

-  AS
-  BIA
-  CNMI
-  DC
-  FSM
-  GU
-  Palau
-  PR
-  RMI
-  VI

Figure 17. Reading Assessment “Proficient” Rates in Elementary School: Percent Proficient of IEP Enrollment (Regular and Alternate)

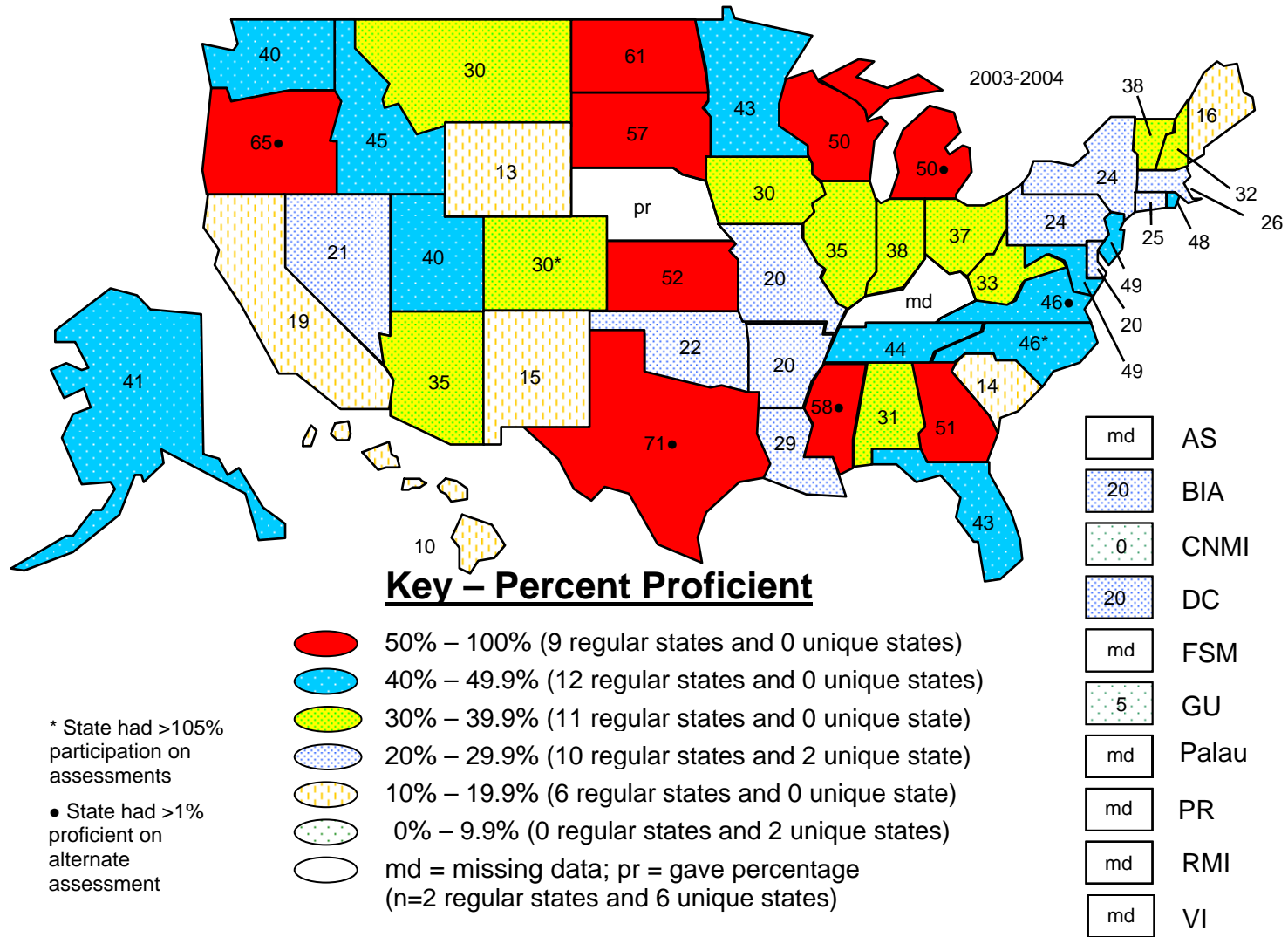


Figure 18. Reading Assessment “Proficient” Rates in Middle School: Percent Proficient of IEP Enrollment (Regular and Alternate)

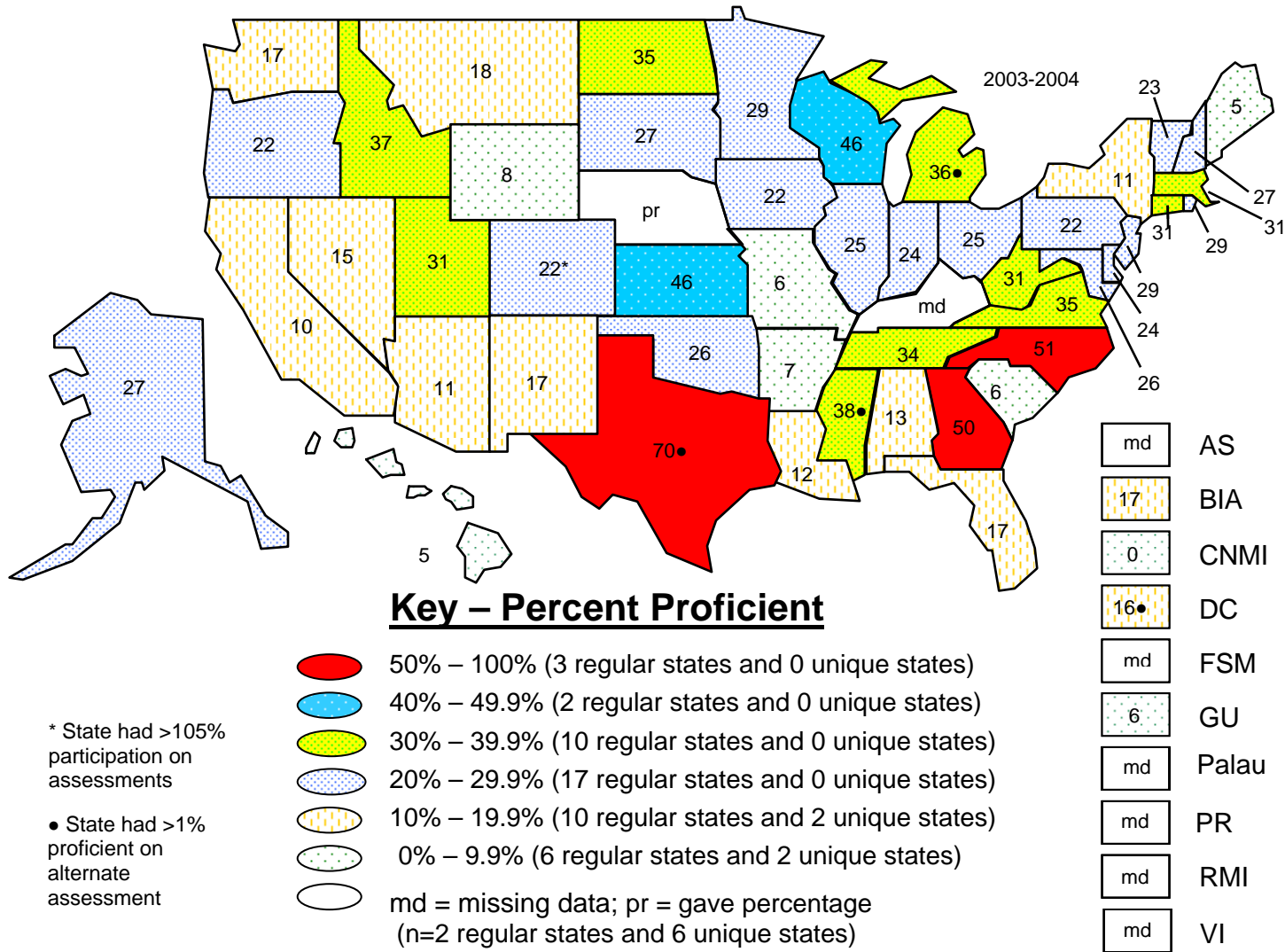
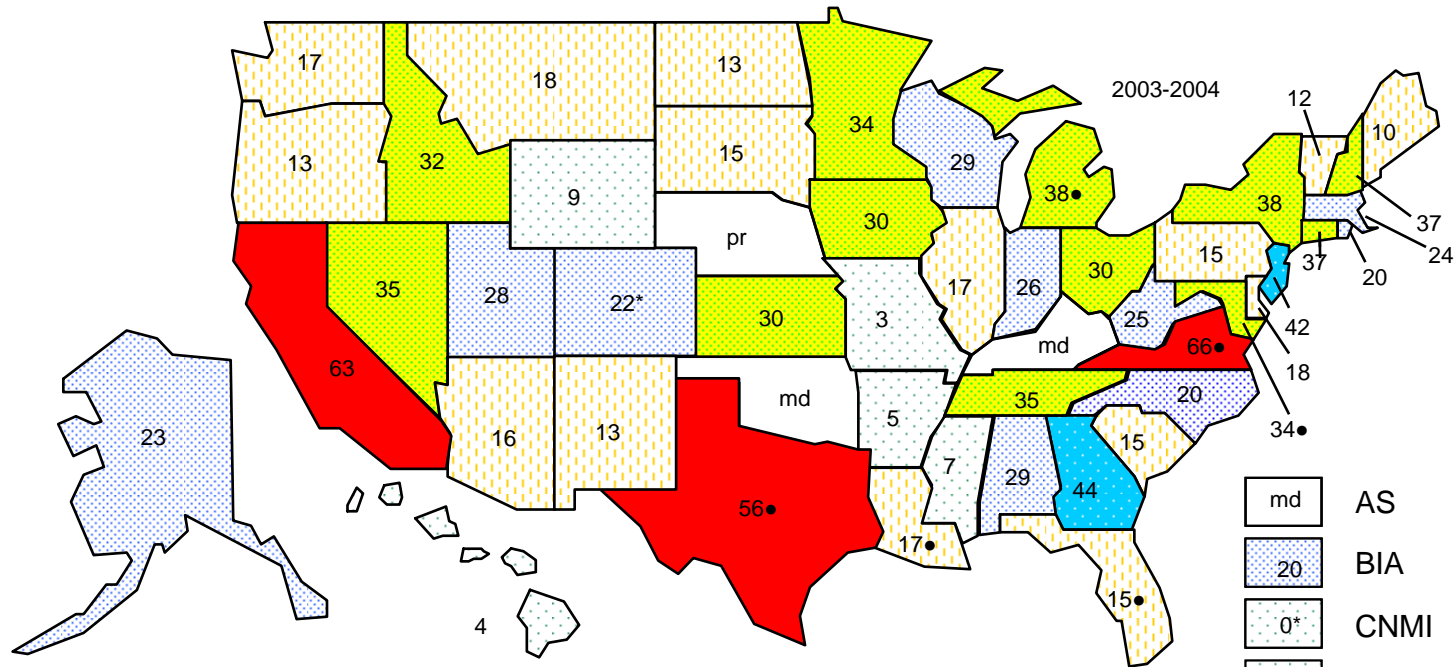


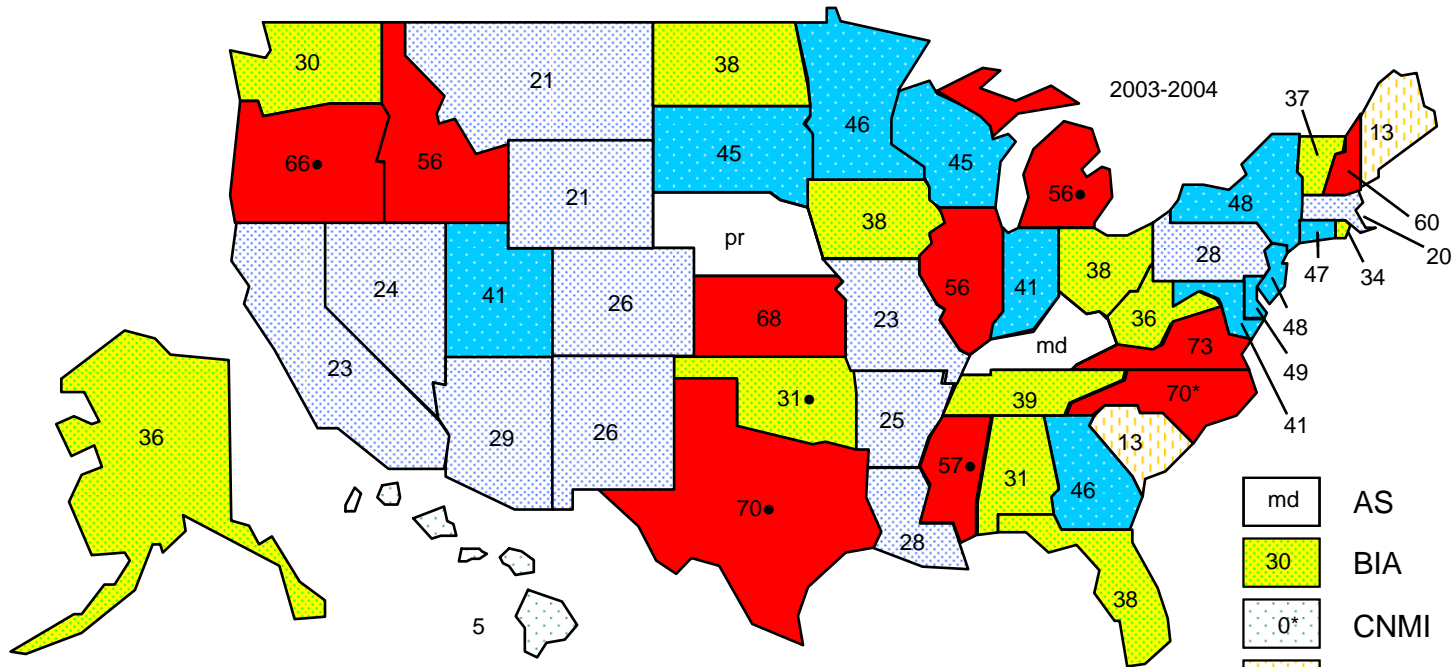
Figure 19. Reading Assessment “Proficient” Rates in High School: Percent Proficient of IEP Enrollment (Regular and Alternate)



Key – Percent Proficient

- 50% – 100% (3 regular states and 0 unique states)
 - 40% – 49.9% (2 regular state and 0 unique states)
 - 30% – 39.9% (12 regular states and 0 unique states)
 - 20% – 29.9% (10 regular states and 1 unique state)
 - 10% – 19.9% (15 regular states and 0 unique states)
 - 0% – 9.9% (5 regular states and 3 unique states)
 - md md = missing data; pr = gave percentage (n=3 regular states and 6 unique states)
- * State had >105% participation on assessments
- State had >1% proficient on alternate assessment

Figure 20. Mathematics “Proficient” Rates in Elementary School: Percent Proficient of IEP Enrollment (Regular and Alternate)



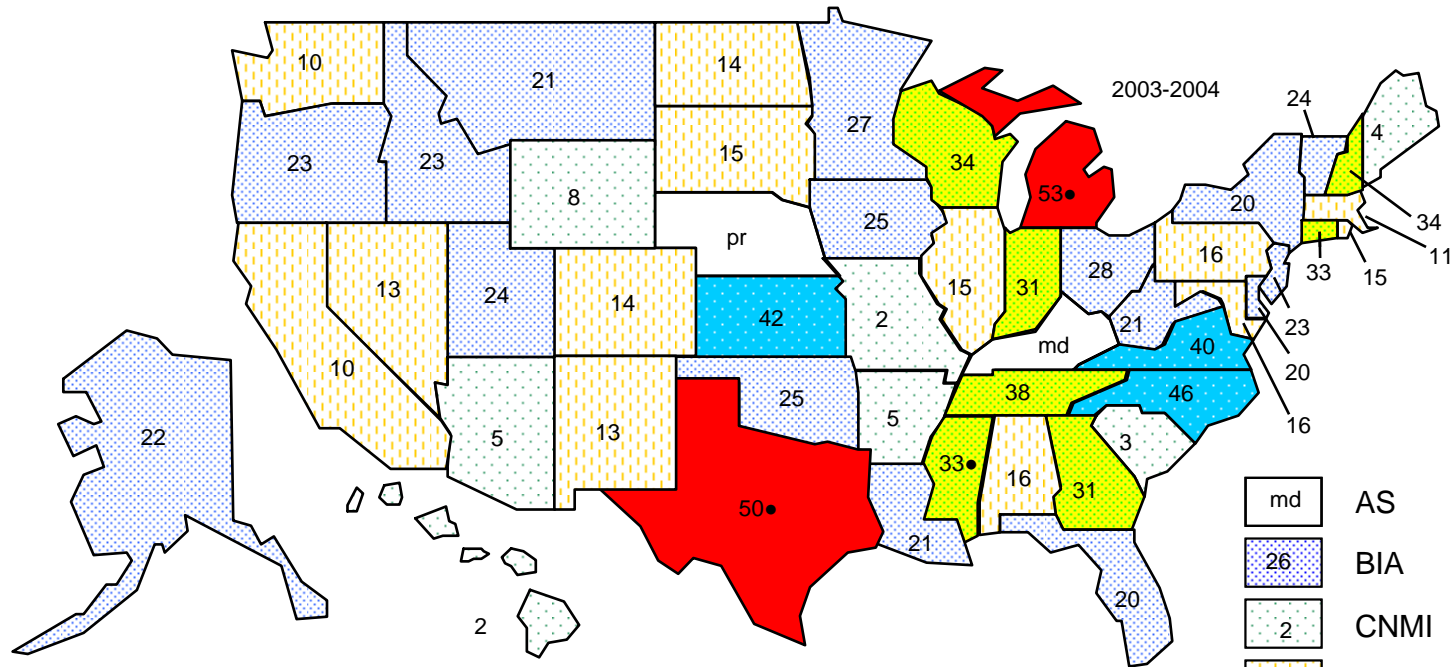
Key – Percent Proficient

- 50% – 100% (10 regular states and 0 unique states)
- 40% – 49.9% (11 regular states and 0 unique states)
- 30% – 39.9% (12 regular states and 1 unique state)
- 20% – 29.9% (12 regular states and 0 unique states)
- 10% – 19.9% (2 regular states and 1 unique state)
- 0% – 9.9% (1 regular states and 2 unique states)
- md = missing data; pr = gave percentage (n=2 regular states and 6 unique states)

* State had >105% participation on assessments

• State had >1% proficient on alternate assessment

Figure 21. Mathematics Assessment “Proficient” Rates in Middle School: Percent Proficient of IEP Enrollment (Regular and Alternate)



Key – Percent Proficient

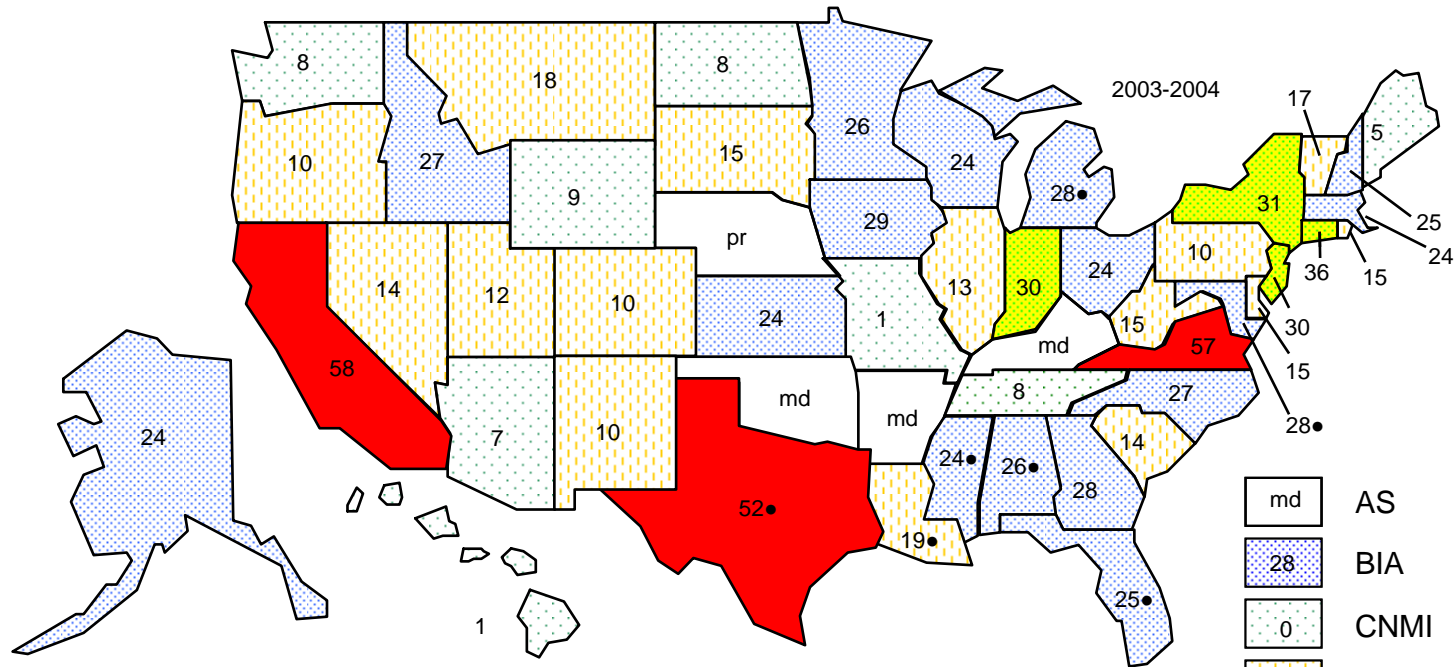
- 50% – 100% (2 regular states and 0 unique states)
- 40% – 49.9% (3 regular states and 0 unique states)
- 30% – 39.9% (7 regular states and 0 unique states)
- 20% – 29.9% (16 regular states and 1 unique state)
- 10% – 19.9% (13 regular states and 1 unique state)
- 0% – 9.9% (7 regular states and 2 unique states)
- md = missing data; pr = gave percentage (n=2 regular states and 6 unique states)

* State had >105% participation on assessments

● State had >1 proficient on alternate assessment

- md AS
- 26 BIA
- 2 CNMI
- 13● DC
- md FSM
- 8● GU
- md Palau
- md PR
- md RMI
- md VI

Figure 22. Mathematics Assessment “Proficient” Rates in High School: Percent Proficient of IEP Enrollment (Regular and Alternate)



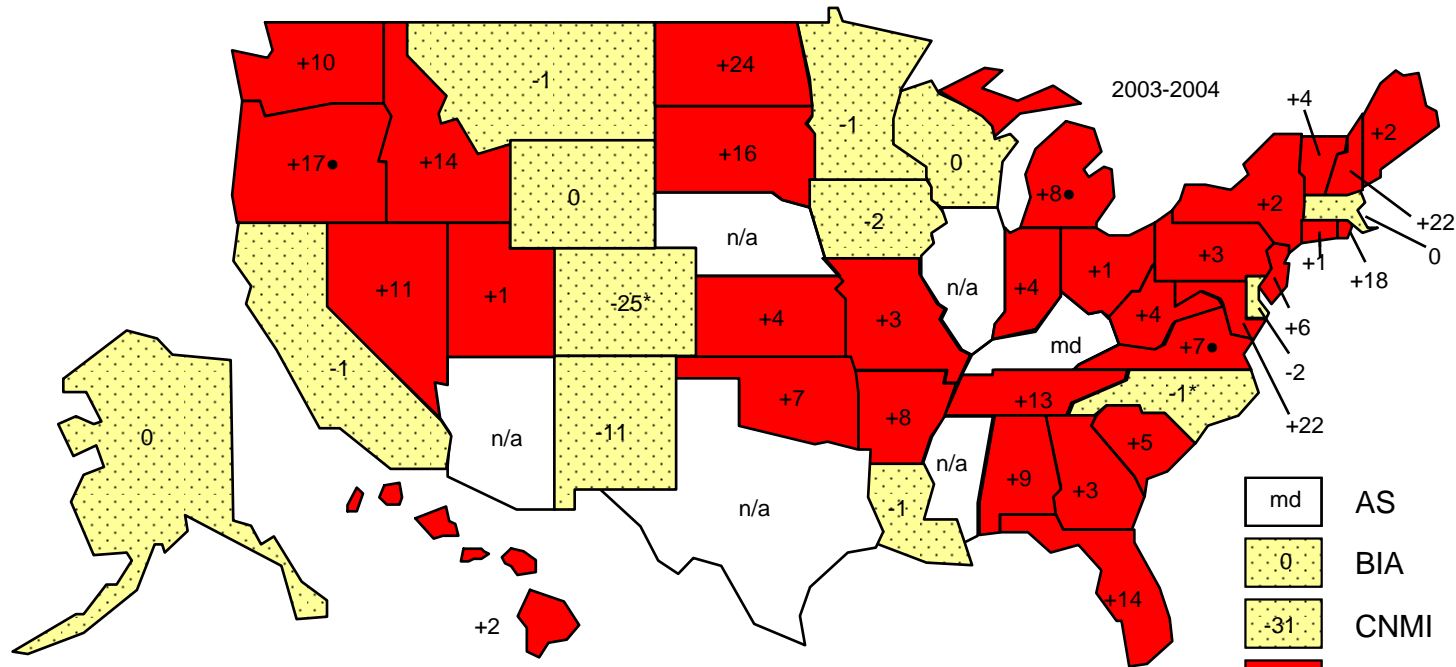
Key – Percent Proficient

- 50% – 100% (3 regular states and 0 unique states)
 - 40% – 49.9% (0 regular state and 0 unique states)
 - 30% – 39.9% (4 regular states and 0 unique states)
 - 20% – 29.9% (16 regular states and 1 unique state)
 - 10% – 19.9% (15 regular states and 1 unique state)
 - 0% – 9.9% (8 regular states and 2 unique state)
 - md = missing data; pr = gave percentage (n=4 regular states and 6 unique states)
- * State had >105% participation on assessments
- State had >1% proficient on alternate assessment
- | | |
|----|-------|
| md | AS |
| 28 | BIA |
| 0 | CNMI |
| 12 | DC |
| md | FSM |
| 3 | GU |
| md | Palau |
| md | PR |
| md | RMI |
| md | VI |

Table 6. Review of States Counting More Than 1% Total Student Enrollment as Proficient on Alternate Assessment Based on Alternate Achievement Standards

	Reading			Math		
	Elementary	Middle	High School	Elementary	Middle	High School
Alabama	---	---	---	---	---	1.28
Florida	---	---	1.32	---	---	1.15
Louisiana	---	---	1.36	---	---	1.16
Maryland	---	---	1.55	---	---	1.58
Michigan	4.11	3.36	2.99	3.25	2.52	2.16
Minnesota	1.01	---	---	---	---	---
Mississippi	3.23	3.38	---	3.17	2.89	---
Oregon	1.90	---	---	1.35	---	---
Texas	5.47	5.63	5.09	4.61	4.87	4.60
Virginia	1.03	---	1.27	---	---	---

Figure 23. Reading Assessment Proficiency Rate Improvement in Elementary School: Proficient of IEP Enrollment (Regular and Alternate)



Key

* State had >105% participation on assessments

• State had >1% proficient on alternate assessment

- >0% (n = 31 regular states and 1 unique states)
- ≤ 0% (n= 13 regular states and 3 unique states)
- md = missing data; n/a = comparison data not available (n = 6 regular state and 6 unique states)

Figure 24. Reading Assessment Proficiency Rate Improvement in Middle School: Proficient of IEP Enrollment (Regular and Alternate)

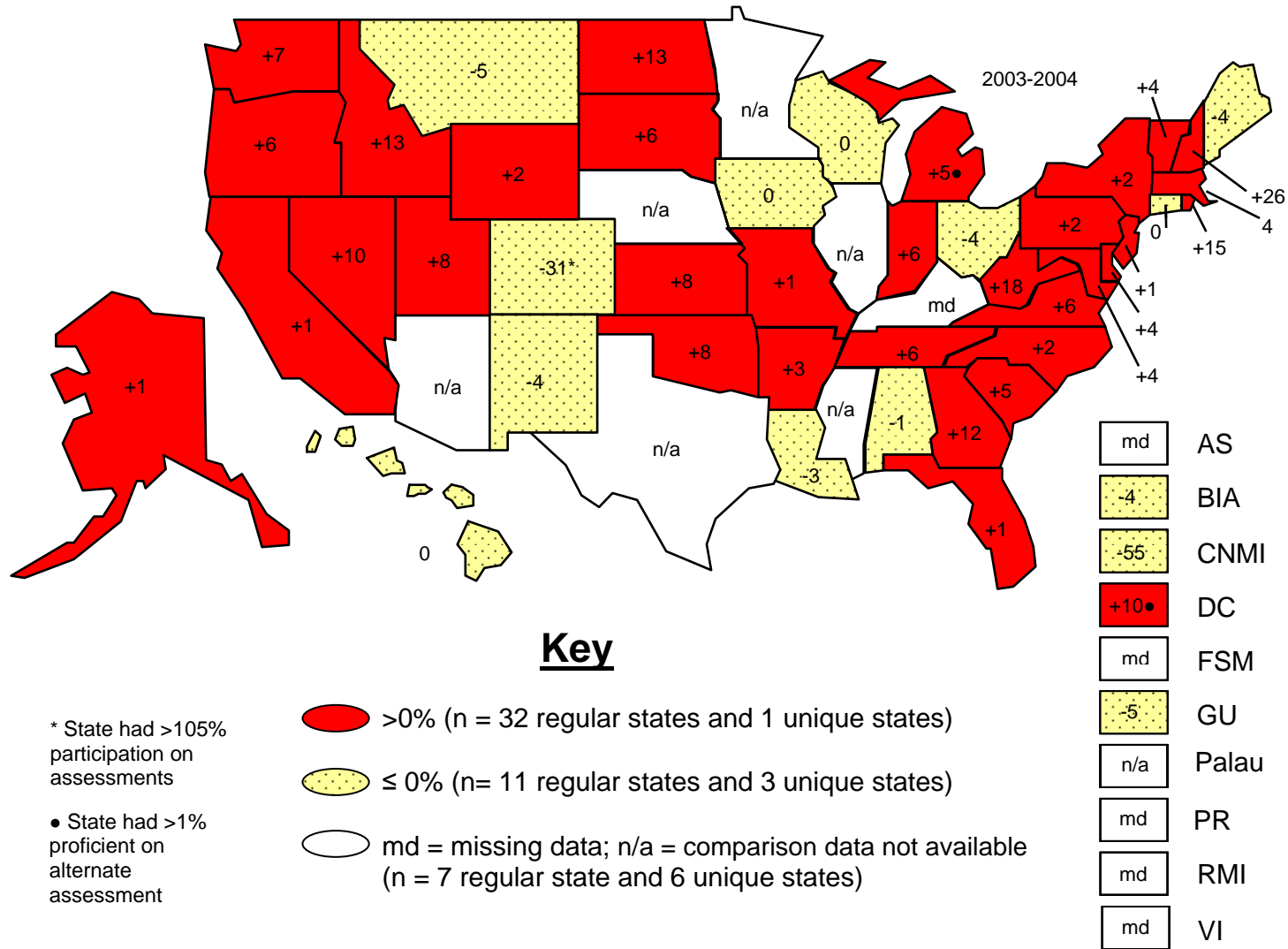
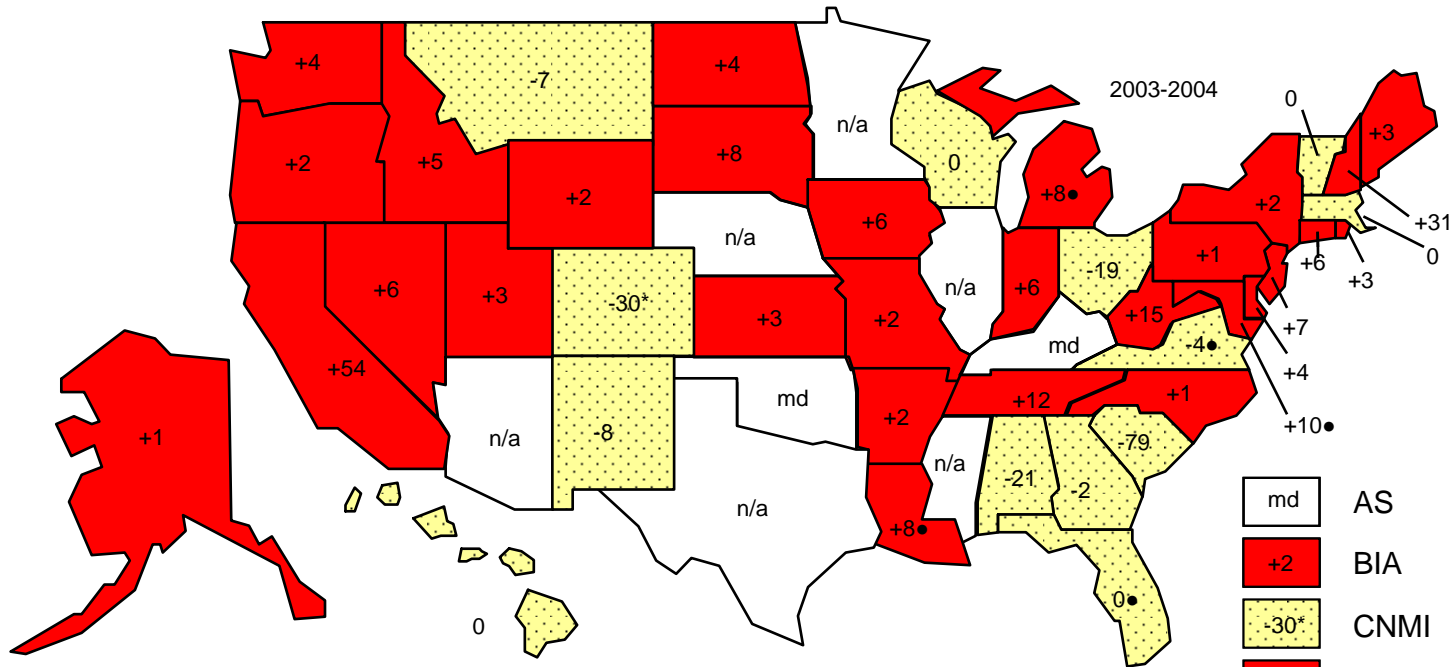


Figure 25. Reading Assessment Proficiency Rate Improvement in High School: Proficient of IEP Enrollment (Regular and Alternate)



Key

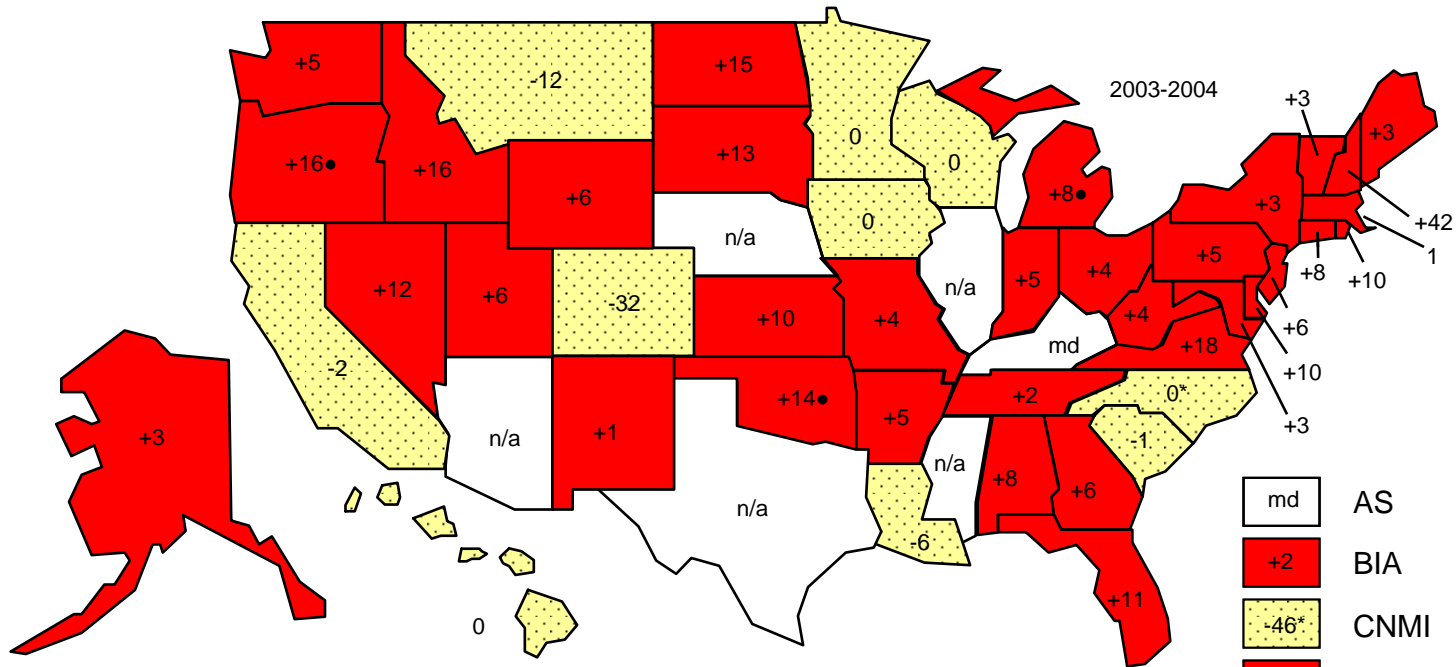
* State had >105% participation on assessments

• State had >1% proficient on alternate assessment

- >0% (n = 29 regular states and 2 unique states)
- ≤ 0% (n= 13 regular states and 2 unique states)
- md = missing data; n/a = comparison data not available (n = 8 regular state and 6 unique states)

md	AS
+2	BIA
-30*	CNMI
+5	DC
md	FSM
-2	GU
n/a	Palau
md	PR
md	RMI
md	VI

Figure 26. Mathematics Assessment Proficiency Rate Improvement in Elementary School: Proficient of IEP Enrollment (Regular and Alternate)



Key

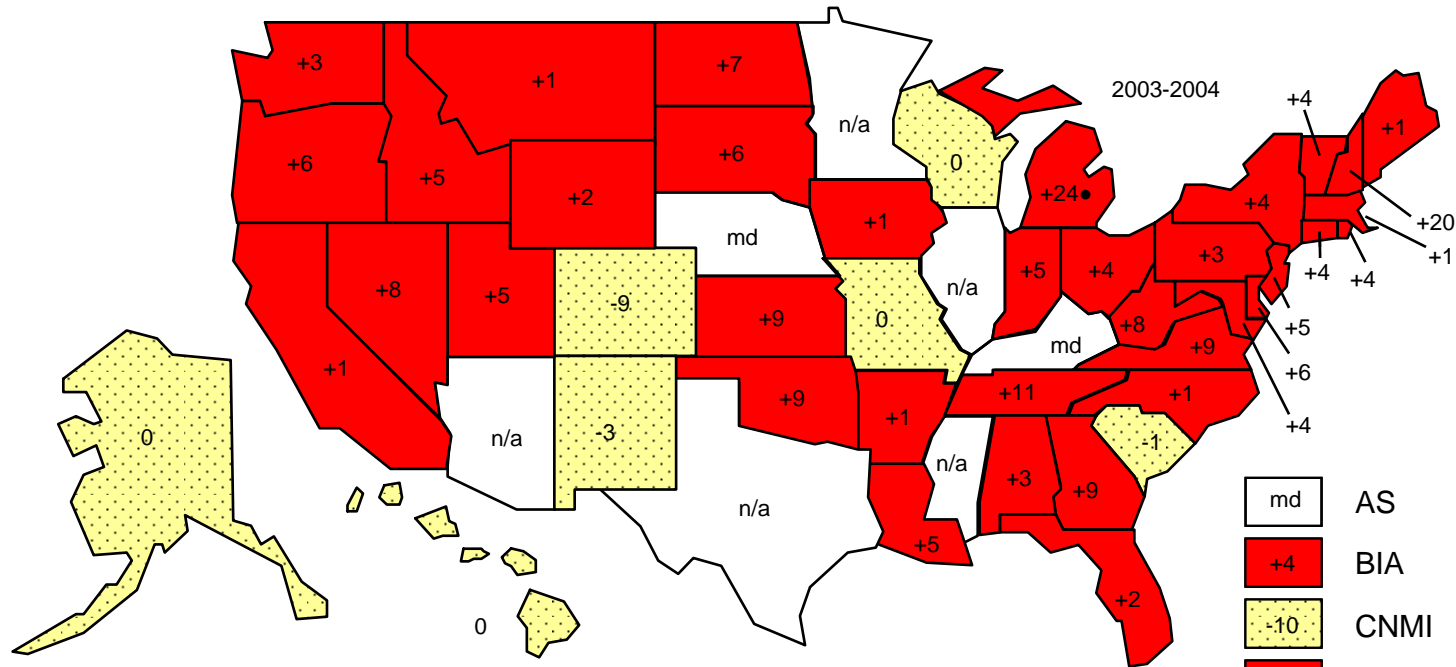
* State had >105% participation on assessments

• State had >1% proficient on alternate assessment

- >0% (n = 34 regular states and 2 unique states)
- ≤ 0% (n= 10 regular states and 2 unique states)
- md = missing data; n/a = comparison data not available (n = 6 regular state and 6 unique states)

md	AS
+2	BIA
-46*	CNMI
+7	DC
md	FSM
-3	GU
n/a	Palau
md	PR
md	RMI
md	VI

Figure 27. Mathematics Assessment Proficiency Rate Improvement in Middle School: Proficient of IEP Enrollment (Regular and Alternate)



Key

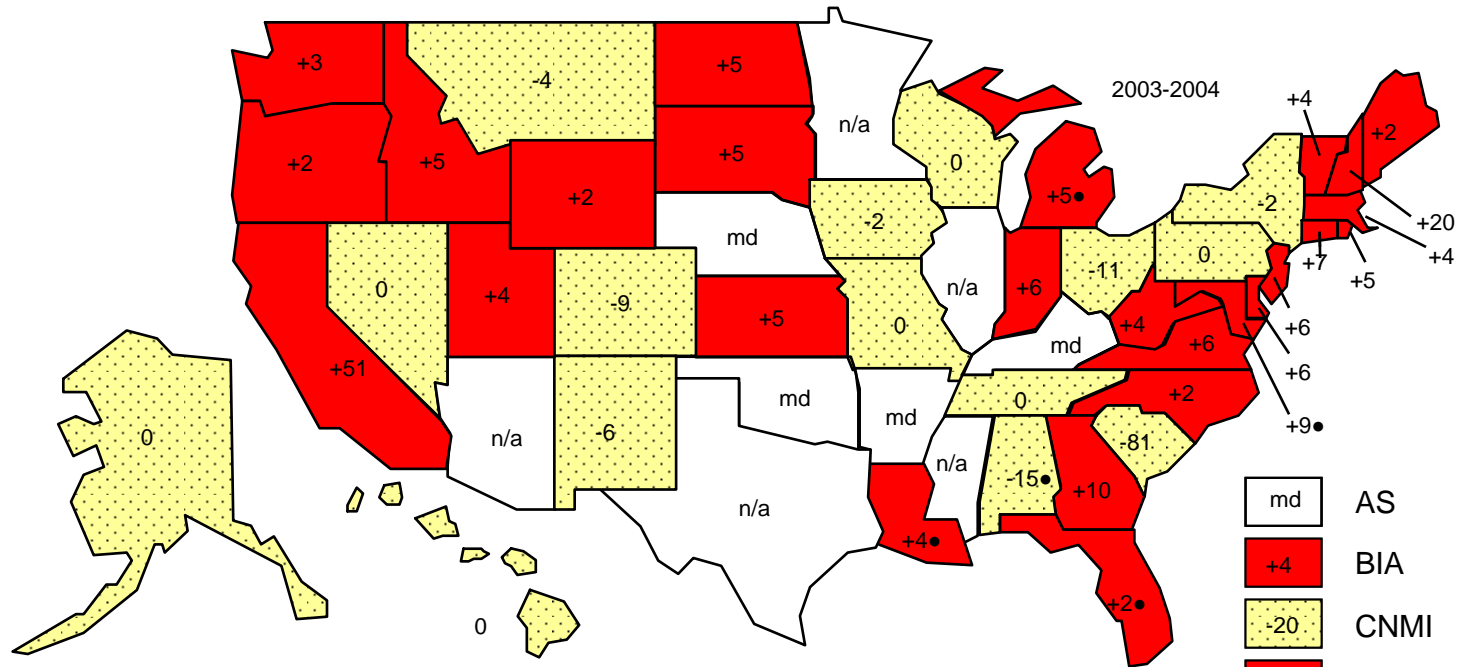
* State had >105% participation on assessments

● State had >1% proficient on alternate assessment

- >0% (n = 36 regular states and 3 unique states)
- ≤ 0% (n= 7 regular states and 1 unique states)
- md = missing data; n/a = comparison data not available (n = 7 regular state and 6 unique states)

md	AS
+4	BIA
-10	CNMI
+8●	DC
md	FSM
+4●	GU
n/a	Palau
md	PR
md	RMI
md	VI

Figure 28. Mathematics Assessment Proficiency Rate Improvement in High School: Proficient of IEP Enrollment (Regular and Alternate)



Key

* State had >105% participation on assessments

• State had >1% proficient on alternate assessment

- >0% (n = 27 regular states and 2 unique states)
- ≤ 0% (n= 14 regular states and 2 unique states)
- md = missing data; n/a = comparison data not available (n = 9 regular states and 6 unique states)

md	AS
+4	BIA
-20	CNMI
+7	DC
md	FSM
-1	GU
n/a	Palau
md	PR
md	RMI
md	VI

References

- Klein, J.A., Wiley, H.I., & Thurlow, M.L. (2006). *Uneven transparency: NCLB tests take precedence in public assessment reporting for students with disabilities* (Technical Report 43). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at www.nceo.info/OnlinePubs/Technical43.html
- Thurlow, M. L., Moen, R. & Wiley, H. I. (2005). *Annual performance reports: 2002-2003 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at www.nceo.info/OnlinePubs/APRsummary2006.pdf
- Thurlow, M. L., & Wiley, H. I. (2004). *Almost there in public reporting of assessment results for students with disabilities* (Technical Report 39). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at www.nceo.info/OnlinePubs/Technical39.htm
- Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2002). *Biennial performance reports: 2000-2001 state assessment data*. Available at www.nceo.info/OnlinePubs/BPRsummary.12.29.02.pdf
- Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2003). *Going public: What 2000-2001 reports tell us about the performance of students with disabilities* (Technical Report 35). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at www.nceo.info/OnlinePubs/Technical35.htm
- Wiley, H. I., Thurlow, M. L., & Klein, J. (2005). *Steady progress: state public reporting practices for students with disabilities after the first year of NCLB (2002-2003)* (Technical Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at www.nceo.info/OnlinePubs/Technical40.htm

Appendix A

State-by-State Participation Summary Data

This Appendix presents the state-by-state numbers that were used to generate the participation tables and figures in this document. There are six tables in this Appendix (Tables A1-A6). The two content areas of Reading and Math are shown for each of three grade levels - Elementary School, Middle School and High School. Typically, the grades reflected in these three levels are grades 4, 8, and 10. The specific grade used for each state is shown in Appendix C along with participation data for all of the grades on which a state reported.

Each row in Tables A1-A6 shows numbers for one state at one grade within the content area and school level. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are the numbers of students reported as taking each of three kinds of assessments: Regular Assessment, Out-of-Level Test, and Alternate Assessments based on grade-level achievement standards (which are reported only for Massachusetts, North Carolina, and Texas) are included with the regular assessment. Any scores that were invalid either because of problems in the testing process or due to invalidating changes in testing materials or procedures have been left in these participation counts. Consequently, these participation counts may be substantially higher than a count of valid scores would be. (Information about invalid scores is shown in Appendix C.) Alongside each participation count, a percentage is shown that was calculated by dividing the count of participants by the number of students with IEPs. An additional percentage shown for the Alternate Assessment was calculated by dividing the count of participants by the total number of students enrolled in a grade. This additional percentage is provided because discussions about Alternate Assessments often refer to the percentage of total enrollment rather than percentage of IEP enrollment. The last count in each row shows a total count of participants. This was calculated by summing the counts reported as participating in each type of assessment. The associated total participation percentage was calculated by dividing this summed count of participants by the number of students with IEPs. This number is 100% if all enrolled students with IEPs participated in an assessment. Percentages that deviate substantially from 100% could be due to testing practices such as failing to include all students, to issues in data management factors such as determining enrollment numbers at a different time of the year from test administration, or to data tabulation or reporting errors.

The data in these tables were summarized from the data in Appendix C, which were obtained directly from Attachment 3 of the 2003-2004 Annual Performance Reports. Although information from most states permitted the calculations shown in these tables, states did differ in how they completed Attachment 3. All information is from the year 2003-2004. Footnotes indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting.

Forty-six regular states and five unique states provided data that could be analyzed to fully complete the participation tables for the regular assessment. Forty-three regular states and five unique states provided data that could be analyzed to fully complete the participation tables for the alternate assessment. The reasons that some states did not fully provide performance data were varied. Several states had data missing from one or more grades in one or more content areas or tests. One state provided data from the 2002-2003 school year for one content area area. One state that administered high school end-of-course tests to students in multiple grades did not provide enrollment data that would be needed to estimate the percent of students proficient. And one state was excused from filing an APR in 2003-2004.

At the elementary school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 86% on the regular assessment, 4% on the out-of-level assessment, 7% on the alternate assessment, and 97% overall participation. For math it was 88% on the regular assessment, 3% on the out-of-level assessment, 6% on the alternate, and 97% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 78% on the regular assessment, 5% on the alternate assessment, and 83% overall participation. For math it was 77% on the regular assessment, 8% on the alternate assessment, and 85% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 1.5% for reading and 1.3% for math in the regular states. It is 0.5% for reading and 0.7% for math in the unique states.

At the middle school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 85% on the regular assessment, 5% on the out-of-level assessment, 6% on the alternate assessment, and 96% overall participation. For math it was 86% on the regular assessment, 5% on the out-of-level assessment, 6% on the alternate, and 96% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 78% on the regular assessment, 6% on the alternate assessment, and 84% overall participation. For unique states in math it was 79% on the regular assessment, 6% on the alternate assessment, and 85% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 1.4% for reading and 1.4% for math in the regular states. It is 0.7% for reading and 0.7% for math in the unique states.

At the high school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 82% on the regular assessment, 1% on the out-of-level assessment, 9% on the alternate assessment, and 90% overall participation. For math it was 81% on the regular assessment, 1% on the out-of-level assessment, 9% on the alternate, and 84% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 62% on the regular assessment, 4% on the alternate assessment, and 67% overall participation. For math it was 63% on the regular assessment, 3% on the alternate assessment, and 66% overall participation.

When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 1.1% for reading and 1.1% for math in the regular states. It is 0.5% for reading and 0.4% for math in the unique states.

Across all three school levels, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 84% on the regular assessment, 3% on the out-of-level assessment, 7% on the alternate assessment, and 94% overall participation. For math it was 85% on the regular assessment, 3% on the out-of-level assessment, 5% on the alternate, and 92% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 73% on the regular assessment, 3% on the alternate assessment, and 78% overall participation and for math it was 73% on the regular assessment, 6% on the alternate assessment and 79% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 1.4% for reading and 1.3% for math in the regular states. It is 0.6% for reading and 0.6% for math in the unique states.

Average percentages were calculated by summing percentages across states and dividing by the number of states that had data. This introduces error due to rounding effect that is especially strong for the unique states because the actual number of students in those states is often quite small. Similarly, regular assessment plus alternate assessment percentages may not sum to the average overall percentages because of rounding error.

Table A1: Elementary School Reading Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1570	10040	1010	64%	0	0%	43	3%	0.43%	1053	67%
AL	7018	57361	5883	84%	0	0%	525	7%	0.92%	6408	91%
AR	4757	35344	4032	85%	0	0%	372	8%	1.05%	4404	93%
AZ	10636	76156	9976	94%	0	0%	585	6%	0.77%	10561	99%
CA ^b	54145	496864	49738	92%	0	0%	920	2%	0.19%	50658	94%
CO	6497	56207	6497	100%	0	0%	540	8%	0.96%	7037	108%
CT	5264	43593	4127	78%	785	15%	306	6%	2.50%	5218	99%
DE	1196	8952	1117	93%	0	0%	69	6%	0.77%	1186	99%
FL	27166	181183	23938	88%	0	0%	2676	10%	1.48%	26614	98%
GA	16844	117578	16002	95%	0	0%	887	5%	0.75%	16889	100%
HI	1391	14181	1314	94%	0	0%	71	5%	0.50%	1385	100%
IA	4668	39059	4668	100%	0	0%	202	4%	0.52%	4870	104%
ID	2293	18466	2177	95%	0	0%	116	5%	0.63%	2293	100%
IL	23330	161649	21838	94%	0	0%	1318	6%	0.82%	23156	99%
IN	14731	77221	11461	78%	0	0%	573	4%	0.74%	12034	82%
KS	4607	30749	4237	92%	0	0%	313	7%	1.02%	4550	99%
KY ^c											
LA	10602	59848	10109	95%	0	0%	452	4%	0.76%	10561	100%
MA	12354	73930	11503	93%	0	0%	753	6%	1.02%	12256	99%
MD	8663	65616	8030	93%	0	0%	633	7%	0.96%	8663	100%
ME	2388	14743	2166	91%	0	0%	205	9%	1.39%	2371	99%
MI	18461	131130	10773	58%	0	0%	6719	36%	5.12%	17492	95%
MN	7869	60021	6938	88%	0	0%	758	10%	1.26%	7696	98%
MO	10166	65150	9905	97%	0	0%	0	0%	0.00%	9905	97%
MS	5037	40691	2276	45%	2427	48%	601	12%	7.44%	5304	105%
MT	1356	10726	1273	94%	0	0%	83	6%	0.77%	1356	100%
NC	15593	105293	15021	97%	0	0%	2032	13%	1.93%	17053	109%
ND	1022	7195	941	92%	0	0%	81	8%	1.13%	1022	100%
NE ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	IEP Enrollment	Total Enrollment	Number	Percent of IEP
NH	2219	15478	2063	93%	0	0%	153	7%	0.99%	2216	100%
NJ	17282	105896	16081	93%	0	0%	899	5%	0.85%	16980	98%
NM	3850	24401	3387	88%	0	0%	143	4%	0.59%	3530	92%
NV	3649	31613	3377	93%	0	0%	125	3%	0.40%	3502	96%
NY	30901	218746	28033	91%	0	0%	1429	5%	0.65%	29462	95%
OH	19713	134693	18451	94%	0	0%	1145	6%	0.85%	19596	99%
OK	7912	45726	6126	77%	880	11%	228	3%	2.42%	7234	91%
OR	7271	40717	6094	84%	0	0%	975	13%	2.39%	7069	97%
PA	22428	142452	20707	92%	0	0%	1254	6%	0.88%	21961	98%
RI	2443	12361	2313	95%	0	0%	77	3%	0.62%	2390	98%
SC	8656	52715	5281	61%	2924	34%	217	3%	5.96%	8422	97%
SD	1494	9184	1401	94%	0	0%	86	6%	0.94%	1487	100%
TN	8943	70070	7964	89%	0	0%	283	3%	0.40%	8247	92%
TX	44630	318721	17242	39%	25585	57%	1608	4%	8.53%	44435	100%
UT	5511	32500	4962	90%	12	0%	288	5%	0.92%	5262	95%
VA	12150	88864	11020	91%	0	0%	939	8%	1.06%	11959	98%
VT	910	7074	574	63%	268	29%	63	7%	4.68%	905	99%
WA	9974	75958	9032	91%	0	0%	687	7%	0.90%	9719	97%
WI	8341	62390	7158	86%	0	0%	1047	13%	1.68%	8205	98%
WV	3774	20564	3650	97%	0	0%	104	3%	0.51%	3754	99%
WY	939	6172	887	94%	0	0%	49	5%	0.79%	936	100%
Regular States' Average				86%		4%		7%	1.52%		97%
AS ^c											
BIA	679	3436	654	96%	1	0%	13	2%	0.38%	668	98%
CNMI	76	852	68	89%	0	0%	8	11%	0.94%	76	100%
DC	1137	6134	973	86%	0	0%	56	5%	0.91%	1029	91%
FSM ^c											
GU	176	2463	126	72%	0	0%	11	6%	0.45%	137	78%
PL	19	325	9	47%	0	0%	0	0%	0.00%	9	47%
PR ^c											
RMI ^c											
VI ^c											

	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards		Total Assessed	
	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP
Unique States' Average		78%		0%		5%	0.54%	83%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table A2: Middle School Reading Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1376	10925	866	63%	0	0%	58	4%	0.53%	924	67%
AL	7946	59664	6188	78%	0	0%	604	8%	1.01%	6792	85%
AR	5450	37927	4601	84%	0	0%	271	5%	0.71%	4872	89%
AZ	9867	75822	8728	88%	590	6%	413	4%	1.32%	9731	99%
CA ^b	54971	503059	48463	88%	2006	4%	795	1%	0.56%	51264	93%
CO	6021	58258	6021	100%	0	0%	442	7%	0.76%	6463	107%
CT	6095	46004	4793	79%	848	14%	288	5%	2.47%	5929	97%
DE	1629	10300	1498	92%	0	0%	102	6%	0.99%	1600	98%
FL	31716	207530	28077	89%	0	0%	3598	11%	1.73%	31675	100%
GA	15157	120228	13862	91%	0	0%	1296	9%	1.08%	15158	100%
HI	2081	14422	1968	95%	0	0%	43	2%	0.30%	2011	97%
IA	6064	44293	6064	100%	0	0%	230	4%	0.52%	6294	104%
ID	2074	19577	1983	96%	0	0%	91	4%	0.46%	2074	100%
IL	24953	160805	23414	94%	0	0%	1273	5%	0.79%	24687	99%
IN	12592	81134	11187	89%	0	0%	651	5%	0.80%	12165	94%
KS	4439	32745	4118	93%	0	0%	238	5%	0.73%	4356	98%
KY ^c											
LA	8005	53226	7336	92%	0	0%	570	7%	1.07%	7906	99%
MA	13224	78690	12295	93%	0	0%	802	6%	1.02%	13097	99%
MD	9127	69935	8311	91%	0	0%	816	9%	1.17%	9127	100%
ME	2762	17097	2576	93%	0	0%	159	6%	0.93%	2735	99%
MI	19561	142718	12469	64%	0	0%	6184	32%	4.33%	18653	95%
MN	8862	66314	7885	89%	0	0%	648	7%	0.98%	8533	96%
MO	11170	73310	10827	97%	0	0%	0	0%	0.00%	10827	97%
MS	4451	40742	1377	31%	2378	53%	231	5%	6.40%	3990	90%
MT	1458	12237	1374	94%	0	0%	84	6%	0.69%	1458	100%
NC	14808	107740	13595	92%	0	0%	1557	11%	1.45%	15152	102%
ND	946	8132	861	91%	0	0%	85	9%	1.05%	946	100%
NE ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
NH	2735	16990	2613	96%	0	0%	115	4%	0.68%	2728	100%
NJ	18607	110867	17780	96%	0	0%	776	4%	0.70%	18556	100%
NM	4369	25205	3911	90%	0	0%	169	4%	0.67%	4080	93%
NV	3513	31036	3092	88%	0	0%	143	4%	0.46%	3235	92%
NY	35218	231715	31645	90%	0	0%	1455	4%	0.63%	33100	94%
OH	21043	141160	19406	92%	0	0%	1179	6%	0.84%	20585	98%
OK	7708	47241	5930	77%	898	12%	189	2%	2.30%	7017	91%
OR	6495	44208	4814	74%	112	2%	242	4%	0.80%	5168	80%
PA	23103	147668	21073	91%	0	0%	1278	6%	0.87%	22351	97%
RI	2562	13137	2389	93%	0	0%	87	3%	0.66%	2476	97%
SC	8213	53187	4036	49%	3861	47%	120	1%	7.48%	8017	98%
SD	1277	10097	1188	93%	0	0%	87	7%	0.86%	1275	100%
TN	9694	71953	8053	83%	0	0%	852	9%	1.18%	8905	92%
TX	42599	318092	15406	36%	25041	59%	1527	4%	8.35%	41974	99%
UT	4248	34363	3667	86%	28	1%	254	6%	0.82%	3949	93%
VA	15356	96836	13603	89%	0	0%	1012	7%	1.05%	14615	95%
VT	1022	7952	715	70%	238	23%	59	6%	3.73%	1012	99%
WA	9485	81241	8515	90%	0	0%	541	6%	0.67%	9056	95%
WI	9567	67527	8666	91%	0	0%	676	7%	1.00%	9342	98%
WV	3721	21910	3481	94%	0	0%	165	4%	0.75%	3646	98%
WY	899	6978	838	93%	0	0%	53	6%	0.76%	891	99%
Regular States' Average				85%		5%		6%	1.44%		96%
AS ^c											
BIA	720	3314	662	92%	1	0%	10	1%	0.30%	673	93%
CNMI	42	755	36	86%	0	0%	6	14%	0.79%	42	100%
DC	1227	5529	971	79%	0	0%	63	5%	1.14%	1034	84%
FSM ^c											
GU	247	2335	176	71%	0	0%	27	11%	1.16%	203	82%
PL	13	286	8	62%	0	0%	0	0%	0.00%	8	62%
PR ^c											
RMI ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards		Total Enrollment		
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
VI ^c											
Unique States' Average				78%		0%		6%	0.68%		84%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table A3: High School Reading Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1112	10187	650	58%	0	0%	59	5%	0.58%	710	64%
AL	5608	47460	3009	54%	0	0%	1240	22%	2.61%	4249	76%
AR	3901	30759	3091	79%	0	0%	238	6%	0.77%	3329	85%
AZ	8018	67863	6540	82%	826	10%	357	4%	1.74%	7723	96%
CA ^b	22111	448005	11732	53%	0	0%	783	4%	0.17%	12515	57%
CO	4920	53390	4920	100%	0	0%	403	8%	0.75%	5326	108%
CT	5186	41971	4549	88%	0	0%	339	7%	0.81%	4888	94%
DE	852	7718	762	89%	0	0%	57	7%	0.74%	819	96%
FL	25373	189058	18933	75%	0	0%	5013	20%	2.65%	23946	94%
GA	8470	88921	6954	82%	0	0%	1127	13%	1.27%	8081	95%
HI	2088	13028	1711	82%	0	0%	46	2%	0.35%	1757	84%
IA	4539	39816	4539	100%	0	0%	237	5%	0.60%	4776	105%
ID	1697	18505	1611	95%	0	0%	86	5%	0.46%	1697	100%
IL	15474	128456	13328	86%	0	0%	1199	8%	0.93%	14527	94%
IN	10842	76392	9483	87%	0	0%	592	5%	0.77%	10075	93%
KS	3215	29402	2919	91%	0	0%	196	6%	0.67%	3115	97%
KY ^c											
LA	6667	49721	5432	81%	0	0%	972	15%	1.95%	6404	96%
MA	11343	75205	10498	93%	0	0%	614	5%	0.82%	11112	98%
MD	8663	67280	7070	82%	0	0%	1593	18%	2.37%	8663	100%
ME	1768	15372	1621	92%	0	0%	123	7%	0.80%	1744	99%
MI	12751	115754	6962	55%	0	0%	4161	33%	3.59%	11123	87%
MN	8409	68252	7262	86%	0	0%	582	7%	0.85%	7844	93%
MO	7251	59955	6809	94%	0	0%	196	3%	0.33%	7005	97%
MS	1023	26281	962	94%	0	0%	7	1%	0.03%	969	95%
MT	1213	11664	1113	92%	0	0%	100	8%	0.86%	1213	100%
NC	10439	93782	9031	87%	0	0%	1053	10%	1.12%	10084	97%
ND	747	8000	677	91%	0	0%	70	9%	0.88%	747	100%

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
NE ^c											
NH	2344	15980	2011	86%	0	0%	86	4%	0.54%	2097	89%
NJ	13797	92878	13328	97%	0	0%	699	5%	0.75%	14027	102%
NM	3322	22071	2578	78%	0	0%	124	4%	0.56%	2702	81%
NV	2476	24910	2359	95%	0	0%	11	0%	0.04%	2370	96%
NY	18065	173058	13302	74%	0	0%	354	2%	0.20%	13656	76%
OH	18080	140029	14466	80%	0	0%	635	4%	0.45%	15101	84%
OK ^c	N/A	N/A	4863	N/A	0	N/A	171	N/A	N/A	171	N/A
OR	5331	41822	3581	67%	838	16%	218	4%	2.52%	4637	87%
PA	16969	132389	15044	89%	0	0%	997	6%	0.75%	16041	95%
RI	1666	10893	1514	91%	0	0%	64	4%	0.59%	1578	95%
SC	5749	47337	5703	99%	0	0%	178	3%	0.38%	5881	102%
SD	799	9109	708	89%	0	0%	87	11%	0.96%	795	99%
TN	9243	66288	4395	48%	0	0%	935	10%	1.41%	5330	58%
TX	36552	296251	14614	40%	0	0%	20403	56%	6.89%	35017	96%
UT	3810	34951	2994	79%	19	0%	265	7%	0.81%	3278	86%
VA	8313	79478	7015	84%	0	0%	1040	13%	1.31%	8055	97%
VT	885	6952	624	71%	180	20%	45	5%	3.24%	849	96%
WA	7539	79331	6172	82%	0	0%	447	6%	0.56%	6619	88%
WI	8964	71678	7770	87%	0	0%	516	6%	0.72%	8286	92%
WV	3117	19288	2892	93%	0	0%	143	5%	0.74%	3035	97%
WY	545	6207	497	91%	0	0%	41	8%	0.66%	538	99%
Regular States' Average				82%	1%		9%		1.14%	90%	
AS ^c											
BIA	1401	8365	1211	86%	0	0%	44	3%	0.53%	1255	90%
CNMI	36	874	34	94%	0	0%	4	11%	0.46%	38	106%
DC	3001	14695	2031	68%	0	0%	151	5%	1.03%	2182	73%
FSM ^c											
GU	235	2587	121	51%	0	0%	7	3%	0.27%	128	54%
PL	9	132	1	11%	0	0%	0	0%	0.00%	1	11%
PR ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards		Total Enrollment		
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
RMI ^c											
VI ^c											
Unique States' Average				62%		0%		4%	0.46%		67%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table A4: Elementary School Mathematics Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1570	10040	1015	65%	0	0%	43	3%	0.43%	1058	67%
AL	6997	57361	5921	85%	0	0%	525	8%	0.92%	6446	92%
AR	4757	35303	4032	85%	0	0%	372	8%	1.05%	4404	93%
AZ	10636	76156	9919	93%	0	0%	578	5%	0.76%	10497	99%
CA ^b	53494	496864	49199	92%	0	0%	3942	7%	0.79%	53141	99%
CO	6956	57632	6352	91%	0	0%	552	8%	0.96%	6904	99%
CT	5264	43593	4320	82%	609	12%	306	6%	2.10%	5235	99%
DE	1204	8952	1128	94%	0	0%	69	6%	0.77%	1197	99%
FL	27166	181183	24039	88%	0	0%	2645	10%	1.46%	26684	98%
GA	16844	117578	15988	95%	0	0%	887	5%	0.75%	16875	100%
HI	1391	14181	1314	94%	0	0%	72	5%	0.51%	1386	100%
IA	4654	39052	4618	99%	0	0%	201	4%	0.51%	4819	104%
ID	2309	18511	2188	95%	0	0%	120	5%	0.65%	2308	100%
IL	23330	161649	21883	94%	0	0%	1287	6%	0.80%	23170	99%
IN	14731	77221	11461	78%	0	0%	573	4%	0.74%	12034	82%
KS	4594	30354	4389	96%	0	0%	161	4%	0.53%	4550	99%
KY ^c											
LA	10601	59847	10103	95%	0	0%	452	4%	0.76%	10555	100%
MA	12354	73930	11492	93%	0	0%	767	6%	1.04%	12259	99%
MD	8662	65668	8029	93%	0	0%	633	7%	0.96%	8662	100%
ME	2388	14743	2227	93%	0	0%	149	6%	1.01%	2376	99%
MI	18461	131130	11492	62%	0	0%	6007	33%	4.58%	17499	95%
MN	7877	60070	7036	89%	0	0%	670	9%	1.12%	7706	98%
MO	10490	66652	10092	96%	0	0%	159	2%	0.24%	10251	98%
MS	5040	40694	2632	52%	1625	32%	444	9%	5.08%	4706	93%
MT	1356	10726	1275	94%	0	0%	81	6%	0.76%	1356	100%
NC	15593	105293	14984	96%	0	0%	1780	11%	1.69%	16764	108%
ND	1022	7195	941	92%	0	0%	81	8%	1.13%	1022	100%

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
NE	3661	20461	3510	96%	0	0%	151	4%	0.74%	3661	100%
NH	2219	15478	2061	93%	0	0%	153	7%	0.99%	2214	100%
NJ	16726	105340	16053	96%	0	0%	814	5%	0.77%	16867	101%
NM	3850	24401	3387	88%	0	0%	143	4%	0.59%	3530	92%
NV	3649	31613	3498	96%	0	0%	125	3%	0.40%	3623	99%
NY	30948	218597	28017	91%	0	0%	1435	5%	0.66%	29452	95%
OH	19405	134693	18261	94%	0	0%	1163	6%	0.86%	19424	100%
OK	7912	45726	6144	78%	0	0%	228	3%	0.50%	6372	81%
OR	7234	40719	6333	88%	0	0%	708	10%	1.74%	7041	97%
PA	22557	142452	20660	92%	0	0%	1245	6%	0.87%	21905	97%
RI	2520	12317	2443	97%	0	0%	77	3%	0.63%	2520	100%
SC	8656	52715	5837	67%	2368	27%	217	3%	4.90%	8422	97%
SD	1494	9184	1408	94%	0	0%	86	6%	0.94%	1494	100%
TN	8943	70070	7947	89%	0	0%	284	3%	0.41%	8231	92%
TX	43466	318711	19994	46%	21717	50%	1588	4%	7.31%	43299	100%
UT	5511	32500	4969	90%	11	0%	274	5%	0.88%	5254	95%
VA	12443	88874	11351	91%	0	0%	939	8%	1.06%	12290	99%
VT	906	7074	617	68%	223	25%	63	7%	4.04%	903	100%
WA	9969	75958	9112	91%	0	0%	654	7%	0.86%	9766	98%
WI	8341	62390	7428	89%	0	0%	795	10%	1.27%	8223	99%
WV	3774	20564	3650	97%	0	0%	104	3%	0.51%	3754	99%
WY	939	6172	887	94%	0	0%	49	5%	0.79%	936	100%
Regular States' Average				88%		3%		6%	1.30%		97%
AS ^c											
BIA	679	3436	660	97%	1	0%	14	2%	0.41%	675	99%
CNMI	42	836	35	83%	0	0%	12	29%	1.44%	47	112%
DC	1137	6134	975	86%	0	0%	57	5%	0.93%	1032	91%
FSM ^c											
GU	176	2463	126	72%	0	0%	11	6%	0.45%	137	78%
PV	19	325	9	47%	0	0%	0	0%	0.00%	9	47%
PR ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
RMI ^c											
VI ^c											
Unique States' Average				77%		0%		8%	0.65%		85%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table A5: Middle School Mathematics Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1376	10925	856	62%	0	0%	58	4%	0.53%	914	66%
AL	7948	59832	6497	82%	0	0%	606	8%	1.01%	7103	89%
AR	5450	37940	4601	84%	0	0%	271	5%	0.71%	4872	89%
AZ	9867	75822	8728	88%	524	5%	411	4%	1.23%	9663	98%
CA ^b	49566	503059	43054	87%	1990	4%	3793	8%	1.15%	48837	99%
CO	6023	58249	5512	92%	0	0%	444	7%	0.76%	5956	99%
CT	6095	46004	4814	79%	833	14%	288	5%	2.44%	5935	97%
DE	1629	10300	1495	92%	0	0%	102	6%	0.99%	1597	98%
FL	31716	207530	27151	86%	0	0%	3603	11%	1.74%	30754	97%
GA	15157	120228	13831	91%	0	0%	1296	9%	1.08%	15127	100%
HI	2081	14422	1968	95%	0	0%	44	2%	0.31%	2012	97%
IA	6078	44310	6013	99%	0	0%	227	4%	0.51%	6240	103%
ID	2094	19594	1996	95%	0	0%	97	5%	0.50%	2093	100%
IL	24953	160805	23415	94%	0	0%	1263	5%	0.79%	24678	99%
IN	12592	81134	11187	89%	0	0%	651	5%	0.80%	11838	94%
KS	4435	32219	4189	94%	0	0%	177	4%	0.55%	4366	98%
KY ^c											
LA	7998	53223	7320	92%	0	0%	570	7%	1.07%	7890	99%
MA	13407	79596	12564	94%	0	0%	709	5%	0.89%	13273	99%
MD	9133	70000	8317	91%	0	0%	816	9%	1.17%	9133	100%
ME	2762	17097	2590	94%	0	0%	139	5%	0.81%	2729	99%
MI	19092	142366	12790	67%	0	0%	5804	30%	4.08%	18594	97%
MN	8868	66320	7864	89%	0	0%	658	7%	0.99%	8522	96%
MO	10857	72037	10396	96%	0	0%	144	1%	0.20%	10540	97%
MS	4455	40746	1325	30%	2459	55%	173	4%	6.46%	3960	89%
MT	1458	12237	1373	94%	0	0%	85	6%	0.69%	1458	100%
NC	14808	107740	13572	92%	0	0%	1518	10%	1.41%	15090	102%
ND	946	8132	861	91%	0	0%	85	9%	1.05%	946	100%

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
NE	3360	22743	3178	95%	0	0%	182	5%	0.80%	3360	100%
NH	2735	16990	2620	96%	0	0%	115	4%	0.68%	2735	100%
NJ	18010	110270	17714	98%	0	0%	694	4%	0.63%	18408	102%
NM	4369	25205	3911	90%	0	0%	169	4%	0.67%	4080	93%
NV	3513	31036	3233	92%	0	0%	143	4%	0.46%	3376	96%
NY	34996	230876	30874	88%	0	0%	1409	4%	0.61%	32283	92%
OH	20554	140709	19370	94%	0	0%	1182	6%	0.84%	20552	100%
OK	7708	47241	5922	77%	0	0%	189	2%	0.40%	6111	79%
OR	6420	44223	4877	76%	988	15%	238	4%	2.77%	6103	95%
PA	23094	147668	20948	91%	0	0%	1269	5%	0.86%	22217	96%
RI	2632	13138	2545	97%	0	0%	87	3%	0.66%	2632	100%
SC	8213	53187	4300	52%	3597	44%	120	1%	6.99%	8017	98%
SD	1277	10097	1190	93%	0	0%	87	7%	0.86%	1277	100%
TN	9694	71953	8011	83%	0	0%	855	9%	1.19%	8866	91%
TX	42660	318205	15313	36%	25196	59%	1533	4%	8.40%	42042	99%
UT	4248	34363	3335	79%	46	1%	251	6%	0.86%	3632	85%
VA	16935	98766	14171	84%	0	0%	1012	6%	1.02%	15183	90%
VT	1015	7952	703	69%	247	24%	59	6%	3.85%	1009	99%
WA	9483	81241	8551	90%	0	0%	530	6%	0.65%	9081	96%
WI	9567	67527	8676	91%	0	0%	655	7%	0.97%	9331	98%
WV	3721	21910	3482	94%	0	0%	165	4%	0.75%	3647	98%
WY	899	6978	839	93%	0	0%	53	6%	0.76%	892	99%
Regular States' Average				86%		5%		6%	1.42%		96%
AS ^c											
BIA	720	3314	686	95%	0	0%	13	2%	0.39%	699	97%
CNMI	42	755	36	86%	0	0%	6	14%	0.79%	42	100%
DC	1227	5529	972	79%	0	0%	63	5%	1.14%	1035	84%
FSM ^c											
GU	247	2335	176	71%	0	0%	27	11%	1.16%	203	82%
PL	13	286	8	62%	0	0%	0	0%	0.00%	8	62%
PR ^c											

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards		Total Enrollment		
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
RMI ^c											
VI ^c											
Unique States' Average				79%		0%		6%	0.70%		85%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table A6: High School Mathematics Participation

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
AK	1112	10187	657	59%	0	0%	59	5%	0.58%	716	64%
AL	5507	47460	3002	55%	0	0%	1240	23%	2.61%	4242	77%
AR ^c											
AZ	8018	67863	6014	75%	792	10%	357	4%	1.69%	7163	89%
CA ^b	20833	446264	10441	50%	0	0%	3520	17%	0.79%	13961	67%
CO	4912	53390	4439	90%	0	0%	391	8%	0.73%	4830	98%
CT	5186	41971	4524	87%	0	0%	339	7%	0.81%	4863	94%
DE	851	7718	749	88%	0	0%	57	7%	0.74%	806	95%
FL	25373	189058	18584	73%	0	0%	4999	20%	2.64%	23583	93%
GA	8470	88921	6954	82%	0	0%	1127	13%	1.27%	8081	95%
HI	2088	13028	1711	82%	0	0%	49	2%	0.38%	1760	84%
IA	4534	39807	4379	97%	0	0%	236	5%	0.59%	4615	102%
ID	1708	18555	1622	95%	0	0%	85	5%	0.46%	1707	100%
IL	15474	128456	13324	86%	0	0%	1199	8%	0.93%	14523	94%
IN	10842	76392	9483	87%	0	0%	592	5%	0.77%	10075	93%
KS	3825	31133	3536	92%	0	0%	170	4%	0.55%	3706	97%
KY ^c					0	0%					
LA	6744	52064	5544	82%	0	0%	973	14%	1.87%	6517	97%
MA	11345	75205	10484	92%	0	0%	616	5%	0.82%	11047	97%
MD	6237	63175	4644	74%	0	0%	1593	26%	2.52%	6237	100%
ME	1768	15372	1613	91%	0	0%	124	7%	0.81%	1737	98%
MI	12751	115754	8089	63%	0	0%	4100	32%	3.54%	12189	96%
MN	7606	65686	6239	82%	0	0%	700	9%	1.07%	6939	91%
MO	8981	66128	8560	95%	0	0%	0	0%	0.00%	8560	95%
MS	576	11257	530	92%	0	0%	0	0%	0.00%	530	92%
MT	1213	11664	1113	92%	0	0%	100	8%	0.86%	1213	100%
NC	10439	93782	8982	86%	0	0%	1044	10%	1.11%	10026	96%
ND	747	8000	677	91%	0	0%	70	9%	0.88%	747	100%

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards			Total Enrollment			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
NE	2320	21379	2147	93%	0	0%	173	7%	0.81%	2320	100%
NH	2344	15980	2258	96%	0	0%	86	4%	0.54%	2344	100%
NJ	13312	92393	12721	96%	0	0%	630	5%	0.68%	13351	100%
NM	3322	22071	2578	78%	0	0%	124	4%	0.56%	2702	81%
NV	2476	24910	2391	97%	0	0%	11	0%	0.04%	2402	97%
NY	18065	173058	13875	77%	0	0%	353	2%	0.20%	14228	79%
OH	15082	125103	14431	96%	0	0%	638	4%	0.51%	15069	100%
OK ^c	N/A	N/A	3657	N/A	0	N/A	237	N/A	N/A	3894	N/A
OR	5269	41742	3556	67%	802	15%	208	4%	2.42%	4566	87%
PA	16919	132389	14941	88%	0	0%	993	6%	0.75%	15934	94%
RI	1655	10902	1591	96%	0	0%	64	4%	0.59%	1655	100%
SC	5749	47337	5621	98%	0	0%	177	3%	0.37%	5798	101%
SD	799	9109	712	89%	0	0%	87	11%	0.96%	799	100%
TN	9243	66288	1766	19%	0	0%				1766	19%
TX	35457	292830	13246	37%	0	0%	20832	59%	7.11%	34078	96%
UT	3810	34951	1436	38%	44	1%	199	5%	0.70%	1679	44%
VA	17696	234368	16042	91%	0	0%	1040	6%	0.44%	17082	97%
VT	874	6952	614	70%	184	21%	45	5%	3.29%	843	96%
WA	7538	79331	6234	83%	0	0%	443	6%	0.56%	6677	89%
WI	8964	71678	7762	87%	0	0%	504	6%	0.70%	8266	92%
WV	3117	19288	2891	93%	0	0%	143	5%	0.74%	3034	97%
WY	545	6207	496	91%	0	0%	41	8%	0.66%	537	99%
Regular States' Average				81%		1%		9%	1.10%		84%
AS ^c											
BIA	1401	8365	1262	90%	0	0%	44	3%	0.53%	1306	93%
CNMI	36	874	34	94%	0	0%	2	6%	0.23%	36	100%
DC	3001	14695	2035	68%	0	0%	148	5%	1.01%	2183	73%
FSM ^c											
GU	235	2587	121	51%	0	0%	7	3%	0.27%	128	54%
PL	9	132	1	11%	0	0%	0	0%	0.00%	1	11%

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment on Alternate Achievement Standards		Total Enrollment		
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment ^a	Number	Percent of IEP
PR ^c											
RMI ^c											
VI ^c											
Unique States' Average				63%		0%		3%	0.41%		66%

^a Percent of total enrollment equal to the total number of out-of-level assessments plus the alternate assessment on alternate achievement standards divided by the total enrollment.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Appendix B

State-by-State Proficiency Summary Data

This Appendix presents the state-by-state numbers that were used to generate the proficiency tables and figures in this document. There are six tables in this Appendix. The two content areas of Reading and Math are shown for each of three grade levels - Elementary School, Middle School and High School. Typically, the grades reflected in these three levels are grades 4, 8, and 10. The specific grade used for each state is shown in Appendix D along with proficiency data for all of the grades on which a state reported.

Each row in the Tables B1-B6 shows numbers for one state on one content area in one grade. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are the numbers of students reported proficient in each of two kinds of assessments: Regular Assessment, and Alternate Assessment. (In contrast to tables showing participation data, no counts are shown separately for out-of-level tests because all achievement results obtained from out-of-level tests were to be counted with alternate assessment results.) Alongside each count, a percentage is shown that was calculated by dividing the count of students reported as proficient by the number of students with IEPs. An additional percentage shown for the Alternate Assessment was calculated by dividing the count of students reported as proficient by the total number of students enrolled in a grade. This additional percentage is shown because the data reporting instructions stipulated that states were to limit the number of students reported as proficient based on Alternate Assessments to no more than one percent of total enrollment as distinct from the percentage of IEP enrollment. The last count in each row shows a total count of students reported as proficient. This was calculated by summing the counts reported as proficient in each type of assessment. An associated total proficiency percentage was calculated by dividing this summed proficiency count by the number of students with IEPs. Note that in addition to any of the factors mentioned in Appendices A and C that may distort participation rates, proficiency rate calculations may be affected by a loss of student data due to invalidated scores or other reasons states may have failed to report achievement results for students who were counted as participating in an assessment. The calculations used in this document provide the most conservative values for proficiency rates given the data that states supplied.

The data in these tables were summarized from the data in Appendix D, which were obtained directly from Attachment 3 of the 2003-2004 Annual Performance Reports. Although information from most states permitted the calculations shown in these tables, states did differ in how they completed Attachment 3. All information is from the year 2003-2004. Footnotes indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting.

Forty-seven regular states and four unique states provided data that could be analyzed to fully complete the proficiency tables for the regular assessment. Forty-three regular states and four unique provided data that could be analyzed to fully complete the proficiency tables for the alternate assessment. The reasons that some states did not fully provide performance data were varied. Several states had data missing from one or more grades in one or more content areas or tests. One state provided data from the 2002-2003 school year for one content area area. One state that administered high school end-of-course tests to students in multiple grades did not provide enrollment data that would be needed to estimate the percent of students proficient. And one state was excused from filing an APR in 2003-2004.

At the elementary school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 30% on the regular assessment, 5% on the alternate assessment, and 36% overall proficient. For math it was 34% on the regular assessment, 5% on the alternate, and 39% overall proficient. Among the unique states with data, the average proficiency rate for reading was 9% on the regular assessment, 2% on the alternate assessment, and 11% overall proficient. Average proficiency percentage among unique states for math was 11% on the regular assessment, 2% on the alternate assessment, and 13% overall proficient.

At the middle school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 20% on the regular assessment, 5% on the alternate assessment, and 25% overall proficient. For math it was 17% on the regular assessment, 5% on the alternate, and 22% overall proficient. Among the unique states with data, the average proficiency rate for reading was 7% on the regular assessment, 3% on the alternate assessment, and 10% overall proficient. Average proficiency percentage among unique states for math was 9% on the regular assessment, 3% on the alternate assessment, and 12% overall proficient.

At the high school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 19% on the regular assessment, 5% on the alternate assessment, and 25% overall proficient. For math it was 15% on the regular assessment, 5% on the alternate, and 20% overall proficient. Among the unique states with data, the average proficiency rate for reading was 6% on the regular assessment, 2% on the alternate assessment, and 8% overall proficient. Average proficiency percentage among unique states for math was 9% on the regular assessment, 2% on the alternate assessment, and 11% overall proficient.

Among the regular states in which a proficiency rate could be calculated, the average proficiency rate as a percent of special education enrollment for reading was 23% on the regular assessment, 5% on the alternate assessment, and 29% overall proficient. For math it was 22% on the regular assessment, 5% on the alternate, and 26% overall proficient. Among the unique states with data, the average proficiency rate for reading was 7% on the regular assessment, 2% on the alternate assessment, and 10% overall proficient. Average

proficiency percentage among unique states for math was 10% on the regular assessment, 2% on the alternate assessment, and 12% overall proficient.

Average percentages were calculated by summing percentages across states and dividing by the number of states that had data. This introduces error due to rounding effect that is especially strong for the unique states because the actual number of students in those states is often quite small. Similarly, regular assessment plus alternate assessment percentages may not sum to the average overall percentages because of rounding error.

Table B1: Elementary School Reading Performance

			Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1570	10040	616	39%	25	2%	0.25%	641	41%
AL	7018	57361	1852	26%	304	4%	0.53%	2156	31%
AR	4757	35344	765	16%	167	4%	0.47%	932	20%
AZ	10636	76156	3432	32%	295	3%	0.39%	3727	35%
CA ^b	54145	496864	7880	15%	2333	4%	0.47%	10213	19%
CO	6497	56207	1441	22%	480	7%	0.85%	1921	30%
CT	5264	43593	1154	22%	186	4%	0.43%	1340	25%
DE	1196	8952	185	15%	60	5%	0.67%	245	20%
FL	27166	181183	9893	36%	1657	6%	0.91%	11550	43%
GA	16844	117578	8279	49%	367	2%	0.31%	8646	51%
HI ^c	1391	14181	142	10%	0	0%	0.00%	142	10%
IA	4668	39059	1266	27%	157	3%	0.40%	1423	30%
ID	2293	18466	945	41%	77	3%	0.42%	1022	45%
IL	23330	161649	7353	32%	729	3%	0.45%	8082	35%
IN	14731	77221	4996	34%	653	4%	0.85%	5649	38%
KS	4607	30749	2161	47%	233	5%	0.76%	2394	52%
KY ^c									
LA	10602	59848	2742	26%	318	3%	0.53%	3060	29%
MA	12354	73930	2603	21%	558	5%	0.75%	3161	26%
MD	8663	65616	3797	44%	454	5%	0.69%	4251	49%
ME	2388	14743	329	14%	45	2%	0.31%	374	16%
MI	18461	131130	3872	21%	5386	29%	4.11%	9258	50%
MN	7869	60021	2789	35%	607	8%	1.01%	3396	43%
MO	10166	65150	2025	20%				2025	20%
MS	5037	40691	1601	32%	1313	26%	3.23%	2914	58%
MT	1356	10726	349	26%	60	4%	0.56%	409	30%
NC ^c	15593	105293	7225	46%				7225	46%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
ND	1022	7195	587	57%	38	4%	0.53%	625	61%
NE ^c									
NH	2219	15478	582	26%	137	6%	0.89%	719	32%
NJ	17282	105896	7740	45%	770	4%	0.73%	8510	49%
NM	3850	24401	494	13%	95	2%	0.39%	589	15%
NV	3649	31613	642	18%	125	3%	0.40%	767	21%
NY	30901	218746	6203	20%	1292	4%	0.59%	7495	24%
OH	19713	134693	6470	33%	776	4%	0.58%	7246	37%
OK	7912	45726	1369	17%	352	4%	0.77%	1721	22%
OR	7271	40717	3924	54%	775	11%	1.90%	4699	65%
PA	22428	142452	4763	21%	529	2%	0.37%	5292	24%
RI	2443	12361	1125	46%	50	2%	0.40%	1175	48%
SC	8656	52715	1128	13%	94	1%	0.18%	1222	14%
SD	1494	9184	847	57%	0	0%	0.00%	847	57%
TN	8943	70070	3712	42%	252	3%	0.36%	3964	44%
TX	44630	318721	14089	32%	17646	40%	5.54%	31735	71%
UT	5511	32500	1984	36%	244	4%	0.75%	2228	40%
VA	12150	88864	4677	38%	914	8%	1.03%	5591	46%
VT	910	7074	299	33%	50	5%	0.71%	349	38%
WA	9974	75958	3612	36%	346	3%	0.46%	3958	40%
WI	8341	62390	3716	45%	465	6%	0.75%	4181	50%
WV	3774	20564	1177	31%	79	2%	0.38%	1256	33%
WY	939	6172	101	11%	25	3%	0.41%	126	13%
Regular States' Average				30%		5%	0.78%		36%
AS ^c									
BIA	679	3436	134	20%	5	1%	0.14%	139	20%
CNMI	47	836	0	0%	0	0%	0.00%	0	0%
DC	1137	6134	167	15%	56	5%	0.91%	137	20%
FSM ^c									
GU	176	2463	4	2%	4	2%	0.16%	8	5%
PL ^c									

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR ^c									
RMI ^c									
VI ^c									
Unique States' Average				9%		2%	0.30%		11%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table B2: Middle School Reading Proficiency

State	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1376	10925	324	24%	43	3%	0.39%	367	27%
AL	7946	59664	723	9%	323	4%	0.54%	1046	13%
AR	5450	37927	280	5%	100	2%	0.26%	380	7%
AZ	9867	75822	811	8%	244	2%	0.32%	1055	11%
CA ^b	54971	503059	2908	5%	2405	4%	0.48%	5313	10%
CO	6021	58258	961	16%	393	7%	0.67%	1354	22%
CT	6095	46004	1628	27%	287	5%	0.62%	1915	31%
DE	1629	10300	306	19%	81	5%	0.79%	387	24%
FL	31716	207530	3523	11%	1750	6%	0.84%	5273	17%
GA	15157	120228	6899	46%	610	4%	0.51%	7509	50%
HI ^c	2081	14422	103	5%	0	0%	0.00%	103	5%
IA	6064	44293	1157	19%	184	3%	0.42%	1341	22%
ID	2074	19577	704	34%	65	3%	0.33%	769	37%
IL	24953	160805	5517	22%	611	2%	0.38%	6128	25%
IN	12592	81134	2255	18%	723	6%	0.89%	2978	24%
KS	4439	32745	1866	42%	171	4%	0.52%	2037	46%
KY ^c									
LA	8005	53226	554	7%	425	5%	0.80%	979	12%
MA	13224	78690	3454	26%	622	5%	0.79%	4076	31%
MD	9127	69935	1721	19%	607	7%	0.87%	2328	26%
ME	2762	17097	109	4%	39	1%	0.23%	148	5%
MI	19561	142718	2320	12%	4797	25%	3.36%	14848	36%
MN	8862	66314	2178	25%	410	5%	0.62%	2588	29%
MO	11170	73310	720	6%				720	6%
MS	4451	40742	332	7%	1377	31%	3.38%	1709	38%
MT	1458	12237	206	14%	60	4%	0.49%	266	18%
NC ^c	14808	107740	7530	51%	81	1%	0.08%	7530	51%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
ND	946	8132	295	31%	38	4%	0.47%	333	35%
NE ^c									
NH	2735	16990	769	28%	87	3%	0.51%	856	31%
NJ	18607	110867	4686	25%	665	4%	0.60%	5351	29%
NM	4369	25205	594	14%	128	3%	0.51%	722	17%
NV	3513	31036	382	11%	143	4%	0.46%	525	15%
NY	35218	231715	2734	8%	1312	4%	0.57%	4046	11%
OH	21043	141160	4513	21%	774	4%	0.55%	5287	25%
OK	7708	47241	1673	22%	343	4%	0.73%	2016	26%
OR	6495	44208	1210	19%	194	3%	0.44%	1404	22%
PA	23103	147668	4737	21%	400	2%	0.27%	5137	22%
RI	2562	13137	692	27%	41	2%	0.31%	733	29%
SC	8213	53187	444	5%	57	1%	0.11%	501	6%
SD	1277	10097	343	27%	0	0%	0.00%	343	27%
TN	9694	71953	2946	30%	396	4%	0.55%	3342	34%
TX	42599	318092	11763	28%	18127	43%	5.70%	29890	70%
UT	4248	34363	1111	26%	196	5%	0.57%	1307	31%
VA	15356	96836	4437	29%	877	6%	0.91%	5314	35%
VT	1022	7952	201	20%	36	4%	0.45%	237	23%
WA	9485	81241	1393	15%	250	3%	0.31%	1643	17%
WI	9567	67527	4152	43%	272	3%	0.40%	4424	46%
WV	3721	21910	1032	28%	126	3%	0.58%	1158	31%
WY	899	6978	55	6%	19	2%	0.27%	74	8%
Regular States' Average				20%		5%	0.71%		25%
AS ^c									
BIA	720	3314	117	16%	2	0%	0.06%	119	17%
CNMI	42	755	0	0%				0	0%
DC	1227	5529	131	11%	63	5%	1.14%	194	16%
FSM ^c									
GU	247	2335	2	1%	14	6%	0.60%	16	6%
PL ^c									

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR ^c									
RMI ^c									
VI ^c									
Unique States' Average				7%		3%	0.45%		10%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table B3: High School Reading Proficiency

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1112	10187	209	19%	46	4%	0.45%	255	23%
AL	5608	47460	1159	21%	471	8%	0.99%	1630	29%
AR	3901	30759	71	2%	113	3%	0.37%	184	5%
AZ	8018	67863	1061	13%	199	2%	0.29%	1260	16%
CA ^b	22111	448005	11732	53%	2121	10%	0.47%	13853	63%
CO	4920	53390	739	15%	337	7%	0.63%	1076	22%
CT	5186	41971	1666	32%	262	5%	0.62%	1928	37%
DE	852	7718	102	12%	53	6%	0.69%	155	18%
FL	25373	189058	1284	5%	2495	10%	1.32%	3779	15%
GA	8470	88921	3204	38%	512	6%	0.58%	3716	44%
HI ^c	2088	13028	87	4%	0	0%	0.00%	87	4%
IA	4539	39816	1192	26%	157	3%	0.39%	1349	30%
ID	1697	18505	487	29%	51	3%	0.28%	538	32%
IL	15474	128456	1920	12%	663	4%	0.52%	2583	17%
IN	10842	76392	2125	20%	645	6%	0.84%	2770	26%
KS	3215	29402	860	27%	117	4%	0.40%	977	30%
KY ^c									
LA	6667	49721	477	7%	675	10%	1.36%	1152	17%
MA	11343	75205	2287	20%	431	4%	0.57%	2718	24%
MD	8663	67280	1916	22%	1044	12%	1.55%	2960	34%
ME	1768	15372	149	8%	21	1%	0.14%	170	10%
MI	12751	115754	1337	10%	3458	27%	2.99%	4795	38%
MN	8409	68252	2469	29%	375	4%	0.55%	2844	34%
MO	7251	59955	93	1%	143	2%	0.24%	236	3%
MS	1023	26281	73	7%	1	0%	0.00%	74	7%
MT	1213	11664	149	12%	75	6%	0.64%	224	18%
NC ^c	10439	93782	2098	20%				2098	20%
ND	747	8000	70	9%	30	4%	0.38%	100	13%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NE ^c									
NH	2344	15980	802	34%	55	2%	0.34%	857	37%
NJ	13797	92878	5220	38%	585	4%	0.63%	5805	42%
NM	3322	22071	342	10%	94	3%	0.43%	436	13%
NV	2476	24910	856	35%	11	0%	0.04%	867	35%
NY	18065	173058	6622	37%	286	2%	0.17%	6908	38%
OH	18080	140029	5127	28%	360	2%	0.26%	5487	30%
OK	N/A	N/A	572	N/A	314	N/A	N/A	886	N/A
OR	5331	41822	538	10%	155	3%	0.37%	693	13%
PA	16969	132389	2216	13%	295	2%	0.22%	2511	15%
RI	1666	10893	301	18%	38	2%	0.35%	339	20%
SC	5749	47337	749	13%	158	3%	0.33%	907	16%
SD	799	9109	116	15%	0	0%	0.00%	116	15%
TN	9243	66288	2697	29%	564	6%	0.85%	3261	35%
TX	36552	296251	5651	15%	14894	41%	5.03%	20545	56%
UT	3810	34951	867	23%	204	5%	0.58%	1071	28%
VA	8313	79478	4459	54%	1008	12%	1.27%	5467	66%
VT	885	6952	69	8%	40	5%	0.58%	109	12%
WA	7539	79331	1093	14%	222	3%	0.28%	1315	17%
WI	8964	71678	2442	27%	191	2%	0.27%	2633	29%
WV	3117	19288	673	22%	96	3%	0.50%	769	25%
WY	545	6207	34	6%	15	3%	0.24%	49	9%
Regular States' Average				19%		5%	0.63%		25%
AS ^c									
BIA	1401	8365	267	19%	8	1%	0.10%	275	20%
CNMI	36	874	0	0%	0	0%	0.00%	0	0%
DC	3001	14695	100	3%	149	5%	1.01%	249	8%
FSM ^c									
GU	235	2587	0	0%	4	2%	0.15%	4	2%
PL ^c									
PR ^c									
RMI ^c									

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
VI ^c									
Unique States' Average				6%		2%	0.32%		8%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table B4: Elementary School Mathematics Proficiency

State	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1570	10040	544	35%	25	2%	0.25%	569	36%
AL	6997	57361	1845	26%	332	5%	0.58%	2177	31%
AR	4757	35303	1011	21%	166	3%	0.47%	1177	25%
AZ	10636	76156	2864	27%	189	2%	0.25%	3053	29%
CA ^b	53494	496864	9840	18%	2316	4%	0.47%	12156	23%
CO	6956	57632	1352	19%	440	6%	0.76%	1792	26%
CT	5264	43593	2079	39%	393	7%	0.90%	2472	47%
DE	1204	8952	532	44%	63	5%	0.70%	595	49%
FL	27166	181183	8964	33%	1423	5%	0.79%	10387	38%
GA	16844	117578	7340	44%	367	2%	0.31%	7707	46%
HI ^c	1391	14181	74	5%	0	0%	0.00%	74	5%
IA	4654	39052	1614	35%	166	4%	0.43%	1780	38%
ID	2309	18511	1206	52%	86	4%	0.46%	1292	56%
IL	23330	161649	12457	53%	575	2%	0.36%	13032	56%
IN	14731	77221	5344	36%	653	4%	0.85%	5997	41%
KS	4594	30354	2991	65%	127	3%	0.42%	3118	68%
KY ^c									
LA	10601	59847	2745	26%	248	2%	0.41%	2993	28%
MA	12354	73930	1870	15%	568	5%	0.77%	2438	20%
MD	8662	65668	3090	36%	439	5%	0.67%	3529	41%
ME	2388	14743	274	11%	25	1%	0.17%	299	13%
MI	18461	131130	6007	33%	4263	23%	3.25%	10270	56%
MN	7877	60070	3142	40%	475	6%	0.79%	3617	46%
MO	10490	66652	2352	22%	95	1%	0.14%	2447	23%
MS	5040	40694	1604	32%	1291	26%	3.17%	2895	57%
MT	1356	10726	238	18%	53	4%	0.49%	291	21%
NC ^c	15593	105293	10894	70%				10894	70%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
ND	1022	7195	346	34%	41	4%	0.57%	387	38%
NE	3661	20461	0	0%	29	1%	0.14%	29	1%
NH	2219	15478	1214	55%	128	6%	0.83%	1342	60%
NJ	16726	105340	7328	44%	720	4%	0.68%	8048	48%
NM	3850	24401	953	25%	60	2%	0.25%	1013	26%
NV	3649	31613	766	21%	125	3%	0.40%	891	24%
NY	30948	218597	13482	44%	1224	4%	0.56%	14706	48%
OH	19405	134693	6660	34%	748	4%	0.56%	7408	38%
OK	7912	45726	1995	25%	459	6%	0.99%	2454	31%
OR	7234	40719	4210	58%	550	8%	1.35%	4760	66%
PA	22557	142452	5604	25%	816	4%	0.57%	6420	28%
RI	2520	12317	795	32%	50	2%	0.41%	845	34%
SC	8656	52715	994	11%	88	1%	0.17%	1082	13%
SD	1494	9184	676	45%	0	0%	0.00%	676	45%
TN	8943	70070	3203	36%	248	3%	0.35%	3451	39%
TX	43466	318711	15820	36%	14699	34%	4.61%	30519	70%
UT	5511	32500	2037	37%	215	4%	0.66%	2252	41%
VA	12443	88874	8237	66%	880	7%	0.99%	9117	73%
VT	906	7074	278	31%	53	6%	0.75%	331	37%
WA	9969	75958	2713	27%	319	3%	0.42%	3032	30%
WI	8341	62390	3406	41%	378	5%	0.61%	3784	45%
WV	3774	20564	1270	34%	73	2%	0.35%	1343	36%
WY	939	6172	171	18%	27	3%	0.44%	198	21%
Regular States' Average				34%		5%	0.72%		39%
AS ^c									
BIA	679	3436	198	29%	7	1%	0.20%	205	30%
CNMI	42	836	0	0%	0	0%	0.00%	0	0%
DC	1137	6134	161	14%	56	5%	0.91%	217	19%
FSM ^c									
GU	176	2463	1	1%	2	1%	0.08%	3	2%
PL ^c									

			Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR ^c									
RMI ^c									
VI ^c									
Unique States' Average				11%		2%	0.30%		13%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table B5: Middle School Mathematics Proficiency

State	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1376	10925	259	19%	42	3%	0.38%	301	22%
AL	7948	59832	869	11%	374	5%	0.63%	1243	16%
AR	5450	37940	124	2%	132	2%	0.35%	256	5%
AZ	9867	75822	249	3%	203	2%	0.27%	452	5%
CA ^b	49566	503059	3132	6%	1781	4%	0.35%	4913	10%
CO	6023	58249	470	8%	345	6%	0.59%	815	14%
CT	6095	46004	1709	28%	331	5%	0.72%	2040	33%
DE	1629	10300	237	15%	82	5%	0.80%	319	20%
FL	31716	207530	4773	15%	1623	5%	0.78%	6396	20%
GA	15157	120228	4063	27%	610	4%	0.51%	4673	31%
HI ^c	2081	14422	37	2%	0	0%	0.00%	37	2%
IA	6078	44310	1340	22%	167	3%	0.38%	1507	25%
ID	2094	19594	417	20%	59	3%	0.30%	476	23%
IL	24953	160805	3149	13%	525	2%	0.33%	3674	15%
IN	12592	81134	3240	26%	723	6%	0.89%	3963	31%
KS	4435	32219	1709	39%	135	3%	0.42%	1844	42%
KY ^c									
LA	7998	53223	1306	16%	348	4%	0.65%	1654	21%
MA	13407	79596	1001	7%	539	4%	0.68%	1540	11%
MD	9133	70000	895	10%	574	6%	0.82%	1469	16%
ME	2762	17097	65	2%	34	1%	0.20%	99	4%
MI	19092	142366	3350	18%	3593	19%	2.52%	12989	53%
MN	8868	66320	1994	22%	395	4%	0.60%	2389	27%
MO	10857	72037	137	1%	88	1%	0.12%	225	2%
MS	4455	40746	304	7%	1179	26%	2.89%	1483	33%
MT	1458	12237	260	18%	50	3%	0.41%	310	21%
NC ^c	14808	107740	6866	46%				6866	46%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
ND	946	8132	98	10%	31	3%	0.38%	129	14%
NE	3360	22743	0	0%	90	3%	0.40%	90	3%
NH	2735	16990	884	32%	58	2%	0.34%	942	34%
NJ	18010	110270	3574	20%	620	3%	0.56%	4194	23%
NM	4369	25205	448	10%	99	2%	0.39%	547	13%
NV	3513	31036	306	9%	143	4%	0.46%	449	13%
NY	34996	230876	5870	17%	1219	3%	0.53%	7089	20%
OH	20554	140709	4972	24%	743	4%	0.53%	5715	28%
OK	7708	47241	1541	20%	406	5%	0.86%	1947	25%
OR	6420	44223	1281	20%	196	3%	0.44%	1477	23%
PA	23094	147668	3338	14%	431	2%	0.29%	3769	16%
RI	2632	13138	361	14%	41	2%	0.31%	402	15%
SC	8213	53187	221	3%	58	1%	0.11%	279	3%
SD	1277	10097	192	15%	0	0%	0.00%	192	15%
TN	9694	71953	3025	31%	669	7%	0.93%	3694	38%
TX	42660	318205	6482	15%	15510	36%	4.87%	21992	50%
UT	4248	34363	837	20%	198	5%	0.58%	1035	24%
VA	16935	98766	5876	35%	941	6%	0.95%	6817	40%
VT	1015	7952	200	20%	40	4%	0.50%	240	24%
WA	9483	81241	731	8%	241	3%	0.30%	972	10%
WI	9567	67527	2965	31%	327	3%	0.48%	3292	34%
WV	3721	21910	676	18%	124	3%	0.57%	800	21%
WY	899	6978	53	6%	20	2%	0.29%	73	8%
Regular States' Average				17%		5%	0.66%		22%
AS ^c									
BIA	720	3404	181	25%	3	0%	0.09%	184	26%
CNMI	42	755	1	2%	0	0%	0.00%	1	2%
DC	1227	5529	100	8%	63	5%	1.14%	163	13%
FSM ^c									
GU	247	2335	2	1%	17	7%	0.73%	19	8%
PL ^c									
PR ^c									

			Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
RMI ^c									
VI ^c									
Unique States' Average				9%		3%	0.49%		12%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table B6: High School Mathematics Proficiency

			Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficient	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AK	1112	10187	226	20%	44	4%	0.43%	270	24%
AL	5507	47460	840	15%	606	11%	1.28%	1446	26%
AR ^c									
AZ	8018	67863	370	5%	178	2%	0.26%	548	7%
CA ^b	20833	446264	10441	50%	1576	8%	0.35%	12017	58%
CO	4912	53390	165	3%	306	6%	0.57%	471	10%
CT	5186	41971	1642	32%	228	4%	0.54%	1870	36%
DE	851	7718	78	9%	53	6%	0.69%	131	15%
FL	25373	189058	4281	17%	2182	9%	1.15%	6463	25%
GA	8470	88921	1840	22%	512	6%	0.58%	2352	28%
HI ^c	2088	13028	15	1%	0	0%	0.00%	15	1%
IA	4534	39807	1161	26%	159	4%	0.40%	1320	29%
ID	1708	18555	414	24%	45	3%	0.24%	459	27%
IL	15474	128456	1545	10%	537	3%	0.42%	2082	13%
IN	10842	76392	2604	24%	645	6%	0.84%	3249	30%
KS	3825	31133	819	21%	101	3%	0.32%	920	24%
KY ^c									
LA	6744	52064	702	10%	604	9%	1.16%	1306	19%
MA	11345	75205	2334	21%	429	4%	0.57%	2763	24%
MD	6237	63175	739	12%	998	16%	1.58%	1737	28%
ME	1768	15372	43	2%	38	2%	0.25%	81	5%
MI	12751	115754	1074	8%	2497	20%	2.16%	3571	28%
MN	7606	65686	1505	20%	466	6%	0.71%	1971	26%
MO	8981	66128	119	1%				119	1%
MS ^c	576	11257	141	24%				141	24%
MT	1213	11664	148	12%	67	6%	0.57%	215	18%
NC ^c	10439	93782	2768	27%				2768	27%

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
ND	747	8000	19	3%	38	5%	0.48%	57	8%
NE	2320	21379	0	0%	86	4%	0.40%	86	4%
NH	2344	15980	500	21%	77	3%	0.48%	577	25%
NJ	13312	92393	3395	26%	546	4%	0.59%	3941	30%
NM	3322	22071	235	7%	82	2%	0.37%	317	10%
NV	2476	24910	343	14%	11	0%	0.04%	354	14%
NY	18065	173058	5288	29%	279	2%	0.16%	5567	31%
OH	15082	125103	3311	22%	326	2%	0.26%	3637	24%
OK	N/A	N/A	224	N/A	354	N/A	N/A	578	N/A
OR	5269	41742	377	7%	155	3%	0.37%	532	10%
PA	16919	132389	1341	8%	280	2%	0.21%	1621	10%
RI	1655	10902	209	13%	38	2%	0.35%	247	15%
SC	5749	47337	667	12%	143	2%	0.30%	810	14%
SD	799	9109	117	15%	0	0%	0.00%	117	15%
TN ^c	9243	66288	781	8%				781	8%
TX	35457	292830	3716	10%	14672	41%	5.01%	18388	52%
UT	3810	34951	330	9%	142	4%	0.41%	472	12%
VA	17696	234368	9041	51%	1020	6%	0.44%	10061	57%
VT	874	6952	110	13%	35	4%	0.50%	145	17%
WA	7538	79331	392	5%	215	3%	0.27%	607	8%
WI	8964	71678	1915	21%	217	2%	0.30%	2132	24%
WV	3117	19288	381	12%	92	3%	0.48%	473	15%
WY	545	6207	31	6%	20	4%	0.32%	51	9%
Regular States' Average				15%		5%	0.56%		20%
AS ^c									
BIA	1401	8365	390	28%	6	0%	0.07%	396	28%
CNMI	36	874	0	0%	0	0%	0.00%	0	0%
DC	3001	14695	205	7%	147	5%	1.00%	352	12%
FSM ^c									
GU	235	2587	0	0%	7	3%	0.27%	7	3%
PL ^c									

State	IEP Enrollment	Total Enrollment	Regular Assessment Proficiency		Alternate Assessment Proficiency ^a			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR ^c									
RMI ^c									
VI ^c									
Unique States' Average				9%		2%	0.34%		11%

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Appendix C

State-by-State Participation Raw Data

This Appendix presents the state-by-state raw data that were the source of summary data for Tables A1-A6 of Appendix A, which in turn were used to generate the participation tables and figures in the main body of this document. There are six tables in this Appendix. Each table shows either reading or math participation counts for all grades within a school level for each state. The specific grades that were used in Appendix A and in the main document are indicated by an asterisk next to the grade level.

Each row in the six tables shows numbers for one state on one content area in one grade. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are three sections of the table that show numbers of students reported as taking each of three kinds of assessments: Regular Assessment, Out-of-Level Test, and Alternate Assessment. For the Regular Assessment, the first number shows the Total number of students who took that assessment. This total is the number used in Appendix A for reporting participation. Next to that is the number of students who took the regular assessments with accommodations. The next column lists those whose test results were invalidated because of changes in testing materials or procedures such as nonstandard accommodations or modifications that result in a score that is not comparable to scores received by students who took tests without these changes. The abbreviated heading on this column indicates that these might be called “Invalid Practice” counts. Next to that is a column that shows the count of students whose results were invalid because of problems in the testing process such as students failing to fill out an answer sheet correctly. The abbreviated heading on this column indicates that these might be called “Invalid Process” counts. Note that invalid practice and invalid process counts have not been removed from participation counts. Participation rates would be reduced if invalid results were excluded. The Out-of-level test section shows the same data in the same order as regular assessments except that there is no column for reporting a number of students using accommodations.

As with Regular and Out-of-Level assessments, the first column for Alternate Assessment shows the Total number of students who received that kind of assessment, but the succeeding columns follow a different pattern. The next column for Alternate Assessment shows the number of students whose assessment was scored against grade level standards. The next column for Alternate Assessment shows the number of students whose assessment was scored against alternate achievement standards. Following this column is a column that shows the number of students that states counted in the lowest achievement level to avoid exceeding a cap of one percent of students reported proficient based on alternate achievement standards. The last Alternate Assessment column shows the number of students whose results were invalid because of problems in the testing process. No data were solicited for reporting how many scores were invalidated because of changes in testing materials or procedures for Alternate Assessments.

The next section in these tables shows three columns for reporting counts of students who did not take any assessment. The columns labeled “Parental Exemption” and “Absent” are self explanatory. The remaining column, labeled “Other Reasons,” shows counts of students who were not assessed for reasons other than parental exemption or absence for most states. In cases where states did not distinguish Parental Exemption and Absent from other reasons for not assessing students, the Other Reasons column shows all of the students reported as not assessed.

The final column in these tables is “Row total.” The number in this column is equal to the sum of the number of students tested on any assessment plus those reported as not tested due to “parental exemption”, “absent”, and “other reasons.” “Row total” does not always equal the number of students with IEPs.

The data in these tables were obtained directly from Attachment 3 of the 2003-2004 Annual Performance Reports. The columns in this appendix are in the same order and use the same column numbers as the Attachment 3 document that states completed. Some column labeling has been added to improve clarity or abbreviated to meet space limitations. Differences in how states completed Attachment 3 complicate the interpretation of some data. All information is from the year 2003-2004.

Table C1: Elementary Reading Participation

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
AK	3	1473	9711	856	856	0	4	0	0	0	53	0	53	0	0	0	1	29	939
AK	4*	1570	10040	1010	1010	0	15	0	0	0	43	0	43	0	2	0	0	26	1079
AK	5	1506	10077	972	971	1	5	0	0	0	56	0	56	0	1	0	0	22	1050
AL	4*	7018	57361	5883		0	0	0	0	0	525	0	525	7	160	0	458	152	7018
AR	4*	4757	35344	4032	2826	0	0	0	0	0	372	0	372	0	0	0	2	353	4759
AZ	3*	10636	76156	9976	2615	3813	130	0	0	0	585	0	585	0	0	0	75	0	10636
AZ	5	10810	76124	9751	2677	3256	292	519	0	28	480	0	480	0	0	0	64	0	10814
CA ^b	3	50255	492556	46049	11915	0	0	0	0	0	989	0	989	0	0	253	177	0	47468
CA ^b	4*	54145	496864	49738	14545	0	0	0	0	0	920	0	920	0	0	286	163	0	51107
CA ^b	5	56426	496485	49109	15776	0	0	2940	0	0	858	0	858	0	0	303	201	0	53411
CO	3	6380	55557	6380		121	0	0	0	0	589	0	589	0	23	19	2	39	7029
CO	4*	6497	56207	6497		116	0	0	0	0	540	0	540	0	16	23	5	16	7081
CO	5	6596	57398	6596		93	0	0	0	0	568	0	568	0	3	24	3	10	7201
CT	4*	5264	43593	4127		0	83	785	0	785	306	0	306	0	0	0	46	0	5264
DE	3*	1196	8952	1117	1065	765	0	0	0	0	69	0	69	0	0	0	8	2	1196
DE	5	1355	9924	1252	1167	768	2	0	0	0	97	0	97	0	1	0	3	3	1355
FL	3	39913	212230	36121	23717	0	457	0	0	0	3128	0	3128	0	58	0	0	664	39913
FL	4*	27166	181183	23938	16515	0	381	0	0	0	2676	0	2676	0	55	0	0	552	27166
FL	5	34017	201629	30617	22157	0	539	0	0	0	2861	0	2861	0	45	0	0	539	34017
GA	3	17197	116196	16407	10988	0	25	0	0	0	850	0	850	0	0	0	20	0	17277
GA	4*	16844	117578	16002	10241	0	34	0	0	0	887	0	887	0	0	0	41	0	16930
GA	5	16917	119277	15886	9751	0	26	0	0	0	1091	0	1091	0	0	0	34	0	17011
HI	3*	1391	14181	1314	1314	0	3	0	0	0	71	0	71	0	0	20	0	0	1405
HI	5	1655	14463	1585	1585	0	7	0	0	0	59	0	59	0	0	8	0	0	1652
IA	4*	4668	39059	4668	2862	0	0	0	0	0	202	0	202	0	0	0	0	59	4668
ID	3	2110	18338	2022	829	30	0	0	0	0	88	0	88	0	0	0	0	0	2110
ID	4*	2293	18466	2177	894	32	0	0	0	0	116	0	116	0	0	0	0	0	2293
IL	3*	23330	161649	21838	14450	0	419	0	0	0	1318	0	1318	20	0	0	130	0	23286
IL	5	24592	158754	23006	17893	0	399	0	0	0	1400	0	1400	22	0	0	165	0	24571

	1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11	
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
IN	3*	14731	77221	11461	6027	0	222	0	0	0	573	0	573	0	29	0	0	2502	14536
KS	5*	4607	30749	4237		0	33	0	0	0	313	0	313	4	0	0	3	16	4569
KY ^c																			
LA	4*	10602	59848	10109	8934	0	0	0	0	0	452	0	452	16	0	0	35	6	10602
MA	3	11758	74001	10963	10511	0	1	0	0	0	718	25	693	0	0	0	25	52	11758
MA	4*	12354	73930	11467	11843	0	115	0	0	0	789	36	753	0	8	0	9	89	12354
MD	3	7830	63648	7317		0	0	0	0	0	513	0	513	16	0	0	0	0	7830
MD	4*	8663	65616	8030		0	0	0	0	0	633	0	633	0	0	0	0	0	8663
MD	5	9182	66962	8462		0	0	0	0	0	720	0	720	26	0	0	0	0	9182
ME	4*	2388	14743	2166	1957	0	0	0	0	0	205	0	205	0	0	0	0	17	2388
MI	4*	18461	131130	10773	2459	154	0	0	0	0	6719	0	6719	4111	0	0	79	0	17571
MN	3*	7869	60021	6938	1487	0	97	0	0	0	758	0	758	50	31	14	23	8	7741
MN	5	9078	63500	8084	1797	110	0	0	0	805	805	0	75	39	11	20	9	189	9107
MO	3*	10166	65150	9905	6425	0	96	0	0	0	0	0	0	0	0	0	26	235	10166
MS	3	5257	39987	2946	903	0	0	1094	0	0	877	0	870	7	0	0	0	4	4921
MS	4*	5037	40691	2276	920	0	0	2427	0	0	607	0	601	6	0	0	0	3	5313
MS	5	5014	41546	1926	794	0	0	2376	0	0	443	0	433	10	0	0	0	4	4749
MT	4*	1356	10726	1273	893	92	3	0	0	0	83	0	83	0	4	0	0	0	1356
NC	3	15466	103562	13961	13961	0	0	0	0	0	1871	171	1700	0	0	0	35	0	15867
NC	4*	15593	105293	14835	14835	0	0	0	0	0	2218	186	2032	0	0	0	32	0	17085
NC	5	15049	104870	14705	14705	0	0	0	0	0	2226	166	2060	0	0	0	43	0	16974
ND	4*	1022	7195	941	669	0	5	0	0	0	81	0	81	0	7	0	0	0	1022
NE ^c	4*																		
NH	3*	2219	15478	2063		48	0	0	0	0	153	0	153	0	0	0	3	0	2219
NJ	4*	17282	105896	16081		0	287	0	0	0	899	0	899	0	75	0	645	0	17625
NM	4*	3850	24401	3387	2485	0	45	0	0	0	143	0	143	0	1	0	320	0	3850
NV	3*	3649	31613	3377	1642	39	0	0	0	0	125	0	125	0	0	0	5	21	3528
NV	5	3883	31312	3543	2130	36	0	0	0	0	162	0	162	0	0	0	8	18	3731
NY	4*	30901	218746	28033		0	0	0	0	0	1429	0	1429	0	0	0	1439	0	30901
OH	3	18085	133342	17418	6700	0	0	0	0	0	906	0	906	0	0	0	0	183	18507
OH	4*	19713	134693	18451	9724	0	0	0	0	0	1145	0	1145	0	0	0	0	178	19774
OK	3	7360	44262	5346		0	0	692	0	0	224	0	224	0	0	0	0	0	6262
OK	5*	7912	45726	6126		0	0	880	0	0	228	0	228	0	0	0	0	0	7234
OR	3*	7271	40717	6094		321	22	0	0	0	975	0	975	56	0	22	4	176	7271

	1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11	
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
OR	5	7379	41422	5725		83	14	976	62	0	520	0	520	32	0	11	5	142	7379
PA	5*	22428	142452	20707	14684	0	0	0	0	0	1254	0	1254	0	94	54	47	272	22334
RI	4*	2443	12361	2313	1618	83	53	0	0	0	77	0	77	0	3	0	0	0	2390
SC	3	8905	51634	6194		0	0	2265	0	0	262	0	262	0	0	0	0	0	8721
SC	4*	8656	52715	5281		0	0	2924	0	0	217	0	217	0	0	0	0	0	8422
SC	5	8745	54797	4678		0	0	3484	0	0	337	0	337	0	0	0	0	0	8499
SD	3	1573	8895	1476	1091	44	0	0	0	0	83	0	83	0	0	0	14	0	1573
SD	4*	1494	9184	1401	1066	56	0	0	0	0	86	0	86	0	0	0	7	0	1494
SD	5	1360	9421	1271	991	45	0	0	0	0	87	0	87	0	0	0	2	0	1360
TN	3	8697	69671	7493	3087	0	58	0	0	0	681	0	681	0	1	0	20	5	8199
TN	4*	8943	70070	7964	3585	0	35	0	0	0	283	0	283	0	0	0	21	5	8273
TN	5	8930	71556	8208	3678	56	0	0	0	740	0	0	740	2	0	17	2	77	8304
TX	3	41839	321949	14300		0	58	22140	0	115	5183	3613	1570	1159	31	0	182	34	41839
TX	4*	44630	318721	12613		0	63	25585	0	149	6237	4629	1608	12935	22	0	168	27	44630
TX	5	46607	321380	12211		0	516	28143	0	137	5992	4442	1550	14575	26	0	231	30	46607
UT	3	5898	33038	5353	2156	27	4	15	0	0	292	0	292	0	0	0	13	68	5741
UT	4*	5511	32500	4962	2265	29	2	12	0	0	288	0	288	0	0	0	2	69	5333
UT	5	5260	32396	4728	2166	30	3	11	0	0	322	0	322	0	0	0	9	69	5139
VA	3*	12150	88864	11020	8224	0	81	0	0	0	939	0	939	0	0	0	58	323	12340
VA	5	13490	92134	12089	10088	0	0	0	0	0	1041	0	1041	0	0	0	50	428	13608
VT	2	687	6529	628		0	0	0	0	0	30	0	30	0	0	0	0	4	662
VT	4*	910	7074	574		0	7	268	0	0	63	0	63	0	0	1	0	3	909
WA	4*	9974	75958	9032	3429	14	10	0	0	0	687	0	687	0	0	97	18	140	9974
WI	4*	8341	62390	7158		0	0	0	0	0	1047	0	1047	0	0	40	96	0	8341
WV	3	3931	20443	3779		8	0	0	0	0	136	0	136	5	0	0	16	0	3931
WV	4*	3774	20564	3650		5	0	0	0	0	104	0	104	5	0	0	21	0	3775
WV	5	3732	20901	3565		12	0	0	0	0	146	0	146	7	0	0	21	0	3732
WY	4*	939	6172	887	677	0	0	0	0	0	49	0	49	0	0	2	1	0	939
AS ^c																			
BIA	3	564	3206	505	348	24	5	0	0	0	29	0	29	4	3	0	3	27	564
BIA	4*	679	3436	654	483	26	7	1	0	1	13	0	13	2	0	1	3	7	679
BIA	5	687	3468	639	450	22	11	1	0	1	21	0	21	3	2	0	8	18	687
CNMI	3	47	836	35	35	0	0	0	0	0	12	0	12	0	0	0	0	0	47
CNMI	4*	76	852	68	68	0	0	0	0	0	8	0	8	0	0	0	0	0	76

		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
CNMI	5	54	931	46	46	0	0	0	0	0	8	0	8	0	0	0	0	0	54
DC	3	962	5799	775	573	0	0	0	0	0	58	0	58	0	0	0	129	0	962
DC	4*	1137	6134	973	788	0	0	0	0	0	56	0	56	0	0	0	108	0	1137
DC	5	1240	6289	1056	871	0	0	0	0	0	60	0	60	0	0	0	123	1	1240
FSM ^c																			
GU	3*	176	2463	126	101	0	0	0	0	0	11	0	11	0	0	0	0	0	137
GU	5	167	2110	126	111	0	0	0	0	0	12	0	12	0	0	0	0	0	138
PL ^c	4*	19	325	9		0	0	0	0	0	0	0	0	0	0	0	8	2	0
PR ^c																			
RMI ^c																			
VI ^c																			

* Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table C2: Middle School Reading Participation

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
AK	6	1493	10819	946	946	0	2	0	0	0	77	0	77	0	0	0	1	14	1038
AK	7	1439	10987	948	948	0	2	0	0	0	73	0	72	1	0	0	0	30	1051
AK	8*	1376	10925	866	866	0	1	0	0	0	58	0	58	0	0	0	1	30	955
AL	6	7987	59832	6494		0	0	0	0	0	606	0	606	22	174	0	719	168	7987
AL	8*	7946	59664	6188		0	0	0	0	0	604	0	604	18	204	0	959	195	7946
AR	6	5201	37205	4461	3011	0	0	0	0	0	297	0	297	0	0	0	3	340	5101
AR	8*	5450	37927	4601	2701	0	0	0	0	0	271	0	271	0	0	0	4	574	5450
AZ	8*	9867	75822	8728	2881	2631	248	590	0	88	413	0	413	0	0	0	136	0	9867
CA ^b	6	54323	493242	47455	12702	0	0	2330	0	0	912	0	912	0	0	210	343	0	51250
CA ^b	7	55749	502206	48964	11206	0	0	2323	0	0	837	0	837	0	0	189	490	0	52803
CA ^b	8*	54971	503059	48463	11097	0	0	2006	0	0	795	0	795	0	0	162	542	0	51968
CO	6	6514	58539	6514	866	129	0	0	0	0	508	0	508	0	25	22	8	19	7071
CO	7	6389	58752	6389		135	0	0	0	0	520	0	520	0	19	41	1	7	6958
CO	8*	6021	58258	6021		143	0	0	0	0	442	0	442	0	10	37	8	15	6523
CT	6	5808	45156	4561		0	74	883	0	196	270	0	270	0	0	0	94	0	5808
CT	8*	6095	46004	4793		0	81	848	0	122	288	0	288	0	0	0	166	0	6095
DE	8*	1629	10300	1498	1410	479	12	0	0	0	102	0	102	0	7	0	25	4	1629
FL	6	32859	207325	29440	14179	0	388	0	0	0	3219	0	3219	0	48	0	0	200	32859
FL	7	33226	210994	29146	12997	0	407	0	0	0	3546	0	3546	0	59	0	0	534	33226
FL	8*	31716	207530	28077	12678	0	973	0	0	0	3598	0	3598	0	92	0	0	41	31716
GA	6	16040	121523	15018	9641	0	32	0	0	0	1070	0	1070	0	0	0	85	0	16173
GA	7	15962	122300	14856	10142	0	41	0	0	0	1153	0	1153	0	0	0	93	0	16102
GA	8*	15157	120228	13862	9684	0	43	0	0	0	1296	0	1296	0	0	0	136	0	15294
HI	8*	2081	14422	1968	1968	0	8	0	0	0	43	0	43	0	0	4	0	0	2015
IA	8*	6064	44293	6064	3905	0	0	0	0	0	230	0	230	0	0	0	0	53	6064
ID	7	2103	19622	2005	798	24	0	0	0	0	98	0	98	0	0	0	0	0	2103
ID	8*	2074	19577	1983	715	26	0	0	0	0	91	0	91	0	0	0	0	1	2075
IL	8*	24953	160805	23414	18547	0	627	0	0	0	1273	0	1273	20	0	0	265	0	24952
IN	6	13139	81033	11599	8602	0	379	0	0	0	566	0	566	0	32	0	0	813	12978

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
IN	8*	12592	81134	11187	9076	0	486	0	0	0	651	0	651	0	34	0	0	583	12421
KS	8*	4439	32745	4118		0	45	0	0	0	238	0	238	3	0	0	9	28	4393
KY ^c																			
LA	8*	8005	53226	7336	7502	0	0	0	0	0	570	0	570	13	0	0	52	47	8005
MA	7*	13224	78690	12282	11875	0	170	0	0	0	815	13	802	0	2	0	35	92	13224
MD	6	9425	69432	8630		0	0	0	0	0	795	0	795	0	0	0	0	0	9425
MD	7	9443	70667	8651		0	0	0	0	0	792	0	792	81	0	0	0	0	9443
MD	8*	9127	69935	8311		0	0	0	0	0	816	0	816	0	0	0	0	0	9127
ME	8*	2762	17097	2576	2199	0	0	0	0	0	159	0	159	0	0	0	0	27	2762
MI	7*	19561	142718	12469	2491	98	0	0	0	0	6184	0	6184	3404	0	0	169	0	18822
MN	7*	8862	66314	7885	968	0	124	0	0	0	648	0	648	65	70	11	102	22	8668
MO	7*	11170	73310	10827	9089	0	173	0	0	0	0	0	0	0	0	0	106	237	11170
MS	6	4820	42005	1723	630	0	0	2445	0	0	311	0	307	4	0	0	0	6	4485
MS	7	4826	43470	1702	724	0	0	2589	0	0	240	0	237	3	0	0	0	6	4537
MS	8*	4451	40742	1377	574	0	0	2378	0	0	235	0	231	4	0	0	0	7	3997
MT	8*	1458	12237	1374	842	78	27	0	0	0	84	0	84	0	0	0	0	0	1458
NC	6	15493	108787	14327	14327	0	0	0	0	0	1998	145	1853	0	0	0	83	0	16408
NC	7	15371	109042	14148	14148	0	0	0	0	0	1811	153	1658	0	0	0	137	0	16096
NC	8*	14808	107740	13464	13464	0	0	0	0	0	1688	131	1557	0	0	0	137	0	15289
ND	8*	946	8132	861	590	0	14	0	0	0	85	0	85	0	7	0	0	0	946
NE ^c	8*																		
NH	6*	2735	16990	2613		40	0	0	0	0	115	0	115	0	0	0	7	0	2735
NJ	8*	18607	110867	17780		0	837	0	0	0	776	0	776	0	54	0	230	0	18786
NM	8*	4369	25205	3911	2774	0	40	0	0	0	169	0	169	0	0	0	289	0	4369
NV	8*	3513	31036	3092	1644	36	0	0	0	0	143	0	143	0	0	0	48	89	3372
NY	8*	35218	231715	31645		0	0	0	0	0	1455	0	1455	0	0	0	2118	0	35218
OH	6*	21043	141160	19406	11340	0	0	0	0	0	1179	0	1179	0	0	0	0	344	20929
OK	8*	7708	47241	5930		0	0	898	0	0	189	0	189	0	0	0	0	0	7017
OR	8*	6495	44208	4814		18	24	112	35	10	242	0	242	31	0	17	16	284	5485
PA	8*	23103	147668	21073	13099	0	0	0	0	0	1278	0	1278	0	99	43	167	479	23040
RI	8*	2562	13137	2389	1352	41	127	0	0	0	87	0	87	0	1	0	0	0	2476
SC	6	8320	56528	4376		0	0	3542	0	0	220	0	220	0	0	0	0	0	8138

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
SC	7	8401	57360	4250		0	0	3643	0	0	187	0	187	0	0	0	0	0	8080
SC	8*	8213	53187	4036		0	0	3861	0	0	120	0	120	0	0	0	0	0	8017
SD	6	1324	9836	1235	1011	25	0	0	0	0	85	0	85	0	0	0	4	0	1324
SD	7	1238	9778	1130	907	29	0	0	0	0	104	0	104	0	0	0	4	0	1238
SD	8*	1277	10097	1188	980	30	0	0	0	0	87	0	87	0	0	0	2	0	1277
TN	6	9244	72529	8440	3351	0	67	0	0	0	791	0	791	0	0	0	29	4	9264
TN	7	9738	73925	8404	3026	0	77	0	0	0	808	0	808	0	3	0	36	5	9253
TN	8*	9694	71953	8053	2549	0	88	0	0	0	852	0	852	0	4	0	46	6	8957
TX	6	44371	322510	11679		0	78	27345	0	124	4940	3594	1346	13916	19	0	358	49	44371
TX	7	42197	322236	11659		0	94	26338	0	118	3748	2454	1294	13516	23	0	421	31	42197
TX	8*	42599	318092	13358		0	546	25041	0	153	3575	2048	1527	13287	23	0	578	47	42599
UT	6	5018	33572	4414	2061	37	5	13	0	0	301	0	301	0	0	0	7	63	4798
UT	7	4656	34046	4046	1197	22	8	36	0	0	309	0	309	0	0	0	17	55	4463
UT	8*	4248	34363	3667	944	3	3	28	0	0	254	0	254	0	0	0	25	66	4040
VA	8*	15356	96836	13603	10878	0	0	0	0	0	1012	0	1012	0	0	0	566	486	15667
VT	8*	1022	7952	715		0	16	238	0	0	59	0	59	0	0	0	0	8	1020
WA	7	9485	81241	8515	2554	14	10	0	0	0	541	0	541	0	0	129	111	180	9476
WI	8*	9567	67527	8666		0	0	0	0	0	676	0	676	0	0	51	174	0	9567
WV	6	3778	21774	3606		8	0	0	0	0	136	0	136	10	0	0	36	0	3778
WV	7	3714	22523	3741		18	0	0	0	0	117	0	117	11	0	0	59	0	3917
WV	8*	3721	21910	3481		23	0	0	0	0	165	0	165	18	0	0	76	0	3722
WY	8*	899	6978	838	680	0	0	0	0	0	53	0	53	0	0	4	4	0	899
AS ^c																			
BIA	6	708	3580	671	468	23	10	1	0	1	12	0	10	3	1	1	8	15	708
BIA	7	767	3404	693	506	20	5	2	0	2	11	0	11	1	0	2	8	61	777
BIA	8*	720	3314	662	438	15	2	1	0	1	10	0	11	2	0	1	8	38	720
CNMI ^c	6	42	786	42	42	0	0	0	0	0	0	0	0	0	0	0	0	0	42
CNMI	8*	42	755	36	36	0	0	0	0	0	6	0	6	0	0	0	0	0	60
CNMI	8	58	751	54	54	0	0	0	0	0	4	0	4	0	0	0	0	0	40
DC	6	1260	6072	1082	836	0	0	0	0	0	65	0	65	0	0	0	112	1	1260
DC	7	1305	5993	1045	839	0	0	0	0	0	81	0	81	0	0	0	179	0	1305
DC	8*	1227	5529	971	789	0	0	0	0	0	63	0	63	0	0	0	192	1	1227

		Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
FSM ^c																			
GU	7*	247	2335	176	164	0	0	0	0	0	27	0	27	0	0	0	0	0	203
PL ^c	6	14	337	9	0	0	0	0	0	0	0	0	0	0	0	0	3	2	14
PL ^c	8*	13	286	8	0	0	0	0	0	0	0	0	0	0	0	0	3	2	13
PR ^c																			
RMI ^c																			
VI ^c																			

* Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table C3: High School Reading Participation

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
AK	10*	1112	10187	650	650	0	0	0	0	0	60	0	59	1	2	0	1	82	793
AL	11*	5608	47460	3009		0	0	0	0	0	1240	0	1240	54	605	0	828	531	5608
AR	11*	3901	30759	3091	1403	0	0	0	0	0	238	0	238	0	0	0	14	557	3900
AZ	10*	8018	67863	6540	850	601	150	826	0	247	357	0	357	0	0	0	295	0	8018
CA ^b	10*	22111	448005	11732	11470	0	0	0	0	0	783	0	783	0	0	0	6861	0	19376
CO	10*	4920	53390	4920		274	0	0	0	0	406	0	403	0	17	61	7	23	5417
CT	10*	5186	41971	4549		0	275	0	0	0	339	0	339	0	0	0	298	0	5186
DE	10*	852	7718	762	710	114	17	0	0	0	57	0	57	0	0	0	31	2	852
FL	10*	25373	189058	18933	8155	0	1085	0	0	0	5013	0	5013	0	112	0	0	1427	25373
GA	11*	8470	88921	6954		0	2	0	0	0	1127	0	1127	0	0	0	213	176	8470
HI	10*	2088	13028	1711	1711	0	51	0	0	0	46	0	46	0	0	8	0	0	1765
IA	11*	4539	39816	4539	2572	0	0	0	0	0	237	0	237	0	0	0	0	133	4672
ID	10*	1697	18505	1611	560	45	0	0	0	0	86	0	86	0	0	0	0	0	1697
IL	11*	15474	128456	13328	8255	0	1347	0	0	0	1199	0	1199	9	0	0	945	0	15472
IN	10*	10842	76392	9483	7742	0	631	0	0	0	592	0	592	0	34	0	0	608	10683
KS	11*	3215	29402	2919		0	57	0	0	0	196	0	196	1	0	0	13	29	3157
KY ^c																			
LA	10*	6667	49721	5432	3653	0	0	0	0	0	972	0	972	19	0	0	56	207	6667
MA	10*	11343	75205	10464	9677	0	482	0	0	0	648	34	614	0	0	0	112	119	11343
MD	10*	8663	67280	7070		0	0	0	0	0	1593	0	1593	58	0	0	0	0	8663
ME	11*	1768	15372	1621	1331	0	0	0	0	0	123	0	123	0	0	0	0	24	1768
MI	11*	12751	115754	6962		0	0	0	0	0	4161	0	4161	2343	0	0	0	0	11123
MN	10*	8409	68252	7262	1752	0	161	0	0	0	582	0	582	79	73	38	259	34	8175
MO	11*	7251	59955	6809	5318	0	140	0	0	0	196	0	196	0	7	0	174	72	7251
MS	10*	1023	26281	962	551	0	0	0	0	0	7	0	7	0	0	0	0	0	969
MT	10*	1213	11664	1113	585	81	26	0	0	0	100	0	100	0	0	0	0	0	1213
NC ^c	10*	10439	93782	8987		0	0	0	0	0	1097	44	1053	0	0	0	335	0	10419
ND	12*	747	8000	677	430	0	18	0	0	0	70	0	70	0	2	0	0	0	747
NE ^c	11*																		

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
NH	10*	2344	15980	2011		18	0	0	0	0	86	0	86	0	0	0	47	0	2144
NJ	11*	13797	92878	13328		0	15	0	0	0	699	0	699	0	55	0	512	0	14539
NM	11*	3322	22071	2578	1384	0	76	0	0	0	124	0	124	0	1	0	620	0	3322
NV	10*,11*	2476	24910	2359	1871	6	0	0	0	0	11	0	11	0	0	0	1	105	2476
NY	12*	18065	173058	13302		0	0	0	0	0	354	0	354	0	0	0	4409	0	18065
OH	10*	18080	140029	14466	5580	0	0	0	0	0	635	0	635	0	0	0	0	1956	17057
OK	Eng. II*	N/A	N/A	4863		0	0	0	0	0	171	0	171	0	0	0	0	0	5034
OR	10*	5331	41822	3581		13	19	838	12	18	218	0	218	37	0	24	21	649	5331
PA	11*	16969	132389	15044	8440	0	0	0	0	0	997	0	997	0	123	43	164	598	16846
RI	11*	1666	10893	1514	531	12	100	0	0	0	64	0	64	0	1	0	0	0	1578
SC	10*	5749	47337	5703		0	0	0	0	0	178	0	178	0	0	0	0	0	5881
SD	11*	799	9109	708	547	23	0	0	0	0	87	0	87	0	0	0	4	0	799
TN	10*	9243	66288	4395		0	0	0	0	0	935	0	935	0	14	0	118	5	5453
TX	10*	36552	296251	14614		0	1081	0	0	0	20403	0	20403	10918	0	0	641	894	36552
UT	10*	3810	34951	2994	433	6	0	19	0	0	265	0	265	0	0	0	62	81	3421
VA ^c	11*	8313	79478	7015		0	0	0	0	0	1040	0	1040			0	256	2	8313
VT	10*	885	6952	624		0	25	180	0	0	45	0	45	0	0	2	2	18	871
WA	10*	7539	79331	6172	1211	4	4	0	0	0	447	0	447	0	0	299	262	359	7539
WI	10*	8964	71678	7770		0	0	0	0	0	516	0	516	0	0	91	587	0	8964
WV	10*	3117	19288	2892		19	0	0	0	0	143	0	143	23	0	0	82	0	3117
WY	11*	545	6207	497	364	0	0	0	0	0	41	0	41	0	0	2	5	0	545
AS ^c																			
BIA	9-12*	1401	8365	1211	732	19	12	0	0	0	44	0	44	18	0	3	50	94	1402
CNMI	9*	36	874	34	34	0	0	0	0	0	4	0	2	0	0	0	0	0	38
CNMI	11	36	640	27	27	0	0	0	0	0	9	0	9	0	0	0	0	0	36
DC	9-11*	3001	14695	2031	1501	0	0	0	0	0	151	0	151	0	0	0	819	0	3001
FSM ^c																			
GU	10*	235	2587	121	75	0	0	0	0	0	7	0	7	0	0	0	0	0	128
PL	10*	9	132	1	0	0	0	0	0	0	0	0	0	0	0	0	4	4	9
PR ^c																			

		Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
RMI ^c																			
VI ^c																			

* Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table C4: Elementary Mathematics Participation

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
AK	3	1473	9711	859	859	0	1	0	0	0	53	0	53	0	0	0	1	26	939
AK	4*	1570	10040	1015	1015	0	9	0	0	0	43	0	43	0	2	0	0	20	1078
AK	5	1506	10077	974	974	0	6	0	0	0	56	0	56	0	1	0	0	18	1048
AL	4*	6997	57361	5921		0	0	0	0	0	525	0	525	5	137	0	420	131	6997
AR	4*	4757	35303	4032	2826	0	0	0	0	0	372	0	372	0	0	0	2	353	4759
AZ	3*	10636	76156	9919	2569	3682	65	0	0	0	578	0	578	0	0	0	139	0	10636
AZ	5	10810	76124	9751	2665	3164	193	398	0	4	482	0	482	0	0	0	179	0	10810
CA ^b	3	49749	492556	45572	12644	0	0	0	0	0	3771	0	3771	0	0	229	177	0	49749
CA ^b	4*	53494	496864	49199	15259	0	0	0	0	0	3942	0	3942	0	0	270	163	0	53574
CA ^b	5	55366	496485	48572	16397	0	0	2930	0	0	3864	0	3864	0	0	280	201	0	55847
CO	5*	6956	57632	6352		90	0	0	0	0	552	0	552	0	38	29	14	9	6956
CT	4*	5264	43593	4320		0	44	609	0	0	306	0	306	0	0	0	29	0	5264
DE	3*	1204	8952	1128	1070	4	0	0	0	0	69	0	69	0	0	0	5	2	1204
DE	5	1359	9924	1255	1133	12	1	0	0	0	97	0	97	0	1	0	4	3	1359
FL	3	39913	212230	35999	23374	0	279	0	0	0	3045	0	3045	0	41	0	0	869	39913
FL	4*	27166	181183	24039	16342	0	451	0	0	0	2645	0	2645	0	31	0	0	482	27166
FL	5	34017	201629	30537	22416	0	345	0	0	0	2830	0	2830	0	30	0	0	650	34017
GA	3	17197	116196	16394	10677	0	28	0	0	0	850	0	850	0	0	0	29	0	17273
GA	4*	16844	117578	15988	9860	0	19	0	0	0	887	0	887	0	0	0	51	0	16926
GA	5	16917	119277	15885	9316	0	29	0	0	0	1091	0	1091	0	0	0	34	0	17010
HI	3*	1391	14181	1314	1314	0	3	0	0	0	72	0	72	0	0	20	0	0	1406
HI	5	1655	14463	1585	1585	0	13	0	0	0	54	0	54	0	0	8	13	0	1660
IA	4*	4654	39052	4618	2869	0	0	0	0	0	201	0	201	0	0	0	0	36	4654
ID	3	2111	18373	2029	1095	0	21	0	0	0	82	0	82	0	0	0	0	0	2111
ID	4*	2309	18511	2188	1250	0	24	0	0	0	120	0	120	0	0	0	0	0	2308
IL	3*	23330	161649	21883	14552	0	330	0	0	0	1287	0	1287	17	0	0	160	0	23330
IL	5	24592	158754	23025	17989	0	287	0	0	0	1361	0	1361	23	0	0	206	0	24592
IN	3*	14731	77221	11461	5795	0	84	0	0	0	573	0	573	0	29	0	0	2502	14536
KS	4*	4594	30354	4389		0	10	0	0	0	161	0	161	0	0	0	9	25	4584

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
KY ^c																			
LA	4*	10601	59847	10103	8928	0	0	0	0	0	452	0	452	13	0	0	35	11	10601
MA	4*	12354	73930	11454	11241	0	72	0	0	0	805	38	767	0	11	0	20	75	12354
MD	3	7835	63665	7322		0	0	0	0	0	513	0	513	17	0	0	0	0	7835
MD	4*	8662	65668	8029		0	0	0	0	0	633	0	633	0	0	0	0	0	8662
MD	5	9185	66988	8465		0	0	0	0	0	720	0	720	23	0	0	0	0	9185
ME	4*	2388	14743	2227	2043	0	0	0	0	0	149	0	149	0	0	0	0	12	2388
MI	4*	18461	131130	11492	4652	43	0	0	0	0	6007	0	6007	2990	0	0	72	0	17571
MN	3*	7877	60070	7036	2931	0	65	0	0	0	670	0	670	28	36	9	51	8	7774
MN	5	9078	63500	8119	3520	0	86	0	0	0	751	0	751	52	48	10	53	11	8944
MO	4*	10490	66652	10092	7486	0	23	0	0	0	159	0	159	0	6	0	37	202	10490
MS	3	5262	39990	3336	903	0	0	899	0	0	657	0	649	8	0	0	0	4	4896
MS	4*	5040	40694	2632	920	0	0	1625	0	0	449	0	444	5	0	0	0	3	4709
MS	5	5017	41518	2118	794	0	0	2291	0	0	363	0	354	9	0	0	0	3	4775
MT	4*	1356	10726	1275	893	92	4	0	0	0	81	0	81	0	3	0	0	0	1356
NC	3	15466	103562	13962	13962	0	0	0	0	0	1629	137	1492	0	0	0	33	0	15624
NC	4*	15593	105293	14835	14835	0	0	0	0	0	1929	149	1780	0	0	0	35	0	16799
NC	5	15049	104870	14705	14705	0	0	0	0	0	1963	130	1833	0	0	0	41	0	16709
ND	4*	1022	7195	941	660	0	4	0	0	0	81	0	81	0	2	0	0	0	1022
NE	4*	3661	20461	3510		0	0	0	0	0	151	0	151	0	0	0	0	0	3661
NH	3*	2219	15478	2061		14	0	0	0	0	153	0	153	0	0	0	5	0	2219
NJ	4*	16726	105340	16053		0	241	0	0	0	814	0	814	0	0	0	673	0	17540
NM	4*	3850	24401	3387	2509	0	21	0	0	0	143	0	143	0	1	0	320	0	3850
NV	3*	3649	31613	3498	1743	15	0	0	0	0	125	0	125	0	0	0	5	21	3649
NV	5	3883	31312	3695	2262	7	0	0	0	0	162	0	162	0	0	0	9	17	3883
NY	4*	30948	218597	28017		0	0	0	0	0	1435	0	1435	0	0	0	1496	0	30948
OH	4*	19405	134693	18261	9464	0	0	0	0	0	1163	0	1163	0	0	0	0	275	19699
OK	3	7360	44262	5464		0	697	0	0	0	224	0	224	0	0	0	0	0	5688
OK	5*	7912	45726	6144		0	878	0	0	0	228	0	228	0	0	0	0	0	6372
OR	3*	7234	40719	6333		64	10	0	0	0	708	0	708	53	0	17	4	172	7234
OR	5	7320	41404	5955		26	13	744	38	2	451	0	451	28	0	11	7	152	7320
PA	5*	22557	142452	20660	14684	0	0	0	0	0	1245	0	1348	0	103	54	75	420	22454

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			11
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
RI	4*	2520	12317	2443	1651	0	46	0	0	0	77	0	77	0	3	0	0	0	2520
SC	3	8905	51634	6652		0	0	1808	0	0	261	0	261	0	0	0	0	0	8721
SC	4*	8656	52715	5837		0	0	2368	0	0	217	0	217	0	0	0	0	0	8422
SC	5	8745	54797	5148		0	0	3035	0	0	336	0	336	0	0	0	0	0	8519
SD	3	1573	8895	1490	1091	34	0	0	0	0	83	0	83	0	0	0	0	0	1573
SD	4*	1494	9184	1408	1066	39	0	0	0	0	86	0	86	0	0	0	4	0	1498
SD	5	1360	9421	1273	991	34	0	0	0	0	87	0	87	0	0	0	2	0	1362
TN	3	8697	69671	7489	3090	0	94	0	0	0	679	0	679	0	3	0	20	5	8193
TN	4*	8943	70070	7947	3575	0	53	0	0	0	284	0	284	0	0	0	21	5	8257
TN	5	8930	71556	8206	3665	0	61	0	0	0	741	0	741	0	1	0	17	2	8966
TX	3	42073	320474	18297	5368	0	95	17730	0	113	5876	4305	1571	1078	30	0	136	34	42073
TX	4*	43466	318711	14777	4247	0	41	21717	0	143	6805	5217	1588	10284	31	0	136	31	43466
TX	5	46403	321372	15082	5464	0	494	24735	0	111	6350	4784	1566	11843	21	0	194	42	46403
UT	3	5898	33038	5355	2166	9	0	11	0	0	278	0	278	0	0	0	8	71	5723
UT	4*	5511	32500	4969	2347	6	1	11	0	0	274	0	274	0	0	0	5	63	5322
UT	5	5260	32396	4717	2273	11	2	8	0	0	310	0	310	0	0	0	8	70	5113
VA	3*	12443	88874	11351	8767	0	0	0	0	0	939	0	939	0	0	0	68	273	12631
VA	5	13912	92255	12493	10683	0	0	0	0	0	1041	0	1041	0	0	0	95	393	14022
VT	4*	906	7074	617		0	2	223	0	0	63	0	63	0	0	1	0	2	906
WA	4*	9969	75958	9112	3878	2	7	0	0	0	654	0	654	0	0	92	20	91	9969
WI	4*	8341	62390	7428		0	0	0	0	0	795	0	795	0	0	44	74	0	8341
WV	3	3931	20443	3779		6	0	0	0	0	136	0	136	7	0	0	16	0	3931
WV	4*	3774	20564	3650		6	0	0	0	0	104	0	104	5	0	0	21	0	3775
WV	5	3732	20901	3565		6	0	0	0	0	146	0	146	8	0	0	21	0	3732
WY	4*	939	6172	887	677	0	0	0	0	0	49	0	49	0	0	2	1	0	939
AS ^c	3	0	0	0		0	0	0	0	0	0	0	0	0	0	0	81	0	81
AS ^c	4*	0	0	0		0	0	0	0	0	0	0	0	0	0	0	119	0	119
AS ^c	5	0	0	0		0	0	0	0	0	0	0	0	0	0	0	118	0	118
BIA	3	564	3206	539	372	24	7	1	0	1	28	0	28	4	2	0	3	0	571
BIA	4*	679	3436	660	493	26	1	1	0	1	14	0	14	2	0	1	3	0	679
BIA	5	687	3468	658	467	22	11	1	0	1	21	0	21	3	1		5	2	687
CNMI	3*	42	836	35	35	0	0	0	0	0	12	0	12	0	0	0	0	0	47

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			11
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
CNMI	5	54	931	46	46	0	0	0	0	0	8	0	8	0	0	0	0	0	54
DC	3	962	5799	777	574	0	0	0	0	0	58	0	58	0	0	0	127	0	962
DC	4*	1137	6134	975	789	0	0	0	0	0	57	0	57	0	0	0	105	0	1137
DC	5	1240	3289	1038	856	0	0	0	0	0	60	0	60	0	0	0	142	0	1240
FSM ^c																			
GU	3*	176	2463	126	101	0	0	0	0	0	11	0	11	0	0	0	0	0	137
GU	5	167	2110	126	111	0	0	0	0	0	12	0	12	0	0	0	0	0	138
PL ^c	4*	19	325	9	0	0	0	0	0	0	0	0	0	0	0	0	8	2	19
PR ^c																			
RMI ^c																			
VI ^c																			

* Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table C5: Middle School Mathematics Participation

State Gr.		Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a	
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8		
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons		
AK	6	1493	10819	948	948	0	0	0	0	0	0	77	0	77	0	0	0	0	12	1037
AK	7	1439	10987	948	948	0	2	0	0	0	73	0	72	1	0	0	0	30	1051	
AK	8*	1376	10925	856	856	0	2	0	0	0	58	0	58	0	0	0	4	35	953	
AL	6*	7948	59832	6497		0	0	0	0	0	606	0	606	6	140	0	716	129	7948	
AR	6	5201	37172	4461	3011	0	0	0	0	0	297	0	297	0	0	0	3	340	5101	
AR	8*	5450	37940	4601	2701	0	0	0	0	0	271	0	271	0	0	0	4	574	5450	
AZ	8*	9867	75822	8728	2575	2962	189	524	0	79	411	0	411	0	0	0	204	0	9867	
CA ^b	6	54210	493242	47353	13204	0	0	2329	0	0	3978	0	3978	0	0	207	343	0	54210	
CA ^b	7	55097	502206	48318	11674	0	0	2317	0	0	3780	0	3780	0	0	192	490	0	55097	
CA ^b	8*	49566	503059	43054	11773	0	0	1990	0	0	3793	0	3793	0	0	187	542	0	49566	
CO	6	6513	58527	5958		106	0	0	0	0	509	0	509	0	28	26	7	13	6513	
CO	7	6396	58743	5899		99	0	0	0	0	475	0	475	0	9	13	3	6	6396	
CO	8*	6023	58249	5512		122	0	0	0	0	444	0	444	0	13	39	13	15	6023	
CT	6	5808	45156	4660		0	59	788	0	0	270	0	270	0	0	0	90	0	5808	
CT	8*	6095	46004	4814		0	76	833	0	0	288	0	288	0	0	0	160	0	6095	
DE	8*	1629	10300	1495	1398	10	5	0	0	0	102	0	102	0	7	0	28	4	1629	
FL	6	32859	207325	29461	14216	0	488	0	0	0	3193	0	3193	0	45	0	0	205	32859	
FL	7	33226	210994	29183	12857	0	501	0	0	0	3539	0	3539	0	51	0	0	504	33226	
FL	8*	31716	207530	27151	12855	0	1037	0	0	0	3603	0	3603	0	49	0	0	962	31716	
GA	6	16040	121523	15000	8972	0	24	0	0	0	1070	0	1070	0	0	0	96	0	16166	
GA	7	15962	122300	14806	9359	0	38	0	0	0	1153	0	1153	0	0	0	143	0	16102	
GA	8*	15157	120228	13831	9002	0	50	0	0	0	1296	0	1296	0	0	0	167	0	15294	
HI	8*	2081	14422	1968	1968	0	8	0	0	0	44	0	44	0	0	4	73	0	2089	
IA	8*	6078	44310	6013	3098	0	0	0	0	0	227	0	227	0	0	0	0	65	6078	
ID	7	2109	19622	2008	981	0	19	0	0	0	100	0	100	0	0	0	0	0	2108	
ID	8*	2094	19594	1996	960	0	16	0	0	0	97	0	97	0	0	0	0	1	2094	
IL	8*	24953	160805	23415	18650	0	527	0	0	0	1263	0	1263	21	0	0	275	0	24953	
IN	6	13139	81033	11599	8336	0	199	0	0	0	566	0	566	0	32	0	0	813	12978	
IN	8*	12592	81134	11187	8903	0	409	0	0	0	651	0	651	0	34	0	0	583	12421	

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
KS	7*	4435	32219	4189	0	0	22	0	0	0	177	0	177	3	0	0	9	35	4410
KY ^c																			
LA	8*	7998	53223	7320	7978	0	0	0	0	0	570	0	570	7	0	0	58	50	13065
MA	6	13065	77610	12158	12080	0	3	0	0	0	842	24	818	0	2	0	17	48	13407
MA	8*	13407	79596	12544	11593	0	13	0	0	0	729	20	709	0	2	0	57	77	9418
MD	6	9418	69463	8623		0	0	0	0	0	795	0	795	0	0	0	0	0	9429
MD	7	9429	70684	8637		0	0	0	0	0	792	0	792	0	0	0	0	0	9133
MD	8*	9133	70000	8317		0	0	0	0	0	816	0	816	73	0	0	0	0	2762
ME	8*	2762	17097	2590	2245	0	0	0	0	0	139	0	139	0	0	0	0	33	18767
MI	8*	19092	142366	12790	5094	44	0	0	0	0	5804	0	5804	2201	0	0	173	0	8659
MN	7*	8868	66320	7864	2697	0	115	0	0	0	658	0	658	48	64	10	105	22	10857
MO	8*	10857	72037	10396	8592	0	84	0	0	0	144	0	144	0	4	0	126	191	4517
MS	6	4827	42013	1764	630	0	0	2516	0	0	231	0	223	8	0	0	0	6	4488
MS	7	4826	43371	1637	724	0	0	2637	0	0	208	0	203	5	0	0	0	6	3967
MS	8*	4455	40746	1325	574	0	0	2459	0	0	176	0	173	3	0	0	0	7	1458
MT	8*	1458	12237	1373	842	78	27	0	0	0	85	0	85	0	0	0	0	0	16226
NC	6	15493	108787	14327	14327	0	0	0	0	0	1824	120	1704	0	0	0	75	0	15970
NC	7	15371	109042	14148	14148	0	0	0	0	0	1696	120	1576	0	0	0	126	0	15229
NC	8*	14808	107740	13464	13464	0	0	0	0	0	1626	108	1518	0	0	0	139	0	946
ND	8*	946	8132	861	592	0	17	0	0	0	85	0	85	0	5	0	0	0	3360
NE	8*	3360	22743	3178		0	0	0	0	0	182	0	182	0	0	0	0	0	2748
NH	6*	2735	16990	2620		23	0	0	0	0	115	0	115	0	0	0	13	0	18704
NJ	8*	18010	110270	17714		0	530	0	0	0	694	0	694	0	0	0	296	0	4369
NM	8*	4369	25205	3911	2765	0	49	0	0	0	169	0	169	0	0	0	289	0	3513
NV	8*	3513	31036	3233	1709	11	0	0	0	0	143	0	143	0	0	0	51	86	34996
NY	8*	34996	230876	30874		0	0	0	0	0	1409	0	1409	0	0	0	2713	0	20923
OH	6*	20554	140709	19370	11387	0	0	0	0	0	1182	0	1182	0	0	0	0	371	6111
OK	8*	7708	47241	5922		0	930	0	0	0	189	0	189	0	0	0	0	0	6420
OR	8*	6420	44223	4877		9	19	988	24	9	238	0	238	28	0	18	12	287	22986
PA	8*	23094	147668	20948	13099	0	0	0	0	0	1269	0	1377	0	108	43	193	533	2632
RI	8*	2632	13138	2545	1463	0	181	0	0	0	87	0	87	0	1	0	0	0	8138
SC	6	8320	56528	4700		0	0	3218	0	0	220	0	220	0	0	0	0	0	8080

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
SC	7	8401	57360	4593		0	0	3302	0	0	185	0	185	0	0	0	0	0	8080
SC	8*	8213	53187	4300		0	0	3597	0	0	120	0	120	0	0	0	0	0	8017
SD	6	1324	9836	1239	1011	21	0	0	0	0	85	0	85	0	0	0	2	0	1326
SD	7	1238	9778	1134	907	20	0	0	0	0	104	0	104	0	0	0	3	0	1241
SD	8*	1277	10097	1190	980	23	0	0	0	0	87	0	87	0	0	0	3	0	1280
TN	6	9244	72529	8443	3353	0	65	0	0	0	789	0	789	0	0	0	31	6	9269
TN	7	9738	73925	8385	3020	0	99	0	0	0	808	0	808	0	4	0	36	5	9234
TN	8*	9694	71953	8011	2534	0	137	0	0	0	855	0	855	0	6	0	46	6	8918
TX	6	44275	322556	13634	3819	0	81	25147	0	144	5121	3800	1321	11199	23	0	311	62	44275
TX	7	41734	322336	11907	2043	0	84	25508	0	121	3921	2606	1315	10673	21	0	362	36	41734
TX	8*	42660	318205	13098	2342	0	565	25196	0	144	3748	2215	1533	10851	16	0	559	59	42660
UT	6	5018	33572	4404	2168	14	1	13	0	0	303	0	303	0	0	0	12	51	4783
UT	7	4656	34046	3887	1187	9	8	31	0	0	314	0	314	0	0	0	14	66	4312
UT	8*	4248	34363	3335	857	2	1	46	0	0	251	0	251	0	0	0	25	59	3716
VA	8*	16935	98766	14171	11746	0	0	0	0	0	1012	0	1012	0	0	0	537	526	16246
VT	8*	1015	7952	703		0	19	247	0	0	59	0	59	0	0	0	0	5	1014
WA	7*	9483	81241	8551	2793	12	6	0	0	0	530	0	530	0	0	130	105	167	9483
WI	8*	9567	67527	8676		0	0	0	0	0	655	0	655	0	0	51	185	0	9567
WV	6	3778	21774	3606		11	0	0	0	0	136	0	136	13	0	0	36	0	3778
WV	7	3714	22523	3741		21	0	0	0	0	117	0	117	13	0	0	59	0	3917
WV	8*	3721	21910	3482		31	0	0	0	0	165	0	165	18	0	0	75	0	3722
WY	8*	899	6978	839	681	0	0	0	0	0	53	0	53	0	0	4	3	0	899
AS ^c	6	0	0	0		0	0	0	0	0	0	0	0	0	0	0	138	0	138
AS ^c	7	0	0	0		0	0	0	0	0	0	0	0	0	0	0	107	0	107
AS ^c	8*	0	0	0		0	0	0	0	0	0	0	0	0	0	0	77	0	77
BIA	6	708	3580	683	489	26	7	2	0	2	11	0	10	3	0	1	10	1	708
BIA	7	767	3404	735	530	32	5	1	0	1	8	0	8	1	0	2	13	8	767
BIA	8*	720	3314	686	464	23	2	0	0	0	13	0	13	2	0	1	8	12	720
CNMI	6	42	786	42	42	0	0	0	0	0	0	0	0	0	0	0	0	0	42
CNMI	7	33	780	27	27	0	0	0	0	0	6	0	6	0	0	0	0	0	33
CNMI	8*	42	755	36	36	0	0	0	0	0	6	0	6	0	0	0	0	0	42
DC	6	1260	6072	1064	818	0	0	0	0	0	65	0	65	0	0	0	131	0	1260

State		Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			11	
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8		
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons		Row Total ^a
DC	7	1305	5993	1053	834	0	0	0	0	0	80	0	80	0	0	0	172	0	1305	
DC	8*	1227	5529	972	786	0	0	0	0	0	63	0	63	0	0	0	192	0	1227	
FSM ^c																				
GU	7*	247	2335	176	164	0	0	0	0	0	27	0	27	0	0	0	0	0	203	
PL	6	14	337	9	0	0	0	0	0	0	0	0	0	0	0	0	3	2	14	
PL	8*	13	286	8	0	0	0	0	0	0	0	0	0	0	0	0	3	2	13	
PR ^c																				
RMI ^c																				
VI ^c																				

* Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table C6: High School Mathematics Participation

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	
AK	10*	1112	10187	657	657	0	2	0	0	0	60	0	59	1	2	0	1	72	790
AL	11*	5507	47460	3002		0	0	0	0	0	1240	0	1240	6	495	0	835	430	5507
AR ^c																			
AZ	10*	8018	67863	6014	1378	2118	18	792	0	172	357	0	357	0	0	0	855	0	8018
CA ^b	10*	20833	446264	10441	12425	0	0	0	0	0	3520	0	3520	0	0	0	6872	0	20833
CO	10*	4912	53390	4439		216	0	0	0	0	391	0	391	0	6	52	16	14	4912
CT	10*	5186	41971	4524		0	275	0	0	0	339	0	339	0	0	0	323	0	5186
DE	10*	851	7718	749	692	5	12	0	0	0	57	0	57	0	0	0	43	2	851
FL	10*	25373	189058	18584	8064	0	1108	0	0	0	4999	0	4999	0	77	0	0	1790	25373
GA	11*	8470	88921	6954		0	13	0	0	0	1127	0	1127	0	0	0	115	274	8470
HI	10*	2088	13028	1711	1711	0	58	0	0	0	49	0	49	0	0	8	319	5	2092
IA	11*	4534	39807	4379	2556	0	0	0	0	0	236	0	236	0	0	0	0	155	4534
ID	10*	1708	18555	1622	675	0	32	0	0	0	85	0	85	0	0	0	0	0	1707
IL	11*	15474	128456	13324	8277	0	1313	0	0	0	1199	0	1199	7	0	0	867	0	15390
IN	10*	10842	76392	9483	7790	0	543	0	0	0	592	0	592	0	34	0	0	608	10683
KS	10*	3825	31133	3536		0	36	0	0	0	170	0	170	1	0	0	23	59	3788
KY ^c																			
LA	10*	6744	52064	5544	3665	0	0	0	0	0	973	0	973	16	0	0	62	165	6744
MA	10*	11345	75205	10431	9474	0	329	0	0	0	669	53	616	0	0	0	155	90	11345
MD	10*	6237	63175	4644		0	0	0	0	0	1593	0	1593	53	0	0	0	0	6237
ME	11*	1768	15372	1613	1331	0	0	0	0	0	124	0	124	0	0	0	0	31	1768
MI	11*	12751	115754	8089		0	0	0	0	0	4100	0	4100	1382	0	0	0	0	12189
MN	11*	7606	65686	6239	1492	0	194	0	0	0	700	0	700	74	63	37	330	43	7349
MO ^c	10*	8981	66128	8560	6815	0	114	0	0	0	0	0	0	0	0	0	195	226	8981
MS ^c	10*	576	11257	530	333	0	0	0	0	0	0	0	0	0	0	0	0	0	530
MT	10*	1213	11664	1113	585	81	26	0	0	0	100	0	100	0	0	0	0	0	1213
NC ^c	10*	10439	93782	8956		0	0	0	0	0	1070	26	1044	0	0	0	372	0	10398
ND	12*	747	8000	677	424	0	24	0	0	0	70	0	70	0	7	0	0	0	747
NE	11*	2320	21379	2147		0	0	0	0	0	173	0	173	0	0	0	0	0	2320

State	Gr.	Enrollment		Regular Assessment				Out-of-Level Assessment			Alternate Assessment					Students Who Took No Assessment			Row Total ^a	
		1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8		
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons		
NH	10*	2344	15980	2258		16	0	0	0	0	0	86	0	86	0	0	0	63	0	2407
NJ	11*	13312	92393	12721		0	34	0	0	0	630	0	630	0	71	0	591	0	13942	
NM	11*	3322	22071	2578	1360	0	100	0	0	0	124	0	124	0	1	0	620	0	3322	
NV	10*,11*	2476	24910	2391	1928	3	0	0	0	0	11	0	11	0	0	0	4	70	2476	
NY	12*	18065	173058	13875		0	0	0	0	0	353	0	353	0	0	0	3837	0	18065	
OH	10*	15082	125103	14431	5625	0	0	0	0	0	638	0	638	0	0	0	0	1966	17035	
OK	Alg. I*	N/A	N/A	3657		0	811	0	0	0	237	0	237	0	0	0	0	0	3894	
OR	10*	5269	41742	3556		2	19	802	8	20	208	0	208	38	0	22	25	656	5269	
PA	11*	16919	132389	14941	8440	0	0	0	0	0	993	0	1120	0	127	42	164	652	16792	
RI	11*	1655	10902	1591	473	0	181	0	0	0	64	0	64	0	1	0	0	0	1655	
SC	10*	5749	47337	5621		0	0	0	0	0	177	0	177	0	0	0	0	0	5798	
SD	11*	799	9109	712	547	21	0	0	0	0	87	0	87	0	0	0	4	0	803	
TN ^c	10*	9243	66288	1766		0	0	0	0	0	0	0	0	0	0	0	33	0	1799	
TX	10*	35457	292830	13246	772	0	699	0	0	0	20832	0	20832	10264	0	0	635	744	35457	
UT	10*	3810	34951	1436	189	1	0	44	0	0	199	0	199	0	0	0	30	48	1757	
VA ^c		17696	234368	16042		0	0	0	0	0	1040	0	1040	0	0	0	611	2	17695	
VT	10*	874	6952	614		0	49	184	0	0	45	0	45	0	0	0	0	15	858	
WA	10*	7538	79331	6234	1294	6	5	0	0	0	443	0	443	0	0	296	254	311	7538	
WI	10*	8964	71678	7762		0	0	0	0	0	504	0	504	0	0	92	606	0	8964	
WV	10*	3117	19288	2891		10	0	0	0	0	143	0	143	21	0	0	83	0	3117	
WY	11*	545	6207	496	363	0	0	0	0	0	41	0	41	0	0	2	6	0	545	
AS ^c	10*	0	0	0		0	0	0	0	0	0	0	0	0	0	0	73	0	73	
BIA	9-12*	1401	8365	1262	731	19	12	0	0	0	44	0	45	18	0	3	59	33	1401	
CNMI	9*	36	874	34	34	0	0	0	0	0	2	0	2	0	0	0	0	0	36	
CNMI	11	36	636	27	27	0	0	0	0	0	9	0	9	0	0	0	0	0	36	
CNMI	11	56	741	49	49	0	0	0	0	0	7	0	7	0	0	0	0	0	56	
DC	9-11*	3001	14695	2035	1500	0	0	0	0	0	148	0	148	0	0	0	818	0	3001	
FSM ^c																				
GU	10*	235	2587	121	75	0	0	0	0	0	7	0	7	0	0	0	0	0	128	
PL ^c	10*	9	132	1		0	0	0	0	0	0	0	0	0	0	0	4	4	9	
PR ^c																				
RMI ^c																				

State	Gr.	1	2	3	3A	3B	3C	4	4A	4B	5	5A	5B	5C	5D	6	7	8	11
		Stdnts with IEPs	All Stdnts	Total	Accom	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Grade Level	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Reasons	Row Total ^a
VI ^c																			

^{*} Grades that were used in Appendix A and in the body of this document are indicated by an asterisk next to the grade level.

^a Row total is equal to the sum of the number of students tested on any assessment plus those not tested due to parent exemptions, those absent on testing day, and those who were not tested for other reasons.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Appendix D

State-by-State Performance Raw Data

This Appendix presents the state-by-state raw data that were the source of summary data for Tables B1-B6, which in turn were used to generate the proficiency tables and figures in the main body of this document. There are six tables in this Appendix. Each table shows either the reading or math performance counts for all grades within school level for each state. The specific grades that were used in Appendix B and in the main document are indicated by an asterisk next to the grade level. The performance levels considered “proficient” by the state for both the regular and alternate assessment are shaded.

Each row in the tables shows numbers for one state on one content area in one grade. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are two sections of the table that show the performance of students on two kinds of assessments: Regular Assessment and Alternate Assessment. Both the Regular Assessment and the Alternate Assessment sections are divided into five columns to show counts in up to five levels of achievement. No states reported more than five levels of achievement. The levels of achievement that a state considers proficient or higher are shaded. Except where data reporting issues prevented it, values in the shaded cells were summed to produce the proficiency counts that are displayed in Appendix B. Results from students who took Alternate Assessments on grade level standards included with Regular Assessment data. Similarly, results from Out-of-Level tests were included with Alternate Assessment data.

The data in these tables were obtained directly from Attachment 3 of state’s 2003-2004 Annual Performance Reports. The columns in this appendix are in the same order and use the same column numbers as the Attachment 3 document that states completed. Some column labeling has been added to improve clarity or abbreviated to meet space limitations. Differences in how states completed Attachment 3 complicate the interpretation of some data. All information is from the year 2003-2004 except for one state whose data is not included in this document but are indicated by footnotes in this table. Footnotes also indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting. Counts and subsequent calculations are imprecise for some states in some grades where different assessments were administered in different grades. In those cases, numbers for a single grade may have been established by averaging data or by selecting a representative value.

Table D1: Elementary School Reading Performance

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	3	1473	9711	468	304	507	107		3	16	4	26	7		3
AK	4*	1570	10040	444	426	405	211		3	14	2	21	4		3
AK	5	1506	10077	486	421	339	177		3	14	3	28	10		3
AL	4*	7018	57361	655	3376	1383	469		3	30	24	156	148		3
AR	4*	4757	35344	2135	1132	729	36		3	16	87	70	24	167	5
AZ	3*	10636	76156	4214	2200	2672	760		3	116	174	280	15		3
AZ	5	10810	76124	6158	1706	1327	268		3	574	116	253	24		3
CA ^b	3	50255	492556	20517	10486	8663	4559	1824	4	227	329	656	1296	1268	4
CA ^b	4*	54145	496864	17236	13296	11326	4925	2955	4	397	575	653	1189	1144	4
CA ^b	5	56426	496485	21608	11295	9822	4420	1964	4	349	554	667	1096	1207	4
CO	3	6380	55557	1811	1814	1979	91		3	8	39	51	186	178	3
CO	4*	6497	56207	2508	1902	1388	53		3	0	44	83	125	272	3
CO	5	6596	57398	2657	1617	1592	90		3	22	48	77	163	245	3
CT	4*	5264	43593	2361	529	479	570	105	3	120	186				2
DE	3*	1196	8952	840	92	143	29	13	3	2	7	10	14	36	3
DE	5	1355	9924	879	103	236	22	10	3	2	5	9	15	65	3
FL	3	39913	212230	17475	4993	8559	3923	713	3	35	230	659	1495	651	4
FL	4*	27166	181183	9658	4005	6360	3062	471	3	26	262	676	1278	379	4
FL	5	34017	201629	17144	5113	5113	2406	301	3	56	339	825	1152	444	4
GA	3	17197	116196	4175	8341	3891			2	478	372				2
GA	4*	16844	117578	7723	5346	2933			2	520	367				2
GA	5	16917	119277	6415	7033	2438			2	565	526				2
HI ^c	3*	1391	14181	571	600	137	5		3	0					
HI ^c	5	1655	14463	749	692	136	1		3	0					
IA	4*	4668	39059	2375	1266				2	45	157				2
ID	3	2110	18338	324	613	659	427		3	4	20	33	31		3
ID	4*	2293	18466	429	803	677	268		3	3	36	39	38		3
IL	3*	23330	161649	5179	8931	5635	1718		3	321	268	493	236		3
IL	5	24592	158754	2424	14702	4145	1357		3	379	262	483	276		3
IN	3*	14731	77221	6243	4453	543			2	86	653				2

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KS	5*	4607	30749	875	1202	869	779	513	3	27	53	66	78	89	3
KY ^c															
LA	4*	10602	59848	4944	2422	2134	545	63	3	44	90	150	103	65	3
MA	3	11758	74001	7200	3787				2	28	53	587	0	0	3
MA	4*	12354	73930	8785	2603				2	18	106	558	0	0	3
MD	3	7830	63648	4179	2898	240			2	150	119	244			2
MD	4*	8663	65616	4233	3468	329			2	179	163	291			2
MD	5	9182	66962	5269	2474	719			2	181	189	350			2
ME	4*	2388	14743	622	1215	329			3	91	52	21	31	14	4
MI	4*	18461	131130	1592	5155	3750	122		3	1335	3516	1870			2
MN	3*	7869	60021	2757	1392	763	1404	622	3	118	33	26	47	534	3
MN	5	9078	63500	2763	2038	846	1627	810	3	168	31	35	66	505	3
MO ^c	3*	10166	65150	1234	2563	3987	1966	59	4						
MS	3	5257	39987	498	415	1477	556		3	396	539	1001	35		3
MS	4*	5037	40691	392	283	1359	242		3	576	1145	1244	69		3
MS	5	5014	41546	447	227	1034	218		3	658	648	1439	74		3
MT	4*	1356	10726	633	286	276	73		3	7	16	30	30		3
NC ^c	3	15466	103562	2122	3930	4786	2697		3						
NC ^c	4*	15593	105293	2373	3686	5269	1956		3						
NC ^c	5	15049	104870	1187	3483	6126	1962		3						
ND	4*	1022	7195	96	253	503	84		3	5	31	32	6		3
NE ^c	4*														
NH	3*	2219	15478	1481	413	151	18		2	16	34	57	46		2
NJ	4*	17282	105896	8054	7637	103			2	59	464	306			2
NM	4*	3850	24401	1782	1066	468	26		3	16	31	61	34		3
NV	3*	3649	31613	1090	1766	456	186		3	0	125				2
NV	5	3883	31312	1628	1597	428	42		3	0	162				2
NY	4*	30901	218746	8382	13448	5639	564		3	30	107	270	1022		3
OH	3	18085	133342	4825	3764	3568	2080	2799	3	246	57	278	98	227	3
OH	4*	19713	134693	5679	6302	5744	726		3	303	66	673	103		3
OK ^c	3*	7360	44262						3	11	580	305	20		3
OK	5	7912	45726	2786	1971	1335	34		3	11	745	339	13		3
OR	3*	7271	40717	2148	2411	1513			2	200	315	460			2

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
OR	5	7379	41422	2518	2661	532			2	1060	171	265			2
PA	5*	22428	142452	11343	4601	3103	1660		3	182	543	268	261		3
RI	4*	2443	12361	15	650	523	990	135	4	3	8	13	29	21	4
SC	3	8905	51634	3057	3092	1956	243		3	90	77	29	66		3
SC	4*	8656	52715	3688	3287	1091	37		3	66	57	25	69		3
SC	5	8745	54797	3995	3250	738	20		3	128	78	40	91		3
SD	3	1573	8895	69	705	562	140		3	83					2
SD	4*	1494	9184	97	457	582	265		3	86					2
SD	5	1360	9421	86	730	370	85		3	87					2
TN	3	8697	69671	3242	3565	686			2	342	148	175			2
TN	4*	8943	70070	4252	3253	459			2	32	86	166			2
TN	5	8930	71556	4400	3443	365			2	307	235	177			2
TX	3	41839	321949	5593	15773				2	22014	1581				2
TX	4*	44630	318721	5160	14089				2	9398	17646				2
TX	5	46607	321380	5456	12242				2	9673	18452				2
UT	3	5898	33038	1766	1167	1380	1040		3	28	32	48	184		3
UT	4*	5511	32500	1816	1162	1241	743		3	25	19	67	177		3
UT	5	5260	32396	1843	1294	997	594		3	25	29	62	206		3
VA	3*	12150	88864	6343	4256	421			2	25	478	436			2
VA	5	13490	92134	4964	6063	1062			2	86	524	431			2
VT	2	687	6529	183	90	121	176	58	4	2	3	4	46		4
VT	4*	910	7074	269	128	139	265	34	4	3	5	6	50		4
WA	4*	9974	75958	2044	3366	2762	850		3	108	220	218	128		3
WI	4*	8341	62390	1362	2080	2859	857		3	213	369	378	87		3
WV	3	3931	20443	966	1148	1168	429	60	3	4	26	68	33		3
WV	4*	3774	20564	1080	1387	917	222	38	3	0	20	58	21		3
WV	5	3732	20901	990	1445	914	178	26	3	2	17	72	48		3
WY	4*	939	6172	786	101				2	24	25				2
AS ^c															
BIA	3	564	3206	360	137	3			2	19	5	2			2
BIA	4*	679	3436	513	129	5			2	8	4	1			2
BIA	5	687	3468	490	135	3			2	15	4				2

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
CNMI	3*	47	836	26	1				4	12					4
CNMI	4	76	852						4	6	2				4
CNMI	5	54	931	38	9				4	8					4
DC	3	962	5799	582	193				2	1	24	28	5		2
DC	4*	1137	6134	806	167				2	0	21	29	6		2
DC	5	1240	6289	866	190				2	0	20	31	7	2	2
FSM ^c															
GU	3*	176	2463	108	14	4			3	2	6	3	1		3
GU	5	167	2110	112	14				3	2	3	5	2		3
PL ^c	4*	19	325												
PR ^c															
RMI ^c															
VI ^c															

* Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table D2: Middle School Reading Performance

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	6	1493	10819	520	438	289	152		3	29	10	33	5		3
AK	7	1439	10987	469	464	259	143		3	7	2	53	10		3
AK	8*	1376	10925	543	419	225	99		3	15	0	40	3		3
AL	6	7987	59832	309	3749	1636	800		3	40	32	175	163		3
AL	8*	7946	59664	1521	3944	562	161		3	33	26	168	155		3
AR	6	5201	37205	3332	976	147	6		3	15	22	104	32	124	5
AR	8*	5450	37927	2899	1422	267	13		3	23	29	57	62	100	5
AZ	8*	9867	75822	6704	965	688	123		3	576	95	213	31		3
CA ^b	6	54323	493242	18507	14711	9966	3322	949	4	753	559	589	904	1180	4
CA ^b	7	55749	502206	22785	13574	8726	2909	970	4	537	459	503	841	1443	4
CA ^b	8*	54971	503059	22293	14054	9208	1939	969	4	519	416	458	893	1512	4
CO	6	6514	58539	2659	1820	1330	70		3	17	31	53	174	208	3
CO	7	6389	58752	3046	1677	992	47		3	27	34	39	187	214	3
CO	8*	6021	58258	2736	1704	918	43		3	14	25	46	149	198	3
CT	6	5808	45156	2468	519	577	827	96	3	657	300				2
CT	8*	6095	46004	2513	571	540	939	149	3	727	287				2
DE	8*	1629	10300	898	282	301	3	2	3	4	10	14	14	53	3
FL	6	32859	207325	17576	5084	4648	1453	291	3	56	463	902	1305	445	4
FL	7	33226	210994	17962	5029	4023	1437	287	3	75	471	1133	1347	461	4
FL	8*	31716	207530	18702	4879	2710	813	0	3	85	546	1125	1316	434	4
GA	6	16040	121523	8045	4820	2153			2	682	388				2
GA	7	15962	122300	6506	6979	1371			2	628	525				2
GA	8*	15157	120228	6963	4929	1970			2	686	610				2
HI ^c	8*	2081	14422	958	903	103	0		3	0					
IA	8*	6064	44293	4150	1157				2	46	184				2
ID	7	2103	19622	712	772	447	74		3	5	18	50	25		3
ID	8*	2074	19577	547	732	603	101		3	6	20	43	22		3
IL	8*	24953	160805	2121	15150	5258	259		3	375	287	414	197		3
IN	6	13139	81033	8100	3021	99			2	117	685				2
IN	8*	12592	81134	8446	2204	51			2	99	723				2

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KS	8*	4439	32745	953	1300	1024	628	214	3	29	10	33	5		3
KY ^c															
LA	8*	8005	53226	4563	2219	518	36	0	3	7	2	53	10		3
MA	7*	13224	78690	8671	3454				2	19	93	622	0	0	3
MD	6	9425	69432	6108	2023	499			2	40	32	175	163		3
MD	7	9443	70667	6384	1882	385			2	33	26	168	155		3
MD	8*	9127	69935	6590	1506	215			2	15	22	104	32	124	5
ME	8*	2762	17097	1215	1252	109			3	23	29	57	62	100	5
MI	7*	19561	142718	6057	3994	2201	119		3	1387	2615	2182			3
MN	7*	8862	66314	2043	3664	1470	645	63	3	753	559	589	904	1180	4
MO	7*	11170	73310	3996	3463	2475	711	9	4						
MS	6	4820	42005	499	417	740	67		3	519	416	458	893	1512	4
MS	7	4826	43470	767	482	379	74		3	17	31	53	174	208	3
MS	8*	4451	40742	703	342	299	33		3	27	34	39	187	214	3
MT	8*	1458	12237	956	212	157	49		3	14	25	46	149	198	3
NC	6	15493	108787	2473	4721	5245	974		3	657	300				2
NC	7	15371	109042	2136	4197	5259	1838		3	727	287				2
NC	8*	14808	107740	1643	3811	5648	1882		3	4	10	14	14	53	3
ND	8*	946	8132	271	281	273	22		3	56	463	902	1305	445	4
NE ^c	8*														
NH	6*	2735	16990	1844	605	148	16		2	85	546	1125	1316	434	4
NJ	8*	18607	110867	12257	4648	38			2	682	388				2
NM	8*	4369	25205	1996	1281	565	29		3	628	525				2
NV	8*	3513	31036	1183	1668	355	27		3	686	610				2
NY ^c	8*	35218	231715	10587	18324	2473	261		3						
OH	6*	21043	141160	10145	4748	3801	712		3	46	184				2
OK	8*	7708	47241	2120	2137	1650	23		3	19	725	330	13		3
OR	8*	6495	44208	3580	896	314			2	6	20	43	22		3
PA	8*	23103	147668	11819	4472	3776	961		3	375	287	414	197		3
RI	8*	2562	13137	40	905	711	690	2	4	117	685				2
SC	6	8320	56528	4952	2277	514	9		3	99	723				2
SC	7	8401	57360	4763	2480	434	10		3	25	42	49	52	70	3

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
SC	8*	8213	53187	4584	2447	427	17		3	47	98	146	167	112	3
SD	6	1324	9836	73	766	352	44		3	85					2
SD	7	1238	9778	102	789	228	11		3	104					2
SD	8*	1277	10097	83	762	319	24		3	87					2
TN	6	9244	72529	5128	3032	280			2	369	256	162			2
TN	7	9738	73925	4960	3158	286			2	409	257	142			2
TN	8*	9694	71953	5107	2628	318			2	435	252	144			2
TX	6	44371	322510	4451	11966				2	9582	18985				2
TX	7	42197	322236	5019	9718				2	9075	18439				2
TX	8*	42599	318092	4036	11763				2	8288	18127				2
UT	6	5018	33572	1941	1098	921	454		3	28	23	56	194		3
UT	7	4656	34046	1843	860	990	353		3	38	43	68	160		3
UT	8*	4248	34363	1707	849	815	296		3	33	25	62	134		3
VA	8*	15356	96836	9166	3860	577			2	135	608	269			2
VT	8*	1022	7952	247	238	251	201		4	8	4	13	36		4
WA	7	9485	81241	3551	3761	1030	363		3	116	162	144	106		3
WI	8*	9567	67527	2370	2144	3533	619		3	172	232	217	55		3
WV	6	3778	21774	1006	1470	947	151	24	3	1	20	59	46		3
WV	7	3714	22523	879	1669	1022	133	17	3	3	12	49	42		3
WV	8*	3721	21910	652	1773	892	125	15	3	1	20	67	59		3
WY	8*	899	6978	783	55				2	34	19				2
AS ^c															
BIA	6	708	3580	497	159	5			2	8	3				2
BIA	7	767	3404	544	141	3			2	4	6	1			2
BIA	8*	720	3314	543	113	4			2	8	2				2
CNMI ^c	6	42	786	55	0	1	1		4						4
CNMI	8*	42	755	36	3				4	6					4
CNMI	8	58	751						4	3	1				4
DC	6	1260	6072	868	214				2	2	22	32	7	2	2
DC	7	1305	5993	935	110				2	2	21	47	11		2
DC	8*	1227	5529	840	131				2	0	14	32	17		2
FSM ^c															
GU	7*	247	2335	160	14	2			3	1	12	13	1		3

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
PL ^c	6	14	337												
PL ^c	8*	13	286												
PR ^c															
RMI ^c															
VI ^c															

* Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table D3: High School Reading Performance

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	10*	1112	10187	383	378	158	51		3	10	1	37	9		3
AL	11*	5608	47460	1850	0	1095	64		3	59	51	237	234		3
AR	11*	3901	30759	2179	842	70	1		3	19	45	43	11	113	5
AZ	10*	8018	67863	3507	1822	1024	37		3	653	84	166	33		3
CA ^b	10*	22111	448005	0	11732				2	435	367	595	963	1158	4
CO	10*	4920	53390	1840	1633	722	17		3	18	34	36	142	159	3
CT	10*	5186	41971	1477	1131	1129	392	145	3	77	262				2
DE	10*	852	7718	517	126	101	0	1	3	2	2	8	11	34	3
FL	10*	25373	189058	13457	3106	928	178	178	3	87	690	1629	1896	599	4
GA	11*	8470	88921	3750	1855	1349			2	615	512				2
HI ^c	10*	2088	13028	996	583	86	1		3	0					
IA	11*	4539	39816	2674	1192				2	80	157				2
ID	10*	1697	18505	644	480	387	100		3	4	31	32	19		3
IL	11*	15474	128456	4757	5306	1710	210		3	324	212	392	271		3
IN	10*	10842	76392	6727	2125				2	128	645				2
KS	11*	3215	29402	1121	938	383	271	206	3	34	45	34	32	51	3
KY ^c															
LA	10*	6667	49721	4159	796	419	53	5	3	75	222	246	264	165	3
MA	10*	11343	75205	7702	2314				2	12	87	431	0	0	3
MD	10*	8663	67280	5154	1416	500			2	549	403	641			2
ME	11*	1768	15372	650	822	149			3	54	30	24	16	5	4
MI	11*	12751	115754	2654	2971	1262	75		3	703	1390	2068			2
MN	10*	8409	68252	1712	3081	1859	524	86	3	155	52	88	55	232	3
MO	11*	7251	59955	3769	1686	1121	93		4	4	11	31	143		4
MS	10*	1023	26281	633	256	71	2		3	0	6	1			3
MT	10*	1213	11664	840	124	128	21		3	13	12	38	37		3
NC ^c	10*	10439	93782	3132	3757	1820	278		3						
ND	12*	747	8000	391	198	60	10		3	6	32	26	4		3
NE ^c	11*														

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
NH	10*	2344	15980	1409	656	138	8		2	31	19	19	17		2
NJ	11*	13797	92878	7564	4981	239			2	62	340	245			2
NM	11*	3322	22071	1134	1026	314	28		3	10	19	36	58		3
NV	10*,11*	2476	24910	1503	856				2	0	11				2
NY	12*	18065	173058	2704	3976	5644	978		3	10	58	138	148		3
OH	10*	18080	140029	6021	3318	3453	495	1179	3	210	65	152	142	66	3
OK	Eng 2*			2706	1585	368	204		3	20	656	302	12		3
OR	10*	5331	41822	3024	439	99			2	883	53	102			2
PA	11*	16969	132389	10418	2410	1757	459		3	176	526	163	132		3
RI	11*	1666	10893	135	421	645	296	5	4	3	3	19	23	15	4
SC	10*	5749	47337	3314	1640	604	145		3	13	7	59	99		3
SD	11*	799	9109	77	515	108	8		3	87					2
TN	10*	9243	66288	1698	1931	766			2	371	348	216			2
TX	10*	36552	296251	7921	5612	39			2	5509	14894				2
UT	10*	3810	34951	1500	627	698	169		3	34	27	73	131		3
VA	11*	8313	79478	2556	3857	602			2	32	523	485			2
VT	10*	885	6952	223	234	253	69		4	9	2	8	40		4
WA	10*	7539	79331	3399	1676	521	572		3	81	121	118	104		3
WI	10*	8964	71678	3097	2231	1380	1062		3	170	155	147	44		3
WV	10*	3117	19288	774	1426	568	94	11	3	0	24	39	57		3
WY	11*	545	6207	463	34				2	26	15				2
AS ^c															
BIA	9-12*	1401	8365	932	261	5			2	36	4	4			2
CNMI	9*	36	874	50	3				4	2					4
CNMI	11	36	640	22					4	9					4
DC	9-11*	3001	14695	1931	100				2	2	31	66	39	13	2
FSM ^c															
GU	10*	235	2587	113	8				3	1	4	4			3
PL	10*	9	132												
PR ^c															

		Enrollment		Regular Assessment						Alternate Assessment on Alternate Achievement Standards ^a					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
	RMI ^c														
	VI ^c														

* Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table D4: Elementary School Mathematics Performance

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	3	1473	9711	267	420	445	260		3	11	6	32	4		3
AK	4*	1570	10040	638	316	355	189		3	14	2	21	4		3
AK	5	1506	10077	746	260	285	135		3	20	3	25	7		3
AL	4*	6997	57361	1920	2156	1085	760		3	39	15	175	157		3
AR	4*	4757	35303	2444	577	506	505		3	17	23	108	50	166	5
AZ	3*	10636	76156	4416	2574	1775	1089		3	181	208	184	5		3
AZ	5	10810	76124	4638	3551	537	832		3	523	128	216	9		3
CA ^b	3	49749	492556	7292	17317	9114	7292	4557	4	257	376	836	1340	962	4
CA ^b	4*	53494	496864	6888	22139	10332	6396	3444	4	321	458	847	1385	931	4
CA ^b	5	55366	496485	18644	16190	7850	4416	1472	4	309	455	764	1282	1054	4
CO	5*	6956	57632	2325	2296	1088	264		3	0	74	78	171	191	3
CT	4*	5264	43593	1351	846	1097	794	188	3	522	393				2
DE	3*	1204	8952	350	246	414	101	17	3	6	63				2
DE	5	1359	9924	416	333	440	49	16	3	15	81				2
FL	3	39913	212230	13425	7662	9515	4269	849	3	99	306	679	1288	632	4
FL	4*	27166	181183	8728	5897	6369	2123	472	3	114	376	701	1047	376	4
FL	5	34017	201629	15519	7971	4227	2174	302	3	123	427	717	1146	387	4
GA	3	17197	116196	4609	9337	2448			2	478	372				2
GA	4*	16844	117578	8648	6202	1138			2	520	367				2
GA	5	16917	119277	7670	7277	938			2	565	526				2
HI ^c	3*	1391	14181	788	449	69	5		3	0					
HI ^c	5	1655	14463	1055	478	39	0		3	0					
IA	4*	4654	39052	2385	1614				2	35	166				2
ID	3	2111	18373	205	614	963	246		3	10	17	29	26		3
ID	4*	2309	18511	225	757	989	217		3	13	21	55	31		3
IL	3*	23330	161649	3979	5117	9150	3307		3	300	412	374	201		3
IL	5	24592	158754	3215	10894	8040	589		3	346	410	360	245		3
IN	3	14731	77221	6033	4636	708			2	86	653				2
KS	4*	4594	30354	490	908	881	1151	959	3	17	17	28	43	56	3
KY ^c															

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
LA	4*	10601	59847	5014	2343	2243	468	34	3	49	155	119	87	42	3
MA	4*	12354	73930	9550	1870				2	21	116	568	0	0	3
MD	3	7835	63665	4241	2587	494			2	166	130	217			2
MD	4*	8662	65668	4939	2625	465			2	194	178	261			2
MD	5	9185	66988	5957	2275	233			2	193	233	294			2
ME	4*	2388	14743	971	982	274			3	60	49	17	21	4	4
MI	4*	18461	131130	1181	4261	4400	1607		3	1744	2303	1960			2
MN	3*	7877	60070	1645	2248	951	1689	502	3	153	42	27	68	380	3
MN	5	9078	63500	1553	2961	1168	1871	566	3	201	49	38	79	384	3
MO	4*	10490	66652	736	2778	4203	1988	364	4	5	11	42	95		4
MS	3	5262	39990	167	416	1939	814		3	143	477	890	46		3
MS	4*	5040	40694	444	584	1090	514		3	199	584	1203	88		3
MS	5	5017	41518	578	590	662	288		3	396	735	1403	120		3
MT	4*	1356	10726	868	169	188	50		3	20	3	43	10		3
NC ^c	3	15466	103562	613	3209	6832	3131		3						
NC ^c	4*	15593	105293	545	2158	6643	4251		3						
NC ^c	5	15049	104870	724	2450	5707	4163		3						
ND	4*	1022	7195	200	391	267	79		3	3	35	35	6		3
NE ^c	4*	3661	20461							122	29				2
NH	3*	2219	15478	847	742	397	75		2	25	34	45	49		2
NJ	4*	16726	105340	8484	5754	1574			2	94	424	296			2
NM	4*	3850	24401	1671	742	856	97		3	48	34	57	3		3
NV	3*	3649	31613	1084	1648	491	275		3	0	125				2
NV	5	3883	31312	1169	1917	520	89		3	0	162				2
NY	4*	30948	218597	5065	9470	11379	2103		3	57	154	238	986		3
OH	4*	19405	134693	9521	2080	4969	1691		3	316	99	608	140		3
OK ^c	3	7360	44262						3	15	504	389	12		3
OK	5*	7912	45726	1026	3123	1764	231		3	14	618	448	11		3
OR	3*	7234	40719	2113	2840	1370			2	158	308	242			2
OR	5	7320	41404	2377	2917	648			2	819	149	225			2
PA	5*	22557	142452	10870	4186	3270	2334		3	221	208	524	292		3
RI	4*	2520	12317	175	812	615	609	186	4	3	8	13	29	21	4
SC	3	8905	51634	3567	3761	798	259		3	105	65	18	73		3

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
SC	4*	8656	52715	3667	3469	734	260		3	75	54	21	67		3
SC	5	8745	54797	4184	3128	537	183		3	128	81	34	93		3
SD	3	1573	8895	63	699	606	122		3	83					2
SD	4*	1494	9184	89	639	554	122		3	86					2
SD	5	1360	9421	73	715	391	92		3	87					2
TN	3	8697	69671	4027	2504	958			2	152	196	312			2
TN	4*	8943	70070	4744	2729	474			2	28	88	160			2
TN	5	8930	71556	4605	3092	509			2	149	191	381			2
TX	3	42073	320474	7137	18328				2	17647	1541				2
TX	4*	43466	318711	5922	15820				2	8463	14699				2
TX	5	46403	321372	6748	14473				2	9262	16928				2
UT	3	5898	33038	1415	1349	1216	1375		3	30	31	41	176		3
UT	4*	5511	32500	1580	1352	895	1142		3	28	31	62	153		3
UT	5	5260	32396	1638	1425	820	834		3	28	30	58	194		3
VA	3*	12443	88874	3114	5121	3116			2	59	458	422			2
VA	5	13912	92255	6549	5171	773			2	41	697	303			2
VT	4*	906	7074	224	126	210	209	69	4	1	2	7	53		4
WA	4*	9969	75958	4033	2359	1601	1112		3	103	219	196	123		3
WI	4*	8341	62390	2940	1082	2526	880		3	192	225	292	86		3
WV	3	3931	20443	688	1249	1403	377	56	3	2	26	74	27		3
WV	4*	3774	20564	864	1509	1001	228	41	3	2	24	49	24		3
WV	5	3732	20901	841	1498	1034	153	33	3	2	21	72	43		3
WY	4*	939	6172	716	171				2	22	27				2
AS ^c	3			135	34	2									
AS ^c	4*			67	24	1									
AS ^c	5			213	103	6									
BIA	3	564	3206	329	185	18			2	19	6	1			2
BIA	4*	679	3436	461	188	10			2	9	4	1			2
BIA	5	687	3468	490	151	6			2	14	6				2
CNMI	3*	42	836	30	1				3	12					3
CNMI	5	54	931	36	7	3	1		3	7	1				3
DC	3	962	5799	578	199				2	3	20	33	2		2
DC	4*	1137	6134	814	161				2	1	21	30	5		2

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
DC	5	1240	3289	887	151				2	0	13	36	9	2	2
FSM ^c															
GU	3*	176	2463	105	20	1	0		3	2	7	1	1		3
GU	5	167	2110	120	5	1	0		3	0	4	6	2		3
PL ^c	4*	19	325												
PR ^c															
RMI ^c															
VI ^c															

* Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table D5: Middle School Mathematics Performance

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	6	1493	10819	799	225	277	103		3	23	11	34	9		3
AK	7	1439	10987	772	275	223	65		3	12	6	40	14		3
AK	8*	1376	10925	795	223	203	56		3	13	3	33	9		3
AL	6*	7948	59832	411	5217	663	206		3	46	40	198	176		3
AR	6	5201	37172	3851	840	230	40		3	14	22	92	50	119	5
AR	8*	5450	37940	3763	714	112	12		3	21	19	79	20	132	5
AZ	8*	9867	75822	7217	1073	180	69		3	552	101	190	13		3
CA ^b	6	54210	493242	12785	21782	8050	3315	1421	4	836	675	967	897	603	4
CA ^b	7	55097	502206	19327	18844	6765	2416	966	4	610	581	907	930	752	4
CA ^b	8*	49566	503059	17956	15631	6335	2516	616	4	595	514	903	943	838	4
CO	6	6513	58527	3272	1714	778	149		3	21	63	70	167	160	3
CO	7	6396	58743	3683	1631	382	115		3	24	78	67	131	166	3
CO	8*	6023	58249	3997	976	365	105		3	16	70	73	119	153	3
CT	6	5808	45156	1671	896	1047	835	152	3	709	349				2
CT	8*	6095	46004	2000	1029	913	676	120	3	790	331				2
DE	8*	1629	10300	939	314	208	20	9	3	13	82				2
FL	6	32859	207325	20136	4491	3187	869	290	3	107	451	798	1223	569	4
FL	7	33226	210994	19217	4489	3442	1147	287	3	160	561	1034	1315	418	4
FL	8*	31716	207530	16440	4901	3585	862	326	3	168	675	1089	1213	410	4
GA	6	16040	121523	9843	4233	924			2	682	388				2
GA	7	15962	122300	9055	5236	515			2	628	525				2
GA	8*	15157	120228	9768	3615	448			2	686	610				2
HI ^c	8*	2081	14422	1457	462	34	3		3	0					
IA	8*	6078	44310	3977	1340				2	60	167				2
ID	7	2109	19622	791	751	386	80		3	14	28	25	33		3
ID	8*	2094	19594	808	770	363	54		3	13	25	39	20		3
IL	8*	24953	160805	6240	13499	2704	445		3	340	398	356	169		3
IN	6	13139	81033	7293	3774	333			2	117	685				2
IN	8*	12592	81134	7538	3015	225			2	99	723				2
KS	7*	4435	32219	1334	1146	762	597	350	3	14	28	34	39	62	3

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KY ^c															
LA	8*	7998	53223	4620	1394	1243	46	17	3	45	177	154	109	85	3
MA	6	13065	77610	10827	1352				2	32	106	627	0	0	3
MA	8*	13407	79596	11550	1001				2	22	97	539	0	0	3
MD	6	9418	69463	7406	1079	138			2	273	239	283			2
MD	7	9429	70684	7383	1142	112			2	243	220	329			2
MD	8*	9133	70000	7422	711	184			2	242	227	347			2
ME	8*	2762	17097	1215	1252	109			3	78	32	21	22	17	4
MI	7*	19092	142366	5608	3788	2081	1269		3	2212	2463	1130			2
MN	7*	8868	66320	2225	3675	1559	338	97	3	228	35	21	28	346	3
MO ^c	8*	10857	72037	5031	3738	1406	131	6	4	8	12	32	88		4
MS	6	4827	42013	684	374	448	258		3	551	772	1293	131		3
MS	7	4826	43371	1007	253	228	149		3	704	805	1189	147		3
MS	8*	4455	40746	717	304	240	64		3	731	725	1032	147		3
MT	8*	1458	12237	956	212	157	49		3	8	16	33	27		3
NC ^c	6	15493	108787	2473	4721	5245	974		3						
NC ^c	7	15371	109042	2136	4197	5259	1838		3						
NC ^c	8*	14808	107740	1643	3811	5648	1882		3						
ND	8*	946	8132	271	281	273	22		3	11	29	22	16		3
NE ^c	8*	3360	22743							92	90				2
NH	6*	2735	16990	1844	605	148	16		2	28	36	28	23		2
NJ	8*	18010	110270	13610	3162	412			2	74	360	260			2
NM	8*	4369	25205	1996	1281	565	29		3	17	24	62	66		3
NV	8*	3513	31036	1183	1668	355	27		3	0	143				2
NY	8*	34996	230876	14070	10934	5554	316		3	46	144	232	987		3
OH	6*	20554	140709	12701	1697	4619	353		3	331	108	596	147		3
OK	8*	7708	47241	1907	2474	1425	116		3	17	695	396	10		3
OR	8*	6420	44223	3577	841	440			2	1021	72	124			2
PA	8*	23094	147668	13640	3970	2681	657		3	216	622	213	218		3
RI	8*	2632	13138	868	753	382	282	79	4	9	12	24	22	19	4
SC	6	8320	56528	4952	2277	514	9		3	90	51	19	60		3
SC	7	8401	57360	4763	2480	434	10		3	62	42	33	50		3
SC	8*	8213	53187	4584	2447	427	17		3	36	27	17	40		3

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
SD	6	1324	9836	73	766	352	44		3	85					2
SD	7	1238	9778	102	789	228	11		3	104					2
SD	8*	1277	10097	83	762	319	24		3	87					2
TN	6	9244	72529	5128	3032	280			2	369	256	162			2
TN	7	9738	73925	4960	3158	286			2	409	257	142			2
TN	8*	9694	71953	5107	2628	318			2	435	252	144			2
TX	6	44275	32586	7112	11299				2	10317	16007				2
TX	7	41734	32336	7421	7199				2	11447	15255				2
TX	8*	42660	31205	8580	6482				2	11075	15510				2
UT	6	5018	33572	1941	1098	921	454		3	28	23	56	194		3
UT	7	4656	34046	1843	860	990	353		3	38	43	68	160		3
UT	8*	4248	34363	1707	849	815	296		3	33	25	62	134		3
VA	8*	16935	98766	8295	5272	604			2	71	496	445			2
VT	8*	1015	7952	272	222	237	146	54	4	4	0	16	40		4
WA	7*	9483	81241	6649	1165	568	163		3	115	161	139	102		3
WI	8*	9567	67527	2370	2144	3533	619		3	172	232	217	55		3
WV	6	3778	21774	1006	1470	947	151	24	3	1	20	59	46		3
WV	7	3714	22523	879	1669	1022	133	17	3	3	12	49	42		3
WV	8*	3721	21910	652	1773	892	125	15	3	1	20	67	59		3
WY	8*	899	6978	783	55				2	34	19				2
AS ^c	6			111	58	2									
AS ^c	7			50	64	4									
AS ^c	8*			57	79	12									
BIA	6	708	3580	481	185	10			2	8	2	1			2
BIA	7	767	3404	549	177	4			2	5	3				2
BIA	8*	720	3314	489	192	3			2	8	3	2			2
CNMI	6	42	786	52	3	1	1		3						3
CNMI	7	33	780	17	5	3	2		3	6					3
CNMI	8*	42	755	25	12	1			3	4					3
DC	6	1260	6072	873	191				2	2	24	30	8	1	2
DC	7	1305	5993	945	108				2	1	21	44	14		2
DC	8*	1227	5529	872	100				2	0	13	32	18		2

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
GU	7*	247	2335	171	3	2	0		3	0	10	15	2		3
FSM ^c															
PL	6	14	337												
PL	8*	13	286												
PR ^c															
RMI ^c															
VI ^c															

* Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.

Table D6: High School Mathematics Performance

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AK	10*	1112	10187	604	148	190	36		3	9	4	36	8		3
AL	11*	5507	47460	2162	0	785	55		3	61	72	301	305		3
AR ^c															
AZ	10*	8018	67863	5171	455	294	76		3	716	83	153	25		3
CA ^b	10*	20833	446264	0	10441				2	626	482	836	781	795	4
CO	10*	4912	53390	3488	583	148	17		3	18	61	62	118	126	3
CT	10*	5186	41971	1472	1135	1079	405	158	3	111	228				2
DE	10*	851	7718	517	142	59	11	8	3	4	53				2
FL	10*	25373	189058	9138	4057	2663	1446	172	3	222	904	1614	1652	530	4
GA	11*	8470	88921	5114	706	1134			2	615	512				2
HI ^c	10*	2088	13028	1180	458	14	1		3	0					
IA	11*	4534	39807	2688	1161				2	77	159				2
ID	10*	1708	18555	404	805	375	39		3	14	26	33	12		3
IL	11*	15474	128456	5159	5391	1335	210		3	352	310	351	186		3
IN	10*	10842	76392	6336	2604				2	128	645				2
KS	10*	3825	31133	1531	1186	426	218	175	3	30	39	30	24	47	3
KY ^c															
LA	10*	6744	52064	4282	560	595	81	26	3	83	286	253	231	120	3
MA	10*	11345	75205	7821	2334				2	19	100	429	0	0	3
MD	10*	6237	63175	3905	638	101			2	595	462	536			2
ME	11*	1768	15372	1334	236	43			3	39	31	20	34	4	4
MI	11*	12751	115754	5342	870	1005	69		3	1603	1448	1049			2
MN	11*	7606	65686	1221	3513	1282	190	33	3	160	74	87	88	291	3
MO	10*	8981	66128	5055	2477	795	113	6	4						
MS ^c	10*	576	11257	216	173	117	24		3						
MT	10*	1213	11664	480	485	133	15		3	19	14	29	38		3
NC ^c	10*	10439	93782	3050	3138	2244	524		3						
ND	12*	747	8000	466	168	14	5		3		25	31	7		3
NE ^c	11*	2320	21379							87	86				2

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
NH	10*	2344	15980	1695	394	92	14		2	38	31	30	16		2
NJ	11*	13312	92393	9292	2891	504			2	84	337	209			2
NM	11*	3322	22071	1115	1128	218	17		3	30	11	53	29		3
NV	10*,11*	2476	24910	2048	343				2	0	11				2
NY	12*	18065	173058	2135	6452	4124	1164		3	13	61	132	147		3
OH	10*	15082	125103	8126	2994	2333	358	620	3	229	83	104	115	107	3
OK	Alg. I*			2306	1127	148	76		3	22	672	340	14		3
OR	10*	5269	41742	3160	298	79			2	835	60	95			2
PA	11*	16919	132389	11738	1862	979	362		3	189	524	197	83		3
RI	11*	1655	10902	467	584	150	156	53	4	3	3	19	23	15	4
SC	10*	5749	47337	3655	1299	535	132		3	13	21	64	79		3
SD	11*	799	9109	74	517	110	7		3	87					2
TN ^c	10*	9243	66288	985	543	238			2						
TX	10*	35457	292830	8949	3598	118			2	182	5978	14672			3
UT	10*	3810	34951	846	260	253	77		3	36	21	49	93		3
VA		17696	234368	7001	8023	1018			2	20	359	661			2
VT	10*	874	6952	288	286	65	79	31	4	8	2	14	35		4
WA	10*	7538	79331	5210	627	281	111		3	79	127	114	101		3
WI	10*	8964	71678	4215	1632	1714	201		3	147	140	139	78		3
WV	10*	3117	19288	1382	1118	353	21	7	3	5	25	35	57		3
WY	11*	545	6207	465	31				2	21	20				2
AS ^c	10*			30	11										
BIA	9-12*	1401	8365	860	339	51			2	38	6				2
CNMI	9*	36	874	23	33				3	2					3
CNMI	11	36	636						3	9					3
CNMI	11	56	741	15	4	3			3	7					3
DC	9-11*	3001	14695	1830	205				2	1	28	80	29	10	2
FSM ^c															
GU	10*	235	2587	121					3	5	2	0	0	7	3
PL ^c	10*	9	132												
PR ^c															
RMI ^c															

		Enrollment		Regular Assessment					Alternate Assessment on Alternate Achievement Standards ^a						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
VI ^c															

^{*} Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.

^a Alternate assessment proficiency equal to the total number of out-of-level assessments and alternate assessments on alternate achievement standards scored as proficient.

^b California reported alternate assessment as one graded against grade level achievement standards.

^c Complete data were not provided.