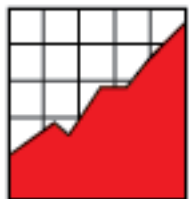


**Public Reporting of 2007-2008 Assessment
Information on Students with Disabilities:
Progress on the Gap Front**



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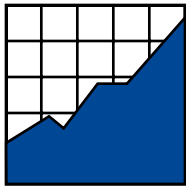
Public Reporting of 2007–2008 Assessment Information on Students with Disabilities: Progress on the Gap Front

Chris Bremer • Debra Albus • Martha L. Thurlow

March 2011

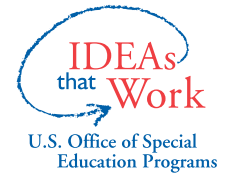
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Executive Summary

This is the twelfth annual report by the National Center on Educational Outcomes (NCEO) analyzing public reporting of disaggregated assessment data for elementary and secondary students with disabilities in the United States. Reporting disaggregated performance data at the state and district level to the public is required of states by the Individuals with Disabilities Education Act (IDEA); the 2007-2008 school year marks the ninth annual reporting period since this requirement was established, and the sixth reporting period since the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA).

For the 2007-2008 school year, the number of regular states publicly reporting disaggregated data for both participation and performance for students with disabilities taking regular assessments fell from 46 to 45. Thirty-six states provided disaggregated participation and performance data for students with disabilities taking alternate assessments based on alternate achievement standards (AA-AAS) for 2007-2008; this number remained the same as in 2006-2007.

Reporting of regular assessments in the ESEA accountability system, by type, for regular states showed a pattern similar to 2006-2007, with 100% reporting participation and performance on norm-referenced tests (NRT), combination NRT and criterion-referenced tests (NRT/CRT), and exit exams (EXIT), but lower levels of reporting on the most common test type, CRTs. Although a greater number of CRTs were used, the percentage of those on which states reported fell from 89% to 85%. Reporting on regular assessments was provided by 49 regular states in 2007-2008, the same number as in 2006-2007. Reporting on AA-AAS was provided by 43 regular states in 2007-2008, down from 44 states in 2006-2007.

For the unique states, four reported both participation and performance data for regular assessments. One unique state reported both participation and performance data for AA-AAS.

The public reporting of participation and performance for 2007-2008 assessments was fairly consistent with the reporting in 2006-2007. There continues to be a need for states to report clearly, to publicly report on accommodations use, and to strive to make the data that are reported accessible to those who seek them via public Web sites.

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Overview

The 2007-2008 school year marks the ninth annual reporting period since disaggregating the performance of students with disabilities on state and district-wide assessments was required by the Individuals with Disabilities Education Act (IDEA). It is the sixth reporting period since the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), and the twelfth in a series of National Center on Educational Outcomes (NCEO) reports documenting state public reporting practices.

In the past, the number of states publicly reporting disaggregated participation and performance data online for all regular assessments has increased from 28 states before the passage of ESEA (2000-2001), to 46 states for assessments within ESEA accountability systems in 2006-2007 (Albus, Thurlow, & Bremer, 2009). In the intervening years (2002-2003 to 2006-2007), the number has fluctuated from 35 to 39 states (Albus, Thurlow, & Bremer, 2009; Klein, Wiley, & Thurlow, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; Thurlow, Bremer, & Albus, 2008; VanGetson & Thurlow, 2007).

The number of states reporting disaggregated participation and performance data for alternate assessments based on alternate achievement standards (AA-AAS) decreased from the high of 42 states, in 2004-2005, to 36 states in 2006-2007. The number had dipped to 28 states in 2005-2006. The change in number of states reporting may be related to changes in federal policies for reporting to the U.S. Department of Education and to our criteria, which became narrower after 2004-2005. Annual Performance Report (APR) data were not counted as publicly reported data after 2004-2005 because if this was the only reporting, the state did not report “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (see Thurlow, Bremer, & Albus, 2008).

Method

In January 2009, project staff searched the Web sites of state departments of education for posted reports with disaggregated data for students with disabilities for school year 2007-2008. Although states are required to report their data in the fall following the assessment year (e.g., 2007-2008 data are reported in fall, 2008), they often revise data through the end of the year. Thus, January of the year after the school year in which assessments are administered is the month when almost all states have their corrected and verified data on their Web sites.

States that were searched included the 50 “regular” states and 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Affairs, District of Columbia, Federated States of Micronesia, Guam,

Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Information was collected both on the actual participation and performance data reported for students with disabilities and on how the states reported those data. The data collection included all regular and alternate state assessments within and outside the ESEA accountability systems, with the exception of assessments designed specifically for bilingual or English language learners.

After data were collected, individual state summary tables were created for verification. These summaries included only the descriptive information on how the state reported participation and performance. See Appendix A for a sample letter and summary table used in the verification process with state assessment directors.

The verification process occurred in two waves between March and May of 2009. In the first wave, letters and summary tables were mailed to state assessment directors. Twenty-three regular states responded to our request for verification in the first wave. In the second wave, after data tables were revised based on feedback, letters were sent to all state directors of Special Education (see Appendix B). Twenty regular states and one unique state responded to the second request for help in verification, with twelve of the same states from the first wave confirming data a second time. Finally, we completed data entry and double checks for accuracy.

In the majority of this report, we credited states as reporting participation rates if no calculations were needed to arrive at the rates from reported data. When we do include states for which participation rates were derived, it is noted.

State assessments administered to students with disabilities who are also English language learners (ELLs) or bilingual students (e.g., a simplified-English mathematics test for ELLs—such as MTELL, in Minnesota) are counted in this report even though a separate report focuses specifically on these and other data reported for the population of English language learners with disabilities.

As noted by Thurlow et al. (2008), the definition of what we count as public reporting has been adjusted in recent years. Starting with the 2005-2006 school year, state Annual Performance Reports (APRs) and State Performance Plans (SPPs) have not been considered to be public reports that a state creates to meet the requirement to report public data on students with disabilities in the same manner and with the same frequency as it reports for all students.

The definition of regular students and students with disabilities is the same as in previous reports. “Regular student” refers to a population that might include all students assessed or all students without disabilities, depending on the state. The definition should be considered in interpreting the data, because we compare “regular student” data with data for students with disabilities. Further, the term “students with disabilities” may also vary by state, with some states reporting

only students with Individualized Education Plans (IEPs), and others reporting a combination of students with IEPs and 504 Plans.

When we examined gaps between all students and students with disabilities, we employed the same procedures as in the past, choosing representative grades to present data for elementary, middle, and high school. For our examination of gaps, we chose grades 4, 8, and 10. If a state did not have data for a grade, we chose one grade below. If that grade was not available, we chose the grade above. Further, we focused on reading and mathematics content areas, consistent with previous analyses. Information on how states reported other content areas is in the appendices.

Results

Characteristics of State Assessment Systems

A list of general state assessments for 2007-2008 is located in Appendix C. It includes all 50 regular states and the 11 unique states, with information on the name of each assessment, grades and content areas assessed, whether the state had publicly available disaggregated participation or performance data for students with disabilities for 2007-2008, and whether the results of each assessment are used for ESEA accountability purposes.

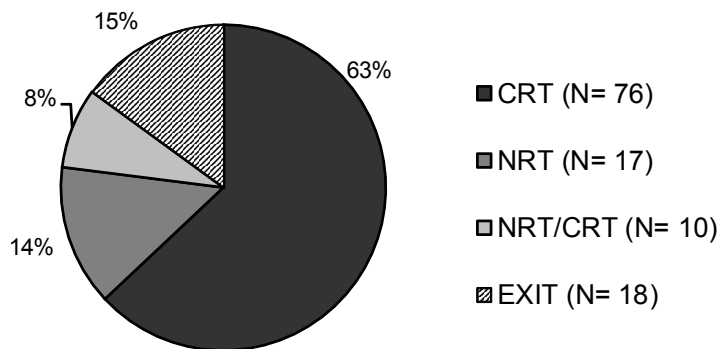
We identified 121 statewide assessments for the 50 regular states for 2007-2008. Of the 17 states that indicated they had administered a norm-referenced test (NRT), three states used the ITBS (Iowa, Nevada, and Utah), three states used TerraNova/Cat/6 (Alaska, Arizona, and California), three used the SAT 10 (Alabama, Arkansas, and Florida), two states each used EXPLORE and PLAN (Kentucky and West Virginia), and one state used Direct Writing Assessment (DWA) (Utah). In addition, California was phasing out Aprenda, an NRT specifically for Spanish speaking populations, and Nebraska used a standardized test that was not named. Ten other states used NRTs augmented with criterion referenced items (Arizona, Delaware, Florida, Indiana, Louisiana, Maine, Michigan, Missouri, North Dakota, and South Dakota). All other assessments were exit exams (EXIT) and criterion-referenced tests (CRTs) unique to each state, except for a few that were used commonly across a small group of states such as the NECAP assessment used by three states (New Hampshire, Rhode Island, and Vermont). Three states administered five state assessments each in 2007-2008, which was the highest number across all states (Alabama, Georgia, and North Carolina).

In addition to the 50 regular states, we also included the 11 unique states. For these 11, we had specific names for 9 state assessments. The Stanford Achievement Test (SAT-9 or SAT-10) was used by four unique states (American Samoa, Commonwealth of the Northern Mariana Islands, District of Columbia, and Guam). The TerraNova was used by the Department of Defense

Education Affairs, and Palau was revising its Palau Achievement Test (PAT), also an NRT. Two entities used augmented NRT/CRTs (Puerto Rico and Virgin Islands). Only one unique state (Commonwealth of the Northern Mariana Islands) used more than one regular assessment, employing both an NRT and a CRT. For the Bureau of Indian Education, students participate in statewide assessments in their state of residence and are reported together as a group based on proficiency data in their respective states.

Figure 1a displays the 121 assessments found for the 50 states (both in and outside ESEA accountability system) by type: criterion-referenced tests, norm-referenced tests, augmented NRTs with state-developed CRT items, and exit exams used as a requirement for graduation (EXIT).

Figure 1a. Total Percent of Regular Assessments In and Outside ESEA Accountability Systems by Assessment Type (N=121)

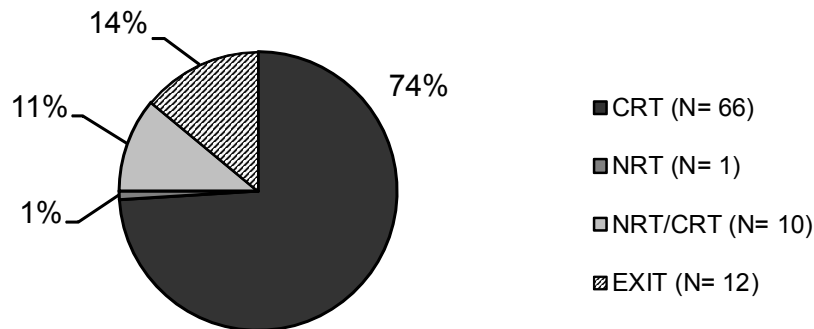


Note: Assessments are counted by assessment name. If a state had different names for CRTs by elementary/middle and high school these are counted separately. Alternative exit assessments were not counted.

Overall, the most common assessment type in 2007-2008 was the CRT at 63% (N=76), followed by EXIT assessments at 15% (N=18), NRTs at 14% (N=17), and augmented NRT/CRTs at 8% (N=10). Comparing the percent of each assessment type to that in 2006-2007, CRTs made up 2% more of the total, and EXIT assessments made up 3% less. The other two assessment types were nearly the same.

Figure 1b displays the same information as Figure 1a except that it includes only those assessments within ESEA accountability systems. Of the 89 assessments, CRTs (N=66) made up 74%, EXITs (N=12) made up 14%, NRT/CRTs (N=10) made up 11%, and NRTs (N=1) made up only 1%.

Figure 1b. Number of Regular Assessments in ESEA Accountability Systems by Assessment Type (N=89)



Note: Assessments are counted by assessment name. If a state had different names for CRTs by elementary/middle and high school these are counted separately. Alternative exit tests were not counted.

Regular States That Reported Disaggregated Regular Assessment Data for Students with Disabilities

Figure 2 summarizes state reporting of participation and performance data for students with disabilities for regular assessments within ESEA accountability systems in the 50 states. These assessments refer to the state content assessments based on grade-level achievement standards. In more recent years, the total number of states reporting participation and performance for all regular assessments had grown, with 92% of states (N=46) reporting this in 2006-07. In 2007-08, this number decreased by one state to 90% (N=45). States reporting performance only for all regular assessments increased by two states (N=4) over the previous year. No states reported participation or performance data for only some tests. Also, no state in 2007-08 reported only participation for its regular assessments. Only one state was categorized as not having data publicly reported in a manner similar to that for all other students, which remained the same as the previous year. Among those states with alternate assessments based on grade level achievement standards (AA-GLAS), included in Appendix C with regular assessments, two reported participation and performance (North Carolina and Virginia), and one reported participation only (Massachusetts). Although these alternate assessments are considered regular assessments in Appendix C, the figures focus on the regular assessments because all states are required to have them.

Figure 4 shows the prevalence of full reporting of participation and performance data by assessment type in ESEA accountability systems, across the 50 regular states. Eighty-five percent of CRTs had both participation and performance reported, with 56 out of 66 assessments reported. NRT and NRT/CRT assessments were fully reported at 100%. Exit assessments had 92% fully reported.

Figure 4. Percent of Regular Assessments in ESEA Accountability Systems Reporting Participation and Performance by Assessment Type

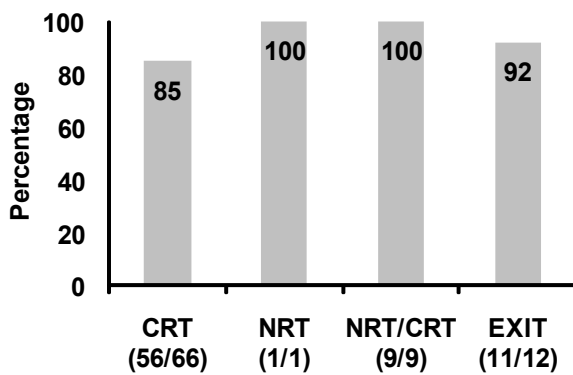
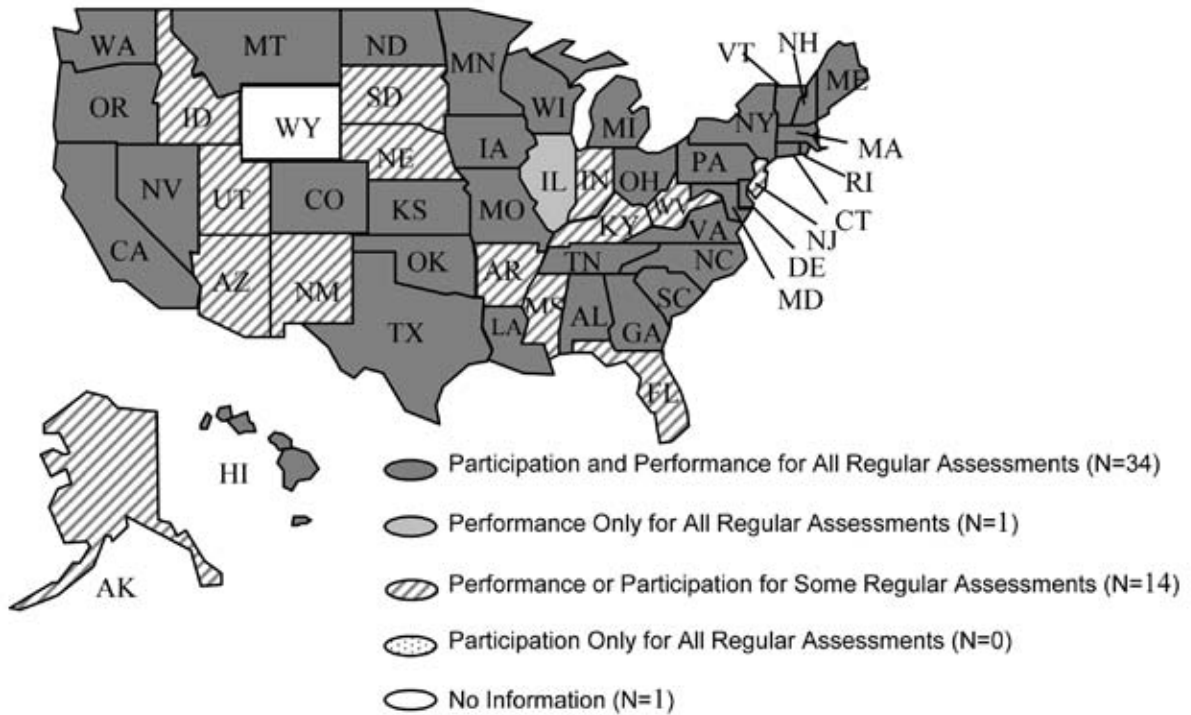


Figure 5 is a map showing information similar to Figure 3, except that it is based on all state mandated assessments in and outside of ESEA accountability systems. Comparing this map to Figure 3 reveals a similar pattern to previous years, in that there is more complete reporting by states on ESEA accountability assessments.

Figure 5. States Reporting 2007-2008 Disaggregated Participation or Performance Data for Students with Disabilities on Regular State Assessments In and Outside the ESEA Accountability System



*The figure does not include state APR or SPP data. A broad definition was used to determine whether a state had data. States were included if they had data in any form for each assessment; these data could be presented for the state as a whole, by grade ranges, or by grade.

Unique States That Reported Disaggregated Regular Assessment Data for Students with Disabilities

In 2007-2008, there was an increase in the number of unique states publicly reporting disaggregated regular assessment data. The number reporting participation and performance increased to four states, up from just one state in 2006-2007 (see Table 1).

Table 1. Unique States Reporting Disaggregated Participation or Performance Data for Students with Disabilities on Regular Assessments

Unique States	Participation	Performance
American Samoa	No	No
Bureau of Indian Affairs	Yes	Yes
Commonwealth of the Northern Mariana Islands	No	No
Department of Defense Education Affairs	Yes	Yes
District of Columbia	Yes ¹	Yes ¹
Federated States of Micronesia	No	No
Guam	No	No
Palau	No	No
Puerto Rico	No	No
Republic of the Marshall Islands	No	No
U.S. Virgin Islands	Yes	Yes

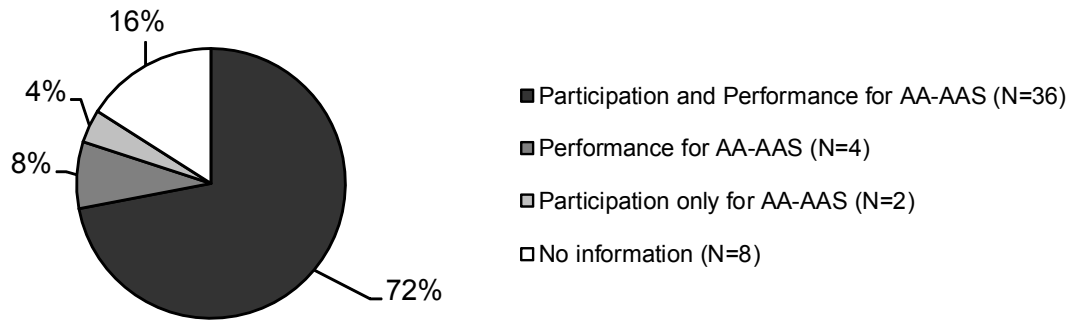
¹ The District of Columbia reported data by grade ranges.

States That Reported Disaggregated Data for Students with Disabilities for Alternate Assessments Based on Other Achievement Standards

All 50 regular states indicated using at least one alternate assessment based on alternate achievement standards (See Appendix D). Of these, one state (Arizona) had two tests but this was because the state uses one test for students in elementary and middle school and another one at the high school level. Some states had alternate assessments based on modified achievement standards (California, Kansas, Louisiana, North Carolina, North Dakota, Ohio, Oklahoma, and Texas) (See Appendix E). One alternate assessment (Washington) was classified by us as an unclear alternate exit test because the achievement standards used were not described. All alternate assessments, except the one in Washington, were categorized as used within ESEA accountability systems. The state with the highest number of alternate assessments was North Carolina (N=4), which is consistent with the findings of previous years, 2006-2007 and 2005-2006.

Figure 6 shows the number and percent of states that disaggregated participation and performance data for students with disabilities on alternate assessments based on alternate achievement standards (AA-AAS). There was very little change from 2006-2007 to 2007-2008. The same number reported both participation and performance (N=36) in both years. The number that reported performance only decreased by one state, and the number with no data increased by one state. States reporting participation only remained the same (N=2).

Figure 6. Disaggregated Alternate Assessment Based on Alternate Achievement Standards Results for Students with Disabilities in 2007-2008 for Regular 50 States*



*The figure does not include state APR or SSP data.

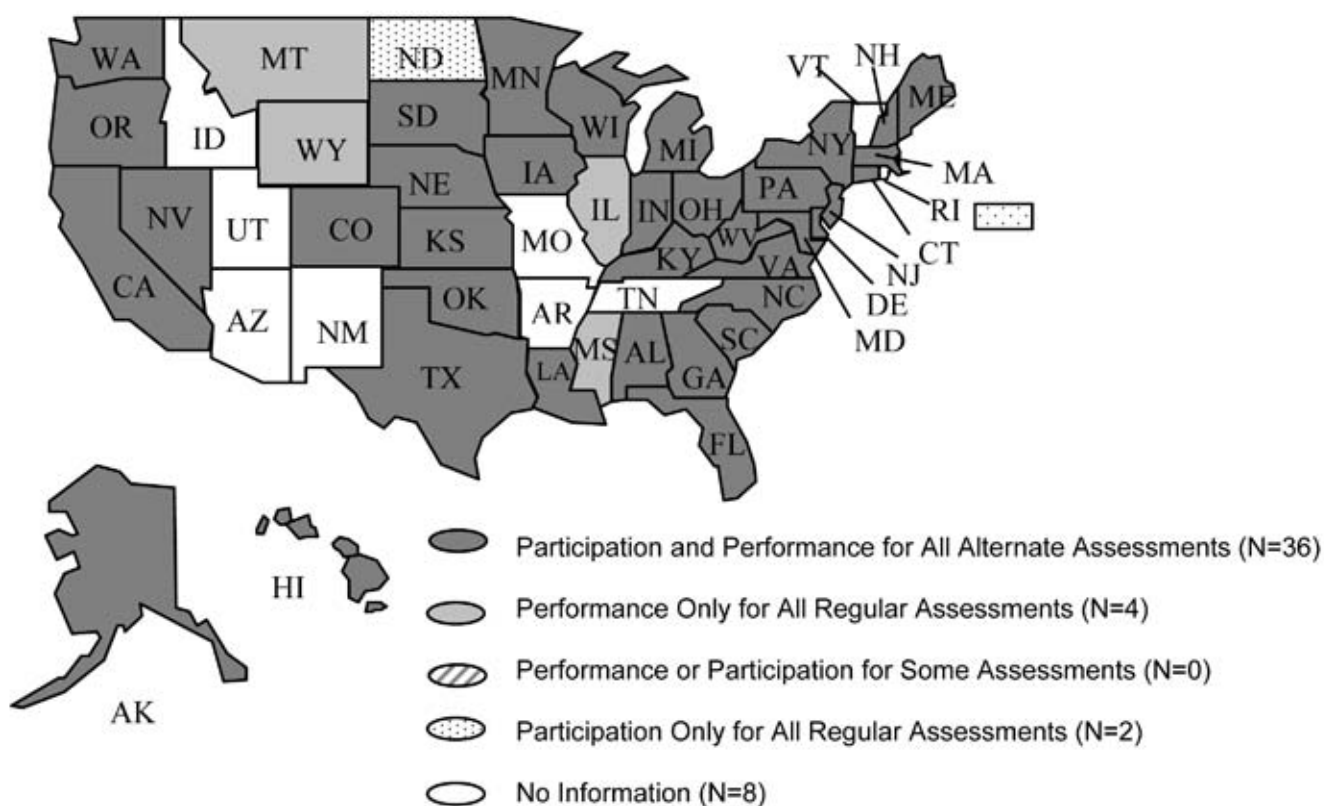
The total number of unique states with an alternate assessment based on alternate achievement standards (AA-AAS) in 2007-2008 was unclear due to the lack of information on state Web sites. In previous years, three unique states indicated using an AA-AAS for ESEA accountability purposes. In 2007-2008, one state (Virgin Islands) posted data for participation and performance on an AA-AAS.

Table 2. Unique States Reporting Disaggregated Participation or Performance Data for Students with Disabilities on Alternate Assessments based on Alternate Achievement Standards

Unique States	Participation	Performance
American Samoa	No	No
Bureau of Indian Affairs	No	No
Commonwealth of the Northern Mariana Islands	No	No
Department of Defense Education Affairs	No	No
District of Columbia	No	No
Federated States of Micronesia	No	No
Guam	No	No
Palau	No	No
Puerto Rico	No	No
Republic of the Marshall Islands	No	No
U.S. Virgin Islands	Yes	Yes

Figure 7 maps the number of regular states that reported disaggregated participation and performance data for AA-AAS. The number of states reporting participation and performance data for all AA-AAS for 2007-2008 was 36, the same as in the previous year. Four reported performance only (Illinois, Montana, Mississippi and Wyoming), two reported participation only (North Dakota and Rhode Island), and eight reported no information.

Figure 7. States Reporting 2007-2008 Disaggregated Participation or Performance Data for Students with Disabilities on Alternate Assessments based on Alternate Achievement Standards*



*The figure does not include state APR or SPP data. A broad definition was used to determine whether a state had data—states were included if they had data in any form for each assessment; these data could be presented for the state as a whole, by grade ranges, or by grade.

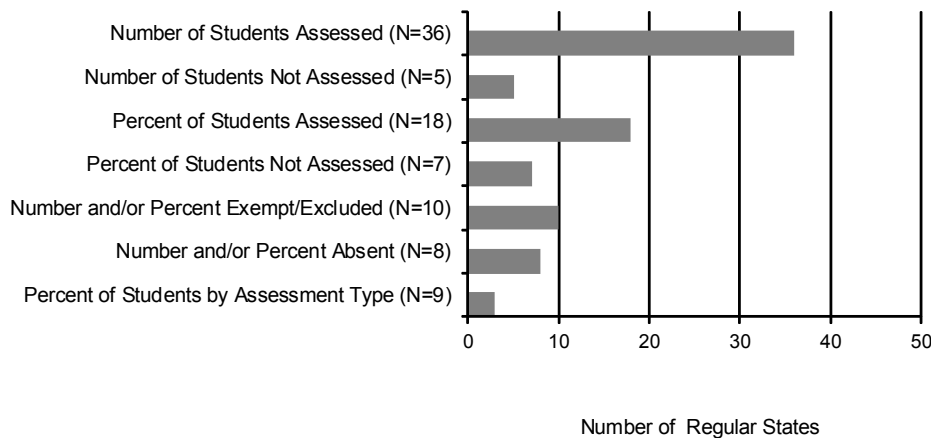
The small number of alternate assessments based on other types of achievement standards (grade-level or modified) were described earlier in this report; the participation and performance data for these other alternate assessments are noted in Appendices C and E.

Communicating Participation in 2007-2008

Regular Assessment Participation Approaches and Select Results

In this section we show the ways in which states reported participation data for regular assessments. More specifically, we describe the participation information presented to readers of a state's assessment report, without doing any calculations. Figure 8 focuses on the approaches taken by the 50 regular states in presenting participation data. This information is presented by state in Appendix F.

Figure 8. Number of States Reporting Participation by Various Approaches for Regular Assessments in ESEA Accountability Systems in 2007-2008



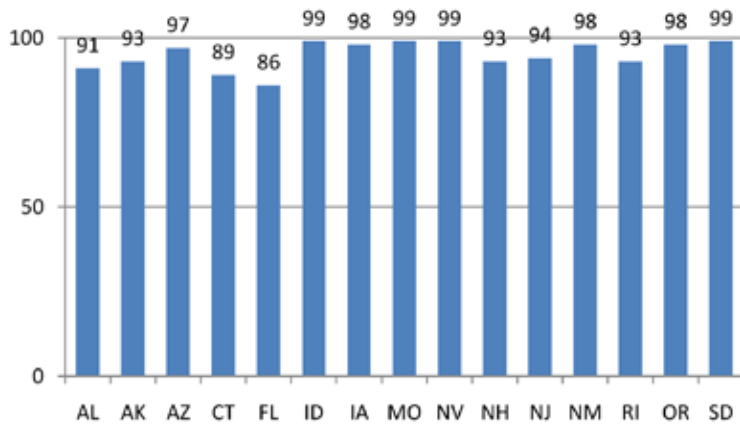
The most common way that states reported participation was number of students assessed (n=36). This was followed by reporting the percent of students assessed (n=18) and information about exempted or excluded students (n=10). Only a small number of states reported the number or percent absent (n=8) or percent of students not assessed (n=7).

Participation data for unique states are not graphed due to the small amount of data. Of the four states that publicly reported participation, three reported the number tested. Two of those reporting number tested did so not by grade but by grade range (i.e., elementary) or the total across grades. Three states reported the percentage tested, again with two states not reporting this by grade. The remaining seven unique states reported no disaggregated participation data publicly (see Appendix F).

Figure 9 shows the participation rates reported for 8th grade math in states where this information was reported, or the data could be derived. The grade and content area (middle school math) were chosen to maintain consistency with previous reports. States that aggregated middle school grades together were not included. For the 2007-2008 academic year, participation rates

ranged from 86% to 99% compared to 79% to 100% in 2006-2007. Fewer states are graphed in the current year (N=15) compared to the previous year (N=22), but there is one state more than in 2005-2006 (N=14). In 2007-08, all but two of the fifteen states had participation rates over 90%, with most of these over 95%.

Figure 9. Percentages of Students with Disabilities Participating in Middle School Regular Math Assessments in Those States with Clear Reporting of Participation Rates*

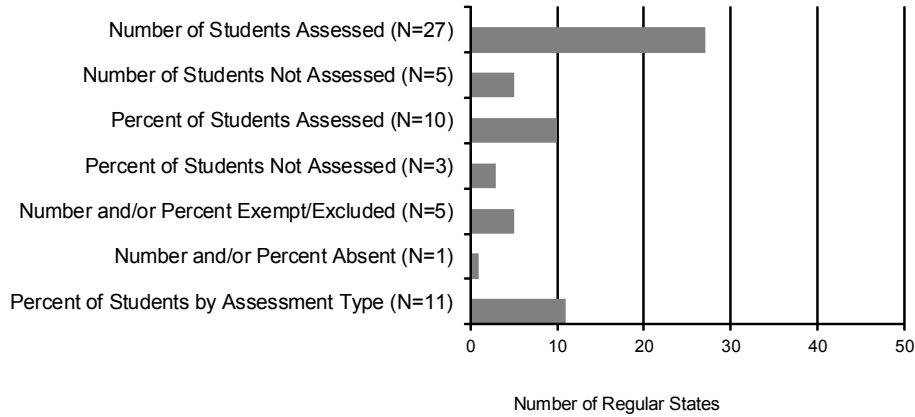


*Note: States graphed here include those with percentages derived from presented data, so some may not be counted as reporting a rate in Appendix E.

AA-AAS Disaggregated Participation Results for Students with Disabilities

We examined the ways in which states reported participation data for their alternate assessments based on alternate achievement standards (see Appendix G). Figure 10 shows how the 50 regular states approached reporting participation data for AA-AAS. This is a slightly different pattern from the ways in which participation data were reported for regular assessments. The category “percent of students by assessment” appears slightly more common for AA-AAS. Otherwise, the most common category is number tested.

Figure 10. Number of Regular States Reporting Participation by Various Approaches for AA-AAS in the ESEA Accountability System in 2007-2008



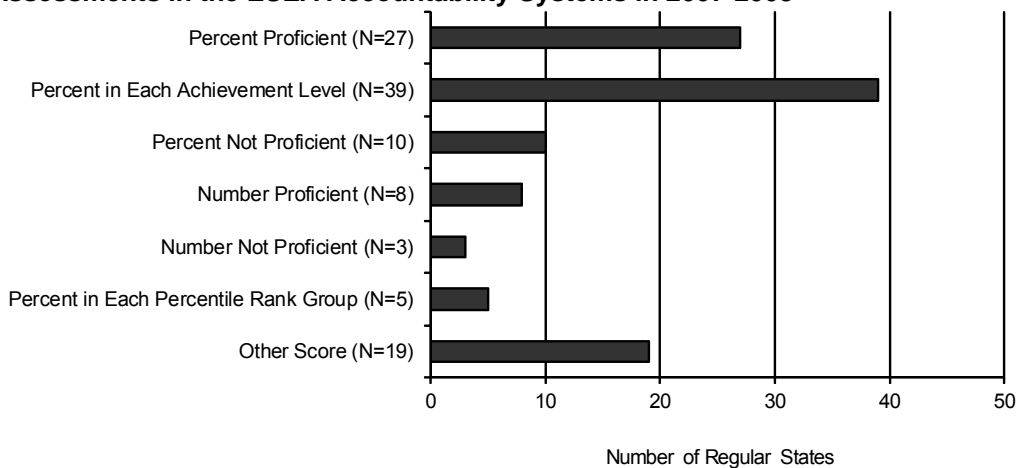
Communicating Performance in 2007-2008

Regular Assessment Performance and Select Results

States also report performance data in a variety of ways, such as the number or percent in each achievement level, percent proficient or not proficient, and scaled scores. The details for the figures in this section are presented by state and assessment in Appendix H. Figure 11 shows how the 50 states reported performance on regular assessments.

The most common way states reported performance data was by percent in each achievement level (n=39), followed by percent proficient (n=27) and other score (n=19). The “other score” category includes scaled scores or other types of scores that do not fit into the other categories.

Figure 11. Number of States Reporting Performance by Various Approaches for Regular Assessments in the ESEA Accountability Systems in 2007-2008



Selected Disaggregated Results of Regular Assessment Performance

This section compares the performance of general education students and students with disabilities for those states reporting disaggregated data. It is important to keep in mind that each state determines the specific content of its assessments and establishes its own proficiency levels. Therefore, it is unwise to compare proficiency rates of individual states, or to compare gaps between general education versus special education across states. Regular assessments in this section include predominantly state CRTs, though Exit assessments were used when states had no other assessment for 10th grade for ESEA accountability. One state, Iowa, used an NRT.

As noted in the method, the comparison group of general education students may include all students assessed or all students without disabilities assessed, due to the variability in how states report. This can influence how gap comparisons are interpreted, to a small degree, depending on the percentage of students with disabilities in the assessment.

Reading Performance

For 2007-08, slightly fewer states had data available for gap analyses than in 2006-2007. Figures 12-14 show the reading performance of students by state for those reporting data in 2007-2008. As found in previous years, students with disabilities had a lower percentage scoring proficient in reading and mathematics compared to general education students. However, there appears to be a pattern of smaller average gaps across the years from 2005-2006 and 2007-2008 for both reading and mathematics (Table 3a). The largest percentage change in average gaps was in elementary reading (-5.3), followed by middle school reading (-4.8) and middle school mathematics (-4.1).

Table 3a. Gaps Between Students with Disabilities and General Education Students on Regular Assessments for All States with Data: Comparison of Mean Gaps for SY 2005-2006 to 2007-2008

	Mean Gaps for All States with Data						Gap Changes for All States		
	2005-2006		2006-2007		2007-2008		2005-06 and 2006-07	2006-07 and 2007-08	2005-06 and 2007-08
	Gap	Number of states	Gap	Number of states	Gap	Number of states			
Elementary Reading	34.5	45	31.4	47	29.2	44	-3.1	-2.2	-5.3
Middle School Reading	42.5	45	40.5	47	37.7	44	-2.1	-2.8	-4.8
High School Reading	42.5	41	39.8	46	38.9	42	-2.7	-1.00	-3.7
Elementary Math	29.3	45	28.9	47	26.7	44	-0.4	-2.6	-3.0
Middle School Math	40.9	45	39.7	47	36.8	44	-1.2	-2.9	-4.1
High School Math	38.5	42	38.2	44	35.27	43	-.3	-2.93	-3.23

In Table 3b, we present the same information as in Table 3a, except that the states included in the averages are only those that were common across all three years of data. In these data, we see the same trend toward lower average gaps across years. Also, the percentage difference in average gaps for reading and math across grade levels is similar, though with a slightly higher percentage of change reflected. Elementary reading was highest (-5.7), followed by middle school reading (-5.1) and middle school mathematics (-4.5).

Table 3b. Gaps Between Students with Disabilities and General Education Students on Regular Assessments for Common States with Data: Comparison of Mean Gaps for SY 2005-2006 to 2007-2008

	Number of Common States with Data Across Three Years	Mean Gaps for Common States with Data			Gap Changes for Common States		
		2005-2006	2006-2007	2007-2008	Gap 2005-06 and 2006-07	Gap 2006-07 and 2007-08	Gap 2005-06 and 2007-08
Elementary Reading	43	34.7	31.7	29.0	-3.0	-2.7	-5.7
Middle School Reading	43	42.6	40.5	37.5	-2.1	-3.0	-5.1
High School Reading	38	42.9	41.1	39.1	-1.8	-2.1	-3.8
Elementary Math	42	29.6	29.3	26.3	-0.3	-3.0	-3.3
Middle School Math	43	41.1	39.9	36.6	-1.1	-3.4	-4.5
High School Math	38	39.2	39.1	36.0	-0.2	-3.1	-3.3

The reading performance of students, in states with publicly reported data, is graphed in Figures 12-14. Across most states, the reading performance of students with disabilities was considerably lower than the performance of general education students. The average percent proficient for elementary was generally higher than at the middle and high school levels. Figures 12-14 show data in order of increasing performance of regular education students. States names are not shown because comparisons between states are inappropriate.

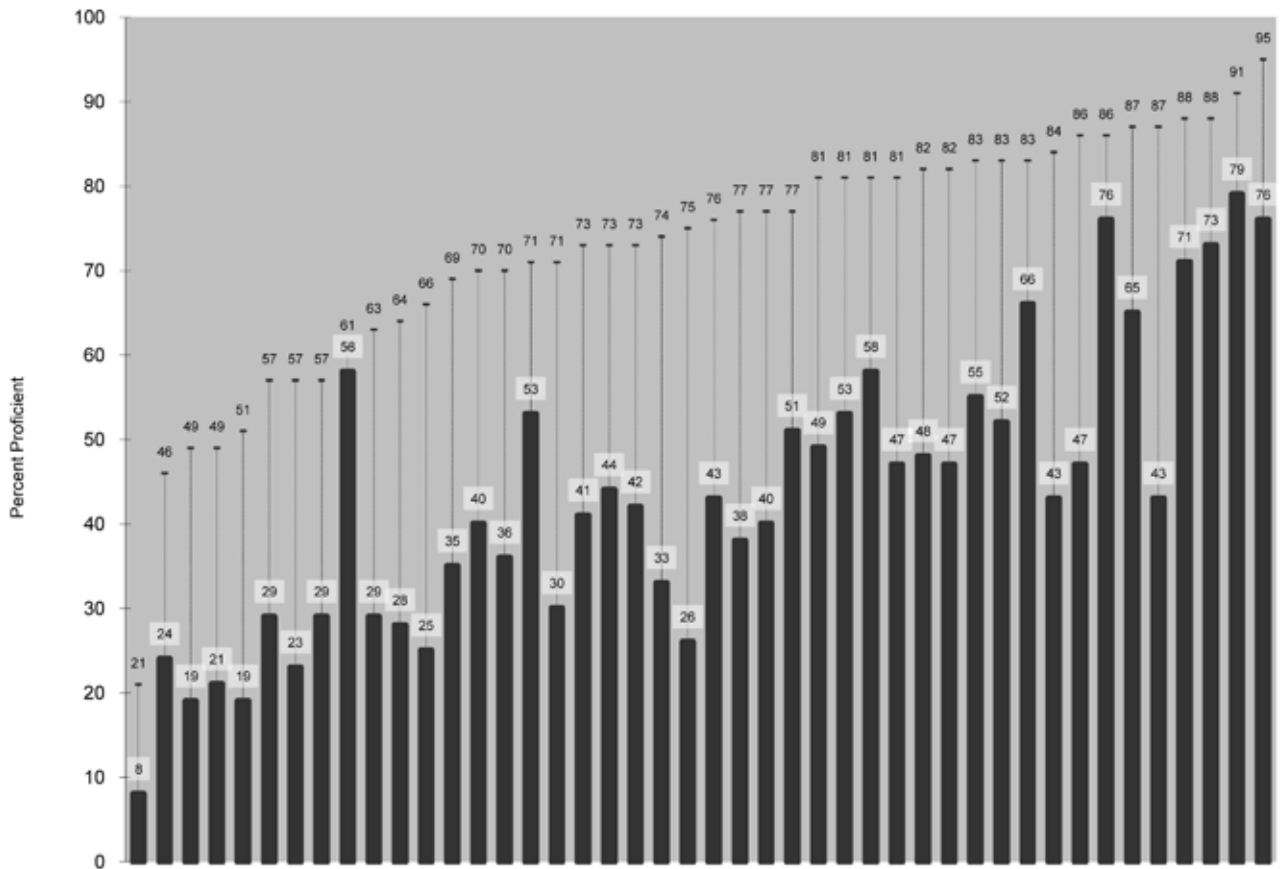
At the elementary level (see Figure 12) for those states with publicly reported data for both students with disabilities and general education students, gaps ranged from 3 to 49 percent. At the middle school level (see Figure 13), gaps ranged from 14 to 50 percent. At the high school level (see Figure 14), gaps ranged from 1 to 55 percent. We caution against comparing gaps across states, but are encouraged by what might be a trend toward smaller gaps across all levels in reading.

Mathematics Performance

Figures 15-17 show the performance of general education students and students with disabilities on states' 2007-2008 regular math assessments. As with reading, there are smaller gaps in math performance at the elementary grades than in middle and high school levels.

At the elementary school level, gaps in math achievement on regular assessments were smaller than for either middle school or high school. The gaps (see Figure 15) ranged from a low of 6 to a high of 41. At the middle school level (see Figure 16), gaps in achievement on regular math assessments ranged from a low of 6 to a high of 51. Gaps in math achievement on regular high school math assessments (see Figure 17) ranged from a low of 1 percentage point to a high of 55 percentage points.

Figure 12. Elementary School Reading Performance on the Regular Assessment

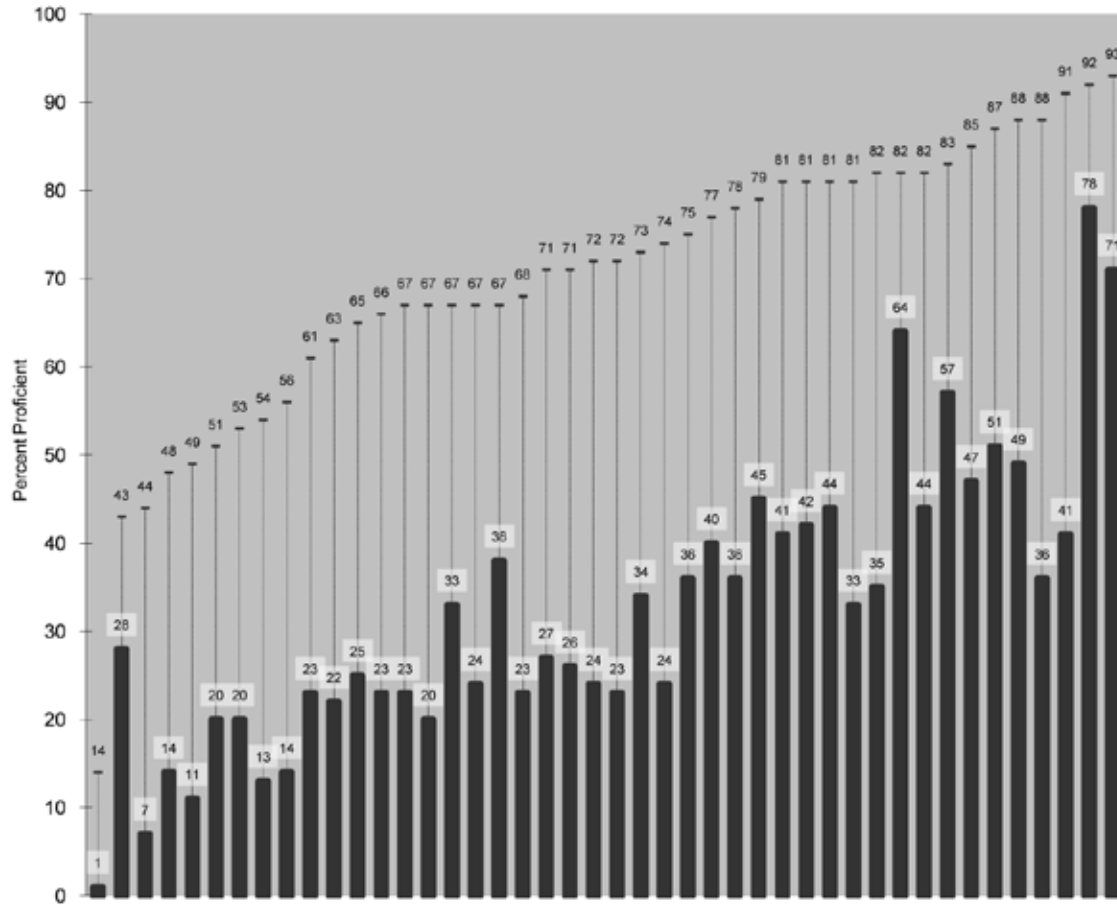


Legend:

Heavy Solid Bar = Students with disabilities percent proficient.

Dashed Line = Gap between students with disabilities and regular students. For some states our "regular students" comparison group may include students with disabilities, because states report data differently.

Figure 13. Middle School Reading Performance on the Regular Assessment

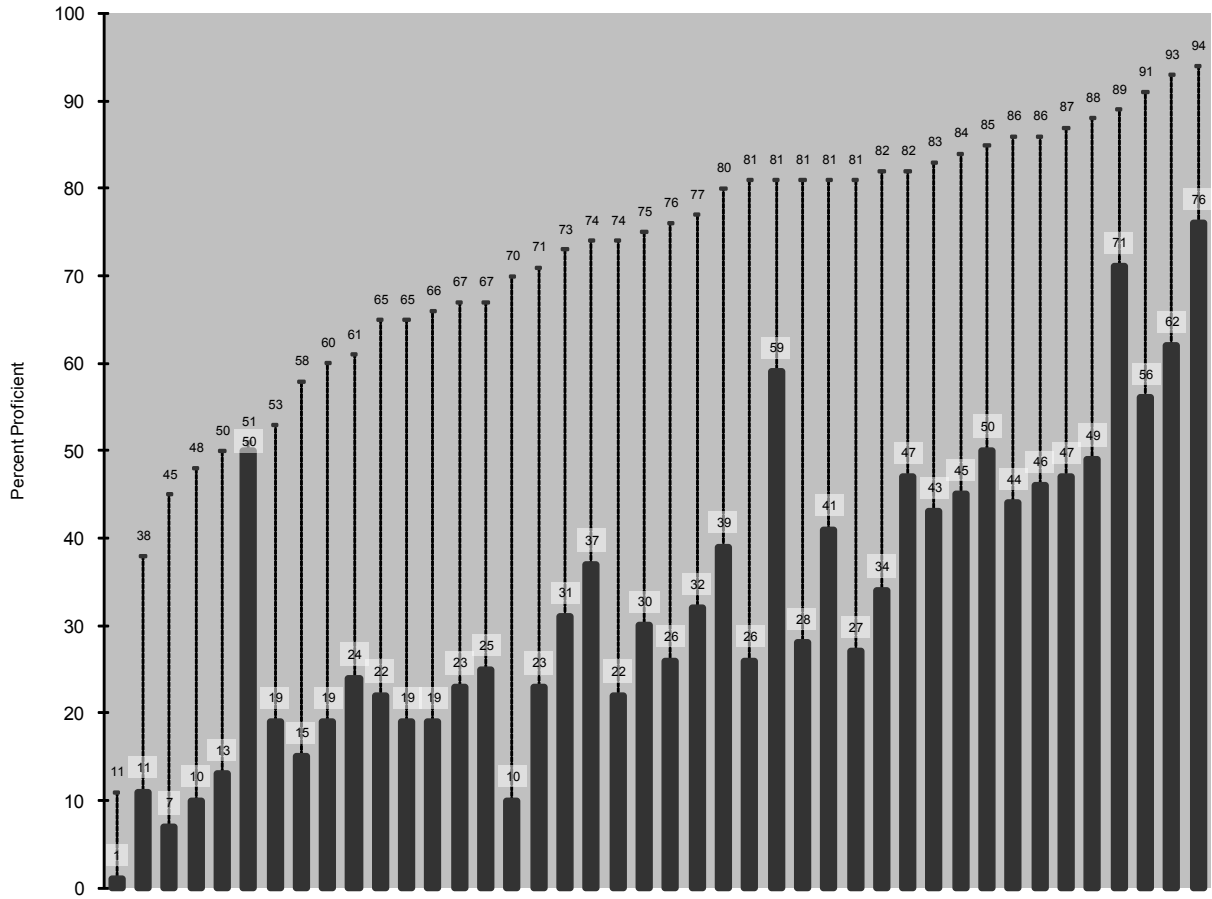


Legend:

Heavy Solid Bar = Students with disabilities percent proficient.

Dashed Line = Gap between students with disabilities and regular students. For some states our “regular students” comparison group may include students with disabilities, because states report data differently.

Figure 14. High School Reading Performance on the Regular Assessment

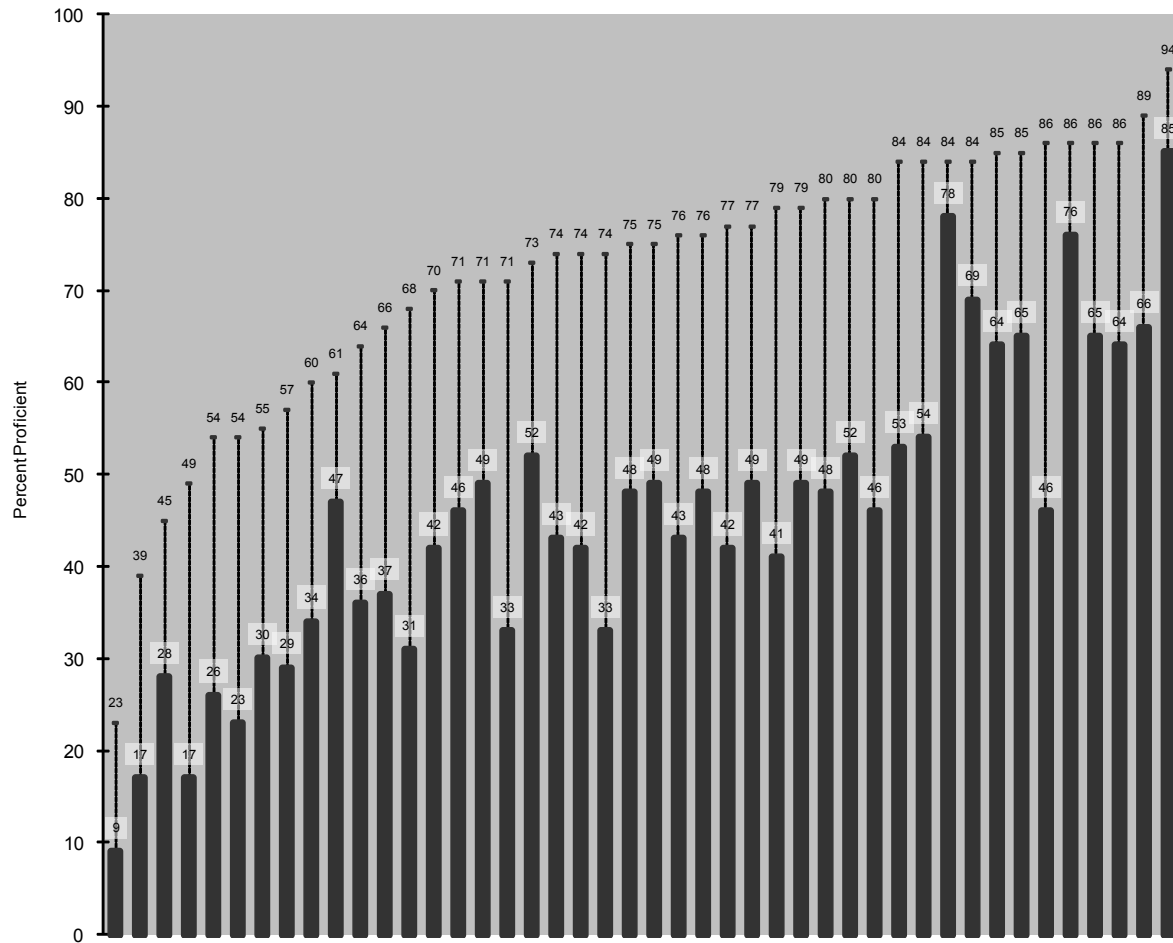


Legend:

Heavy Solid Bar = Students with disabilities percent proficient.

Dashed Line = Gap between students with disabilities and regular students. For some states our “regular students” comparison group may include students with disabilities, because states report data differently.

Figure 15. Elementary Mathematics Performance on the Regular Assessment

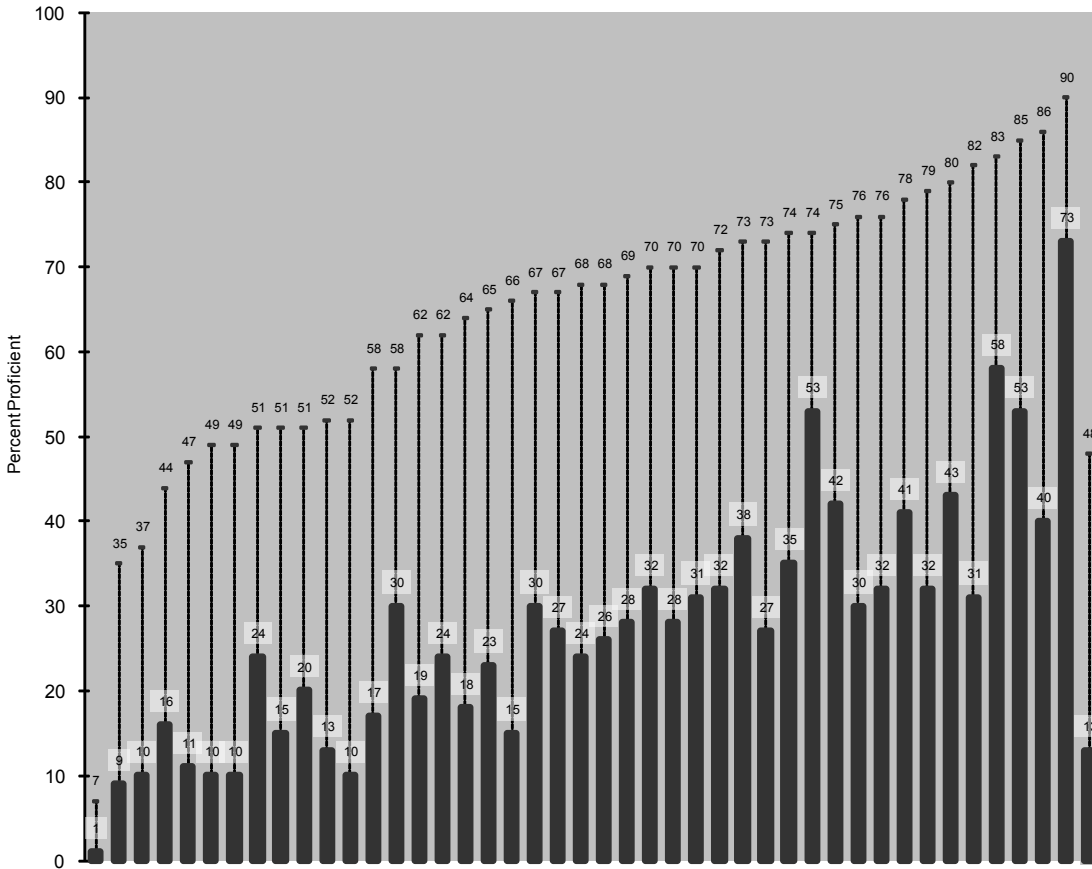


Legend:

Heavy Solid Bar = Students with disabilities percent proficient.

Dashed Line = Gap between students with disabilities and regular students. For some states our “regular students” comparison group may include students with disabilities, because states report data differently.

Figure 16. Middle School Mathematics Performance on the Regular Assessment

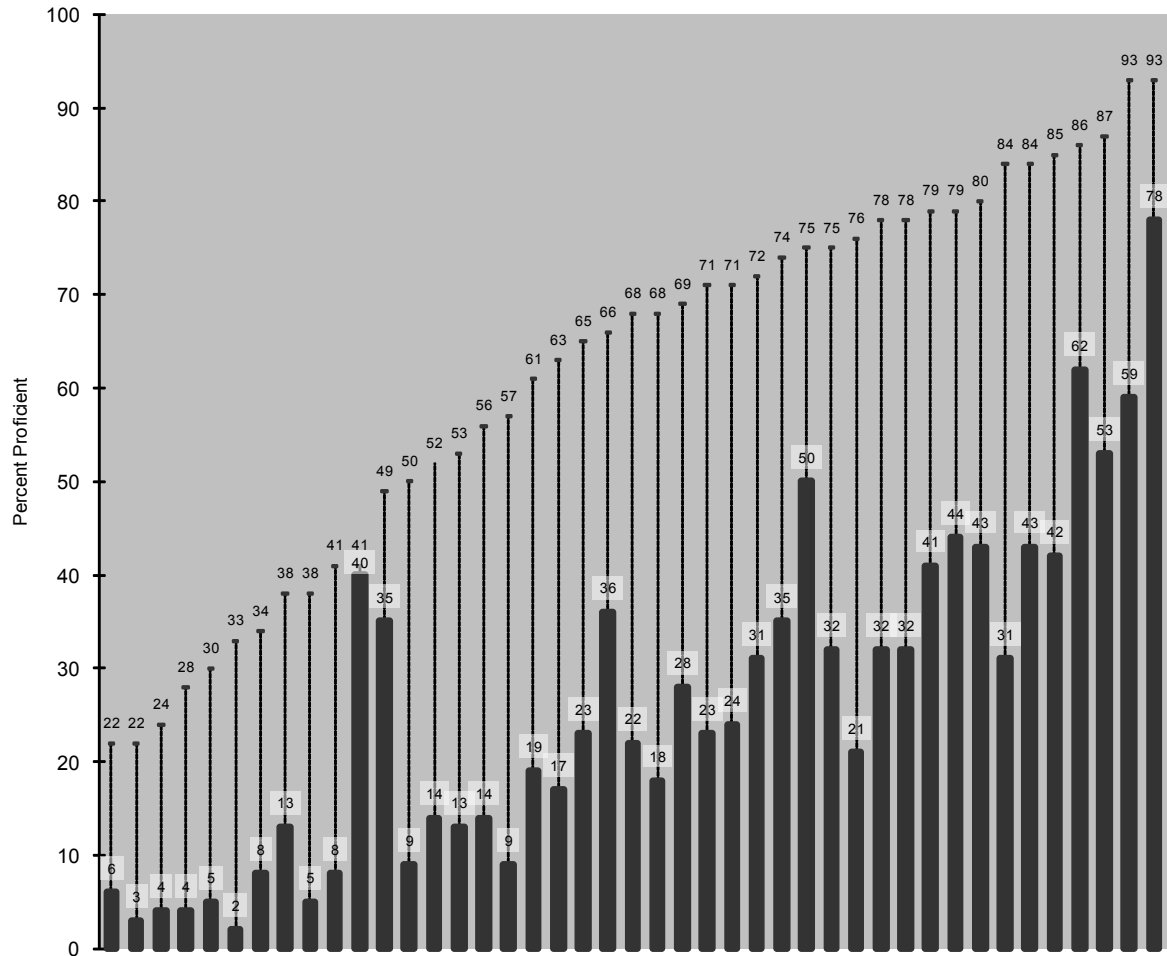


Legend:

Heavy Solid Bar = Students with disabilities percent proficient.

Dashed Line = Gap between students with disabilities and regular students. For some states our “regular students” comparison group may include students with disabilities, because states report data differently.

Figure 17. High School Mathematics Performance on the Regular Assessment

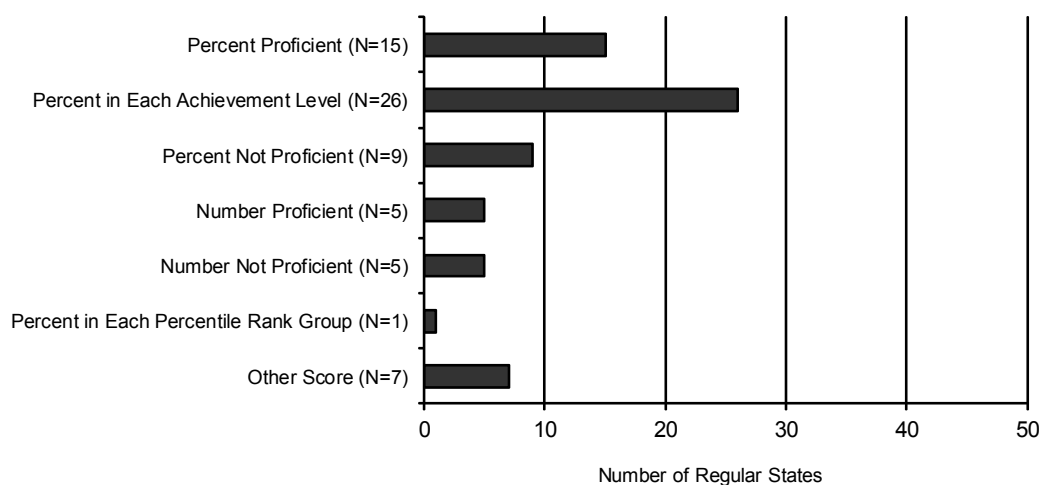


Legend:
 Heavy Solid Bar = Students with disabilities percent proficient.
 Dashed Line = Gap between students with disabilities and regular students. For some states our “regular students” comparison group may include students with disabilities, because states report data differently.

AA-AAS Performance Results

Figure 18 displays the approaches that the 50 states used to report performance data for alternate assessments based on alternate achievement standards (AA-AAS). This figure shows the same basic pattern as the reporting for regular assessments, with the most common performance reporting categories being percent in each achievement level (n=26), followed by percent proficient (n=15), and percent not proficient (n=9). In comparison, percent not proficient was the fourth most common category for regular assessment reporting because more states reported “other scores” on regular assessments than they did for AA-AAS. Only seven states reported “other scores” for AA-AAS. For more detailed information by state and assessment see Appendix I.

Figure 18. Number of States Reporting AA-AAS Performance by Various Approaches in the ESEA Accountability System in 2007-2008*



Other Information Collected for 2007-2008

Reporting for Alternate Assessments Based on Modified Achievement Standards

Of the four states with data reported for alternate assessments based on modified achievement standards (see Appendix E), all four reported the number of students tested. This is not surprising because this was the most commonly reported participation category for other assessments. Oklahoma reported number tested split by accommodated and non-accommodated status and North Dakota reported these data combining all grades. Other categories reported by California included the percent of students enrolled taking the test and the number with scores. North Carolina and Texas additionally reported the percent of students tested. Texas further reported the number or percent of students exempted and the number absent. For performance on these tests, three states reported percent in each achievement level (Louisiana, North Carolina, and

Oklahoma). Two states reported percent proficient (North Carolina and Texas). One state reported number in each achievement level, and three states reported in the “other” score category (e.g., average percent correct or average scale score). Compared to other types of assessments in Figure 4, there were proportionally fewer states reporting disaggregated participation or performance for AA-MAS, at five out of seven states (71%). One state (Oklahoma) was not counted because its assessment was still in development.

Reporting on Accommodations

Nineteen states reported participation or performance data for students taking state assessments with or without accommodations. This number was up from 16 in 2006-2007. Of these 19 states, 16 reported accommodated students’ participation, performance, or both, disaggregating by grade. Four states reported participation and performance by specific type of accommodation used by students (Colorado, Georgia, North Carolina, and Texas). Three states reported participation and performance for accommodations based on levels of approval for their use: non-approved/modification (Colorado), standard and conditional accommodation (Georgia), and standard and non-standard accommodation (Michigan). One state reported accommodation use disaggregated by its assessment based on modified achievement standards (Oklahoma). Another state (Texas) reported linguistically accommodated testing (LAT) administration for students with disabilities, as well as a “bundled” set of accommodations for students with dyslexia.

Of all 19 states reporting data on accommodated administrations of a state assessment, 7 states reported participation only (either the number or percent participating) with accommodations (Connecticut, Maine, Massachusetts, Mississippi, Nebraska, North Dakota, and Tennessee). Eleven states reported both participation and performance data for accommodated students.

For actual reported data for accommodated administration of assessments, see Appendix J and the summary in Table 4.

Table 4. 2007-2008 Summary of States that Reported State-Level Information about Accommodations

State ^a	Assessments	Terminology used	By content/grade?	Participation	Performance	Population Comments
Arizona	AIMS High School Mathematics	Braille and Non-Braille	Yes/Yes	No	Yes	Students using Braille or not.
Colorado	CSAP, CSAPA	With accommodations and by specific accommodation, approved and nonapproved	Yes/ Yes	Yes	Yes	All students with a documented need.
Connecticut	CMT	With and without accommodations	Yes/Yes	Yes	No	Students with disabilities.
Florida	FCAT	With and without accommodations	Yes/Yes	Yes	No	Students with disabilities..
Georgia	Does not specify	Without, standard, and conditional accommodations (and specific)	Yes/ Aggregated grades 1-8 and 11	Yes	No	Students with disabilities.
Indiana	ISTEP+	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities, non-ESL, and ESL/ LEP.
Iowa	ITBS/ ITED	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities.
Kentucky	KCCT	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities.
Maine	MEA	With and without accommodations	Yes/Yes	Yes	No	Identified disability.
Massachusetts	MCAS	Accommodated and regular test administration	Yes/Yes	Yes	No	Students with disabilities.
Michigan	MEAP and Access-Functional Independence Test	Standard all, nonstandard all, standard ELL only and nonstandard ELL only	Yes/Yes	Yes	Yes	Access test has students with disabilities, MEAP unclear group.
Mississippi	MCT	With and without accommodations	Yes, Grades 3-8 together and high school level	Yes	No	Students with disabilities.

Table 4. 2007-2008 Summary of States that Reported State-Level Information about Accommodations (continued)

Nebraska	Writing	Students receiving accommodation	Yes/Yes	Yes	No	Students with disabilities.
State^a	Assessments	Terminology used	By content/grade?	Participation	Performance	Population Comments
North Carolina	EOG and EOC	By specific accommodation	Yes/Yes	Yes	Yes	N/A
North Dakota	NDSA	With and without accommodations	Yes/Total in state	Yes	No	Students with disabilities.
Oklahoma	OCCT and OMAAP	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities Note: The OAAP Portfolio facilitates all appropriate accommodations.
South Dakota	Dakota STEP	With and without accommodations	Yes/Yes	Yes	Yes	General population (not students with disabilities only).
Tennessee	TCAP Standard	With and without accommodations	Yes/Yes	Yes	No	Students in special education.
Texas	TAKS	Students tested with bundled dyslexia accommodations and LAT (Linguistically Accommodated Testing).	Yes/Yes	Yes	Yes	Bundled and LAT: Total using, African American, Hispanic and white students, economically disadvantaged, limited English proficient, and special education students.

^aWisconsin noted that schools and districts have access to data in their download files on whether the WKCE was taken with test accommodations. The scores are not flagged or reported separately for students with disabilities with or without accommodations.

“Click” Analysis of Web-based Reporting

Publicly reported data are not functionally public unless provided in an easily accessible manner. To examine ease of access, we analyzed the number of clicks it takes to locate disaggregated data on students with disabilities on the Web sites of states’ departments of education (see Figures 19 and 20). This analysis is similar to previous analyses we have conducted, and presents click summary figures for all regular states with data on regular assessments and AA-AAS.

Figure 19 presents the number of clicks between Web pages required to arrive at the disaggregated data for states' regular assessments. Figure 20 presents the same information for states' AA-AAS. For states with a Web page that generates reports, we did not count the additional clicks needed to choose specific demographic or assessment characteristics. For those sites, we only counted the number of clicks needed to arrive at the generator site and a final "submit" click. Web page search engines were not used and "false starts" were not counted.

For 2007-2008, most state Web sites in the analysis required three or four clicks to access data, with 34 states for regular assessments and 25 states for AA-AAS data. Only one state required seven or more clicks for regular and AA-AAS assessments. This is similar to the results of the previous year's analysis (2006-2007), which found 34 states with 3-4 clicks and 2 states with 7 clicks or more for regular assessments and 28 states with 3-4 clicks and 2 states with 7 clicks or more on AA-AAS. However, because Web sites change frequently, and because the number of states reporting data from year to year changes, one should not assume a clear year-to-year comparison is possible. For example, in the past two years, all but one state has reported regular assessment data. For 2007-2008, 42 states reported AA-AAS data, compared to 44 in 2006-2007.

Figure 19. Number of States in Each "Click" Category for States Reporting Regular Assessments (Total N=49)

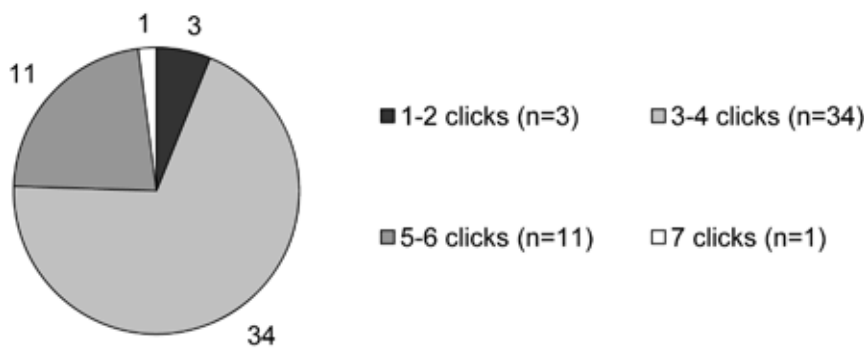
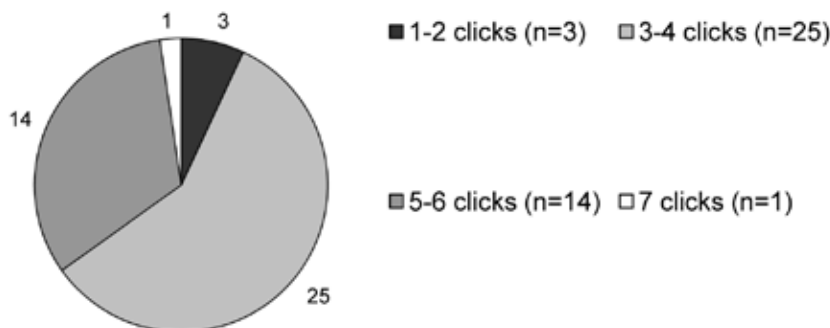


Figure 20. Number of States in Each Click Category for states Reporting AA-AAS (Total N=42)



Summary and Discussion

This report is the twelfth annual report by NCEO. From the beginning the purpose of the NCEO analysis has been to examine the availability and nature of public data reporting on students with disabilities. Although there were quite dramatic shifts over the first decade of reports, the amount of change in the nature of public reporting has slowed. To a large extent this reflects the fact that most states are reporting both participation and performance data.

For 2007-2008, 49 out of 50 regular states were counted as having publicly reported disaggregated data for students with disabilities in a manner comparable to that of general education or all students. This represented no change from 2006-2007. Overall the completeness of reporting also remained about the same for alternates based on alternate achievement standards (AA-AAS), with 36 states reporting participation and performance for AA-AAS, the same as in the previous year. Also similar to the previous year, the number of states in 2007-2008 reporting these data for tests outside ESEA accountability systems was lower than for tests within the ESEA system.

Those states reporting both participation and performance for all regular assessments inside ESEA accountability systems decreased one state from 46 in 2006-2007 to 45 in 2007-2008. States reported disaggregated participation and performance data online for 90% of all regular assessments within ESEA systems. Four states reported only performance. No state reported participation and performance for only some assessments. One state did not publicly report disaggregated data on its regular report for students with disabilities. In a positive change from the previous year, the number of unique states, including special territories, publicly reporting disaggregated participation and performance data for regular assessments increased from one state to four states.

The number of regular states publicly reporting participation and performance for AA-AAS remained the same from 2006-2007 to 2007-2008, with 36 states reporting. Although the number of states that did not publicly report AA-AAS data declined from 13 states to 7 in 2006-2007, in 2007-2008 this number increased slightly to 8 states. Other states reported partial information for either participation or performance, with four states reporting only performance and two states reporting only participation. For unique states, there was one state that reported data for AA-AAS in 2007-2008 compared to no states reporting these data in 2006-2007 and one state reporting in 2005-2006.

The most common approaches used by states to communicate participation and performance on regular assessments and AA-AAS remained the same as for the two previous years, with some variability within the less-frequently used “other” categories. Across assessments, the most common way to report participation was by number assessed (36 states for regular and 27 states

for AA-AAS). The most common way of reporting performance was by the percent of students in each achievement level (39 states for regular and 26 states for AA-AAS).

For performance, the general pattern continued as in previous years: Data for reading and mathematics for students with disabilities showed lower average rates of proficiency compared to general education students. Looking at the average gaps across three years of data at each representative grade level showed that the average gap in performance has gotten smaller for both reading and mathematics from 2005-2006 to 2007-2008 for those states with data. Considering only those states that reported data in all three years, the largest differences in average gaps were found for elementary reading, middle school reading, and middle school mathematics. Although we always caution against comparing gaps across states, we are encouraged by what might be a trend toward smaller average gaps in these areas.

Accommodations reporting increased over the previous year with the number of states reporting disaggregated data for students who used accommodations on state assessments up to 19 states from 16 states in 2006-2007. This information on accommodations spanned across different state assessments including AA-AAS (n=1), norm and criterion referenced regular assessments (n=18), and alternate assessment based on modified achievement standards (AA-MAS). One state did not identify the assessments included in the data.

Recommendations for Reporting

Previous reports on public reporting of disaggregated data for students with disabilities have made several recommendations, most of which continue to hold given the results from the analysis of 2007-2008 assessment reports.

- Report participation and performance results for each assessment, content area, and grade level.
- Clearly label preliminary and final data with dates posted.
- Report participation with accommodations.
- Report participation percentages, disaggregated by grade.
- Make data accessible.

In the 2007-2008 school year, most states reported data by assessment, content area, grade level, and whether the data were preliminary data or final data. In contrast, a few states that reported assessments separately in the past now merge their regular and AA-AAS assessment performance

data together. Although this merging of data makes sense for accountability purposes, it does not allow one to look at performance by test, and is inconsistent with federal requirements to report data for alternate assessments.

The number of states reporting participation percentages in general has not changed substantially, though the populations included in participation rates and what type of rate is reported (whether percent of students tested in the system or percent of students tested based on numbers enrolled in grade level) still varies across states. Over the years states have fluctuated slightly in reporting data for accommodated performance, but reporting these data remains a useful practice. Finally, the accessibility of reports remains about the same regarding the number of clicks from a state's homepage, but ensuring that data are presented in accessible formats for a broad population of users still remains an area for improvement.

Conclusion

Although several measures of 2007-2008 reporting remain essentially unchanged from 2006-2007, a highlight for 2007-2008 is that we are seeing narrower gaps in reading performance between students with and without disabilities, across all levels. Another high point is that the increased number of unique states publicly reporting disaggregated participation and performance data for regular assessments increased from one state to four states.

Overall, the usefulness of assessment data would be greatly enhanced if all states reported by grade level. We look forward to further improvements as states continue to enhance their data acquisition, analysis, and reporting systems.

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Albus, D., Thurlow, M., & Bremer, C. (2009). *Achieving transparency in the public reporting of 2006-2007 assessment results* (Technical Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

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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.

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Wiley, H. I., Thurlow, M. L., & Klein, J. A. (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.

Appendix A

Example Letter to Assessment Director

The National Center on Educational Outcomes is examining states' public reports on **2007-2008** school year assessment results. Our goal is to (a) identify all components of each state's testing system (with the exception of tests specific to English language learners or tests in other languages not considered an accommodation), (b) determine whether each state reports **disaggregated** test results for students with disabilities, (c) describe the way participation and performance information is presented, and (d) describe how states report results for students who took the test with accommodations or modifications.

We have reviewed your Web site for test information, including both participation and performance data on your statewide assessments. Enclosed are tables highlighting our findings from that review. **Please verify all included information. Specifically, please return the tables that we have attached, noting your changes to them. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or website that contains the accurate information.** Address your responses to Deb Albus via email albus001@umn.edu, fax (612) 624-0879, or via mail to the above address.

If you have any questions about our request, please email Deb Albus or call at (612) 626-0323. Please respond by **March 27, 2009**.

Thank you for taking the time to provide this information.

Sincerely,

Martha Thurlow
Director

Deb Albus
Research Fellow

ALABAMA, 2007-2008

(Tables 1- 4)

Table 1: Tests Administered and Results Found on Your State’s Regular Report(s)

Please review this table for its accuracy, make any changes (if necessary), and fill in any blank fields.

Test	Grades Tested	Subject Areas	Is Disaggregated Info for Students with Disabilities Reported? (Yes/No)		Is this test part of NCLB system? (Yes/No)
			Participation	Performance	
Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	Yes	Yes	No
Alabama High School Graduation Exam (AHSGE) [EXIT]	11, 12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
Stanford Achievement Test, 10 th ed. (SAT-10) [NRT]	3 - 8	Reading, Language, Math, Science (5,7), Social Studies (6)	Yes	Yes	No
Alabama Reading and Mathematics Test (ARMT) [CRT]	3 - 8	Reading, Math	Yes	Yes	Yes
Alabama Science Assessment	5,7	Science	Yes	Yes	Yes
Alabama Alternate Assessment (AAA) AAS*	1 - 12	Reading, Math	No	No	Yes

*AAS=based on alternate achievement standards; GLAS=based on grade level achievement standards.

Table 2: Participation Information for Students with Disabilities

Please review this table. A “Y” indicates we found data reported this way in your state’s regular report(s). Please add a “Y” if your state uses additional categories in your regular report(s), and please provide us with the information (either a hard copy or a Web-link). A regular report is a public report summarizing data for students with disabilities in a manner equivalent to that used for state data reporting for students without disabilities or for all students.

Note: “Y” marks indicate categories the state uses descriptively (e.g., we do not add percentages of students across achievement levels to get total percent proficient for this table).

Test	Data reported by grade and individual test						
	Percent of Students by Assessment (e.g.,4% in alternate on AAS)	Number of Students Tested	Number of Students Not Tested	Percent of Students (participation rate e.g., 98% gr. 4)	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
AHSGE	Y	N	N	Y	N	N	N
SAT-10	Y	N	N	Y	N	N	N
ARMT	Y	N	N	Y	N	N	N
AAA	N	N	N	N	N	N	N

Table 3: Performance Information for Students with Disabilities

Please review this table. A “Y” indicates we found data reported this way in your state’s regular report(s). Please add a “Y” if your state uses additional categories in your **regular** report(s), and please provide us with the information (either a hard copy or a Web-link). A **regular** report is a public report summarizing data for students with disabilities in a manner equivalent to that used for state data reporting for students without disabilities or for all students.

Note: “Y” marks indicate categories the state uses descriptively (e.g., we do not add percentages of students across achievement levels to get total percent proficient for this table).

Test	Data reported by grade and individual test							
	Percent in Each Achievement Level	Percent in Each PR*	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Other
AHSGE	Y	N	N	N	N	N	N	N
SAT-10	N	N	N	N	N	N	N	Y Percentile
ARMT	Y	N	N	N	N	N	N	N
AAA	N	N	N	N	N	N	N	N

*=Percentile Rank

Table 4: Accommodations

We are interested in examining if and how states report information about students who take assessments using accommodations. Please change our responses (if necessary) to reflect information that is reported for your state. If you do make changes, please provide us with the information (either a hard-copy or a Web-link).

Tests Reporting Data on Accommodations	Accommodation Categories	Is Disaggregated Info for Students Using Accommodations Reported? (Yes/No)		For Whom?
		Participation	Performance	
None				

Appendix B

Example Letter to Special Education Director

The National Center on Educational Outcomes is examining states' public reports on **2007-2008** school year assessment results. Our goal is to (a) identify all components of each state's testing system (with the exception of tests specific to English language learners and tests in other languages not considered an accommodation), (b) determine whether each state reports **disaggregated** test results for students with disabilities, (c) describe the way participation and performance information is presented by grade and test, and (d) describe how states report results for students who took the test with accommodations or modifications.

We have reviewed your Web site for test information, including both participation and performance data on your statewide assessments in regular state reports. Enclosed are tables highlighting our findings from that review. **Please verify all included information. Specifically, please return the tables that we have attached in a way that suits you (e.g., mail, fax, scan and email), noting your changes to them. Also, if information was missed in a regular report available for your state, please provide us with the public document and/or website that has the information.** Address your responses to Deb Albus via email at albus001@umn.edu, fax at **(612) 624-0879** or via mail to the above address.

If you have any questions about our request, please email Deb Albus or call at (612) 626-0323. If we do **not** hear from you by **May 26, 2009**, we will assume there is no additional publicly available information.

Thank you for taking the time to provide this information.

Sincerely,

Martha Thurlow
Director

Deb Albus
Research Fellow

Appendix C

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Regular State Tests in the Fifty States and Unique States for 2007-2008

Note: For asterisks (*, **), see Assessment Component column.

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Alabama	Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	Yes	Yes	No
	Alabama High School Graduation Exam (AHSGE) [EXIT]	11, 12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
	Stanford Achievement Test, 10th ed. (SAT-10) [NRT]	3-8	Reading, Language, Math (3-8), Science (5, 7), Social Studies (6)	Yes	Yes	No
	Alabama Reading and Mathematics Test (ARMT) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	Alabama Science Assessment (ASA)[CRT]	5, 7	Science	Yes	Yes	Yes
Alaska	Standards Based Assessment (SBA) [CRT]	3-10	Reading, Math, Writing (3-10), Science (4, 8, 10)	Yes	Yes	Yes
	High School Graduation Qualifying Exam (HSGQE) [EXIT]	10-12	Reading, Math, Writing	Yes	Yes	Diploma
	TerraNova/CAT-6 [NRT]	5, 7	Reading, Language Arts, Math, Science, Social Studies, Spelling	No	Yes	No
Arizona	TerraNova [NRT]	2-9	Reading/Language Arts, Math	No	No	No
	Arizona Instrument to Measure Standards (AIMS) [NRT/CRT]	3-8	Reading, Math, Writing	Yes	Yes	Yes
	AIMS Science [CRT]	4, 8, HS	Science	Yes	Yes	Yes
	AIMS High School (AIMS HS) [EXIT]	10-12	Reading, Language, Math	Yes	Yes	Yes
Arkansas	SAT 10 [NRT]	K-9	Reading, Language, Math	No	No	No
	Arkansas Benchmark Exams [CRT]	3-8	Literacy(Reading), Math, Science (4, 7)	Yes	Yes	Yes
	End of Course (EOC) [CRT]	HS	EOC-Algebra I, EOC-Geometry, Literacy	Yes	Yes	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
California	California Standards Tests (CSTs) [CRT]	2-11	English Language Arts (2-11), Math (2-8), Science (5, 8, 10), Math End-of-Course (8-11), History-Social Science (8, 10, 11), Science End-of-Course (9-11)	Yes	Yes	Yes
	California Achievement Test, 6th ed. (CAT-6) [NRT]	3, 7	Reading, Language, Math, Spelling	Yes	Yes	No
	Standards Based Test in Spanish [CRT]	2-4 (phasing in)	Reading Language Arts and Math	Yes	Yes	Yes
	Aprenda [NRT] (designated primary language test) *Phasing out	5-11	Reading, Math, Language, Spelling	Yes	Yes	No*
Colorado	Colorado Student Assessment Program (CSAP) [CRT]	3-10	Reading, Math, Writing (3-10), Science (5, 8, 10)	Yes	Yes	Yes
	Spanish Version of Reading and Writing: Escritura, Lectura [CRT]	3, 4	Reading, Writing (3, 4)	Yes	Yes	Yes
Connecticut	Connecticut Mastery Test (CMT) [CRT]	3-8	Reading, Math, Writing(3-8), Science (5, 8)	Yes	Yes	Yes
	Connecticut Academic Performance Test (CAPT) [CRT]	10	Reading, Math, Writing, Science	Yes	Yes	Yes
Delaware	Delaware Student Testing Program (DSTP) [NRT/ CRT]	2-11	Reading, Math (2-10), Writing (3-10), Science, Social Studies (4, 6, 8, 11)	Yes	Yes	Yes
Florida	Florida Comprehensive Assessment Test (FCAT), includes SAT-9 [NRT/ CRT] (no NRT reported for participation or performance)	3-11	Reading (3-10), Math (3-10), Writing (4, 8, 10), Science (5, 8, 11)	Yes	Yes	Yes
	FCAT (SAT 10) [NRT]	3-10	Reading, Math	No	No	No

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Georgia	End of Course Tests (EOCT) [CRT]	9-12	English Literature and Composition (9), American Literature and Composition, Algebra, Geometry, Biology, Physical Science, US History, Economics/ Business/Free Enterprise	Yes	Yes	No
	Georgia High School Writing Test (GHSWT) [CRT]	11	Writing	Yes	Yes	No
	Georgia High School Graduation Test (GHS GT) [EXIT]	11	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	Criterion-Referenced Competency Tests (CRCT) [CRT]	1-8	Reading, English/Language Arts, Math, Science (3-8), Social Studies (3-8)	Yes	Yes	Yes
	Eighth Grade Writing Assessment [CRT]	8	Writing	Yes	Yes	No
Hawaii	Hawaii State Assessment (HSA) [CRT]	3-8, 10	Reading, Math, Writing, Science	Yes	Yes	Yes
	Hawaiian Aligned Portfolio Assessment (HAPA) For Hawaiian Language Immersion Program *Included with regular test [CRT]	3-8, 10	Reading, Math, Science	Yes*	Yes*	Yes
Idaho	Idaho Direct Assessments (DMA/ DWA) [CRT]	4-9	Math (4, 6, 8), Writing (5, 7, 9)	No	No	No
	Idaho Standards Achievement Tests (ISAT) [CRT]	3-8, 10	Reading, Language Usage, Math, Science (5, 7, 10)	Yes	Yes	Yes
	Idaho Reading Indicator (IRI) [CRT]	K-3	Reading	No	No	No
Illinois	Illinois Standards Achievement Test (ISAT) [CRT] *7 th grade science not reported	3-8	Reading, Math, Science (4, 7)	No	Yes	Yes
	Prairie State Achievement Exam (PSAE) [CRT]	11	Reading, Math, Science	No	Yes	Yes
Indiana	Indiana Statewide Testing for Educational Progress (ISTEP+) [NRT/CRT]	3-10	English Language Arts, Math, Science (5, 7)	Yes	Yes	Yes
	Graduation Qualifying Exam (GQE) [EXIT]	10	English Language Arts, Math	Yes	Yes	Yes
	Core 40 End-of-Course Assessments (ECAs) [EXIT]	Varies	English 11, Algebra 1, II, Biology I	No	No	No

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Iowa	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ ITED) [NRT]	3-8, 11	Reading, Math (3-8, 11), Science (8, 11)	Yes	Yes	Yes
Kansas	Kansas Assessment System (KAS) [CRT] *Combines all tests	3-8, 10, 11	Reading (3-8,11), Math (3-8,10), History (6, 8, 11), Science (4, 7, 11)	Yes*	Yes*	Yes
Kentucky	Explore (8 th)[NRT]	8	Reading, Language, Math	No	No	No
	Plan (10 th) [NRT]	10	Reading, Language, Math	No	No	No
	ACT (11 th) [NRT]	11	Reading, Language, Math	No	No	No
	Kentucky Core Content Test (KCCT)[CRT]	3–8, 10- 12	Reading (3-8,10), Math (3- 8,11), Writing Portfolio and On-Demand (5, 8, 12), Science (4, 7, 11), Social Studies (5, 8, 11), Arts & Humanities (5, 8, 11), Practical Living & Vocational Studies (4, 7, 10)	Yes	Yes	Yes
Louisiana	Louisiana Educational Assessment Program (LEAP 21) [CRT]	4,8	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	iLEAP [NRT/CRT]	3,5-7,9	English Language Arts, Math (3, 5-7, 9), Science, Social Studies(3, 5-7)	Yes	Yes	Yes
	Graduation Exit Exam (GEE 21) [EXIT]	10,11	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
Maine	Maine Educational Assessment (MEA) [CRT]	3-8	Reading, Math (3-8), Science (5, 8), Writing (5, 8)	Yes	Yes	Yes
	Maine High School Assessment (MHSA), which consists of two components: the SAT [NRT] and an augmented mathematics component [CRT]	HS	Reading, Math, and Writing	Yes	Yes	Yes
Maryland	Maryland School Assessment (MSA) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	High School Assessment (HSA) [CRT]	9-12	English 2, Geometry, Biology, Government, Algebra	Yes	Yes	Yes
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS) [CRT]	3-10	English Language Arts (3-8,10), Math (3-8,10), Science & Technology/ Engineering(5, 8, 9/10)	Yes	Yes	Yes
	MCAS Alternate Assessment (MCAS-Alt) [GLAS][CRT]	3-10	English Language Arts (3-8, 10), Mathematics (3-8, 10) Science & Technology/ Engineering (5, 8, 9/10)	Yes	No	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Michigan	Michigan Educational Assessment Program (MEAP) [CRT]	3-9	Reading, Math, English Language Arts, Writing (3-8), Science (5, 8), Social Studies (6, 9)	Yes	Yes	Yes
	Michigan Merit Exam (MME)[NRT/CRT]	11	Reading, Writing, Math, Science, Social Studies	Yes	Yes	Yes
Minnesota	Minnesota Comprehensive Assessment (MCA) [CRT]	3-8,10-11	Reading (3-8,10), Math (3-8, 11), Science (5, 8, HS)	Yes	Yes	Yes
	GRAD [Exit]	9-11	Reading(10), Writing (9, field test 08-09), and Math (11, MCA dual purpose)	Yes	Yes	No
	MTELL Simplified English Math Assessment for ELLs[CRT]	3-8,10-11	Math	Yes	Yes	Yes
Mississippi	Mississippi Curriculum Test (MCT) [CRT] *Not by grade	3-8	Language Arts, Math	No	Yes	Yes
	Writing Assessment (WA) [CRT]	4,7	Writing	No	No	No
	Science Test[CRT]	5,8	Science	No	Yes	Yes
	Subject Area Testing Program (SATP) [CRT]	HS	Algebra I, US History, Biology, English II	No	Yes	Yes
Missouri	Missouri Assessment Program (MAP) (<i>TerraNova survey</i>) [NRT/ CRT]	3-8,10,11	Communication Arts (3-8, 11), Math (3-8,10), Science (5,8,11)	Yes	Yes	Yes
Montana	Montana CRT [CRT]	3-8,10	Reading, Math(3-8,10), Science (4, 8, 10)	Yes	Yes	Yes
Nebraska	Nebraska Statewide Writing Assessment (NSWA) [CRT]	4,8,11	Writing	No	Yes	Yes
	School-based Teacher-led Assessment and Reporting System (STARS) [CRT]	3-8,11	Math, Reading (3-8,11), Science (4-5, 8, 11)	No	Yes	Yes
	Standardized Test [NRT]	3-12	Reading, Math	No	No	No
Nevada	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ ITED) [NRT]	4,7,10	Reading, Math, Science, Language	Yes	Yes	No
	Nevada Criterion Referenced Test (NCRT) [CRT]	3-8	Reading, Math (3-8); Science (5,8)	Yes	Yes	Yes
	High School Proficiency Exam (HSPE) [EXIT]	10-11	Reading, Math (10-11), Writing (11), Science (10)	Yes	Yes	Yes
	Nevada Analytic Writing Examination (NAWE) [CRT]	5,8	Writing	Yes	Yes	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
New Hampshire	New England Common Assessment Program (NECAP) [CRT]	3-8,11	Reading, Math (3-8, 11), Writing (5, 8, 11), Science (4, 8, 11)	Yes	Yes	Yes
New Jersey	New Jersey Assessment of Skills and Knowledge (NJ-ASK) [CRT]	3-7	Language Arts Literacy, Math (3-7), Science (4)	Yes	Yes	Yes
	Grade Eight Proficiency Assessment (GEPA) [CRT]	8	Language Arts Literacy, Math, Science	Yes	Yes	Yes
	High School Proficiency Assessment (HSPA) [EXIT]	11	Language Arts Literacy, Math	Yes	Yes	Yes
	Special Review Assessment (SRA) [EXIT]	High School	Alternative for High School Assessments/ Diploma	No	No	No
New Mexico	New Mexico Standards Based Assessment (NMSBA) [CRT]	3-8,11	Reading/Writing, Math, Science (3-8,11), Social Studies (11 only)	Yes	Yes	Yes
	New Mexico High School Competency Exam (NMHSCE) [EXIT]	10-12+	Reading, Language Arts, Math, Science, High School competency, Social Studies, Writing	No	No	No
New York	Regents Comprehensive Exams (RCE) [EXIT]	HS	English, Foreign Languages, Math, Global History & Geography, US History & Government, Living Environment, Earth Science, Chemistry, Physics	Yes	Yes	Yes
	Regents Competency Test (RCT) [EXIT]	HS	Reading, Math, Science, Writing, Global Studies, US History & Government	Yes	Yes	Yes
	Second Language Proficiency Examinations [CRT]	HS	French, Italian, Latin, German, and Spanish	Yes	Yes	No
	New York State Assessment Program (NYSAP) [CRT]	3-8	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
North Carolina	End-of-Grade (EOG) [CRT] (includes gr. 3 pretest)	3-8,10	Reading (includes Gr. 3 Pretest), Math (3-8), Science (5, 8), Writing (4, 7, 10)	Yes	Yes	Yes
	End-of-Course (EOC) [CRT]	HS	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, Civics & Economics	Yes	Yes (merged with alts)	Yes
	Computer Skills Test (reporting includes one of alternate versions) [EXIT]	8-12	Computer Skills (test version matches curriculum for year) Portfolio accommodation option also [Exit]	Yes	Yes	Diploma
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade [GLAS] [CRT]	3-8,HS	Reading, Math, Writing (4, 7, 10), Science (5, 8)	Yes	Yes	Yes
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course, Computer Alternate reported with regular test.[GLAS][CRT]	HS	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, US History, Civics & Economics	Yes	Yes (merged with alts)	Yes
North Dakota	North Dakota State Assessment (NDSA) [NRT/CRT]	3-8,11	Reading/Language, Math (3-8,11), Science (4,8,11)	Yes	Yes	Yes
Ohio	Ohio Achievement Tests (OAT) [CRT] *combined with alternate	3-8	Reading, Math (3-8), Writing (4), Science (5,8)	Yes*	Yes*	Yes
	Ohio Graduation Tests (OGT) [EXIT] *combined with alternate	10,11	Reading, Writing, Math, Science, Social Studies	Yes*	Yes*	Yes
Oklahoma	Oklahoma Core Curriculum Tests (OCCT) [CRT]	3-8	Reading, Math (3-8), Science (5, 8), Social Studies (5), History/ Government (8), Geography (7)	Yes	Yes	Yes
	End-of-Instruction Tests (EOI) [CRT]	HS	English II, U.S. History, Algebra I, Biology I	Yes	Yes	Yes
Oregon	Oregon Statewide Assessment (OSA) [CRT]	3-8,10	Reading/Literature, Math (3-8,10), Writing (4,7,10), Science (5, 8, 10), Social Science (5,8,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania System of School Assessment (PSSA) [CRT]	3-8,11	Reading, Math (3-8, 11), Writing (5, 8, 11) , Science (4, 8, 11)	Yes	Yes	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Rhode Island	New England Common Assessment Program (NECAP)[CRT]	3-8,11	Reading, Math (3-8,11), Writing (5, 8, 11), Science (4, 8, 11)	Yes	Yes	Yes
	Developmental Reading Assessment (DRA) *Grade 2 used for grade 3 NECAP for some schools in reporting. [CRT]	K-2	Reading	No	No	Yes*
South Carolina	Palmetto Achievement Challenge Tests (PACT) [CRT]	3-8	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	High School Assessment Program (HSAP) [EXIT]	10	English/Language Arts, Math	Yes	Yes	Yes
	End of Course Examination Program (EOCEP) *Except Science [CRT]	HS	Algebra I/Mathematics for the Technologies 2, English I, Physical Science, US History and the Constitution	Yes	Yes	No*
South Dakota	Dakota STEP Test (STEP) [NRT/CRT]	3-8,11	Reading, Math (3-8,11) Science (5, 8, 11)	Yes	Yes	Yes
	Stanford Writing Assessment [CRT]	5,7,10	Dakota Writing	No	No	No
Tennessee	Tennessee Comprehensive Assessment Program Achievement Test (TCAP-AT) [CRT] *By grade ranges	3-8,11	Reading/Language Arts, Math, Science, Social Studies, Writing (5, 8, 11)	Yes*	Yes*	Yes
	TCAP Gateways (TCAP-SA) [CRT] *By grade ranges	9-12	Algebra I, Biology, English I & II, Math Foundations, Physical Science, US History, Math for Technology II, Biology for Technology II	Yes*	Yes*	Yes
Texas	Texas Assessment of Knowledge and Skills (TAKS) [CRT]	3-11	Reading (3-9), Math, English Language Arts (10, 11), Writing (4, 7), Science (5, 8, 10, 11), Social Studies (8, 10, 11)	Yes	Yes	Yes
	TAKS-Spanish version [CRT]	3-6	Reading, Mathematics, Writing (4), Science (5)	Yes	Yes	Yes

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Utah	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ ITED) [NRT]	3,5,8,11	Reading, Language, Math, Science, Social Studies	No	Yes	No
	Core Criterion- Referenced Tests (CCRT) [CRT]	2-12	Language Arts,(2-11), Math (2-12), Science (4-12)	No	Yes	Yes
	Direct Writing Assessment (DWA) [NRT]	6,9	Writing	No	Yes	No
	Utah Basic Skills Competency Test (UBSCT) [EXIT]	HS	Reading, Writing, Math	No	Yes	Yes
Vermont	New England Common Assessment Program (NECAP) [CRT] *By grade ranges	3-8,11	Reading, Math (3-8, 11), Writing (5, 8, 11), Science (4, 8, 11)	Yes*	Yes*	Yes
Virginia	Standards of Learning (SOL) [CRT] *reports combined grades, unclear if HS tests combined	3-8,HS	English Language Arts, Math (3-8, HS), History/ Social Science, Science (3, 5-8, HS) Content Specific History (HS), High School End of Course	Yes*	Yes*	Yes
	Virginia Grade Level Alternative Assessment (VGLA) [GLAS] [CRT] *Combined with SOL results, **Reported separately in state summary report, combined with SOL in school report cards.	3-8, HS	English Language Arts, Math, Science, History/ Social Science, Content Specific History (High School)	Yes*	Yes**	Yes
Washington	Washington Assessment of Student Learning (WASL) [CRT]	3-8,10	Reading, Math (3-8, 10), Writing (4, 7, 10), Science (5, 8, 10)	Yes	Yes	Yes
	WASL Basic *Not disaggregated by test [Alt EXIT]	3-8,10	One or more subject areas	Yes*	Yes*	Diploma
	WAAS DAW *None took test.[Alt EXIT]	11-12	Unclear	Yes*	Yes*	Diploma
West Virginia	West Virginia Educational Standards Test (WESTEST) [CRT]	3-8,10	Reading/Language, Math, Science (3-8, 10), Social Studies (3-8)	Yes	Yes	Yes
	Explore (NRT)	8	English, Reading, Science, Math	No	Yes	No
	Plan (NRT)	10	English, Reading, Science, Math	No	Yes	No
	Westest 2 Online Writing (field test year to replace Westest)			No	No	No

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part.	Perf.	
Wisconsin	Wisconsin Knowledge and Concepts Exam (WKCE) [CRT]	3-8,10	Reading, Math (3-8, 10), Language Arts, Science, Social Studies (4, 8, 10)	Yes	Yes	Yes
Wyoming	Proficiency Assessment for Wyoming Students (PAWS) [CRT]	3-8,11	Reading, Writing, Math (3-8,11), Science (4, 8, 11)	No	No	Yes

Unique States

State	Assessment Component	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
				Part	Perf	
American Samoa	Stanford Achievement Test –10th Edition (SAT-10) [NRT]	3-8,10	Complete battery	No	No	Yes
Bureau of Indian Affairs	*Students take the assessment of the state in which they live			Yes	Yes	Yes*
Commonwealth of the Northern Mariana Islands	Stanford Achievement Test –10th Edition (SAT-10) [NRT]	3, 5	Reading, Language, Math, Social Science, Science	No	No	Yes
	Standards Based Assessment (SBA) [CRT]	3,4,5	Math, Social Science (Gr.3), Reading, Science (Gr. 4), Writing (Gr. 5)	No	No	Yes
Department of Defense Education Activity	TerraNova [NRT]	3-11	Reading, Language Arts, Math, Science, Social Studies	Yes	Yes	Unknown
District of Columbia	Stanford Achievement Test –9th Edition (SAT-9) [NRT] *By grade range	1-12	Reading, Math	Yes*	Yes*	Yes
Federated States of Micronesia	Unknown	Unknown	Unknown	No	No	Unknown
Guam	Stanford Achievement Test –10th Edition (SAT-10) [NRT]	1-12	Reading, Math, Language	No	No	Yes
Palau	Palau Achievement Test (PAT) [NRT] Test is being revised.	4,6,8,10, 12	Reading, Math	No	No	Yes
Puerto Rico	Pruebas Puertorriquenas de Aprovechamiento Academico (PPAA)[NRT/ CRT]	3-8,11	Spanish, Math, and English as a Second Language	No	No	Yes

Unique States (continued)

Republic of the Marshall Islands	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Virgin Island Territorial Assessments of Learning (VITAL)[NRT/CRT]	3-8,11	Reading, Math	Yes	Yes	Yes

Appendix D

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on State Alternates Based on Alternate Achievement Standards (AA-AAS) in the Fifty States and Unique States for 2007-2008

Note: For asterisks (*), see Assessment Component column.

State	Assessment Component	Standards-Based	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
					Part.	Perf.	
Alabama	Alabama Alternate Assessment (AAA)	AAS	K-12	Reading, Math, Science	Yes	Yes	Yes
Alaska	Alternate Assessment	AAS	3-10	English/Language Arts, Math, Writing (3-10), Science (4, 8, 10)	Yes	Yes	Yes
Arizona	AIMS-Alternate (AIMS-A)	AAS	3-8	Reading, Math, Science (4, 8)	No	No	Yes
	AIMS-A HS	AAS	10-12	Reading, Math, Science (HS)	No	No	Yes
Arkansas	Alternate Portfolio Assessment System (APAS)	AAS	3-8, 11	Literacy (3-8, 11), Math (3-8), EOC-Algebra 1 HS), EOC-Geometry (HS), Science (4, 7)	No	No	Yes
California	California Alternate Performance Assessment (CAPA)	AAS	2-11	English Language Arts (2-11), Math (2-11), Science (5, 8, 10)	Yes	Yes	Yes
Colorado	Colorado Student Assessment Program Alternate (CSAPA)	AAS	3-10	Reading, Math (3-10), Writing, Science (5, 8)	Yes	Yes	Yes
Connecticut	Alternate Assessment	AAS	3-8, 10	Reading, Math, Writing (Communication), Science (5, 8, 10)	Yes	Yes	Yes
Delaware	Delaware Alternate Portfolio Assessment (DAPA)	AAS	2-10	Reading, Math, Writing (2-10), Science (4, 6, 8, 11), Social Studies (4, 6, 8, 11)	Yes	Yes	Yes
Florida	Florida Alternate Assessment Report (FAAR)	AAS	3-11	Reading, Math (3-10), Science (5, 8, 11), Writing (4, 8, 10)	Yes	Yes	Yes
Georgia	Georgia Alternate Assessment (GAA)	AAS	K-11	English Language Arts, Mathematics, Science, and Social Studies (Gr. 3-8, 11)	Yes	Yes	Yes
Hawaii	Alternate Assessment *Not reported by grade. and may be merged with regular test.	AAS	3-8, 10	Reading, Math, Science	Yes*	Yes*	Yes
Idaho	Idaho Alternate Assessment (IAA)	AAS	K-10	Reading, Mathematics, Language Arts	No	No	Yes

State	Assessment Component	Standards-Based	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
					Part.	Perf.	
Illinois	Illinois Alternate Assessment (IAA)	AAS	3-8, 11	Reading, Math, Science (4, 7, 11)	No	Yes	Yes
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	AAS	3-10	English Language Arts, Math, Science (5, 7)	Yes	Yes	Yes
Iowa	Alternate Assessment	AAS	3-8, 11	Reading, Math (3-8, 11), Science (5, 8, 11)	Yes	Yes	Yes
Kansas	Portfolio Assessment [AAS] *Reported combined with other tests	AAS	3-8, HS	Reading, Math (3-8, HS), Writing (HS), History/Govt (6, 8, HS), Science (4, 7, HS)	Yes*	Yes*	Yes
Kentucky	Alternate Portfolio Assessment *Alternate includes NCLB required components, but includes Attainment Tasks and Transition Attainment Records at Grades 3-8, 10-12	AAS	3-8, 10-12	Reading (3-8,10), Math (3-8,11), Writing Portfolio and On-Demand (5,8,12), Science (4,7,11), Social Studies (5, 8, 11), Arts & Humanities (5, 8, 11), Practical Living & Vocational Studies (4, 7, 10) *	Yes	Yes	Yes
Louisiana	Alternate Assessment Levels 1 (LAA-1)	AAS	3-12	English Language Arts, Math, Social Studies, Science	Yes	Yes	Yes
Maine	Personalized Alternate Assessment Portfolios (PAAP)	AAS	3-8,HS	Reading, Math (3-8, HS) Writing (5,8,HS), Science & Technology (5, 8, HS)	Yes	Yes	Yes
Maryland	Alternate Maryland School Assessment (ALT-MSA)	AAS	3-8, 10	Reading, Math (3-8, 10), Science (5,8,10)	Yes	Yes	Yes
Massachusetts	MCAS Alternate Assessment (MCAS-Alt)	AAS	3-10	English Language Arts (3-8, 10) Mathematics (3-8, 10) Science & Technology/ Engineering (5, 8, 9/10)	Yes	Yes	Yes
Michigan	Alternate Assessment (MI-Access)	AAS	3-8, 11	5 Performance Expectations/ Language Arts, Math, Science	Yes	Yes	Yes
Minnesota	MTAS (AAS)	AAS	3-8, HS	Reading (3-8,10), Math (3-8, 11), Science (5, 8, HS)	Yes	Yes	Yes
Mississippi	MAAECF	AAS	3-8	Math, Language Arts, Science	No	Yes	Yes
Missouri	MAP-Alternate	AAS	3-8, 10, 11	Communication Arts, Math, Science	No	No	Yes
Montana	Alternate Assessment CRT	AAS	3-8, 10	Reading, Math (3-8,10), Science (4, 8, 10)	No	Yes	Yes
Nebraska	Alternate Assessment	AAS	3-8, 11	Math, Reading/Writing, Science	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
					Part.	Perf.	
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)	AAS	2-8, 11	Language, Math	Yes	Yes	Yes
New Hampshire	Alternate Assessment (NH-Alt)	AAS	2-8, 10-11	Reading, Math (2-7, 10), Writing (4, 7, 10), Science (4, 8, 11)	Yes	Yes	Yes
New Jersey	Alternate Proficiency Assessment (APA)	AAS	3-8, 11	Language Arts Literacy, Math (3-8,11), Science (4, 8, 11)	Yes	Yes	Yes
New Mexico	NMAPA	AAS	3-12	Reading/Writing, Math, Science	No	No	Yes
New York	New York State Alternate Assessment (NYSSA)	AAS	3-8, HS	English Language Arts, Math (3-8, 11), Science (4, 8, HS), Social Studies (5, 8, HS)	Yes	Yes	Yes
North Carolina	NC EXTEND1	AAS	3-8, 10	Reading, Math, Writing (4, 7, 10), Science (5, 8, 10)	Yes	Yes	Yes
North Dakota	North Dakota Alternate Assessment (NDALT)	AAS	3-8, 11	Reading/Language, Math, Science (4, 8, 11)	Yes	No	Yes
Ohio	Alternate Assessment *Data were combined with regular test so not able to separate.	AAS	3-8, 10	Reading, Math (3-8,10), Writing (4, 7, 10), Science (5, 8, 10), Social Studies (5, 8, 10)	Yes*	Yes*	Yes
Oklahoma	Alternate Assessment OAAP *Merged with OMAAP	AAS	3-8, HS	Reading, Math, Science (5,8,HS)	Yes*	Yes	Yes
Oregon	Extended Assessments (EA)	AAS	3-8, 10	Reading/Literature (3-8, 10), Writing (4, 7, 10), Math (3-8, 10), Science (5, 8, 10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	AAS	3-8, 11	Reading, Math (3-8, 11), Science (4, 8, 11)	Yes	Yes	Yes
Rhode Island	Alternate Assessment	AAS	3-8, 11	English/Language Arts, Math (3-8, 11), Science (4, 8, 11)	Yes	No	Yes
South Carolina	SC-ALT	AAS	3-8, 10	English, Mathematics, Science	Yes	Yes	Yes
South Dakota	Dakota STEP-A	AAS	3-8, 11	Reading, Math (3-8, 11), Science (5, 8, 11), Writing (5, 7, 10 in 08-09)	Yes	Yes	Yes
Tennessee	TCAP-Alt PA	AAS	3-8, HS	Reading/Language Arts, Math, Science, Social Studies	No	No	Yes

State	Assessment Component	Standards-Based	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
					Part.	Perf.	
Texas	TAKS ALT	AAS	3-11	Reading, Math (3-9), English Language Arts, Math (10, 11), Writing (4, 7), Science (5, 8, 10, 11), Social Studies (8, 10, 11)	Yes	Yes	Yes
Utah	Alternate Assessment	AAS	1-12	Language Arts, Math, Science (4-9)	No	No	Yes
Vermont	Alternate Assessment	AAS	2-7, 10	Reading, Math (2-7, 10), Science (4, 7, 10)	No	No	Yes
Virginia	Virginia Alternate Assessment Program (VAAP) *Combined with SOL results **Reported separately in state summary report, combined with SOL in school report cards.	AAS	3-8, 11	Collection of Evidence	Yes*	Yes**	Yes
Washington	Washington Alternate Assessment System (WAAS) Portfolio	AAS	3-8, 10	Reading, Math (3-8, 10), Writing (4, 7, 10), Science (5,8,10)	Yes	Yes	Yes
West Virginia	Alternate Performance Task Assessment (APTA)	AAS	3-8, 10-11	Reading, Math (3-8, 10), Science (4, 6, 11)	Yes	Yes	Yes
Wisconsin	Wisconsin Alternate Assessment (WAA)	AAS	3-8, 10	Reading, Math (3-8, 10), Science, Social Studies, Language Arts (4, 8, 10)	Yes	Yes	Yes
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT)	AAS	3-8, 11	Reading, Math, Writing (3-8, 11), Science (4, 8, 11)	No	Yes	Yes

Unique States

State	Assessment Component	Standards Based*	Grades	Content Area	Disaggregated Special Education Data		Test Used for ESEA Accountability Purposes
					Part.	Perf.	
American Samoa	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Bureau of Indian Affairs	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown

Unique States (continued)

Commonwealth of the Northern Mariana Islands	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Department of Defense Education Activity	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
District of Columbia	Alternate Assessment	AAS	Unknown	Reading, Math	No	No	Yes
Federated States of Micronesia	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Guam	Alternate Assessment	GLAS	3-8,10	Reading, Math, Language	No	No	Yes
Palau	Unknown	Unknown	Unknown	Unknown	No	No	Unknown
Puerto Rico	Pruebas Puertorriqueñas de Evaluación Alternativa (PPEA)	Unknown	3-8,11	English, Spanish, Math	No	No	Yes
Republic of the Marshall Islands	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Alternate Assessment	AAS	3-8,11	Reading, Mathematics	Yes	Yes	Yes

Appendix E

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Alternates Based on Modified Achievement Standards (MAS) in the Fifty States for 2007-08

Note: For asterisks (*), see Assessment Component column.

State	Assessment Component	Standards Based	Grades	Content Area	Disaggregated Data 2007-08		Test Used for Title I
					Part.	Perf.	
California	California Modified Assessments	MAS	3-5	English Language Arts, Math (3-5), Science (5)	Yes	Yes	Yes
Kansas	Alternate Assessment: KAMM	MAS	3-8, HS	Reading, Math(3-8, HS) Writing (HS), History/Govt (6, 8, HS), Science (4, 7, HS)	No	No	Yes
Louisiana	Alternate Assessment Level 2 (LAA-2)	MAS	4-11	English Language Arts, Math (4-10), Social Studies, Science (4, 8, 11)	Yes	Yes	Yes
North Carolina	NC EXTEND 2 *(EOG and OCS)	MAS	3-8, HS	Reading, Math, (3-8), Writing (4, 7), Science (5, 8, HS)	Yes*	Yes*	Yes
North Dakota	North Dakota Alternate Assessment (NDAA2) *Not reported by grade.	MAS	3-8, 11	Reading/Language Arts, Math, Science (4, 8, 11)	Yes*	No	Yes
Ohio	Ohio Alternate Assessment (OAA)	MAS		In development	No	No	In development
Oklahoma	OMAAP	MAS	3-8	Reading, Math, Writing for Engl II, Science (5, 8, 11)	Yes	Yes	Yes
Texas	TAKS-M	MAS	3-11	Reading, Math (3-9), ELA, Math(10, 11), Writing (4, 7), Science (5, 8, 10, 11), Social Studies (8, 10, 11)	Yes	Yes	Yes

Participation

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
CA	CMA *Has percent of students enrolled, and number with scores.	N	Y	N	N*	N	N	N
KS	KAMM	N	N	N	N	N	N	N
LA	LAA-2	N	Y	N	N	N	N	N
NC	NC Extend 2	N	Y	N	Y	N	N	N
ND	NDAA2 *Not reported by grade.	N*	N*	N	N	N	N	N
OH	OAA *In development	N*	N	N	N	N	N	N
OK	OMAAP *Reported by accommodated status.	N	Y*	N	N	N	N	N
TX	TAKS-M	N	Y	N	Y	N	Y	Y

Performance

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Other
CA	CMA	N	N	N	N	N	N	N	Avg. % correct
KS	KAMM	N	N	N	N	N	N	N	N
LA	LAA-2	Y	N	N	N	Y	N	N	N
NC	NC Extend 2 *At or above level III on Reading and Math	Y	N	Y*	N	N	N	N	Avg. Scale score
ND	NDAA2	N	N	N	N	N	N	N	N
OH	OAA *In development	N*	N	N	N	N	N	N	N
OK	OMAAP	Y	N	N	N	N	N	N	N
TX	TAKS-M *And percent commended	N	N	Y*	N	N	N	N	Avg. Scale score

Appendix F

Disaggregated Participation Information for Students with Disabilities on Regular State Tests for the Fifty States and Unique States for 2007-2008

Note: One asterisk (*) indicates that the state noted the information could be derived from other reported data.

For asterisks (**, ***), see Test column.

State	Test	Percent of Students by test (e.g., 4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
AL	DAW	Y	N	N	Y	N	N	N
	AHSGE	Y	N	N	Y	N	N	N
	SAT-10	Y	N	N	Y	N	N	N
	ARMT	Y	N	N	Y	N	N	N
AK	SBA	N	N	N	Y	N	N	N
	HSGQE	N	N	N	Y	N	N	N
	TerraNova	N	N	N	N	N	N	N
AZ	TerraNova	N	N	N	N	N	N	N
	AIMS	N	Y	N	Y	N	N	N
	AIMS-Science	N	Y	N	Y	N	N	N
	AIMS HS	N	Y	N	Y	N	N	N
AR	SAT 10	N	N	N	N	N	N	N
	ABE	N	Y	N	N	N	N	N
	EOC	N	Y	N	N	N	N	N
CA	CSTs	Y	Y	N	N	N	N	N
	CAT-6	N	Y	N	N	N	N	N
CO	CSAP **Reports number with no score	N	Y	N	N	N	Y**	N
CT	CMT	Y	Y	N	Y	N	Y	Y
	CAPT	Y	Y	N	Y	N	Y	Y
DE	DSTP	N	Y	N	N	N	N	N
FL	FCAT**with and without accommodations. ***combined with FAAR	N	Y**	N***	Y	N	N	N
	FCAT NRT	N	N	N	N	N	N	N
GA	EOCT	N	Y	N	N	N	N	N
	GHSWT	N	Y	N	N	N	N	N
	GHS GT	N	Y	N	N	N	N	N
	CRCT	N	Y	N	N	N	N	N
	EGWA	N	Y	N	N	N	N	N
HI	HSA	N	N	N	N	N	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
ID	DMA/DWA	N	Y	N	N	N	N	N
	ISAT	N	Y	N	N	N	N	Y
	IRI	N	Y	N	N	N	N	N
IL	ISAT	N	N	N	N	N	N	N
	PSAE	N	N	N	N	N	N	N
IN	ISTEP+	N	Y	N	N	N	N	N
	ECA	N	N	N	N	N	N	N
	GQE	N	Y	N	N	N	N	N
IA	ITBS/ITED **Also reports enrolled	N	Y**	N	Y	N	N	N
KS	KAS **Reports data combined with alternates.	N	N	N	N	N	N	N
KY	Plan (10th)	N	N	N	N	N	N	N
	Explore (8th)	N	N	N	N	N	N	N
	ACT (11th)	N	N	N	N	N	N	N
	KCCT **Reported by medical, first year LEP and other, but not by disability status	Y	Y	N**	Y	N	N**	N
LA	GEE 21	N	Y	N	N	N	N	N
	LEAP 21	N	Y	N	N	N	N	N
	iLEAP	N	Y	N	N	N	N	N
ME	MEA **For all students only	N	Y	N	Y	N	N**	N
	MHSA**For all students only	N	Y	N	Y	N	N**	N
MD	MSA **Reports totals but not by assessment or not by reason.	N	Y	Y	Y	N**	N**	N**
	HSA **Reports totals but not by assessment or not by reason.	N	Y	Y	Y	Y	N**	N**
MA	MCAS **Reports by grade but not by MCAS test.	Y	Y	N	Y	N	N*	Y**
MI	MEAP	N	Y	N	N	N	N	N
	MME	N	Y	N	N	N	N	N
MN	MCA-II	N	Y	N	N	N	N	N
	BST	N	N	N	N	N	N	N
	GRAD	N	Y	N	N	N	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
MS	MCT	N	N	N	N	N	N	N
	Writing	N	N	N	N	N	N	N
	SATP	N	N	N	N	N	N	N
MO	MAP	N	Y	N	N	N	N	N
MT	Montana CRT	N	N	N	Y	Y	N	N
NE	NSWA	N	N	N	N	N	N	N
	STARS	N	N	N	N	N	N	N
NV	ITBS/ITED **with enrolled ***State reports for total group, not disaggregated	N	N	Y**	N***	N	N***	N***
	NCRT **with enrolled	N	N	Y**	N	N	N	N
	HSPE **with enrolled	N	N	Y**	N	N	N	N
	NAWE **with enrolled	N	N	Y**	N	N	N	N
NH	NECAP **with enrolled	Y	Y**	Y	N	Y	Y	N
NJ	NJ-ASK	N	Y	N	N	N	Y	Y
	GEPA **with enrolled	N	Y**	N	N	N	Y	Y
	HSPA **with enrolled	N	Y**	N	N	N	Y	Y
NM	NMSBA	N	Y	N	Y	N	Y	N
	NMHSCE	N	N	N	N	N	N	N
NY	RCE	N	Y	N	N	N	N	N
	RCT	N	Y	N	N	N	N	N
	2 nd Lang Exam	N	Y	N	N	N	N	N
	NYSAP	N	Y	N	N	N	N	N
NC	EOG	Y	Y	N	N	N	N	N
	EOC	Y	Y	N	N	N	N	N
	Computer Skills	N	Y	N	Y	N	N	Y
ND	NDSA	N	Y	N	Y	Y	Y	N
OH	OAT	N	N	N	N	N	N	N
	OGT	N	N	N	N	N	N	N
OK	OCCT ***reported by accommodated status	N	Y**	N	N	N	Y	Y
	EOI **reported by accommodated status	N	Y**	N	N	N	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
OR	OSA	N	Y	N	Y	N	N	N
PA	PSSA	N	Y	N	N	N	N	N
RI	NECAP **with enrolled	N	Y**	Y	Y	N	Y	N
	DRA	N	N	N	N	N	N	N
SC	PACT	N	Y	N	N	N	N	N
	HSAP	N	Y	N	N	N	N	N
	EOCEP	N	N	N	N	N	N	N
SD	STEP ** with enrolled	N	Y**	N	Y	Y	N	N
	Stanford Writing	N	N	N	N	N	N	N
TN	TCAP-AT **with and without accommodations for Math and Reading total together	Y**	N	N	N	N	N	N
	TCAP-Gateways **by accommodated status	Y**	N	N	N	N	N	N
TX	TAKS	N	Y	Y	Y	Y	Y	Y
UT	ITBS/ITED	N	N	N	N	N	N	N
	CRT	N	N	N	N	N	N	N
	DWA	N	N	N	N	N	N	N
	UBSCT **with number enrolled	N	N	N	N	N	N	N
	ROGL	N	N	N	N	N	N	N
VT	DRA	N	Y	N	N	N	N	N
	NECAP	N	Y	N	N	N	N	N
VA	SOL **Reports data merged with other tests, some not by grade	N	N	N	N	N	N	N
	VGLA	N	N	N	N	N	N	N
WA	WASL	N	Y	N	N	N	Y	Y
WV	WESTEST **with enrolled	N	Y**	N	N	N	N	N
WI	WKCE **with enrolled	Y	N	N	N	Y**	N	N
WY	PAWS	N	N	N	N	N	N	N

Disaggregated Participation Data for Unique States on Regular Tests for 2007-2008

Unique States	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
AS	SAT-10	N	N	N	N	N	N
BIA	Students take the assessment of the state in which they live. Data not reported by grade.	N	N	N	N	N	N
CNMI	SAT-10	N	N	N	N	N	N
	SBA	N	N	N	N	N	N
DoDEA	TerraNova [NRT]	Y	N	N	N	N	N
DC	SAT-9 Data reported by grade ranges.	N	N	N	N	N	N
FSM	Unknown	N	N	N	N	N	N
GU	SAT-10	N	N	N	N	N	N
Palau	PAT	N	N	N	N	N	N
PR	PPAA	N	N	N	N	N	N
RMI	Unknown	N	N	N	N	N	N
VI	VITAL**These data are reported for all students, not by students with disabilities.	N**	N**	Y	N**	N	N

Appendix G

Disaggregated Alternate Assessment Participation Information for Students with Disabilities on Regular State Tests for the Fifty States and Unique States for 2007-2008

Note: One asterisk (*) indicates that the state noted the information could be derived from other reported data.

For asterisks (**, ***), see Test column.

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
Alabama	Alabama Alternate Assessment (AAA)	N	N	N	Y	N	N	N
Alaska	Alternate Assessment **with enrolled	N	N*	N*	Y**	N	N	N
Arizona	AIMS-Alternate (AIMS-A)	N	N	N	N	N	N	N
	AIMS-A HS	N	N	N	N	N	N	N
Arkansas	Alternate Portfolio Assessment System (APAS)	N	N	N	N	N	N	N
California	California Alternate Performance Assessment (CAPA)	N	Y	N	N	N	N	N
Colorado	Colorado Student Assessment Program Alternate (CSAPA) **reports number and percent with no score	N	Y	N	N	N	Y**	N
Connecticut	Alternate Assessment	Y	Y	N	N	N	N	N
Delaware	Delaware Alternate Portfolio Assessment (DAPA) **with enrolled	N	Y**	Y	Y	Y	Y	N
Florida	Florida Alternate Assessment Report (FAAR) **with enrolled.	Y	Y**	N	Y	N	N	N
Georgia	Georgia Alternate Assessment (GAA)	Y	Y	N	N	N	N	N
Hawaii	Alternate Assessment (GLAS)	N	N	N	N	N	N	N
Idaho	Idaho Alternate Assessment (IAA) *K-3 rd grade	N	N	N	N	N	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
Illinois	Illinois Alternate Assessment (IAA)	N	N	N	N	N	N	N
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	N	Y	N	N	N	N	N
Iowa	Alternate Assessment **Reports participation rate across all tests.	N**	Y	N	N	N	N	N
Kansas	Alternate Assessment: KAMM Assessment **reported regular and alternate combined	N	N	N	N	N	N	N
	Portfolio	N	N	N	N	N	N	N
Kentucky	Alternate Portfolio Assessment	Y	Y	N	N	N	N	N
Louisiana	Alternate Assessment Levels 1 (LAA-1)	N	Y	N	N	N	N	N
	Alternate Assessment Level 2 (LAA-2)	N	Y	N	N	N	N	N
Maine	Personalized Alternate Assessment Portfolios (PAAP)	N	Y	N	Y	N	N	N
Maryland	Alternate Maryland School Assessment (ALT-MSA) **not reported by assessment or by reason not tested	N	Y	N**	N**	N**	N**	N**
Massachusetts	Alternate on AAS **State reports rate of all students with and without disabilities tested across all tests, not percent tested of students with disabilities on this test	Y	Y	N	N**	N	N	Y
Michigan	Alternate Assessment (MI-Access)	N	Y	N	N	N	N	N
Minnesota	Alternate Assessment (AAS)	N	Y	N	N	N	N	N
Mississippi	MAAECF**Reported by grade ranges.	N	N**	N*	N**	N*	N	N
Missouri	MAP-Alternate	N	N	N	N	N	N	N
Montana	Alternate Assessment CRT	N	N	N	N	N	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
Nebraska	Alternate Assessment	N	Y	N	Y	N	N	N
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)	N	Y	N	N	N	N	N
New Hampshire	Alternate Assessment (NH-Alt) **with enrolled	Y	Y**	Y	N	N	Y	N
New Jersey	Alternate Proficiency Assessment (APA)	N	N	N	N	N	Y	N
New Mexico	Alternate Assessment	N	N	N	N	N	N	N
New York	New York State Alternate Assessment (NYSSA)	N	Y	N	N	N	N	N
North Carolina	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade	Y	Y	N	N	N	N	N
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course	Y	Y	N	N	N	N	N
	NC EXTEND 1	Y	Y	N	N	N	N	N
	NC EXTEND 2 EOG	Y	Y	N	N	N	N	N
	NC EXTEND 2 OCS	N	Y	N	N	N	N	N
North Dakota	North Dakota Alternate Assessment (NDAA1)	N	N	N	N	N	N	N
Ohio	Alternate Assessment GLAS **reported combined with regular tests.	N	N	N	N**	N	N	N
Oklahoma	Alternate Assessment (OAAP) *Reported by accommodated condition separately.	N	N*	N	N	N	N	N
Oregon	Extended Assessments (EA)	N	Y	N	Y	N	N	N
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	N	Y	N	N	N	N	N
Rhode Island	Alternate Assessment	Y	Y	Y	N	N	Y	N
South Carolina	SC-ALT	N	Y	Y	N	N	N	N
South Dakota	Dakota STEP-A **with enrolled	N	Y**	N	Y	Y	N	N

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
Tennessee	TCAP-Alt	Y	N	N	Y	N	N	N
Texas	TAKS-ALT	N	Y	Y	Y	Y	N	N
Utah	Alternate Assessment	N	N	N	N	N	N	N
Vermont	Alternate Assessment	N	N	N	N	N	N	N
Virginia	Virginia Alternate Assessment Program (VAAP)	N	N	N	N	N	N	N
Washington	WAAS portfolio	Y	N	N	N	N	N	N
West Virginia	Alternate Performance Task Assessment (APTA) **with enrolled.	N	Y**	N	N	N	N	N
Wisconsin	Wisconsin Alternate Assessment (WAA)	Y	N	N	N	N	N	N
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT)	N	N	N	N	N	N	N

Disaggregated Participation Data for Unique States with Identified Alternate Assessments in 2007-2008

State	Test	Percent of Students by test (e.g.,4% in Alternate)	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number or Percent Exempt or Excluded	Number or Percent Absent
AS	Alternate Assessment	N	N	N	N	N	N	N
BIA	Students take the alternate assessment of the state in which they live. Data not reported by grade.	N	N	N	N	N	N	N
CNMI	Alternate Assessment	N	N	N	N	N	N	N
DoDEA	Unknown	N	Y	N	N	N	N	N
DC	Alternate Assessment	N	N	N	N	N	N	N
FSM	Unknown	N	N	N	N	N	N	N
Guam	Alternate Assessment	N	N	N	N	N	N	N
Palau	Unknown	N	N	N	N	N	N	N
PR	Pruebas Puertorriquenas de Evaluacion Alterna (PPEA)	N	N	N	N	N	N	N
RMI	Unknown	N	N	N	N	N	N	N
VI	Alternate Assessment	N	Y	N	Y	N	N	N

Appendix H

Disaggregated Regular Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2007-2008

Note: One asterisk (*) indicates that the state noted the information could be derived from other reported data.

For asterisks (**, ***), see Test column.

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	AHSGE	Y	N	N*	N	N	N	N	N
	SAT-10	N	N	N	N	N	N	N	Y
	ARMT	Y	N	N*	N	N	N	N	N
AK	SBA	N	N	Y	Y	N	Y	Y	N
	HSGQE	N	N	Y	Y	N	Y	Y	N
	TerraNova	N	Y	N	N	N	N	N	N
AZ	TerraNova (none)	N	N	N	N	N	N	N	N
	AIMS	Y	N	Y	N	N	N	N	N
	AIMS Sci	Y	N	Y	N	N	N	N	N
	AIMS HS	Y	N	Y	N	N	N	N	N
AR	SAT 10	N	N	N	N	N	N	N	N
	ABE	Y	N	N*	N*	N	N	N	N
	EoC (ABE HS)	Y	N	N*	N*	N	N	N	N
CA	CSTs	Y	NA	N*	N*	N	N	N	Mean ss
	CAT-6	NA	Y	N	N	N	N	N	Npr for avg score
CO	CSAP	Y	N	Y	N	Y	N	N	N
CT	CMT	Y	N	Y	N	N	N	N	Avg scaled score
	CAPT	Y	N	Y	N*	N	N	N	Avg scaled score
DE	DSTP	Y	Y	Y	Y	N	N	N	Avg NCE and N
FL	FCAT **for 10 th grade only, other grades marked NA or split by with and without accommodation	Y	N	Y**	N	N	N	N	N
	FCAT NRT	N	N	N	N	N	N	N	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
GA	EOCT	Y	N	N	N	N	N	N	N
	GHSGT	Y	N	N	N	N	N	N	N
	GHSWT	N	N	Y	Y	N	N	N	N
	CRCT	Y	N	N	N	N	N	N	N
	EGWA	Y	N	Y	N	N	N	N	N
HI	HSA	N	N	N	N	N	N	N	N
ID	DMA/DWA	N	N	N	N	N	N	N	N
	ISAT **With level ranges	Y**	N	N*	N	N	N	N	Y**
	IRI	N	N	N	N	N	N	N	N
IL	ISAT	Y	N	N	N	N	N	N	N
	PSAE	Y	N	N	N	N	N	N	N
IN	ISTEP+	Y	N	Y	N	Y	Y	N	Mean scaled score, etc.
	GQE	Y	N	Y	N	Y	Y	N	Mean scaled score
	Core 40 ECAs	N	N	N	N	N	N	N	N
IA	ITBS/ITED	Y	N	Y	N	N	N	N	N
KS	KAS **reports combined with alternate tests	N	N	N	N	N	N	N	N
KY	Plan (10 th)	N	N	N	N	N	N	N	N
	KCCT *data can be derived from other reported categories	Y	N	N*	N*	N	N	N	Scaled score
LA	GEE 21	Y	N	N	N	Y	N	N	N
	LEAP 21	Y	N	N	N	N	N	N	N
	iLEAP	Y	N	N	N	N	N	N	N
ME	MEA	Y	N	N	N	N	N	N	Mean scaled score
	MHSA	Y	N	N	N	N	N	N	Mean scaled score
MD	MSA	Y	NA	Y	N*	Y	N*	N*	N
	HSA	Y	NA	N*	N*	Y	N*	N*	N
MA	MCAS (includes Technology test)	Y	N	N	N	N	N	N	N
	MCAS-ALT GLAS	Y	N	N	N	N	N	N	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
MI	MEAP ***"Proficient" reported as Levels 1 and 2 combined	Y	N	Y**	N	N	N	N	Mean scale score
	MME	Y	N	N	N	N	N	N	Mean scale score
MN	MCA-II	Y	N	Y	Y	N	N	N	Avg. scores
	GRAD	N	N	Y	Y	N	N	N	Avg. scores
MS	MCT	N	N	Y	N	N	N	N	N
	WA	N	N	Y	N	N	N	N	N
	SATP	N	N	Y	N	N	N	N	N
	Science	N	N	Y	N	N	N	N	N
MO	MAP	Y	N	N	N	N	N	N	N
MT	Montana CRT	Y	N	Y	N	N	N	N	N
NE	NSWA	N	N	Y	Y	N	N	N	N
	STARS	N	N	Y	N	N	N	N	N
NV	ITBS/ITED	Y	N	N	N	N	N	N	N
	NCRT	Y	N	N	N	N	N	N	N
	HSPE	Y	N	N	N	N	N	N	N
	NAWE	Y	N	N	N	N	N	N	N
NH	NECAP	Y	N	N	N	Y	N	N	Mean scale score
NJ	NJ-ASK	Y	Y	N	N	N	N	N	Scale score mean
	GEPa	Y	N	N	N	N	N	N	Scale score mean
	HSPA	Y	N	N	N	N	N	N	Scale score mean
NM	NMSBA	Y	N	Y	N	N	N	N	N
	NMHSCE	N	N	N	N	N	N	N	N
NY	RCE	Y	N	N	N	N	N	N	N
	RCT	N	N	Y	N	N	N	N	N
	2 nd Lang	N	N	Y	N	N	N	N	N
	NYSAP	Y	N	N	N	N	N	N	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
NC	EOG	N	N	Y	N	N	Y	N	Avg scale score
	EOC	N	N	Y	N	N	Y	N	Mean scale score
	Computer skills	N	N	Y	N	N	N	N	N
	NCCLAS-EOG	N	N	Y	N	N	N	N	Avg total score
	NCCLAS-EOC	N	N	Y	N	N	N	N	Mean total score
ND	NDSA	Y	N	Y	Y	N	N	N	N
OH	OAT	N	N	Y	N	N	N	N	N
	OGT	N	N	Y	N	N	N	N	N
OK	OCCT	Y	N	N	N	Y	N	N	Median OPI score
	EOI	Y	N	N	N	Y	N	N	Median OPI score
OR	OSA	Y	N	Y	N	Y	Y	N	N
PA	PSSA	Y	N	N	N	N	N	N	N
RI	NECAP	Y	Y	N*	N	Y	Y*	N	Mean scale score
	DRA	N	N	N	N	N	N	N	N
SC	PACT	Y	N	N	N	N	N	N	Mean scale score
	HSAP	Y	N	Y	N	N	N	N	N
	EOCEP	Y	N	N	N	N	N	N	Mean score
SD	STEP	Y	N	N	N	Y	N	N	N
	Stanford Writing	N	N	N	N	N	N	N	N
TN	TCAP-AT	Y	N	N	Y	N	N	N	N
	TCAP-SA (EOC and Gateway)	Y	N	N	Y	N	N	N	N
TX	TAKS	N	N	Y	N	N	Y	N	Avg scale score
UT	ITBS/ITED (none)	N	N	N	N	N	N	N	Core total and total composite
	CRT	N	N	Y	N	N	N	N	N
	DWA	N	N	Y	N	N	N	N	N
	UBSCT	N	N	Y	N	N	N	N	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
VT	NECAP	Y	N	N*	N	N	N	N	N
	DRA	Y	N	N*	N	N	N	N	N
VA	SOL	N	N	Y	Y	N	N	N	N
	VGLA	N	N	Y	Y	N	N	N	N
WA	WASL	Y	N	Y	Y	Y	Y	Y	N
WV	WESTEST	Y	N	Y	Y	Y	Y	Y	Mean scale score
WI	WKCE	Y	N	N	N	N	N	N	N
WY	PAWS	N	N	N	N	N	N	N	N

Disaggregated Performance Information for Unique States on Regular Tests in 2007-2008

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
AS	SAT-10	N	N	N	N	N	N	N
BIA	Students take the assessment of the state they live in. Data not reported by grade	N	N	N	N	N	N	N
CNMI	SAT-10	N	N	N	N	N	N	N
	SBA	N	N	N	N	N	N	N
DoDEA	TerraNova [NRT]	N	N	N	N	N	N	Median nat'l percentile
DC	SAT-9 Data reported in grade ranges	N	N	N	N	N	N	N
FSM	Unknown	N	N	N	N	N	N	N
GU	SAT-10	N	N	N	N	N	N	N
Palau	PAT	N	N	N	N	N	N	N
PR	PPAA	N	N	N	N	N	N	N
RMI	Unknown	N	N	N	N	N	N	N
VI	VITAL	Y	N	Y	N	N	N	N

Appendix I

Disaggregated Alternate Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2007-2008

Note: One asterisk (*) indicates that the state noted the information could be derived from other reported data.

For asterisks (**, ***), see Test column.

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	Alternate	Y	N	N	N	N	N	N	N
AK	Alternate	N	N	Y	Y	N	Y	Y	N
AZ	AIMS-A	N	N	N	N	N	N	N	N
	AIMS-A HS	N	N	N	N	N	N	N	N
AR	APAS	N	N	N	N	N	N	N	N
CA	CAPA	Y	NA	N*	N*	N	N	N	Mean scale scores
CO	CSAPA	Y	N	N	N	Y	N	N	N
CT	Alternate	Y	N	N	N	N	N	N	Strand scores and avg total scores
DE	DAPA	Y	N	Y	Y	N	N	N	N
FL	FAAR **combined with FCAT	N**	N	Y	N	N	N	N	N
GA	GAA	Y	N	Y	N*	Y	N	Y	N
HI	Alternate **Reports regular and alternate tests together	N	N	N	N	N	N	N	N
ID	Alternate IAA	N	N	N	N	N	N	N	N
IL	Alternate IAA	Y	N	N	N	N	N	N	N
IN	ISTAR	N	N	N	N	Y	N	N	N
IA	Alternate	N	N	Y	N	N	N	N	N
KS	Portfolio	N	N	N	N	N	N	N	N
KY	Alternate	Y	N	N*	N*	N	N	N	Index percentage score
LA	LAA-1 **Has mean scores by participation level	Y**	N	N	N	Y	N	N	N
ME	PAAP	Y	Y	N	N	N	N	N	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
MD	ALT-MSA **These are being counted within Achievement level reporting	Y	N	Y	N**	Y	N*	N**	N
MA	MCAS-Alt	Y	N	N	N	Y	N	N	N
MI	MI-Access	Y	N	N	N	Y	N	N	Mean scale score
MN	Alternate (AAS)	Y	N	Y	Y	N	N	N	Avg scores
MS	MAAECF	N	N	Y	N*	N	N	N	N
MO	MAP-Alternate	N	N	N	N	N	N	N	N
MT	CRT-ALT	Y	N	N	N	N	N	N	N
NE	Alternate	N	N	Y	Y	N	Y	Y	N
NV	NASAA	N	N	Y	Y	N	N	N	N
NH	NH-Alt	Y	N	N	N	Y	N	N	N
NJ	APA	Y	N	N	N	N	N	N	N
NM	Alternate	N	N	N	N	N	N	N	N
NY	NYSAA **Reports this by grade ranges	N**	N	N	N	N	N	N	N
NC	NC EXTEND1	N	N	Y	N	N	N	N	Avg total score
ND	NDAA1	N	N	N	N	N	N	N	N
OH	Alternate Assessment **combined with regular tests	N	N	N**	N	N	N	N	N
OK	Alternate Assessment (OAAP)	Y	N	N	N	N	N	N	N
OR	EA	N	N	Y	N	N	Y	N	N
PA	PASA	Y	N	N	N	N	N	N	N
RI	Alternate Assessment	N	N	N	N	N	N	N	N
SC	SC-ALT**"Proficient" is reported as % at Levels 3 and 4 combined.	Y	N	Y**	N	N	N	N	N
SD	STEP-A	Y	N	N*	N*	Y	N	N	N
TN	TCAP-Alt	Y	N	N	Y	N	N	N	N
TX	TAKS-Alt	N	N	Y	Y	N	Y	Y	N
UT	Alternate Assessment	N	N	N	N	Y	N*	N*	N

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
VT	Alternate Assessment	N	N	N	N	N	N	N	N
VA	Virginia Alternate Assessment Program (VAAP) **Included with SOL results.	N	N	N**	N**	N	N	N	N
	VGLAA	N	N	Y	Y	N	N	N	N
WA	WAAS	Y	N	N	N	N	N	N	N
WV	APTA **Number and percent reported	Y**	N	Y	Y	Y	Y	Y	Mean raw score
WI	WAA	Y	N	N	N	N	N	N	N
WY	PAWS-ALT	Y	N	N	N	N	N	N	N

Disaggregated Alternate Test Performance Data for Unique States in 2007-2008

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number in Each Achievement Level	Number Proficient	Number Not Proficient	Average Percentile Rank
AS	Alternate Assessment	N	N	N	N	N	N	N	N
BIA	Students take the alternate assessment of the state in which they live. Data not reported by grade.	N	N	N	N	N	N	N	N
CNMI	Alternate Assessment	N	N	N	N	N	N	N	N
DoDEA	Unknown	N	N	N	N	N	N	N	N
DC	Alternate Assessment	N	N	N	N	N	N	N	N
FSM	Unknown	N	N	N	N	N	N	N	N
GU	Alternate Assessment	N	N	N	N	N	N	N	N
Palau	Unknown	N	N	N	N	N	N	N	N
PR	Pruebas Puertorriquenas de Evaluación Alterna (PPEA)	N	N	N	N	N	N	N	N
RMI	Unknown	N	N	N	N	N	N	N	N
VI	Alternate Assessment	Y	N	Y	N	N	Y	N	N

Appendix J

Participation and Performance for Students Tested with Accommodations for 2007-2008

Subject	Grade	Accommodation	Participation	Proficiency
Arizona AIMS				
Math	High School	Braille Test		Raw Score: Meets=49-74 Exceeds=75-84
		Non-Braille Test		Raw Score: Meets=49-75 Exceeds=76-85
Colorado CSAPA			Number Tested	Percent Developing and Novice Combined
Reading	3	None	540	32%
		Assistive Technology	24	0%
		Braille	1	*
		Eye Gaze	24	0%
		Modified picture symbols	26	0%
		Objects	21	5%
		Sign Language	24	0%
		Translation into native language	N/A	N/A
		Other	19	22%
Reading	4	None	530	34%
		Assistive Technology	14	*
		Braille	3	*
		Eye Gaze	18	0%
		Modified picture symbols	40	10%
		Objects	15	*
		Sign Language	22	5%
		Translation into native language	N/A	N/A
		Other	18	34%

Subject	Grade	Accommodation	Participation	Proficiency
Reading	5	None	481	45%
		Assistive Technology	23	26%
		Braille	4	*
		Eye Gaze	25	4%
		Modified picture symbols	28	7%
		Objects	18	0%
		Sign Language	22	23%
		Translation into native language	N/A	N/A
		Other	11	*
Reading	6	None	475	41%
		Assistive Technology	13	*
		Braille	2	*
		Eye Gaze	22	5%
		Modified picture symbols	13	*
		Objects	14	*
		Sign Language	12	*
		Translation into native language	N/A	N/A
		Other	18	33%
Reading	7	None	475	35%
		Assistive Technology	13	*
		Braille	0	*
		Eye Gaze	21	0%
		Modified picture symbols	14	*
		Objects	16	6%
		Sign Language	17	0%
		Translation into native language	N/A	N/A
		Other	16	31%

Subject	Grade	Accommodation	Participation	Proficiency
Reading	8	None	463	34%
		Assistive Technology	8	*
		Braille	4	*
		Eye Gaze	8	*
		Modified picture symbols	9	*
		Objects	8	*
		Sign Language	12	*
		Translation into native language	N/A	N/A
		Other	14	*
Reading	9	None	527	35%
		Assistive Technology	13	*
		Braille	2	*
		Eye Gaze	11	*
		Modified picture symbols	9	*
		Objects	18	33%
		Sign Language	16	0
		Translation into native language	N/A	N/A
		Other	14	*
Reading	10	None	412	32%
		Assistive Technology	14	*
		Braille	3	*
		Eye Gaze	10	*
		Modified picture symbols	9	*
		Objects	12	*
		Sign Language	20	0
		Translation into native language	N/A	N/A
		Other	10	*

Subject	Grade	Accommodation	Participation	Proficiency
Math	3	None	491	51%
		Assistive Technology	27	23%
		Braille	0	*
		Eye Gaze	25	8%
		Modified picture symbols	17	6%
		Objects	35	9
		Sign Language	21	39%
		Translation into native language	2	*
		Other	20	20%
Math	4	None	490	48%
		Assistive Technology	17	29%
		Braille	3	*
		Eye Gaze	16	0
		Modified picture symbols	24	21%
		Objects	35	20%
		Sign Language	21	24%
		Translation into native language	0	*
		Other	24	29%
Math	5	None	456	52%
		Assistive Technology	24	21%
		Braille	4	*
		Eye Gaze	25	4%
		Modified picture symbols	24	8%
		Objects	28	11%
		Sign Language	21	24%
		Translation into native language	1	*
		Other	12	*

Subject	Grade	Accommodation	Participation	Proficiency
Math	6	None	445	51%
		Assistive Technology	12	*
		Braille	2	*
		Eye Gaze	22	5%
		Modified picture symbols	9	*
		Objects	30	16%
		Sign Language	11	*
		Translation into native language	1	*
		Other	17	29%
Math	7	None	444	39%
		Assistive Technology	25	12%
		Braille	0	*
		Eye Gaze	18	0%
		Modified picture symbols	17	0%
		Objects	47	19%
		Sign Language	16	13%
		Translation into native language	1	*
		Other	19	21%
Math	8	None	452	38%
		Assistive Technology	14	*
		Braille	4	*
		Eye Gaze	9	*
		Modified picture symbols	8	*
		Objects	27	8%
		Sign Language	12	*
		Translation into native language	1	*
		Other	15	8%

Subject	Grade	Accommodation	Participation	Proficiency
Math	9	None	508	30%
		Assistive Technology	17	6%
		Braille	2	*
		Eye Gaze	10	*
		Modified picture symbols	6	*
		Objects	42	17%
		Sign Language	14	*
		Translation into native language	1	*
		Other	12	*
Math	10	None	392	22%
		Assistive Technology	21	5%
		Braille	2	*
		Eye Gaze	9	*
		Modified picture symbols	7	*
		Objects	31	13%
		Sign Language	20	10%
		Translation into native language	0	*
		Other	10	*
Science	5	None	462	48%
		Assistive Technology	20	35%
		Braille	4	*
		Eye Gaze	25	4%
		Modified picture symbols	24	4%
		Objects	15	*
		Sign Language	23	22%
		Translation into native language	1	*
		Other	11	*
Science	8	None	456	52%
		Assistive Technology	7	*
		Braille	3	*
		Eye Gaze	9	*
		Modified picture symbols	10	*
		Objects	10	*
		Sign Language	11	*
		Translation into native language	2	*
		Other	12	*

Subject	Grade	Accommodation	Participation	Proficiency
Science	10	None	411	34%
		Assistive Technology	15	*
		Braille	2	*
		Eye Gaze	10	*
		Modified picture symbols	5	*
		Objects	12	*
		Sign Language	18	6%
		Translation into native language	0	*
		Other	7	*
Writing	3	None	528	38%
		Assistive Technology	31	19%
		Braille	1	*
		Eye Gaze	23	0%
		Modified picture symbols	28	0%
		Objects	15	*
		Sign Language	24	38%
		Translation into native language	2	*
		Other	20	20%
Writing	4	None	518	39%
		Assistive Technology	23	30%
		Braille	3	*
		Eye Gaze	15	*
		Modified picture symbols	28	0%
		Objects	13	*
		Sign Language	23	30%
		Translation into native language	0	*
		Other	25	28%

Subject	Grade	Accommodation	Participation	Proficiency
Writing	5	None	476	43%
		Assistive Technology	33	15%
		Braille	4	*
		Eye Gaze	25	0%
		Modified picture symbols	27	4%
		Objects	17	0%
		Sign Language	23	22%
		Translation into native language	1	*
		Other	9	*
Writing	6	None	475	42%
		Assistive Technology	18	11%
		Braille	2	*
		Eye Gaze	21	5%
		Modified picture symbols	11	*
		Objects	16	13%
		Sign Language	12	*
		Translation into native language	1	*
		Other	18	28%
Writing	7	None	466	39%
		Assistive Technology	16	12%
		Braille	0	*
		Eye Gaze	21	0%
		Modified picture symbols	14	*
		Objects	16	12%
		Sign Language	17	12%
		Translation into native language	2	*
		Other	16	31%

Subject	Grade	Accommodation	Participation	Proficiency
Writing	8	None	459	36%
		Assistive Technology	10	*
		Braille	4	*
		Eye Gaze	7	*
		Modified picture symbols	11	*
		Objects	6	*
		Sign Language	12	*
		Translation into native language	1	*
		Other	17	6%
Writing	9	None	512	34%
		Assistive Technology	21	20%
		Braille	3	*
		Eye Gaze	12	*
		Modified picture symbols	10	*
		Objects	15	*
		Sign Language	16	0%
		Translation into native language	2	*
		Other	15	*
Writing	10	None	412	26%
		Assistive Technology	18	0%
		Braille	3	*
		Eye Gaze	11	*
		Modified picture symbols	8	*
		Objects	10	*
		Sign Language	20	0%
		Translation into native language	0	*
		Other	9	*

Subject	Grade	Accommodation	Participation	Proficiency
Colorado	CSAP “Approved Nonstandard Accommodation”		Number Tested	Percent Proficient
Reading	3	Approved Nonstandard Accom.	13	*
	4	Approved Nonstandard Accom.	8	*
	5	Approved Nonstandard Accom.	10	*
	6	Approved Nonstandard Accom.	12	*
	7	Approved Nonstandard Accom.	12	*
	8	Approved Nonstandard Accom.	14	*
	9	Approved Nonstandard Accom.	34	6%
	10	Approved Nonstandard Accom.	30	3%
Math	3	Approved Nonstandard Accom.	10	*
	4	Approved Nonstandard Accom.	6	*
	5	Approved Nonstandard Accom.	7	*
	6	Approved Nonstandard Accom.	2	*
	7	Approved Nonstandard Accom.	5	*
	8	Approved Nonstandard Accom.	15	*
	9	Approved Nonstandard Accom.	0	*
	10	Approved Nonstandard Accom.	4	*
Science	5	Approved Nonstandard Accom.	9	*
	8	Approved Nonstandard Accom.	7	*
	10	Approved Nonstandard Accom.	5	*

Subject	Grade	Accommodation	Participation	Proficiency
Writing	3	Approved Nonstandard Accom.	9	*
	4	Approved Nonstandard Accom.	3	*
	5	Approved Nonstandard Accom.	9	*
	6	Approved Nonstandard Accom.	4	*
	7	Approved Nonstandard Accom.	2	*
	8	Approved Nonstandard Accom.	2	*
	9	Approved Nonstandard Accom.	3	*
	10	Approved Nonstandard Accom.	6	*
Colorado: CSAP “Nonapproved Accommodation/Modification”			Number Tested	No Performance
Reading	3	Nonapproved Accom./Modification	1	
	4	Nonapproved Accom./Modification	3	
	5	Nonapproved Accom./Modification	2	
	6	Nonapproved Accom./Modification	17	
	7	Nonapproved Accom./Modification	2	
	8	Nonapproved Accom./Modification	3	
	9	Nonapproved Accom./Modification	0	
	10	Nonapproved Accom./Modification	0	

Subject	Grade	Accommodation	Participation	Proficiency
Math	3	Nonapproved Accom./ Modification	7	
	4	Nonapproved Accom./ Modification	1	
	5	Nonapproved Accom./ Modification	0	
	6	Nonapproved Accom./ Modification	13	
	7	Nonapproved Accom./ Modification	1	
	8	Nonapproved Accom./ Modification	1	
	9	Nonapproved Accom./ Modification	1	
	10	Nonapproved Accom./ Modification	4	
Science	5	Nonapproved Accom./ Modification	1	
	8	Nonapproved Accom./ Modification	0	
	10	Nonapproved Accom./ Modification	0	
Writing	3	Nonapproved Accom./ Modification	0	
	4	Nonapproved Accom./ Modification	1	
	5	Nonapproved Accom./ Modification	0	
	6	Nonapproved Accom./ Modification	15	
	7	Nonapproved Accom./ Modification	1	
	8	Nonapproved Accom./ Modification	1	
	9	Nonapproved Accom./ Modification	1	
	10	Nonapproved Accom./ Modification	0	

Subject	Grade	Accommodation	Participation	Proficiency
Colorado		CSAP “Accommodations”	Participation	Percent Proficient
Reading	3	None	47465	78%
		Braille version	9	*
		Large-print version	25	40%
		Teacher-read directions only	4731	22%
		Scribe	1056	37%
		Signing	29	10%
		Assistive communication device	25	48%
		Extended timing	4392	43%
		Data invalid or not provided	172	67%
Reading	4	None	47228	74%
		Braille version	3	*
		Large-print version	32	34%
		Teacher-read directions only	4258	14%
		Scribe	1102	29%
		Signing	16	19%
		Assistive communication device	61	56%
		Extended timing	5379	42%
		Data invalid or not provided	127	69%
Reading	5	None	47937	78%
		Braille version	7	*
		Large-print version	26	46%
		Teacher-read directions only	3720	17%
		Scribe	954	33%
		Signing	10	*
		Assistive communication device	64	72%
		Extended timing	4363	42%
		Data invalid or not provided	136	72%

Subject	Grade	Accommodation	Participation	Proficiency
Reading	6	None	49202	78%
		Braille version	6	*
		Large-print version	19	53%
		Teacher-read directions only	2870	16%
		Scribe	542	39%
		Signing	17	47%
		Assistive communication device	124	38%
		Extended timing	4275	38%
		Data invalid or not provided	106	77%
Reading	7	None	51359	70%
		Braille version	2	*
		Large-print version	26	46%
		Teacher-read directions only	2060	12%
		Scribe	412	27%
		Signing	10	*
		Assistive communication device	93	49%
		Extended timing	3090	30%
		Data invalid or not provided	110	61%
Reading	8	None	52293	71%
		Braille version	5	*
		Large-print version	22	32%
		Teacher-read directions only	1712	9%
		Scribe	353	29%
		Signing	9	*
		Assistive communication device	115	43%
		Extended timing	2512	29%
		Data invalid or not provided	141	69%

Subject	Grade	Accommodation	Participation	Proficiency
Reading	9	None	56916	69%
		Braille version	6	*
		Large-print version	17	35%
		Teacher-read directions only	935	8%
		Scribe	168	33%
		Signing	21	33%
		Assistive communication device	31	55%
		Extended timing	2178	19%
		Data invalid or not provided	123	65%
Reading	10	None	54184	68%
		Braille version	2	*
		Large-print version	13	*
		Teacher-read directions only	836	6%
		Scribe	108	38%
		Signing	17	29%
		Assistive communication device	19	53%
		Extended/modified timing	1755	23%
		Data invalid or not provided	160	69%
Math	3	None	48822	77%
		Braille version	6	*
		Large-print version	25	48%
		Teacher-read directions only	1740	34%
		Use of manipulative	72	38%
		Scribe	625	46%
		Signing	27	19%
		Assistive communication device	8	*
		Extended timing	1686	48%
		Oral script	5495	31%
		Translated oral script	739	43%
		Word to word dictionary	22	55%
		Data invalid or not provided	140	74%

Subject	Grade	Accommodation	Participation	Proficiency
Math	4	None	48450	76%
		Braille version	5	*
		Large-print version	27	44%
		Teacher-read directions only	1254	28%
		Use of manipulative	51	22%
		Scribe	666	37%
		Signing	16	16%
		Assistive communication device	27	48%
		Extended timing	2703	49%
		Oral script	4860	24%
		Translated oral script	194	34%
		Word to word dictionary	21	29%
		Data invalid or not provided	123	69%
		Math	5	None
Braille version	6			*
Large-print version	26			50%
Teacher-read directions only	1078			21%
Use of manipulative	25			12%
Scribe	609			35%
Signing	16			25%
Assistive communication device	23			48%
Extended timing	2766			45%
Oral script	4379			20%
Translated oral script	118			19%
Word to word dictionary	11			*
Data invalid or not provided	103			66%

Subject	Grade	Accommodation	Participation	Proficiency
Math	6	None	49750	67%
		Braille	6	*
		Large-print version	24	29%
		Teacher-read directions only	1064	16%
		Use of manipulative	8	*
		Scribe	342	30%
		Signing	23	22%
		Assistive communication device	33	48%
		Extended timing	2438	36%
		Oral script	3175	13%
		Translated oral script	207	10%
		Word to word dictionary	22	32%
		Data invalid or not provided	99	70%
		Math	7	None
Braille version	3			*
Large-print version	29			24%
Teacher-read directions only	854			7%
Use of manipulative	14			*
Scribe	262			16%
Signing	10			*
Assistive communication device	40			30%
Extended timing	2111			26%
Oral script	5			5%
Math	8			None
		Braille version	4	*
		Large-print version	20	20%
		Teacher-read directions only	822	9%
		Use of manipulative	18	28%
		Scribe	250	20%
		Signing	11	*
		Assistive communication device	39	36%
		Extended timing	1961	29%
		Oral script	1754	3%
		Translated oral script	189	3%
		Word to word dictionary	65	20%
		Data invalid or not provided	157	49%

Subject	Grade	Accommodation	Participation	Proficiency
Math	9	None	56531	40%
		Braille version	5	*
		Large-print version	19	11%
		Teacher-read directions only	582	2%
		Use of manipulative	0	*
		Scribe	111	23%
		Signing	21	24%
		Assistive communication device	12	*
		Extended timing	1678	15%
		Oral script	929	2%
		Translated oral script	142	1%
		Word to word dictionary	285	4%
		Data invalid or not provided	144	38%
		Math	10	None
Braille version	3			*
Large-print version	14			*
Teacher-read directions only	565			3%
Use of manipulative	3			*
Scribe	89			17%
Signing	25			4%
Assistive communication device	10			*
Extended timing	1468			9%
Oral script	615			1%
Translated oral script	129			2%
Word to word dictionary	223			4%
Data invalid or not provided	143			32%

Subject	Grade	Accommodation	Participation	Proficiency
Science	5	None	49053	49%
		Braille version	7	*
		Large-print version	28	29%
		Teacher-read directions only	1095	9%
		Scribe	665	26%
		Signing	19	5%
		Assistive communication device	26	50%
		Extended timing	1688	18%
		Oral script	4315	8%
		Translated oral script	122	6%
		Word to word dictionary	30	7%
		Data invalid or not provided	165	50%
Science	8	None	52443	50%
		Braille version	3	*
		Large-print version	24	33%
		Teacher-read directions only	834	7%
		Scribe	258	28%
		Signing	10	*
		Assistive communication device	48	48%
		Extended timing	1317	18%
		Oral script	1848	5%
		Translated oral script	196	1%
		Word to word dictionary	80	11%
		Data invalid or not provided	118	49%
Science	10	None	54056	49%
		Braille version	3	*
		Large-print version	12	*
		Teacher-read directions only	570	4%
		Scribe	96	26%
		Signing	25	8%
		Assistive communication device	12	*
		Extended timing	1233	17%
		Oral script	605	3%
		Translated oral script	125	1%
		Word to word dictionary	258	1%
		Data invalid or not provided	193	56%

Subject	Grade	Accommodation	Participation	Proficiency
Writing	3	None	48118	57%
		Braille version	6	*
		Large-print version	22	23%
		Teacher-read directions only	1776	13%
		Scribe	969	20%
		Signing	22	23%
		Assistive communication device	31	35%
		Extended timing	2330	29%
		Oral script	4460	8%
		Translated oral script	18	0%
		Word to word dictionary	22	5%
		Data invalid or not provided	139	42%
Writing	4	None	47019	59%
		Braille version	3	*
		Large-print version	29	34%
		Teacher-read directions only	1302	8%
		Scribe	982	20%
		Signing	15	*
		Assistive communication device	73	45%
		Extended timing	4460	34%
		Oral script	4100	7%
		Translated oral script	75	7%
		Word to word dictionary	30	17%
		Data invalid or not provided	140	52%
Writing	5	None	47431	67%
		Braille version	6	*
		Large-print version	24	46%
		Teacher-read directions only	1176	14%
		Scribe	843	25%
		Signing	17	12%
		Assistive communication device	87	51%
		Extended timing	3730	40%
		Oral script	3626	10%
		Translated oral script	98	4%
		Word to word dictionary	32	28%
		Data invalid or not provided	157	58%

Subject	Grade	Accommodation	Participation	Proficiency
Writing	6	None	49268	66%
		Braille version	6	*
		Large-print version	14	*
		Teacher-read directions only	1204	13%
		Scribe	505	24%
		Signing	17	12%
		Assistive communication device	109	39%
		Extended timing	3048	36%
		Oral script	2639	8%
		Translated oral script	199	1%
		Word to word dictionary	49	29%
		Data invalid or not provided	124	66%
		Writing	7	None
Braille version	2			*
Large-print version	26			38%
Teacher-read directions only	987			9%
Scribe	409			20%
Signing	9			*
Assistive communication device	107			37%
Extended timing	2346			35%
Oral script	1775			5%
Translated oral script	152			1%
Word to word dictionary	80			9%
Data invalid or not provided	122			54%
Writing	8			None
		Braille version	4	*
		Large-print version	19	16%
		Teacher-read directions only	828	5%
		Scribe	339	16%
		Signing	8	*
		Assistive communication device	120	32%
		Extended timing	1793	29%
		Oral script	1476	4%
		Translated oral script	139	0%
		Word to word dictionary	84	6%
		Data invalid or not provided	147	52%

Subject	Grade	Accommodation	Participation	Proficiency
Writing	9	None	56638	51%
		Braille version	5	*
		Large-print version	16	31%
		Teacher-read directions only	639	3%
		Scribe	184	15%
		Signing	16	19%
		Assistive communication device	50	24%
		Extended timing	1582	13%
		Oral script	748	3%
		Translated oral script	136	0%
		Word to word dictionary	271	2%
		Data invalid or not provided	145	47%
		Writing	10	None
Braille version	2			*
Large-print version	12			*
Teacher-read directions only	530			2*
Scribe	121			20*
Signing	17			12*
Assistive communication device	22			32*
Extended timing	1357			13*
Oral script	526			2*
Translated oral script	113			1*
Word to word dictionary	165			1*
Data invalid or not provided	179			46*

Subject	Grade	Accommodation	Participation		Proficiency
Connecticut CMT and CAPT			Number and Percent of Special Education Students Tested		No Performance
Math	3	Accommodated	4822	73.6%	
	4	Accommodated	5231	75.9%	
	5	Accommodated	5265	76.1%	
	6	Accommodated	5422	75.1%	
	7	Accommodated	5383	69.1%	
	8	Accommodated	5484	68.2%	
	10	Accommodated	5177	66.3%	
	11	Accommodated	1969	80.1%	
	12	Accommodated	53	100%	
Reading	3	Accommodated	4822	73.6%	
	4	Accommodated	5231	75.6%	
	5	Accommodated	5265	75.7%	
	6	Accommodated	5422	74.8%	
	7	Accommodated	5383	68.5%	
	8	Accommodated	5484	67.4%	
	10	Accommodated	5177	66.5%	
	11	Accommodated	1969	79.6%	
	12	Accommodated	53	100%	
Writing	3	Accommodated	4822	73.4%	
	4	Accommodated	5231	75.9%	
	5	Accommodated	5265	76.2%	
	6	Accommodated	5422	75.7%	
	7	Accommodated	5383	69.5%	
	8	Accommodated	5484	68.3%	
	10	Accommodated	5177	66.6%	
	11	Accommodated	1969	79.6%	
	12	Accommodated	53	100%	

Subject	Grade	Accommodation	Participation		Proficiency	
Florida FCAT			Number and Percent Participating		No Performance	
Reading	3	With Accommodations	20,385	60%		
		Without Accommodations	10,972	32%		
	4	With Accommodations	20,612	65%		
		Without Accommodations	8,187	26%		
	5	With Accommodations	21,246	68%		
		Without Accommodations	7,054	23%		
	6	With Accommodations	18,001	60%		
		Without Accommodations	9,097	30%		
	7	With Accommodations	17,402	57%		
		Without Accommodations	9,461	31%		
	8	With Accommodations	13,850	55%		
		Without Accommodations	7,569	30%		
	9	With Accommodations	14,001	43%		
		Without Accommodations	12,249	38%		
	10	With Accommodations	11,853	44%		
		Without Accommodations	9,629	35%		
	Math	3	With Accommodations	20,062	33%	
			Without Accommodations	11,341	59%	
		4	With Accommodations	20,358	27%	
			Without Accommodations	8,502	65%	
5		With Accommodations	21,757	21%		
		Without Accommodations	6,647	70%		
6		With Accommodations	17,578	32%		
		Without Accommodations	9,714	58%		
7		With Accommodations	16,716	34%		
		Without Accommodations	10,383	55%		
8		With Accommodations	14,076	30%		
		Without Accommodations	7,405	56%		
9		With Accommodations	13,832	40%		
		Without Accommodations	12,98	43%		
10		With Accommodations	11,514	42%		
		Without Accommodations	9,801	36%		

Subject	Grade	Accommodation	Participation		Proficiency
Georgia			Number	Percent	No Performance
No content specified	Grades 1 through 8 and 11 th First time test takers	Without Accommodations	30,084	30.6%	
		Standard Accommodations	63,855	65.0%	
		Scheduling	51,161	80.1%	
		Response	8,065	12.6%	
		Presentation	38,914	60.9%	
		Setting	62,179	97.4%	
		Conditional Accommodations	4,300	4.4%	
Indiana ISTEP+					
Subject	Grade	Category	Number Tested		Number and percent Proficient

Subject	Grade	Accommodation	Participation	Proficiency	
ELA	3	Special Ed. With Accommodations	6180	1735	28%
		Special Ed. Without Accommodations	6325	4375	69%
	4	Special Ed. With Accommodations	7551	1947	26%
		Special Ed. Without Accommodations	5205	3645	70%
	5	Special Ed. With Accommodations	8249	2218	27%
		Special Ed. Without Accommodations	3795	2568	68%
	6	Special Ed. With Accommodations	8918	2174	24%
		Special Ed. Without Accommodations	2533	1568	62%
	7	Special Ed. With Accommodations	8982	1799	20%
		Special Ed. Without Accommodations	2196	1146	52%
	8	Special Ed. With Accommodations	9377	1770	19%
		Special Ed. Without Accommodations	1786	834	47%
	10	Special Ed. With Accommodations	8336	1690	20%
		Special Ed. Without Accommodations	2848	881	31%
	Retest	Special Ed. With Accommodations	8785	1421	16%
		Special Ed. Without Accommodations	2278	416	18%

Subject	Grade	Accommodation	Participation	Proficiency	
Math	3	Special Ed. With Accommodations	6100	1878	31%
		Special Ed. Without Accommodations	6405	4249	66%
	4	Special Ed. With Accommodations	7437	2842	38%
		Special Ed. Without Accommodations	5319	3758	71%
	5	Special Ed. With Accommodations	8167	3539	43%
		Special Ed. Without Accommodations	3877	2823	73%
	6	Special Ed. With Accommodations	8839	3533	40%
		Special Ed. Without Accommodations	2612	1900	73%
	7	Special Ed. With Accommodations	8945	3629	41%
		Special Ed. Without Accommodations	2233	1538	69%
	8	Special Ed. With Accommodations	9367	2834	30%
		Special Ed. Without Accommodations	1796	1072	60%
	10	Special Ed. With Accommodations	9185	2245	24%
		Special Ed. Without Accommodations	1999	742	37%
	Retest	Special Ed. With Accommodations	8426	1300	15%
		Special Ed. Without Accommodations	1629	290	18%
Science	5	Special Ed. With Accommodations	7874	2561	33%
		Special Ed. Without Accommodations	4170	2383	57%
	7	Special Ed. With Accommodations	8711	1631	19%
		Special Ed. Without Accommodations	2467	1042	42%

Subject	Grade	Accommodation	Participation	Proficiency
Iowa ITBS/ITED			Number Tested	Percent Proficient
Reading	3	Special Ed. With Accommodations	2,603	36.8%
		Special Ed. Without Accommodations	1,095	29.2%
	4	Special Ed. With Accommodations	3,286	40.7%
		Special Ed. Without Accommodations	871	27.1%
	5	Special Ed. With Accommodations	3,729	37.5%
		Special Ed. Without Accommodations	680	33.5%
	6	Special Ed. With Accommodations	3,812	25.3%
		Special Ed. Without Accommodations	550	21.6%
	7	Special Ed. With Accommodations	3,910	23.2%
		Special Ed. Without Accommodations	489	20.6%
	8	Special Ed. With Accommodations	4,085	24.7%
		Special Ed. Without Accommodations	490	20.4%
	11	Special Ed. With Accommodations	3,456	33.3%
		Special Ed. Without Accommodations	642	24.4%

Subject	Grade	Accommodation	Participation	Proficiency
Math	3	Special Ed. With Accommodations	2,594	47.4%
		Special Ed. Without Accommodations	1,095	37.4%
	4	Special Ed. With Accommodations	3,279	51.9%
		Special Ed. Without Accommodations	871	34.5%
	5	Special Ed. With Accommodations	3,710	47.2%
		Special Ed. Without Accommodations	680	42.0%
	6	Special Ed. With Accommodations	3,802	36.9%
		Special Ed. Without Accommodations	550	31.5%
	7	Special Ed. With Accommodations	3,903	32.5%
		Special Ed. Without Accommodations	489	28.8%
	8	Special Ed. With Accommodations	4,054	31.0%
		Special Ed. Without Accommodations	490	25.3%
	11	Special Ed. With Accommodations	3,443	33.0%
		Special Ed. Without Accommodations	642	24.1%

Subject	Grade	Accommodation	Participation		Proficiency
Kentucky KCCT			Number and Percent Tested		Scale Score
Reading	3	Special Ed. With Accommodations	5,038	10%	343
		Special Ed. Without Accommodations	2300	5%	346
	4	Special Ed. With Accommodations	5630	11%	442
		Special Ed. Without Accommodations	1690	3%	443
	5	Special Ed. With Accommodations	5792	12%	540
		Special Ed. Without Accommodations	1261	3%	541
Math	3	Special Ed. With Accommodations	5038	10%	338
		Special Ed. Without Accommodations	2300	5%	347
	4	Special Ed. With Accommodations	5630	11%	439
		Special Ed. Without Accommodations	1690	3%	444
	5	Special Ed. With Accommodations	5792	12%	533
		Special Ed. Without Accommodations	1261	3%	539
Science	4	Special Ed. With Accommodations	5630	11%	441
		Special Ed. Without Accommodations	1690	3%	442
	5	Special Ed. With Accommodations	5800	12%	532
		Special Ed. Without Accommodations	1261	3%	536

Subject	Grade	Accommodation	Participation		Proficiency
Writing	4	Special Ed. With Accommodations	5605	12%	23 (composite)
		Special Ed. Without Accommodations	1703	3%	24 (composite)
	5	Special Ed. With Accommodations	5800	12%	533 (composite)
		Special Ed. Without Accommodations	1261	3%	534 (composite)
Arts and Humanities	5	Special Ed. With Accommodations	5800	12%	526
		Special Ed. Without Accommodations	1261	3%	533
PI/VS	4	Special Ed. With Accommodations	5632	11%	438
		Special Ed. Without Accommodations	1690	3%	446
Reading	6	Special Ed. With Accommodations	5366	11%	635
		Special Ed. Without Accommodations	1323	3%	638
	7	Special Ed. With Accommodations	5361	11%	733
		Special Ed. Without Accommodations	1186	2%	737
	8	Special Ed. With Accommodations	5173	10%	833
		Special Ed. Without Accommodations	1351	3%	836
Math	6	Special Ed. With Accommodations	5366	11%	631
		Special Ed. Without Accommodations	1323	3%	633
	7	Special Ed. With Accommodations	5361	11%	729
		Special Ed. Without Accommodations	1186	2%	732
	8	Special Ed. With Accommodations	5173	10%	824
		Special Ed. Without Accommodations	1351	3%	826

Subject	Grade	Accommodation	Participation		Proficiency
Science	7	Special Ed. With Accommodations	5361	11%	732
		Special Ed. Without Accommodations	1186	2%	735
Social Studies	8	Special Ed. With Accommodations	5180	10%	828
		Special Ed. Without Accommodations	1351	3%	830
Writing	7	Special Ed. With Accommodations	5338	11%	20 (composite)
		Special Ed. Without Accommodations	1203	2%	20 (composite)
	8	Special Ed. With Accommodations	5180	10%	826
		Special Ed. Without Accommodations	1351	3%	828
Arts and Humanities	8	Special Ed. With Accommodations	5180	10%	826
		Special Ed. Without Accommodations	1351	3%	831
PI/VS	7	Special Ed. With Accommodations	5366	11%	731
		Special Ed. Without Accommodations	1186	2%	736
Reading	10	Special Ed. With Accommodations	4334	9%	1029
		Special Ed. Without Accommodations	1325	3%	1030
Math	11	Special Ed. With Accommodations	3626	8%	1114
		Special Ed. Without Accommodations	1053	2%	1118
Science	11	Special Ed. With Accommodations	3626	8%	1118
		Special Ed. Without Accommodations	1053	2%	1123
Social Studies	11	Special Ed. With Accommodations	3631	8%	1117
		Special Ed. Without Accommodations	1053	2%	1123

Subject	Grade	Accommodation	Participation		Proficiency
Writing	12	Special Ed. With Accommodations	2940	7%	23 (composite)
		Special Ed. Without Accommodations	896	2%	25 (composite)
On Demand Writing	12	Special Ed. With Accommodations	3235	7%	1223
		Special Ed. Without Accommodations	1044	2%	1226
Arts and Humanities	11	Special Ed. With Accommodations	3631	8%	1124
		Special Ed. Without Accommodations	1053	2%	1131
Practical Living/ Voc Studies	10	Special Ed. With Accommodations	4340	9%	1023
		Special Ed. Without Accommodations	1325	3%	1027
Maine MEA		Identified Disability Students by Status	Number and Percent Tested		No Performance
Reading	3	Without Accommodations	475	4%	
		With Accommodations	1735	59%	
Math	3	Without Accommodations	479	4%	
		With Accommodations	1729	59%	
Reading	4	Without Accommodations	375	3%	
		With Accommodations	2013	61%	
Math	4	Without Accommodations	374	3%	
		With Accommodations	1998	61%	
Reading	5	Without Accommodations	396	4%	
		With Accommodations	1996	67%	
Math	5	Without Accommodations	404	4%	
		With Accommodations	1986	66%	
Reading	6	Without Accommodations	373	3%	
		With Accommodations	1909	78%	
Math	6	Without Accommodations	373	3%	
		With Accommodations	1910	78%	
Reading	7	Without Accommodations	419	3%	
		With Accommodations	1912	82%	
Math	7	Without Accommodations	421	3%	
		With Accommodations	1900	83%	
Reading	8	Without Accommodations	437	3%	
		With Accommodations	1832	82%	

Subject	Grade	Accommodation	Participation		Proficiency
Math	8	Without Accommodations	421	3%	
		With Accommodations	1844	83%	
Critical Reading	HS	Without Accommodations	739	6%	
		With Accommodations	1117	69%	
Math	HS	Without Accommodations	810	6%	
		With Accommodations	1119	69%	
Writing	HS	Without Accommodations	739	6%	
		With Accommodations	1119	69%	
Science	HS	Without Accommodations	791	6%	
		With Accommodations	1088	69%	
Massachusetts MCAS			Percent of Students With Disabilities		No Performance
Sci/Tech/Eng	HS	Special Ed. With Accommodations	72%		
		Special Ed. Routine Test Admin.	16%		
Math	10	Special Ed. With Accommodations	77%		
		Special Ed. Routine Test Admin.	10%		
ELA	10	Special Ed. With Accommodations	78%		
		Special Ed. Routine Test Admin.	9%		
Sci/Tech/Eng	8	Special Ed. With Accommodations	72%		
		Special Ed. Routine Test Admin.	17%		
Math	8	Special Ed. With Accommodations	77%		
		Special Ed. Routine Test Admin.	13%		
Reading	8	Special Ed. With Accommodations	78%		
		Special Ed. Routine Test Admin.	12%		
Math	7	Special Ed. With Accommodations	79%		
		Special Ed. Routine Test Admin.	11%		

Subject	Grade	Accommodation	Participation	Proficiency
ELA	7	Special Ed. With Accommodations	80%	
		Special Ed. Routine Test Admin.	10%	
Math	6	Special Ed. With Accommodations	78%	
		Special Ed. Routine Test Admin.	11%	
ELA	6	Special Ed. With Accommodations	79%	
		Special Ed. Routine Test Admin.	11%	
Sci/Tech/Eng	5	Special Ed. With Accommodations	80%	
		Special Ed. Routine Test Admin.	11%	
Math	5	Special Ed. With Accommodations	80%	
		Special Ed. With Accommodations	10%	
Reading	5	Special Ed. With Accommodations	81%	
		Special Ed. Routine Test Admin.	10%	
Math	4	Special Ed. With Accommodations	79%	
		Special Ed. Routine Test Admin.	11%	
Reading	4	Special Ed. With Accommodations	80%	
		Special Ed. Routine Test Admin.	10%	
Math	3	Special Ed. With Accommodations	75%	
		Special Ed. Routine Test Admin.	15%	
Reading	3	Special Ed. With Accommodations	75%	
		Special Ed. Routine Test Admin.	15%	

Subject	Grade	Accommodation	Participation	Proficiency
Michigan MEAP				
Grade and Population	Subject	Michigan: MEAP "Students without Disabilities"	Number Tested	Percent Level 1 & 2 (Proficient)
3 "Students Without Disabilities"	Reading	Standard	865	66%
		Non-standard	0	
	Writing	Standard	960	36%
		Non-standard	0	
	Total ELA	Standard	964	55%
		Non-standard	0	
Math	Standard	1507	79%	
	Non-Standard	0		
3 Students With Disabilities	Reading	Standard	3195	49%
		Non-Standard	14	
	Writing	Standard	3257	16%
		Non-Standard	12	
	Total ELA	Standard	3341	36%
		Non-Standard	17	
	Math	Standard	4751	69%
		Non-Standard	0	
Also Has Standard ELL Only and Non-Standard ELL Only				
4 "Students Without Disabilities"	Reading	Standard	787	54%
		Non-Standard	0	
	Writing	Standard	818	18%
		Non-Standard	0	
	Total ELA	Standard	856	41%
		Non-Standard	0	
Math	Standard	1307	68%	
	Non-Standard	0		

Subject	Grade	Accommodation	Participation	Proficiency
4 Students With Disabilities	Reading	Standard	4036	43%
		Non-Standard	12	
	Writing	Standard	4130	7%
		Non-Standard	0	
	Total ELA	Standard	4226	28%
		Non-standard	12	
	Math	Standard	6020	56%
		Non-standard	0	
Also Has Standard ELL Only and Non-Standard ELL Only				
5 Students Without Disabilities	Reading	Standard Accommodations	670	49%
		Non-Standard Accommodations	0	
	Writing	Standard Accommodations	685	26%
		Non-Standard Accommodations	0	
	Total ELA	Standard Accommodations	711	43%
		Non-Standard Accommodations	0	
	Math	Standard Accommodations	1091	53%
		Non-Standard Accommodations	0	
	Science	Standard Accommodations	1137	55%
		Non-Standard Accommodations	0	
5 Students With Disabilities	Reading	Standard Accommodations	4716	39%
		Non-Standard Accommodations	0	
	Writing	Standard Accommodations	4864	16%
		Non-Standard Accommodations	0	
	Total ELA	Standard Accommodations	4934	32%
		Non-Standard Accommodations	0	
	Math	Standard Accommodations	7260	34%
		Non-Standard Accommodations	0	
	Science	Standard Accommodations	7325	58%
		Non-Standard Accommodations	10	

Subject	Grade	Accommodation	Participation	Proficiency
6 Students Without Disabilities	Reading	Standard Accommodations	479	47%
		Non-Standard Accommodations	0	
	Writing	Standard Accommodations	506	42%
		Non-Standard Accommodations	0	
	Total ELA	Standard Accommodations	528	45%
		Non-Standard Accommodations	0	
	Math	Standard Accommodations	821	43%
		Non-Standard Accommodations	0	
	Social Studies	Standard Accommodations	876	32%
		Non-Standard Accommodations	0	
6 Students With Disabilities	Reading	Standard Accommodations	4071	43%
		Non-Standard Accommodations	17	
	Writing	Standard Accommodations	4208	30%
		Non-Standard Accommodations	22	
	Total ELA	Standard Accommodations	4259	37%
		Non-Standard Accommodations	26	
	Math	Standard Accommodations	6711	30%
		Non-Standard Accommodations	12	
	Social Studies	Standard Accommodations	6947	38%
		Non-Standard Accommodations	10	

Subject	Grade	Accommodation	Participation	Proficiency
7 Students Without disabilities	Reading	Standard Accommodations	436	38%
		Non-Standard Accommodations	0	0
	Writing	Standard Accommodations	500	44%
		Non-Standard Accommodations	0	0
	Total ELA	Standard Accommodations	521	40%
		Non-Standard Accommodations	0	0
	Math	Standard Accommodations	875	43%
		Non-Standard Accommodations	0	0
7 Students With Disabilities	Reading	Standard Accommodations	3445	32%
		Non-Standard Accommodations	19	
	Writing	Standard Accommodations	3635	32%
		Non-Standard Accommodations	26	
	Total ELA	Standard Accommodations	3694	31%
		Non-Standard Accommodations	26	
	Math	Standard Accommodations	5991	27%
		Non-Standard Accommodations	18	
8 Students Without Disabilitites	Reading	Standard Accommodations	427	33%
		Non-Standard Accommodations	0	
	Writing	Standard Accommodations	494	31%
		Non-Standard Accommodations	0	
	Total ELA	Standard Accommodations	499	30%
		Non-Standard Accommodations	0	
	Math	Standard Accommodations	838	49%
		Non-Standard Accommodations	0	
Science	Standard Accommodations	834	42%	
	Non-Standard Accommodations	0		

Subject	Grade	Accommodation	Participation	Proficiency
8 Students With Disabilities	Reading	Standard Accommodations	3516	38%
		Non-Standard Accommodations	0	
	Writing	Standard Accommodations	3636	26%
		Non-Standard Accommodations	11	
	Total ELA	Standard Accommodations	3709	32%
		Non-Standard Accommodations	12	
	Math	Standard Accommodations	6091	28%
		Non-Standard Accommodations	14	
	Science	Standard Accommodations	6200	48%
		Non-Standard Accommodations	0	
9 Students Without Disabilities	Social Studies	Standard Accommodations	667	24%
		Non-Standard Accommodations	0	
9 Students With Disabilities	Social Studies	Standard Accommodations	5203	31%
		Non-Standard Accommodations	0	
Mississippi MCT/SATP			Number tested	No Performance
Reading/LA	3-8	Non significantly Cognitively Disabled (NSCD)		
		Without Accommodation	9743	
		With Accommodations	11862	
		Significantly Cognitively Disabled (SCD)		
		Without Accommodations	0	
		With Accommodations	0	
		All IDEA		
		Without Accommodations	9743	
With accommodations	11862			

Subject	Grade	Accommodation	Participation	Proficiency
Math	3-8	Non Significantly Cognitively Disabled (NSCD)		
		Without Accommodation	9761	
		With Accommodations	11851	
		Significantly Cognitively Disabled (SCD)		
		Without Accommodations	0	
		With Accommodations	0	
		All IDEA		
		Without Accommodations	9761	
		With Accommodations	11851	
Science	5&8	Non Significantly Cognitively Disabled (NSCD)		
		Without Accommodation	2572	
		With Accommodations	4020	
		Significantly Cognitively Disabled (SCD)		
		Without Accommodations	15	
		With Accommodations	39	
		All IDEA		
		Without Accommodations	2587	
		With Accommodations	4059	
Science	Secondary (Regular Biology I, not senior snapshot)	Non Significantly Cognitively Disabled (NSCD)		
		Without Accommodation	717	
		With Accommodations	1048	
		Significantly Cognitively Disabled (SCD)		
		Without Accommodations	0	
		With Accommodations	0	
		All IDEA		
		Without Accommodations	NA	
		With Accommodations	NA	

Subject	Grade	Accommodation	Participation		Proficiency
Reading/LA	Secondary data	Non Significantly Cognitively Disabled (NSCD)			
		Without Accommodations	699		
		With Accommodations	1220		
		Significantly Cognitively Disabled (SCD)			
		Without Accommodations	0		
		With Accommodations	0		
		All IDEA			
		Without Accommodations	NA		
		With Accommodations	NA		
Math	Secondary	Non Significantly Cognitively Disabled (NSCD)			
		Without Accommodations	713		
		With Accommodations	993		
		Significantly Cognitively Disabled (SCD)			
		Without Accommodations	0		
		With Accommodations	0		
		All IDEA			
		Without Accommodations	NA		
		With Accommodations	NA		
Nebraska NSWA		All Students	Number and Percent Tested		No Performance
Writing	4 th	With Accommodations	1729	8.58%	
	8 th	With Accommodations	1358	6.63%	
	11 th	With Accommodations	1052	5.11%	
		Students With Disabilities			
	4 th	With Accommodations	1376	41.03%	
	8 th	With Accommodations	1184	44.15%	
	11 th	With Accommodations	874	40.84%	

Subject	Grade	Accommodation	Participation		Proficiency
North Carolina Tests Listed Below			Number and Percent in Category of Accom.		Percent proficient
Math	Grade 3 Pretest (Reading Pretest was field tested fall 2007)	Braille Edition	6	.0%	16.7%
		Large Print Edition 34	34	.0%	41.2%
		Assistive Technology Devices	48	.0%	37.5%
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	1	.0%	*
		Dictation to Scribe	22	.0%	22.7%
		Magnification Devices	16	.0%	50.0%
		Testing in Separate Room	6052	5.8%	31.2%
		Scheduled Extended Time	6173	6.0%	31.7%
		One Item Per Page	35	.0%	20.0%
		Multiple Testing Sessions	2237	2.2%	31.3%
		Mark Answers in Test Book	3656	3.5%	34.8%
		Dictionary/Electronic Translator	198	.2%	28.8%
		Interpreter Signs Math	7	.0%	14.3%
		Math Read Aloud	5298	5.1%	29.8%
		Student Reads Aloud to Self	164	.2%	26.8%
		Braille Writer/Slate and Stylus	7	.0%	28.6%
		Accommodation Notification Form	7	.0%	71.4%
		Hospital/Home Testing	2	.0%	*
General Multiple Choice Test					

Subject	Grade	Accommodation	Participation		Proficiency
Reading and Math	End of Grade 3	Braille Edition	9	.0%	52.8%
		Large Print Edition 34	62	.1%	38.7%
		Assistive Technology Devices	84	.1%	22.6%
		Keyboarding/Word Processor	0	.0%	.0%
		Cranmer Abacus	3	.0%	*
		Dictation to Scribe	25	.0%	40.0%
		Magnification Devices	15	.0%	40.0%
		Testing in Separate Room	11254	10.3%	13.7%
		Scheduled Extended Time	11220	10.3%	14.9%
		One Item Per Page	69	.1%	15.4%
		Multiple Testing Sessions	4671	4.3%	15.8%
		Mark Answers in Test Book	6676	6.1%	18.4%
		Dictionary/Electronic Translator	302	.3%	9.6%
		Interpreter Signs Math	12	.0%	*
		Math Read Aloud	9654	8.9%	9.6%
		Student Reads Aloud to Self	698	.6%	17.5%
		Braille Writer/Slate and Stylus	7	.0%	28.6%
		Accommodation Notification Form	47	.0%	8.7%
		Hospital/Home Testing	6	.0%	33.3%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Reading and Math	End of grade 4	Braille Edition	8	.0%	25.0%
		Large Print Edition	68	.1%	42.6%
		Assistive Technology Devices	69	.1%	31.9%
		Keyboarding/Word Processor	0	.0%	.0%
		Cranmer Abacus	2	.0%	*
		Dictation to Scribe	31	.0%	45.2%
		Magnification Devices	18	.0%	38.9%
		Hospital/Homebound	7	.0%	*
		Tested in Separate Room	12081	11.5%	18.1%
		Scheduled Extended Time	12698	12.1%	20.2%
		One Item Per Page	42	.0%	14.3%
		Multiple Testing Sessions	4959	4.7%	19.6%
		Mark Answers in Test Book	6661	6.3%	22.2%
		Dictionary/Electronic Translator	414	.4%	17.4%
		Interpreter Signs Math	9	.0%	11.1%
		Math Read Aloud	9977	9.5%	12.9%
		Student Reads Aloud to Self	664	.6%	16.8%
		Braille Writer/Slate and Stylus	5	.0%	*
		Accommodation Notification Form	79	.1%	32.1%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Reading and Math	End-of- Grade 5	Braille Edition	3	.0%	*
		Large Print Edition	59	.1%	46.4%
		Assistive Technology Devices	52	.1%	15.7%
		Keyboarding/Word Processor	3	.0%	*
		Cranmer Abacus	1	.0%	*
		Dictation to Scribe	30	.0%	30.0%
		Magnification Devices	14	.0%	64.3%
		Hospital/Homebound	9	.0%	33.3%
		Tested in Separate Room	12197	11.8%	15.0%
		Scheduled Extended Time	13054	12.6%	17.0%
		One Item Per Page	60	.1%	17.5%
		Multiple Testing Sessions	4774	4.6%	16.5%
		Mark Answers in Test Book	6618	6.4%	20.3%
		Dictionary/Electronic Translator	492	.5%	13.0%
		Interpreter Signs Math	3	.0%	*
		Math Read Aloud	9872	9.5%	10.4%
		Student Reads Aloud to Self	603	.6%	14.0%
		Braille Writer/Slate and Stylus	5	.0%	20.0%
		Accommodation Notification Form	44	.0%	44.2%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Reading and Math	End-of- Grade 6	Braille Edition	4	.0%	*
		Large Print Edition	55	.1%	37. %
		Assistive Technology Devices	33	.0%	28.1%
		Keyboarding/Word Processor	5	.0%	40.0%
		Cranmer Abacus	1	.0%	*
		Dictation to Scribe	30	.0%	23.3%
		Magnification Devices	15	.0%	33.3%
		Hospital/homebound	15	.0%	28.6%
		Tested in Separate Room	9627	9.5%	15.3%
		Scheduled Extended Time	11674	11.5%	18.9%
		One Item Per Page	40	.0%	5.4%
		Multiple Testing Sessions	2908	2.9%	16.5%
		Mark Answers in Test Book	4694	4.6%	23.0%
		Dictionary/Electronic Translator	1169	1.1%	13.5%
		Interpreter Signs Math	11	.0%	9.1%
		Math Read Aloud	7057	6.9%	9.7%
		Student Reads Aloud to Self	314	.3%	13.3%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	18	.0%	11.1%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Reading and Math	End of Grade 7	Braille Edition	4	.0%	*
		Large Print Edition	55	.1%	37.0%
		Assistive Technology Devices	33	.0%	28.1%
		Keyboarding/Word Processor	5	.0%	40.0%
		Cranmer Abacus	1	.0%	*
		Dictation to Scribe	30	.0%	23.3%
		Magnification Devices	15	.0%	33.3%
		Hospital/Homebound	15	.0%	28.6%
		Tested in Separate Room	9627	9.5%	15.3%
		Scheduled Extended Time	11674	11.5%	18.9%
		One Item Per Page	40	.0%	5.4%
		Multiple Testing Sessions	2908	2.9 %	16.5%
		Mark Answers in Test Book	4694	4.6%	23.0%
		Dictionary/Electronic Translator	1169	1.1%	13.5%
		Interpreter Signs Math	11	.0%	9.1%
		Math Read Aloud	7057	6.9%	9.7%
		Student Reads Aloud to Self	314	.3%	13.3%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	18	.0%	11.1%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Reading and Math	End of Grade 8	Braille Edition	13	.0%	53.8%
		Large Print Edition	56	.1%	42.9%
		Assistive Technology Devices	30	.0%	24.1%
		Keyboarding/Word Processor	3	.0%	*
		Cranmer Abacus	2	.0%	*
		Dictation to Scribe	24	.0%	30.4%
		Magnification Devices	11	.0%	36.4%
		Hospital/Homebound	19	.0%	15.8%
		Tested in Separate Room	8682	8.3%	12.2%
		Scheduled Extended Time	11531	11.1%	16.0%
		One Item Per Page	31	.0%	10.3%
		Multiple Testing Sessions	2095	2.0%	13.4%
		Mark Answers in Test Book	3184	3.1%	19.0%
		Dictionary/Electronic Translator	1199	1.2%	7.4%
		Interpreter Signs Math	18	.0%	16.7%
		Math Read Aloud	5928	5.7%	6.6%
		Student Reads Aloud to Self	199	.2%	11.9%
		Braille Writer/Slate and Stylus	2	.0%	*
		Accommodation Notification Form	10	.0%	11.1%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Science	End of Grade 5	Braille Edition	4	.0%	*
		Large Print Edition	50	.0%	36.0%
		Assistive Technology Devices	49	.0%	18.4%
		Keyboarding/Word Processor	0	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	27	.0%	33.3%
		Magnification Devices	12	.0%	33.3%
		Hospital/homebound	4	.0%	*
		Tested in Separate Room	12032	11.6%	15.9%
		Scheduled Extended Time	12733	12.3%	17.3%
		One Item Per Page	51	.0%	11.8%
		Multiple Testing Sessions	4428	4.3%	17.0%
		Mark Answers in Test Book	6548	6.3%	21.4%
		Dictionary/Electronic Translator	504	.5%	11.3%
		Interpreter Signs Math	9	.0%	11.1%
		Math Read Aloud	9944	9.6%	12.1%
		Student Reads Aloud to Self	264	.3 %	18.2%
		Braille Writer/Slate and Stylus	4	.0%	*
		Accommodation Notification Form	47	.0%	27.7%

Subject	Grade	Accommodation	Participation		Proficiency
General Test Science	End of Grade 8	Braille Edition	6	.0%	66.7%
		Large Print Edition	48	.0%	41.7%
		Assistive Technology Devices	22	.0%	59.1%
		Keyboarding/Word Processor	2	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	15	.0%	46.7%
		Magnification Devices	17	.0%	52.9%
		Hospital/Homebound	19	.0%	31.6%
		Tested in Separate Room	8331	8.1%	20.6%
		Scheduled Extended Time	10937	10.6%	24.2%
		One Item Per Page	18	.0%	22.2%
		Multiple Testing Sessions	1974	1.9%	23.7%
		Mark Answers in Test Book	2984	2.9%	31.1%
		Dictionary/Electronic Translator	1129	1.1%	13.1%
		Interpreter Signs Math	19	.0%	21.1%
		Math Read Aloud	5877	5.7%	14.4%
		Student Reads Aloud to Self	144	.1%	20.1%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	10	.0%	10.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 3	Braille Edition	0	.0%	*
		Large Print Edition	12	.4%	*
		Assistive Technology Devices	19	.7%	*
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	13	.5%	*
		Magnification Devices	0	.0%	*
		Hospital/Homebound	1	.0%	*
		Tested in Separate Room	2630	94.2%	9.3%
		Scheduled Extended Time	2504	89.7%	9.3%
		One Item Per Page	36	1.3%	9.7%
		Multiple Testing Sessions	1300	46.5%	9.6%
		Mark Answers in Test Book	2379	85.2%	8.8%
		Dictionary/Electronic Translator	2	.1%	*
		Interpreter Signs Math	14	.5%	*
		Math Read Aloud	2680	96.0%	8.9%
		Student Reads Aloud to Self	212	7.6%	21.5%
		Braille Writer/Slate and Stylus	4	.1%	*
		Accommodation Notification Form	12	.4%	30.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 4	Braille Edition	1	.0%	*
		Large Print Edition	22	.7%	<=5%
		Assistive Technology Devices	25	.8%	<=5%
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	3	.1%	*
		Dictation to Scribe	22	.7%	15.8%
		Magnification Devices	6	.2%	40.0%
		Hospital/Homebound	5	.2%	*
		Tested in Separate Room	3047	95.7%	9.3%
		Scheduled Extended Time	2897	91.0%	9.8%
		One Item Per Page	21	.7%	*
		Multiple Testing Sessions	1429	44.9%	9.2%
		Mark Answers in Test Book	2641	82.9%	9.1%
		Dictionary/Electronic Translator	8	.3%	*
		Interpreter Signs Math	18	.6%	*
		Math Read Aloud	3046	95.6%	9.3%
		Student Reads Aloud to Self	262	8.2%	12.9%
		Braille Writer/Slate and Stylus	2	.1%	*
		Accommodation Notification Form	23	.7%	16.7%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 5	Braille	1	.0%	*
		Large Print Edition	20	.6%	5.3%
		Assistive Technology Devices	24	.7%	<=5%
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	20	.6%	22.2%
		Magnification Devices	3	.1%	*
		Hospital/Homebound	6	.2%	33.3%
		Tested in Separate Room	3189	94.3%	13.5%
		Scheduled Extended Time	3023	89.4%	13.9%
		One Item Per Page	36	1.1%	18.5%
		Multiple Testing Sessions	1448	42.8%	13.9%
		Mark Answers in Test Book	2637	78.0%	12.4%
		Dictionary/Electronic Translator	10	.3%	40.0%
		Interpreter Signs Math	26	.8%	<=5%
		Math Read Aloud	3251	96.2%	13.2%
		Student Reads Aloud to Self	260	7.7%	20.8%
		Braille Writer/Slate and Stylus	0	.0%	*
		Accommodation Notification Form	28	.8%	37.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 6	Braille	1	.0%	*
		Large Print Edition	14	.4%	21.4%
		Assistive Technology Devices	11	.3%	18.2%
		Keyboarding/Word Processor	0	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	15	.5%	13.3%
		Magnification Devices	6	.2%	33.3%
		Hospital/Homebound	5	.2%	*
		Tested in Separate Room	2930	92.4%	18.7%
		Scheduled Extended Time	2908	91.7%	18.9%
		One Item Per Page	17	.5%	*
		Multiple Testing Sessions	1033	32.6%	19.3%
		Mark Answers in Test Book	1967	62.0%	16.5%
		Dictionary/Electronic Translator	28	.9%	21.1%
		Interpreter Signs Math	17	.5%	*
		Math Read Aloud	2933	92.5%	17.5%
		Student Reads Aloud to Self	152	4.8%	19.4%
		Braille Writer/Slate and Stylus	0	.0%	*
		Accommodation Notification Form	9	.3%	25.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 7	Braille	3	.1%	*
		Large Print Edition	16	.5%	6.3%
		Assistive Technology Devices	9	.3%	25.0%
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	1	.0%	*
		Dictation to Scribe	12	.4%	18.2%
		Magnification Devices	3	.1%	*
		Hospital/Homebound	4	.1%	*
		Tested in Separate Room	2784	92.6%	16.9%
		Scheduled Extended Time	2739	91.1%	16.9%
		One Item Per Page	14	.5%	7.1%
		Multiple Testing Sessions	746	24.8%	19.0%
		Mark Answers in Test Book	1677	55.8%	16.4%
		Dictionary/Electronic Translator	26	.9%	21.4%
		Interpreter Signs Math	17	.6%	*
		Math Read Aloud	2703	89.9%	15.9%
		Student Reads Aloud to Self	98	3.3%	19.8%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	15	.5%	60.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Reading and Math	End of Grade 8	Braille	1	.0%	*
		Large Print Edition	13	.5%	16.7%
		Assistive Technology Devices	7	.2%	*
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	5	.2%	40.0%
		Magnification Devices	3	.1%	*
		Hospital/Homebound	7	.2%	*
		Tested in Separate Room	2632	93.1%	16.4%
		Scheduled Extended Time	2587	91.5%	16.2%
		One Item Per Page	14	.5%	30.8%
		Multiple Testing Sessions	783	27.7%	17.3%
		Mark Answers in Test Book	1425	50.4%	15.2%
		Dictionary/Electronic Translator	29	1.0%	16.7%
		Interpreter Signs Math	17	.6%	*
		Math Read Aloud	2583	91.4%	15.6%
		Student Reads Aloud to Self	73	2.6%	25.4%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	5	.2%	*

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Science	End of Grade 5	Braille	0	.0%	*
		Large Print Edition	4	.1%	*
		Assistive Technology Devices	4	.1%	*
		Keyboarding/Word Processor	0	0.0%	.0%
		Cranmer Abacus	0	0.0%	.0%
		Dictation to Scribe	5	.2%	20.0%
		Magnification Devices	2	.1%	*
		Hospital/Homebound	2	.0%	*
		Tested in Separate Room	746	25.3%	19.0%
		Scheduled Extended Time	739	25.0%	19.2%
		One Item Per Page	5	.2%	20.0%
		Multiple Testing Sessions	296	10.0%	19.6%
		Mark Answers in Test Book	614	20.8%	17.8%
		Dictionary/Electronic Translator	3	.1%	*
		Interpreter Signs Math	3	.1	*
		Math Read Aloud	754	25.5	18.7%
		Student Reads Aloud to Self	15	.5	40.0%
		Braille Writer/Slate and Stylus	0	.0%	.0%
		Accommodation Notification Form	7	.2	42.9%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Science	End of Grade 8	Braille	0	.0%	.0%
		Large Print Edition	2	.1	*
		Assistive Technology Devices	2	.1	*
		Keyboarding/Word Processor	0	.0%	.0%
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	0	.0%	.0%
		Magnification Devices	0	.0%	.0%
		Hospital/Homebound	0	.0%	.0%
		Tested in Separate Room	568	21.7%	29.8%
		Scheduled Extended Time	581	22.2%	30.1%
		One Item Per Page	3	.1%	*
		Multiple Testing Sessions	131	5.0%	32.1%
		Mark Answers in Test Book	286	10.9%	29.7%
		Dictionary/Electronic Translator	2	.1%	*
		Interpreter Signs Math	3	.1%	*
		Math Read Aloud	530	20.2%	28.1 %
		Student Reads Aloud to Self	12	.5%	41.7 %
		Braille Writer/Slate and Stylus	0	.0%	.0 %
		Accommodation Notification Form	0	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
General Algebra I	HS	Braille Edition	13	.0%	92.3%
		Large Print Edition	46	.0%	54.3%
		Assistive Technology Devices	22	.0%	59.1%
		Keyboarding/Word Processor	2	.0%	*
		Cranmer Abacus	2	.0%	*
		Dictation to Scribe	39	.0%	64.1%
		Magnification Devices	12	.0%	41.7%
		Hospital/Homebound	24	.0%	37.5%
		Tested in Separate Room	6496	5.8%	29.2%
		Scheduled Extended Time	8719	7.8%	35.0%
		One Item Per Page	12	.0%	25.0%
		Multiple Testing Sessions	940	.8%	31.3%
		Mark Answers in Test Book	1796	1.6%	40.4%
		Dictionary/Electronic Translator	769	.7%	38.5%
		Interpreter Signs Math	17	.0%	29.4%
		Math Read Aloud	3888	3.5%	24.1%
		Student Reads Aloud to Self	143	.1%	30.8%
		Braille Writer/Slate and Stylus	7	.0%	86.0%
		Accommodation Notification Form	4	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Algebra II	HS	Braille Edition	5	.0%	80.0%
		Large Print Edition	19	.0%	68.4%
		Assistive Technology Devices	9	.0%	88.9%
		Keyboarding/Word Processor	4	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	15	.0%	53.3%
		Magnification Devices	6	.0%	83.3%
		Hospital/Homebound	10	.0%	40.0%
		Tested in Separate Room	1241	1.7%	41.7%
		Scheduled Extended Time	2208	3.0%	50.8%
		One Item Per Page	4	.0%	*
		Multiple Testing Sessions	188	.3%	41.5%
		Mark Answers in Test Book	423	.6%	54.6%
		Dictionary/Electronic Translator	246	.3%	49.2%
		Interpreter Signs Math	8	.0%	37.5%
		Math Read Aloud	536	.7%	38.2%
		Student Reads Aloud to Self	23	.0%	39.1%
		Braille Writer/Slate and Stylus	2	.0%	*
		Accommodation Notification Form	4	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Biology	HS	Braille Edition	4	.0%	*
		Large Print Edition	31	.0%	58.1%
		Assistive Technology Devices	11	.0%	36.4%
		Keyboarding/Word Processor	3	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	22	.0%	54.5%
		Magnification Devices	8	.0%	25.0%
		Hospital/Homebound	13	.0%	23.1%
		Tested in Separate Room	4703	4.9%	34.4%
		Scheduled Extended Time	6053	6.3%	38.5%
		One Item Per Page	7	.0%	28.6%
		Multiple Testing Sessions	610	.6%	35.6%
		Mark Answers in Test Book	1297	1.4%	45.4%
		Dictionary/Electronic Translator	642	.7%	30.1%
		Interpreter Signs Math	19	.0%	42.1%
		Math Read Aloud	3077	3.2%	27.9%
		Student Reads Aloud to Self	83	.1%	30.1%
		Braille Writer/Slate and Stylus	3	.0%	*
		Accommodation Notification Form	8	.0%	75.0%

Subject	Grade	Accommodation	Participation		Proficiency
Chemistry	HS	Braille Edition	3	.0%	*
		Large Print Edition	10	.0%	70.0%
		Assistive Technology Devices	9	.0%	88.9%
		Keyboarding/Word Processor	3	.0%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	5	.0%	60.0%
		Magnification Devices	3	.0%	*
		Hospital/Homebound	1	.0%	*
		Tested in Separate Room	369	.8%	53.4%
		Scheduled Extended Time	787	1.8%	59.6%
		One Item Per Page	0	.0%	.0%
		Multiple Testing Sessions	54	.1%	55.6%
		Mark Answers in Test Book	150	.3%	58.7%
		Dictionary/Electronic Translator	56	.1%	55.4%
		Interpreter Signs Math	6	.0%	83.3%
		Math Read Aloud	117	.3%	39.3%
		Student Reads Aloud to Self	12	.0%	33.3%
		Braille Writer/Slate and Stylus	0	.0%	.0%
		Accommodation Notification Form	0	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Civics and Econ	HS	Braille Edition	18	.0%	77.8%
		Large Print Edition	33	.0%	63.6%
		Assistive Technology Devices	22	.0%	59.1%
		Keyboarding/Word Processor	2	.0%	*
		Cranmer Abacus	2	.0%	*
		Dictation to Scribe	22	.0%	54.5%
		Magnification Devices	6	.0%	66.7%
		Hospital/Homebound	24	.0%	66.7%
		Tested in Separate Room	4978	5.0%	33.9%
		Scheduled Extended Time	6493	6.5%	37.6%
		One Item Per Page	13	.0%	46.2%
		Multiple Testing Sessions	675	.7%	36.7%
		Mark Answers in Test Book	1380	1.4%	43.5%
		Dictionary/Electronic Translator	698	.7%	23.6%
		Interpreter Signs Math	19	.0%	31.6%
		Math Read Aloud	3340	3.3%	26.7%
		Student Reads Aloud to Self	76	.1%	34.2%
		Braille Writer/Slate and Stylus	6	.0%	83.3%
		Accommodation Notification Form	3	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
English I	HS	Braille Edition	9	.0%	77.8%
		Large Print Edition	35	.0%	65.7%
		Assistive Technology Devices	16	.0%	56.3%
		Keyboarding/Word Processor	6	.0%	*
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	17	.0%	58.8%
		Magnification Devices	10	.0%	60.0%
		Hospital/Homebound	31	.0%	54.8%
		Tested in Separate Room	6793	6.2%	29.6%
		Scheduled Extended Time	9161	8.3%	33.5%
		One Item Per Page	18	.0%	27.8%
		Multiple Testing Sessions	1069	1.0%	28.5%
		Mark Answers in Test Book	1978	1.8%	37.9%
		Dictionary/Electronic Translator	1117	1.0%	23.7%
		Interpreter Signs Math	2	.0%	*
		Math Read Aloud	14	.0%	21.4%
		Student Reads Aloud to Self	150	.1%	32.0%
		Braille Writer/Slate and Stylus	1	.0%	*
		Accommodation Notification Form	2	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Geometry	HS	Braille Edition	2	.0%	*
		Large Print Edition	18	.0%	55.6%
		Assistive Technology Devices	7	.0%	57.1%
		Keyboarding/Word Processor	6	.0%	66.7%
		Cranmer Abacus	0	.0%	*
		Dictation to Scribe	11	.0%	27.3%
		Magnification Devices	5	.0%	60.0%
		Hospital/Homebound	4	.0%	*
		Tested in Separate Room	1646	2.1%	41.9%
		Scheduled Extended Time	2740	3.5%	47.8%
		One Item Per Page	3	.0%	*
		Multiple Testing Sessions	227	.3%	44.9%
		Mark Answers in Test Book	581	.7%	56.5%
		Dictionary/Electronic Translator	321	.4%	47.0%
		Interpreter Signs Math	10	.0%	80.0%
		Math Read Aloud	772	1.0%	33.9%
		Student Reads Aloud to Self	45	.1%	48.9%
		Braille Writer/Slate and Stylus	0	.0%	*
		Accommodation Notification Form	0	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Physical Science	HS	Braille Edition	4	.0%	*
		Large Print Edition	24	.0%	50.0%
		Assistive Technology Devices	18	.0%	33.3%
		Keyboarding/Word Processor	4	.0%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	16	.0%	50.0%
		Magnification Devices	8	.0%	25.0%
		Hospital/Homebound	13	.0%	15.4%
		Tested in Separate Room	3507	6.6%	31.4%
		Scheduled Extended Time	4561	8.6%	34.0%
		One Item Per Page	3	.0%	*
		Multiple Testing Sessions	421	.8%	27.6%
		Mark Answers in Test Book	970	1.8%	38.9%
		Dictionary/Electronic Translator	370	.7%	29.5%
		Interpreter Signs Math	7	.0%	71.4%
		Math Read Aloud	2180	4.1%	26.3%
		Student Reads Aloud to Self	68	.1%	22.1%
		Braille Writer/Slate and Stylus	3	.0%	*
		Accommodation Notification Form	1	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
Physical Science	HS	Braille Edition	0	.0%	.0%
		Large Print Edition	0	.0%	.0%
		Assistive Technology Devices	2	.0%	*
		Keyboarding/Word Processor	3	.0%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	2	.0%	*
		Magnification Devices	0	.0%	.0%
		Hospital/Homebound	0	.0%	.0%
		Tested in Separate Room	34	.4%	55.9%
		Scheduled Extended Time	139	1.4%	76.3%
		One Item Per Page	0	.0%	*
		Multiple Testing Sessions	8	.1%	87.5%
		Mark Answers in Test Book	0	.0%	.0%
		Dictionary/Electronic Translator	30	.3%	73.3%
		Interpreter Signs Math	2	.0%	*
		Math Read Aloud	9	.1%	55.6%
		Student Reads Aloud to Self	1	.0%	*
		Braille Writer/Slate and Stylus	0	.0%	*
		Accommodation Notification Form	3	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Occupational English	HS	Braille Edition	2	.1%	*
		Large Print Edition	7	.3%	28.6%
		Assistive Technology Devices	4	.2%	*
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	16	.6%	18.8%
		Magnification Devices	4	.2%	*
		Hospital/Homebound	7	.3%	28.6%
		Tested in Separate Room	1982	77.6%	46.8%
		Scheduled Extended Time	1893	74.1%	47.3%
		One Item Per Page	7	.3%	42.9%
		Multiple Testing Sessions	227	8.9%	42.7%
		Mark Answers in Test Book	819	32.1%	46.5%
		Dictionary/Electronic Translator	8	.3%	12.5%
		Interpreter Signs Math	4	.2%	*
		Math Read Aloud	229	9.0%	48.9%
		Student Reads Aloud to Self	50	2.0%	36.0%
		Braille Writer/Slate and Stylus	0	.0%	.0%
		Accommodation Notification Form	0	.0%	.0%

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Occupational Life Skills	HS	Braille Edition	1	.0%	*
		Large Print Edition	9	.4%	66.7%
		Assistive Technology Devices	3	.1%	*
		Keyboarding/Word Processor	1	.0%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	15	.6%	60.0%
		Magnification Devices	2	.1%	*
		Hospital/Homebound	5	.2%	40.0%
		Tested in Separate Room	1792	73.0%	62.1%
		Scheduled Extended Time	1647	67.1%	62.1%
		One Item Per Page	5	.2%	40.0%
		Multiple Testing Sessions	151	6.1%	65.6%
		Mark Answers in Test Book	674	27.4%	60.8%
		Dictionary/Electronic Translator	6	.2%	50.0%
		Interpreter Signs Math	13	.5%	53.8%
		Math Read Aloud	2014	82.0%	61.2%
		Student Reads Aloud to Self	29	1.2%	51.7%
		Braille Writer/Slate and Stylus	0	.0%	.0%
		Accommodation Notification Form	1	.0%	*

Subject	Grade	Accommodation	Participation		Proficiency
NCEXTEND2 Occupational Mathematics	HS	Braille Edition	2	.1%	*
		Large Print Edition	6	.2%	50.0%
		Assistive Technology Devices	2	.1%	*
		Keyboarding/Word Processor	3	.1%	*
		Cranmer Abacus	0	.0%	.0%
		Dictation to Scribe	15	.6%	20.0%
		Magnification Devices	4	.2%	*
		Hospital/Homebound	10	.4%	60.0%
		Tested in Separate Room	1930	76.6%	56.3%
		Scheduled Extended Time	1860	73.8%	56.0%
		One Item Per Page	6	.2%	33.3%
		Multiple Testing Sessions	288	11.4%	54.2%
		Mark Answers in Test Book	899	35.7%	54.7%
		Dictionary/Electronic Translator	4	.2%	*
		Interpreter Signs Math	12	.5%	16.7%
		Math Read Aloud	2015	80.0%	56.2%
		Student Reads Aloud to Self	37	1.5%	62.2%
		Braille Writer/Slate and Stylus	0	.0%	*
		Accommodation Notification Form	0	.0%	.0%
		North Dakota NDSA			
Mathematics	Total in State	Accommodated Status	Number and Percent of All Students		Percent of Students With a Disability (No Performance)
		With An Accommodation	3916	7.86%	54.65%
		Without An Accommodation	1585	3.18%	22.12%
Reading	Total in State	With An Accommodation	3685	7.39%	51.37%
		Without An Accommodation	1589	3.19%	22.15%
Science	Total in State	With An Accommodation	1813	8.32%	59.85%
		Without An Accommodation	620	2.84%	20.47%

Subject	Grade	Accommodation	Participation	Proficiency
Oklahoma OCCT and OMAAP		Students With IEP by Accommodation Status	Number Tested	Percent Proficient (Satisfactory and Advanced)
Grade 3	OCCT Reading	Without Accommodations	1413	48%
		With Accommodations	2381	79%
	OCCT Math	Without Accommodations	1879	52%
		With Accommodations	2406	71%
	OMAAP Reading	Without Accommodations	27	59%
		With Accommodations	3110	55%
OMAAP Math	Without Accommodations	19	48%	
	With Accommodations	2623	70%	
Grade 4	OCCT Reading	Without Accommodations	1704	63%
		With Accommodations	2162	86%
	OCCT Math	Without Accommodations	2149	54%
		With Accommodations	2102	76%
	OMAAP Reading	Without Accommodations	53	63%
		With Accommodations	3233	67%
OMAAP Math	Without Accommodations	27	59%	
	With Accommodations	2855	67%	
Grade 5	OCCT Reading	Without Accommodations	2034	44%
		With Accommodations	1825	69%
	OCCT Math	Without Accommodations	2339	60%
		With Accommodations	1716	76%
	OMAAP Reading	Without Accommodations	27	33%
		With Accommodations	3032	54%
OMAAP Math	Without Accommodations	27	70%	
	With Accommodations	2853	70%	

Subject	Grade	Accommodation	Participation	Proficiency
Grade 6	OCCT Reading	Without Accommodations	1692	42%
		With Accommodations	1731	63%
	OCCT Math	Without Accommodations	2170	44%
		With Accommodations	1611	63%
	OMAAP Reading	Without Accommodations	70	51%
		With Accommodations	3073	48%
	OMAAP Math	Without Accommodations	25	84%
		With Accommodations	2772	69%
Grade 7	OCCT Reading	Without Accommodations	1626	36%
		With Accommodations	1832	53%
	OCCT Math	Without Accommodations	1911	56%
		With Accommodations	1676	51%
	OMAAP Reading	Without Accommodations	102	57%
		With Accommodations	3046	53%
	OMAAP Math	Without Accommodations	33	61%
		With Accommodations	3006	59%
Grade 8	OCCT Reading	Without Accommodations	1018	46%
		With Accommodations	2499	53%
	OCCT Math	Without Accommodations	1171	50%
		With Accommodations	2185	56%
	OMAAP Reading	Without Accommodations	83	67%
		With Accommodations	3011	66%
	OMAAP Math	Without Accommodations	49	53%
		With Accommodations	3152	54%
EOI Biology I	EOI Spring Reading	Without Accommodations	1046	39%
		With Accommodations	1428	34%
	EOI Spring Math	Without Accommodations	1157	52%
		With Accommodations	1373	38%
	EOI Spring Science	Without Accommodations	1087	25%
		With Accommodations	1600	17%
EOI OMAAP	State Reading	Without Accommodations	177	69%
		With Accommodations	2575	66%
	State Math	Without accommodations	95	83%
		With Accommodations	3196	74%
	State Science	Without Accommodations	96	56%
		With Accommodations	2511	55%

Subject	Grade	Accommodation	Participation	Proficiency
Grade 5	OCCT Science	Without Accommodations	2749	56%
		With Accommodations	1908	72%
	OMAAP Science	Without Accommodations	24	55%
		With Accommodations	2194	73%
Grade 8	OCCT Science	Without Accommodations	2126	53%
		With Accommodations	2143	68%
	OMAAP Science	Without Accommodations	39	82%
		With Accommodations	2270	88%
South Dakota STEP			Number tested	Percent Proficient and Advanced
Math	3 rd	No Accommodations	790	72.39%
		With Accommodations	506	44.47%
	4 th	No Accommodations	513	69.18%
		With Accommodations	607	39.38%
	5 th	No Accommodations	360	62.12%
		With Accommodations	624	39.26%
	6 th	No Accommodations	323	48.62%
		With Accommodations	596	33.39%
	7 th	No Accommodations	296	41.06%
		With Accommodations	582	25.08%
	8 th	No Accommodations	266	42.16%
		With Accommodations	556	26.35%
	11 th	No Accommodations	245	16.80%
		With Accommodations	366	8.19%

Subject	Grade	Accommodation	Participation	Proficiency
Reading	3 rd	No Accommodations	790	80.43%
		With Accommodations	506	55.14%
	4	No Accommodations	513	82.94%
		With Accommodations	607	58.97%
	5 th	No Accommodations	360	73.57%
		With Accommodations	623	53.69%
	6 th	No Accommodations	323	60.61%
		With Accommodations	595	44.29%
	7 th	No Accommodations	296	60.27%
		With Accommodations	582	39.18%
	8 th	No Accommodations	266	55.22%
		With Accommodations	556	34.41%
	11 th	No Accommodations	246	17.60%
		With Accommodations	366	10.93%
Science	5 th	No Accommodations	359	65.39%
		With Accommodations	623	51.12%
	8 th	No Accommodations	266	42.17%
		With Accommodations	555	25.63%
	11 th	No Accommodations	246	21.60%
		With Accommodations	364	17.21%
Tennessee TCAP Standard		Percent Participating by Assessment and Accommodation Status	Percent Participating	No Performance
TCAP Reading	3	No Accommodations	26.23%	
	4	No Accommodations	21.75%	
	5	No Accommodations	18.84%	
	6	No Accommodations	15.94%	
	7	No Accommodations	17.69%	
	8	No Accommodations	19.595	
	10	No Accommodations	None	
	3	With Accommodations	66.41%	
	4	With Accommodations	70.99%	
	5	With Accommodations	73.34%	
	6	With Accommodations	75.04%	
	7	With Accommodations	73.71%	
	8	With Accommodations	70.47%	
	10	With Accommodations	100.00%	

Subject	Grade	Accommodation	Participation	Proficiency
TCAP Math	3	No Accommodations	26.25%	
	4	No Accommodations	21.75%	
	5	No Accommodations	18.86%	
	6	No Accommodations	15.90%	
	7	No Accommodations	100.00%	
	8	No Accommodations	100.00%	
	10	No Accommodations	None	
	3	With Accommodations	66.40%	
	4	With Accommodations	70.98%	
	5	With Accommodations	73.32%	
	6	With Accommodations	75.06%	
	7	With Accommodations	73.76%	
	8	With Accommodations	70.49%	
	10	With Accommodations	100.00%	
Texas TAKS Linguistically Accommodated Testing (LAT) by Population			Participation (N Tested)	Performance (Percent Met Standard)
Reading	3	Special Education Students	19	68%
		All Students	789	48%
	4	Sped	7	43%
		ALL	904	26%
	5	Sped	9	11%
		ALL	1150	20%
	6	Sped	19	11%
		ALL	2177	22%
	7	Sped	20	10%
		ALL	2973	12%
	8	Sped	15	13%
		ALL	2954	15%
10	Sped	8	0%	
	ALL	2535	16%	

Subject	Grade	Accommodation	Participation	Proficiency
Reading (Spanish Test)	3	Sped	3	*
		ALL	385	64%
	4	Sped	7	14%
		ALL	473	45%
	5	Sped	3	*
		ALL	425	41%
	6	Sped	2	*
		ALL	202	49%
Math	3	Special Education Students	22	32%
		All Students	1443	44%
	4	Sped	14	21%
		ALL	1563	40%
	5	Sped	12	25%
		ALL	1688	34%
	6	Sped	25	8%
		ALL	3514	25%
	7	Sped	22	18%
		ALL	4937	21%
	8	Sped	19	11%
		ALL	4711	17%
	10	Sped	7	14%
		ALL	2989	18%
Science (English and Spanish)	5 English	Sped	10	10%
		ALL	1865	22%
	8 English	Sped	17	12%
		ALL	4760	7%
	10 English	Sped	7	0%
		ALL	2983	10%
	5 Spanish	Sped	11	9%
		ALL	1256	17%
Math (Spanish Test)	3	Sped	9	22%
		ALL	1225	37%
	4	Sped	15	13%
		ALL	1292	31%
	5	Sped	6	17%
		ALL	1215	19%
	6	Sped	3	*
		ALL	480	24%

Subject	Grade	Accommodation	Participation	Proficiency
TAKS Reading		Special Education Students Bundled Dyslexia Accommodations	Number Tested	Percent Met Standard
Reading (English)	3	Bundled Dyslexia Accommodations	2896	65%
	4	Bundled Dyslexia Accommodations	3727	52%
	5	Bundled Dyslexia Accommodations	3830	53%
	6	Bundled Dyslexia Accommodations	2847	69%
	7	Bundled Dyslexia Accommodations	1981	51%
	8	Bundled Dyslexia Accommodations	1557	65%
Reading (Spanish Test)	3	Bundled Dyslexia Accommodations	112	46%
	4	Bundled Dyslexia Accommodations	83	39%
	5	Bundled Dyslexia Accommodations	24	29%
	6	Bundled Dyslexia Accommodations	0	0%