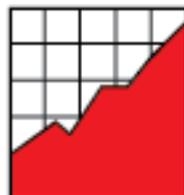


Achieving Transparency in the Public Reporting of 2006-2007 Assessment Results



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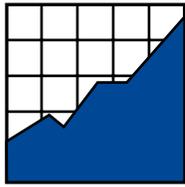
Achieving Transparency in the Public Reporting of 2006-2007 Assessment Results

Debra Albus • Martha Thurlow • Chris Bremer

July 2009

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Executive Summary

States report on the participation and performance of students with disabilities by (a) submitting annual performance reports (APRs) to the U.S. Department of Education, and (b) publicly reporting state assessment data via their Web sites and other communication avenues. Both APRs and public reports provide important information, although the two may be slightly different in how the data are presented.

This is the eleventh report analyzing the **public reporting** of disaggregated data for students with disabilities by the National Center on Educational Outcomes. This analysis, for school year 2006-2007, also marks the fifth data cycle since the passage of the No Child Left Behind Act (NCLB) of 2001.

For the 2006-2007 year, there were increases in the number of the states publicly reporting disaggregated data for students with disabilities for regular assessments and alternate assessments based on alternate achievement standards (AA-AAS). The number of states reporting participation and performance online for students with disabilities for all regular assessments within NCLB accountability increased from 39 to 46 states. This means that states reported disaggregated participation and performance data online for 92% of all regular assessments within NCLB accountability systems. Two states reported only performance. One state reported participation and performance for some assessments, and one state was not counted as publicly reporting because data were not reported in a manner similar to those of other students.

For AA-AAS, the number of states reporting participation and performance also increased, from 24 states to 36. States with no data reported online for AA-AAS dropped by about half, from 13 states for the 2005-2006 school year to 7 for 2006-2007. Five states reported only performance, and two states reported only participation.

For unique states, including special territories, the reporting of online disaggregated data decreased compared to the previous year for both regular assessments and AA-AAS. Unique states reporting participation and performance for regular assessments slipped from two states to one, and no unique states reported online for AA-AAS. One unique state e-mailed reports for both the regular assessment and AA-AAS, but because these appeared to be tables for the federal Annual Performance Report (APR) requirements, these were not counted in this analysis.

The most common approaches used by states to communicate participation and performance data for 2006-2007 regular assessments and AA-AAS remained the same as for 2005-2006, with some changes within the less common categories of reporting. Across assessments, the most common way to report participation was by number assessed (34 states for regular assessment, and 29 states for AA-AAS). The most common way of reporting performance was by the percent of students in each achievement level (34 states for regular assessment and 28 states for AA-AAS). As in previous years, data for reading and mathematics showed that performance

for students with disabilities was lower in most states compared to general education students. However, we observed slightly smaller average gaps between the two groups for the data sets available in 2006-2007 compared to 2005-2006 at each representative grade level.”

The number of states reporting disaggregated data for students who used accommodations on state assessments increased to 16 states for 2006-2007 over 10 states for 2005-2006. Information on accommodations spanned different state assessments, including AA-AAS (n=1), norm and criterion referenced regular assessments (n=16), and an alternate assessment based on modified achievement standards (AA-MAS). One state did not identify the assessments included in its accommodations data.

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Overview

The 2006-2007 school year was the eighth 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 fifth reporting period since the enactment of the No Child Left Behind Act (NCLB), and the eleventh in a series of National Center on Educational Outcomes (NCEO) reports documenting state public reporting practices.

Historically, the number of states publicly reporting disaggregated participation and performance data for all regular assessments has increased from 28 states before the passage of NCLB (2000-2001), to 39 states for assessments within NCLB accountability systems in 2005-2006 (Thurlow, Bremer, & Albus, 2008). In the intervening years, the number has fluctuated some, from 36, 35, and 36 in 2002-2003, 2003-2004, and 2004-2005, respectively (Klein, Wiley, & Thurlow, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007).

The number of states reporting disaggregated participation and performance data for all alternate assessments had decreased from the high reported in 2004-2005 of 42 states to 28 states in 2005-2006. This change in reporting may be related to changes in federal policies for reporting to the U.S. Department of Education and to our procedures, in which we did not count Annual Performance Report (APR) data as publicly reported data (see Thurlow, Bremer, & Albus, 2008).

Method

In January 2008, project staff began searching state education Web sites for posted reports with disaggregated data for students with disabilities for school year 2006-2007. States are required to report their data in the fall, following the assessment year (e.g., 2006-2007 data are reported in fall, 2007), but states 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 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, Territory of Guam, Republic of Palau, Commonwealth of Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). During this time, information was collected both on the actual participation and performance data reported by states for students with disabilities and descriptive information on how the states reported those data. The data collection included all regular and alternate

state assessments within and outside the NCLB 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 in mid February. 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 2008. In the first wave, letters and summary tables were mailed to state assessment directors. Twenty-one 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-one regular states and one unique state responded to the second request for help in verification, with some of the same states from the first wave confirming data a second time. We continued to follow-up with checks of state Web sites into the summer and fall for states that might have posted later. Finally, we completed data entry and double checks for accuracy.

In this analysis of states' publicly reported data, we clarify whether reporting was on assessments used for NCLB accountability purposes. Also, in presenting participation rate data in this report, we sometimes counted a state as reporting rates when the state provided numbers that allowed rates to be calculated; at other times we used a stricter criterion and counted states as reporting rates only if they reported percentages. We are clear when reporting these counts which criterion we used.

State assessments administered to students with disabilities who are also English language learners or bilingual students (e.g., SABE/2 in California, IMAGE in Illinois, etc.) are not addressed in this report. The public reporting of these data will be included in a separate report focusing on English language learners with disabilities. It will cover all state assessments for 2006-2007.

As noted by Thurlow et al. (2008), the definition for what is counted as public reporting has been adjusted from earlier years of reporting. Starting with the 2005-2006 school year, state Annual Performance Reports (APRs) and State Performance Plans (SPPs) are not considered typical public reports that a state creates to meet the requirement to report to the 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 a further disaggregation to 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 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 2006-2007 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 2006-2007, and whether the results of each assessment are used for NCLB purposes.

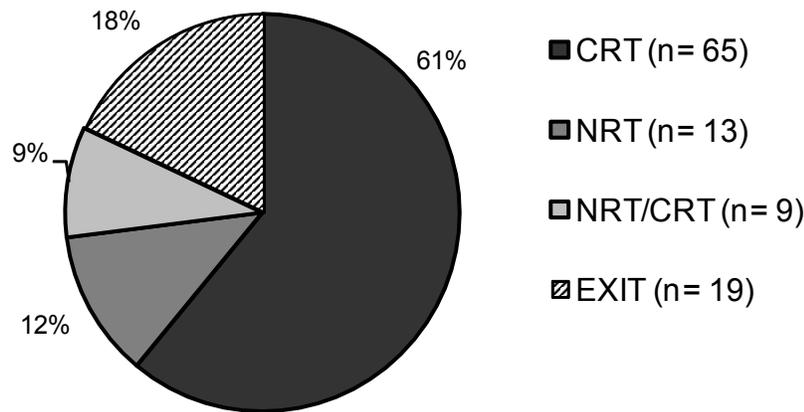
We identified 106 statewide assessments for the 50 regular states for 2006-2007. Of the 11 states that indicated they had administered a norm-referenced test (NRT), five states used the ITBS (Arkansas, Iowa, Montana, Nevada, and Utah), three states used TerraNova/Cat/6 (Alaska, Arizona, and California), two used the SAT 10 (Alabama and Florida), and two states used other less common assessments such as EXPLORE, PLAN (Kentucky) and Direct Writing Assessment (DWA) (Utah). Nine other states used NRTs augmented with criterion referenced items (Arizona, Delaware, Florida, Indiana, Louisiana, Maine, Missouri, North Dakota, and South Dakota). All other assessments were 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). Utah administered five state assessments in 2006-2007, which was the highest number of any state.

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 states (American Samoa, Commonwealth of the Northern Mariana Islands, District of Columbia, and Guam). Although the unique states predominantly used NRTs, some also indicated CRTs. 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 assessments in their state of residence and thus should be included in the reporting systems in the state in which they reside.

Figure 1a displays the 106 assessments found for the 50 states (both in and outside NCLB accountability system) by type: criterion-referenced tests, norm-referenced tests, exit exams used as a requirement for graduation (EXIT), and augmented NRTs with state-developed CRT items. Of the unique states, not graphed due to few states reporting, the District of Columbia reported data for its CRT.

Figure 1a. Total Number of Regular Assessments In and Outside NCLB Accountability Systems by Assessment Type (N=106)

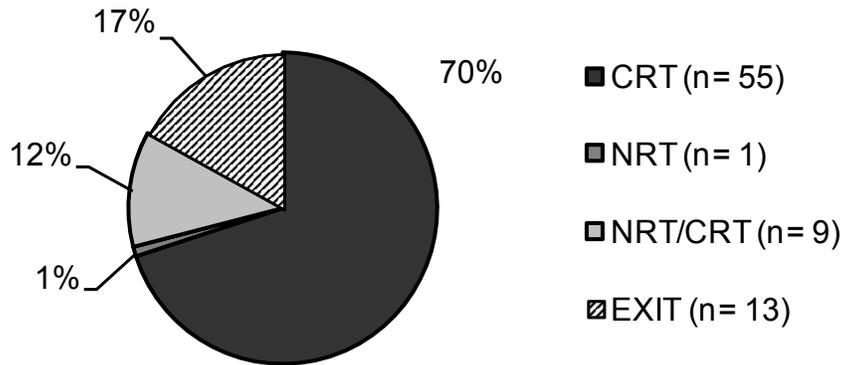


Note: Assessments are counted by assessment name. If a state had different names for CRTs by elementary/middle and high school these are counted separately.

Overall, the most common assessment type in 2006-2007 was the CRT at 61% (N=64), followed by Exit assessments at 18% (N=19), NRTs at 12% (N=13), and augmented NRT/CRTs at 9% (N=9). Comparing the percent of each assessment type to that in 2005-2006, CRTs made up 3% fewer of the total compared to 2005-2006, and EXIT assessments made up 3% more. The other assessments stayed nearly the same.

Figure 1b displays the same information as Figure 1a except that it includes only those assessments within NCLB accountability systems. Of the 78 assessments, CRTs made up 70%, EXITS made up 17%, NRT/CRTs made up 12%, and NRTs made up only 1%. For unique states, the District of Columbia reported on its CRT, which is used for NCLB accountability.

Figure 1b. Number of Regular Assessments in NCLB Accountability Systems by Assessment Type (N=78)



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.

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 NCLB accountability systems in the 50 states. These assessments refer to the state content assessments based on grade-level achievement standards. Showing increases from 2005-2006, 46 states reported participation and performance for all regular assessments (92%), up from just 78% in 2005-2006. With most states fully reporting participation and performance data, just two states reported only performance data, and only one state reported participation and performance data for some of its regular assessments for 2006-2007. This represents a 3% to 7% decrease for each of the categories reflecting less than full data, and the near elimination of states with no assessment data publicly reported. Only one state was categorized as not having data publicly reported in a manner similar to that for all other students. This state (Wyoming) did have disaggregated data posted in an Excel Spreadsheet on the same Web page as a report that included all general education students, but the way in which the data were reported was not the same as data were reported for general education students.

Figure 2. Disaggregated Assessment Results for Students with Disabilities on Regular Assessments in NCLB Accountability Systems within the 50 Regular States

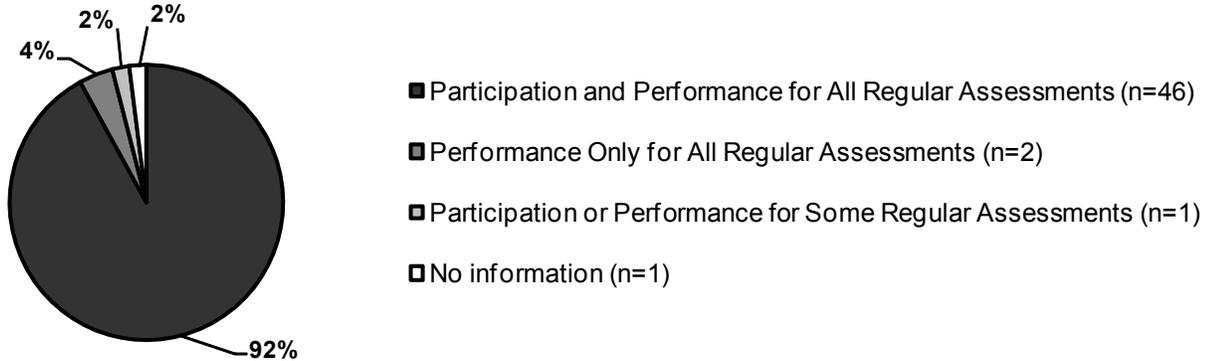
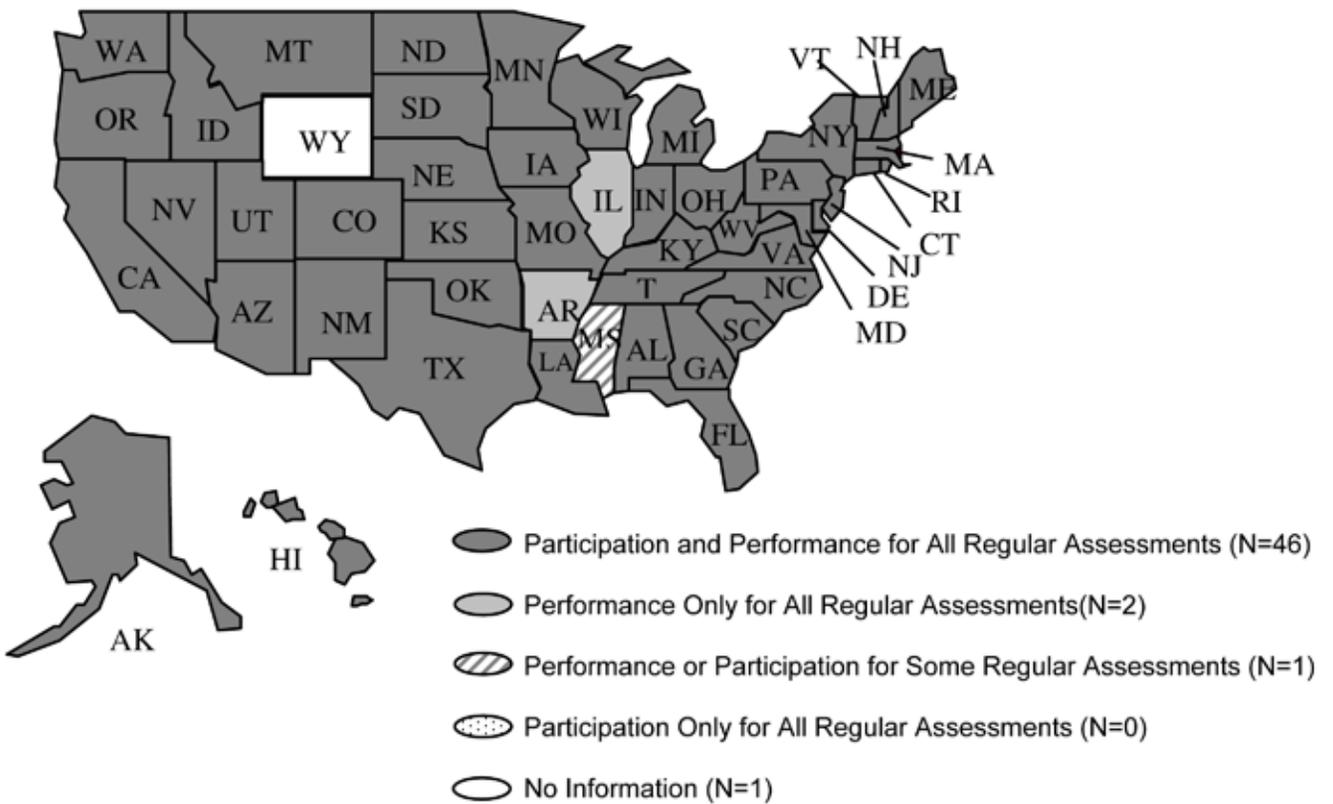


Figure 3 displays in map form the data summarized in Figure 2, by state. Clearly, the map shows nearly consistent full reporting of disaggregated reporting for students with disabilities.

Figure 3. States Reporting 2006-2007 Disaggregated Participation or Performance Data for Students with Disabilities on Regular State Assessments in NCLB Accountability Systems *



*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.

Figure 4 shows the prevalence of full reporting of participation and performance data by assessment type, across the 50 regular states. The figure shows that three of the four assessment types within NCLB accountability systems had both participation and performance data reported. CRTs, with participation and performance reported for 49 of 55 tests, lagged behind somewhat at 89%. NRT, NRT/CRT, and EXIT assessments within NCLB accountability systems were fully reported at 100%.

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

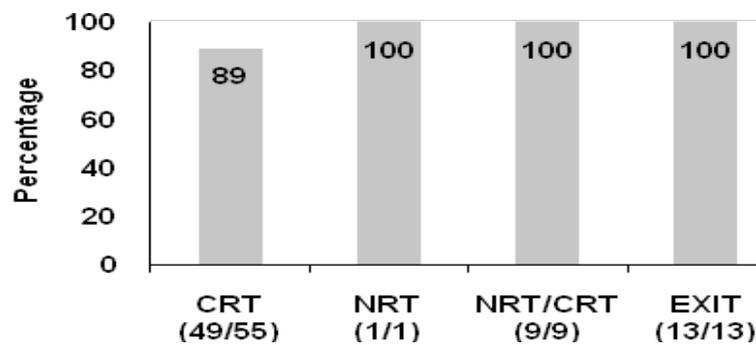
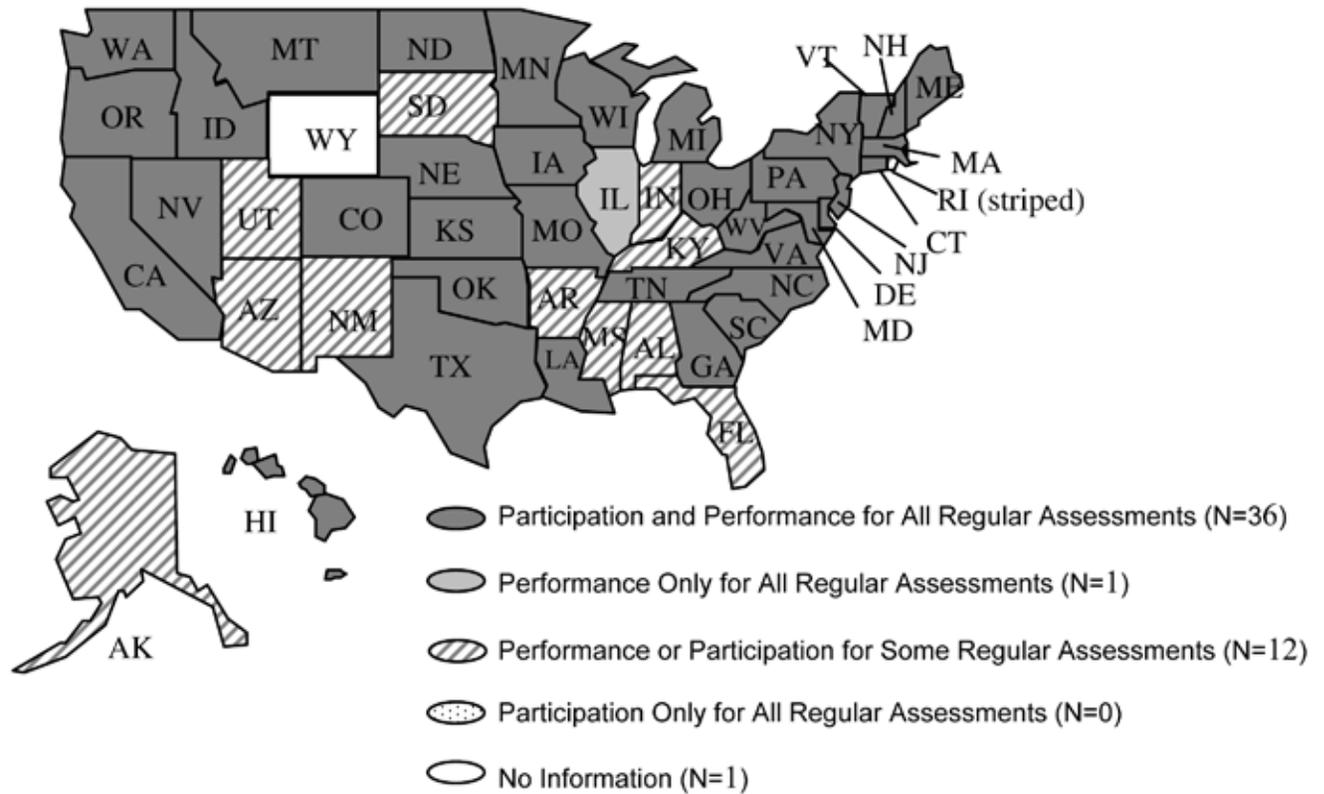


Figure 5 is a map showing similar information to Figure 3, except that it is based on all state mandated assessments in and outside of NCLB accountability systems. Comparing this map to Figure 3 shows that there is more complete reporting by states on NCLB accountability assessments.

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

In 2006-2007, fewer unique states publicly reported disaggregated regular assessment data, continuing a trend of the previous years. Down from six states reporting in 2004-2005, there were two states reporting data publicly in 2005-2006, and just one state reporting for 2006-2007 (see Table 1). One unique state (Palau) did provide data to NCEO staff directly, but because these data were APR reported data, they were not counted as publicly reported data presented in the same way and with the same frequency as data presented for students without disabilities.

Figure 5. States reporting 2006-2007 Disaggregated Participation or Performance Data for Students with Disabilities on Regular State Assessments In and Outside the NCLB 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.

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	No	No
Commonwealth of the Northern Mariana Islands	No	No
Department of Defense Education Activity	No	No
District of Columbia	Yes ^a	Yes ^a
Federated States of Micronesia	No	No
Guam	No	No
Palau	No ^b	No ^b
Puerto Rico	No	No
Republic of the Marshall Islands	No	No
Virgin Islands	No	No

^a The District of Columbia reported data by grade ranges.

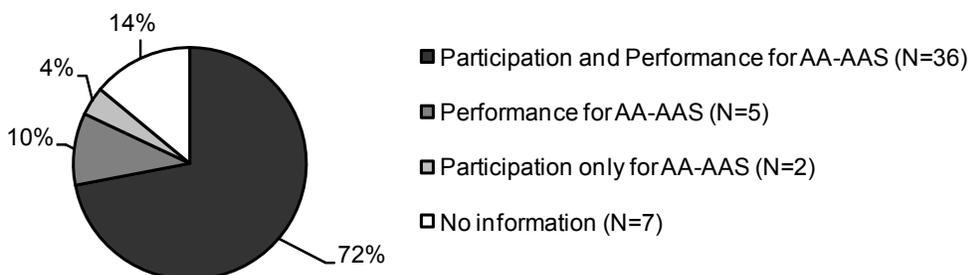
^b Palau sent data, But they appeared to be APR tables, which were not counted for this analysis.

States That Reported Disaggregated Alternate Assessment Data for Students with Disabilities

All 50 regular states indicated using at least one alternate assessment based on alternate achievement standards. Some states had additional alternate assessments, including alternate assessments based on modified achievement standards (Kansas, North Carolina, and Oklahoma) and those based on grade level achievement standards (Louisiana, North Carolina, and Virginia). As the criteria for various alternate assessments became clearer, some alternate assessments were reclassified (e.g., Louisiana's LAA2 alternate was later considered an alternate based on modified achievement standards). One alternate assessment (Washington) was classified as "other" because it was unclear as to what type of achievement standards were used. All alternate assessments, except Washington's, were categorized as used within NCLB accountability systems. The state with the highest number of alternate assessments was North Carolina (N=4); this is consistent with the findings for 2005-2006. Also, the eight states using two alternate assessments remained the same as for 2005-2006 (Arizona, Kansas, Louisiana, Montana, Oklahoma, Oregon, Virginia, and Washington). All of the remaining 41 states had one alternate assessment.

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. There was an increase in 2006-2007 compared to 2005-2006 in the number of states reporting both participation and performance, from 24 (48%) to 36 (72%) of regular states. The number of states with no information decreased from 13 to 7, or from 26% to 14%.

Figure 6. Disaggregated Alternate Assessment Based on Alternate Achievement Standards Results for Students with Disabilities in 2006-2007 for Regular 50 States*



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

For unique states, the total number with an alternate assessment based on alternate achievement standards in 2006-2007 was unclear due to the lack of information on state Web sites. In previous years, three unique states indicated using an alternate assessment based on alternate achievement standards for NCLB accountability purposes. In 2006-2007, no state posted data for participation and performance on an alternate assessment based on alternate achievement standards. One state (Palau) did provide disaggregated participation and performance data on a state AA-AAS to NCEO directly; however, those data appeared to be from an APR report (see Table 2).

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

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 Activity	No	No
District of Columbia	No	No
Federated States of Micronesia	No	No
Guam	No	No
Palau	No ^a	No ^a
Puerto Rico	No	No
Republic of the Marshall Islands	No	No
Virgin Islands	No	No

^aPalau provided data directly to NCEO staff, but they appeared to be in an APR report.

Figure 7 maps the number of regular states that reported disaggregated participation and performance data for alternate assessments based on alternate achievement standards. The number of states reporting participation and performance data for all alternate assessments for 2006-2007 was 36, an increase from 28 in the previous year. Five reported performance only (Illinois, Montana, Texas, Wisconsin, and Wyoming), two reported participation only (North Dakota and Rhode Island), and seven reported no information.

None of the 11 unique states reported data on an alternate assessment. As mentioned previously, Palau did send participation and performance data to NCEO staff directly, but these data appeared to be from an APR, and was not a document prepared for the public.

Communicating Participation in 2006-2007

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 a reader 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. Figure 9 shows the same approaches as Figure 8, but is based on the total number (N=78) of regular assessments in NCLB accountability systems. This information is presented by state in Appendix E.

Figure 8. Number of States Reporting Participation by Various Approaches for Regular Assessments in NCLB Accountability Systems in 2006-2007

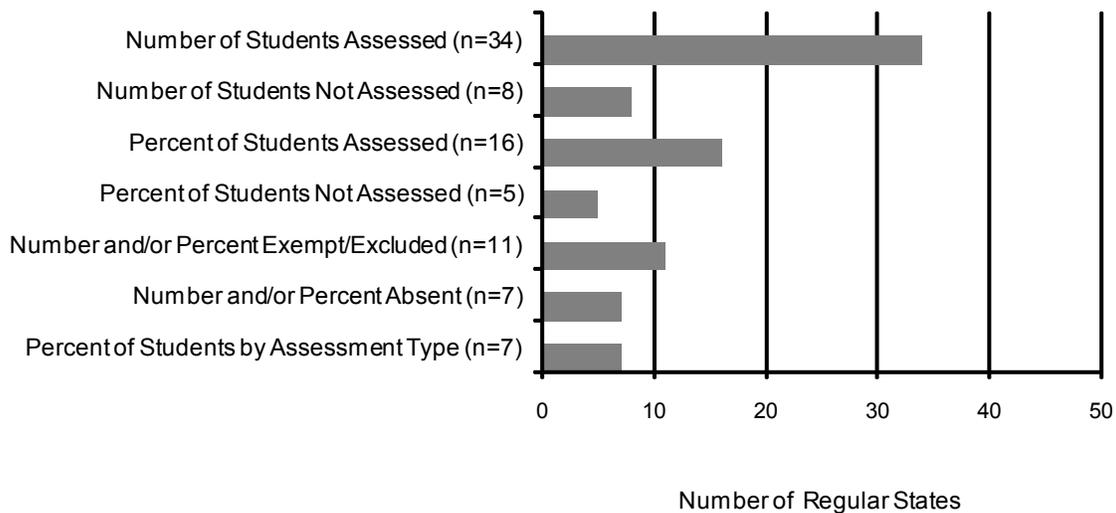
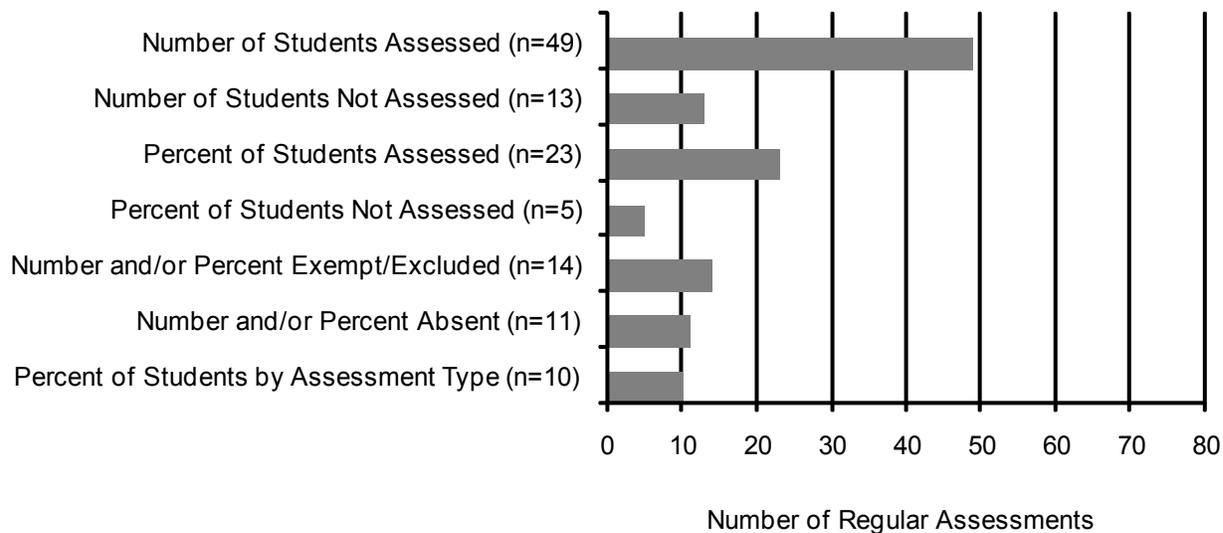


Figure 9. Number of All Regular Assessments (N=78) Reported by Various Approaches in NCLB Accountability Systems in 2006-2007 (Regular States)

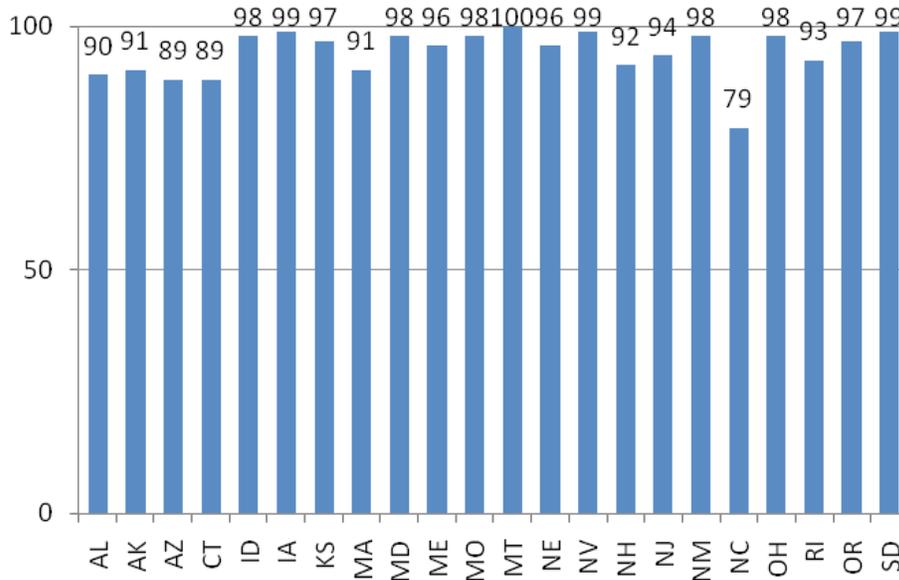


The most common way that states reported participation was number of students assessed (n=34). This was followed by reporting the percent of students assessed (n=16) and information about exempted or excluded students (n=11). Only a small number of states reported the percent of students not assessed (n=5). These data show that the same general pattern holds with most assessments having participation reported by number assessed (n=49), percent of students assessed (n=23), and information about exemption and exclusion (n=14).

Participation data for the unique states are not graphed due to the small amount of data. The one state (District of Columbia) that publicly reported participation and performance data reported the number and percent of students assessed. The remaining 10 unique states reported no disaggregated participation data publicly (see Appendix E).

Figure 10 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 2006-2007 academic year, participation rates ranged from 79% to 100%, compared to a range of 89% to 99% in 2005-2006. More states are graphed in the current year (N=22) compared to the previous two years, with 14 states in 2005-2006 and 20 states in 2004-2005. Fifty-nine percent (13 of 22 states) had participation rates of 95%, compared to sixty-nine percent in 2005-2006 and fifty percent in 2004-2005.

Figure 10. 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.

Alternate Assessment 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 F). Figure 11 shows how the 50 regular states approached reporting participation data for AA-AAS. Figure 12 shows the same data as Figure 11, but for the total number of AA-AAS (n=52). As shown in Figure 11, states most commonly reported by number of students assessed (n=29), followed by percent of students assessed (n=8), and percent of students by assessment (n=7). 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 more common for AA-AAS only because there are fewer states reporting exemption and exclusion information, number of students not assessed, and number absent for the AA-AAS compared to regular assessments. The number of states that reported the percent of students by assessment (e.g., 1% taking the AA-AAS) is the same across the AA-AAS and the regular assessment.

Figure 11. Number of Regular States Reporting Participation by Various Approaches for AA-AAS in the NCLB Accountability System in 2006-2007

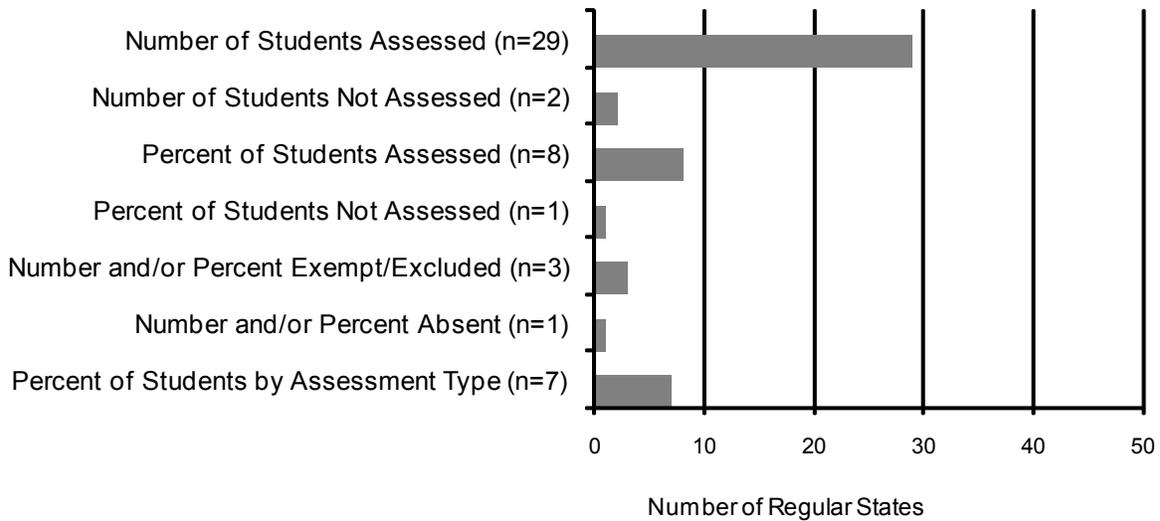
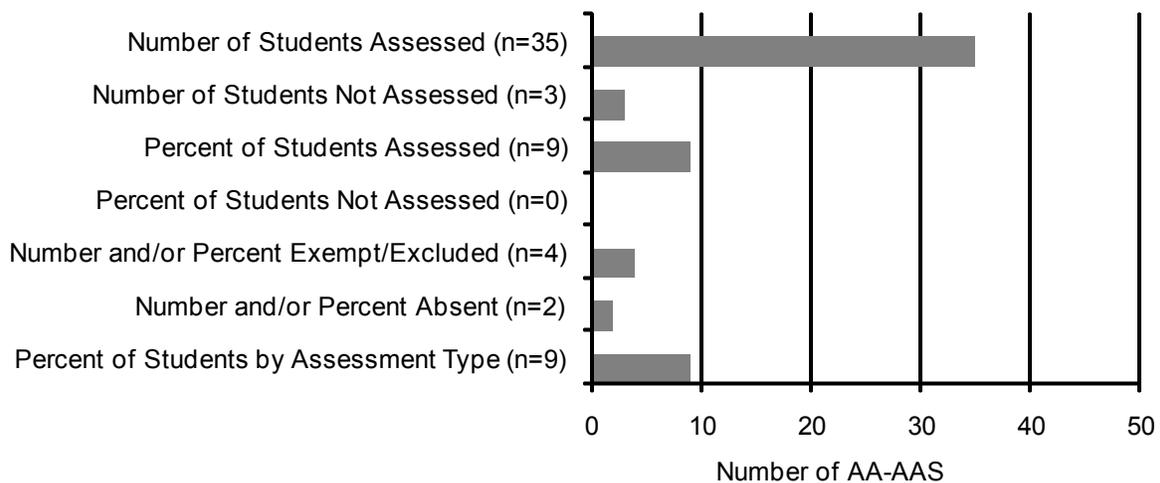


Figure 12. Number of All AA-AAS' (N=52) Participation Reported by Various Approaches in the NCLB Accountability System in 2006-2007 (Regular States)



Communicating Performance in 2006-2007

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 G. Figure 13 shows how the 50 states reported performance on regular assessments. Figure 14 reports the same information, but by the total number of regular assessments within NCLB accountability systems (N=78).

The most common way states reported performance data was by percent in each achievement level (n=34), followed by percent proficient (n=27) and other score (n=15). The “other score” category reflects the fact that many states reported scaled scores or other types of scores that did not fit into the other categories we used in the past. The same basic pattern was seen when looking at the data by the 78 total regular assessments (see Figure 14).

Figure 13. Number of States Reporting Performance by Various Approaches for Regular Assessments in the NCLB Accountability Systems in 2006-2007

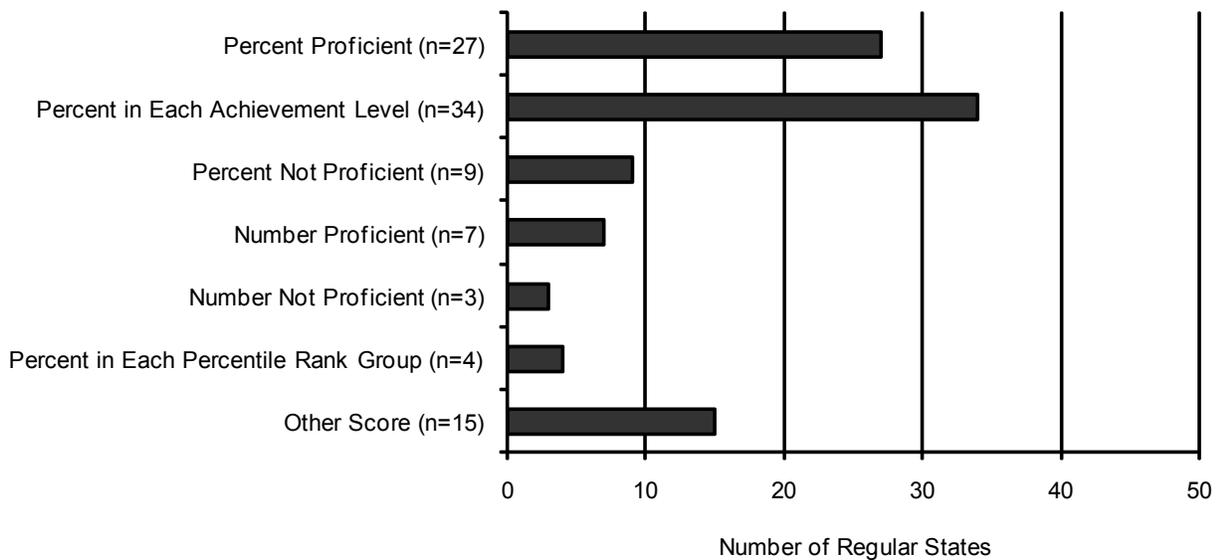
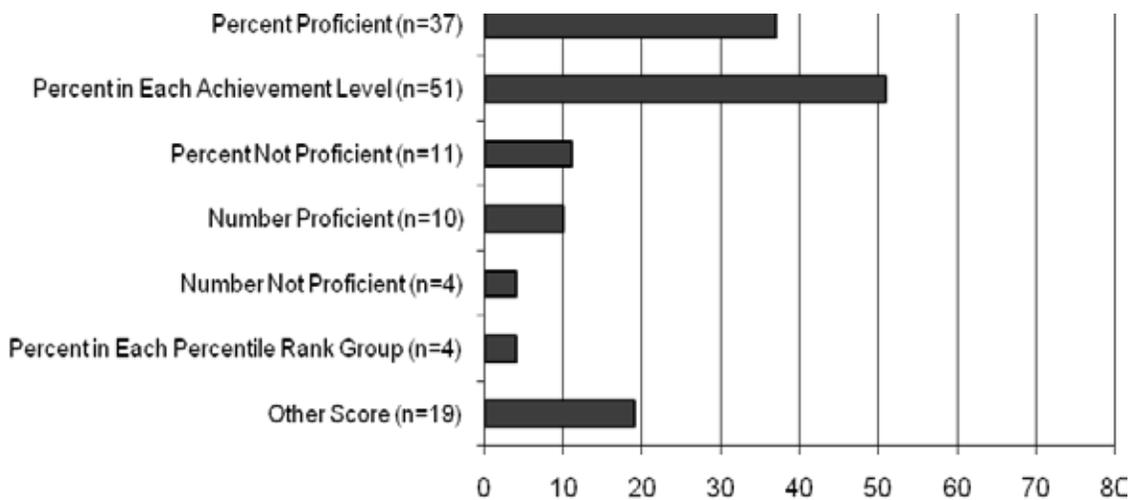


Figure 14. Number of All Regular Assessments’(N=78) Performance Reported by Various Approaches in NCLB Accountability Systems in 2006-2007 (Regular States)



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. Thus it is unwise to compare proficiency rates focusing on individual states, or to similarly compare gaps between general education versus special education across states. Regular assessments in this section include predominantly state CRTs, though Exit assessments were also used when states had no other assessment for 10th grade for NCLB 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 variety in how states report. This can influence how gap comparisons are interpreted, slightly, depending on the percentage of students with disabilities in the assessment.

Reading Performance

For 2006-07 we note that more states had data available for gap analyses than in 2005-06. Figures 15-17 show the reading performance of students by state for those reporting data in 2006-07. As in previous years, the performance of students with disabilities in reading was considerably lower in most states than the performance of general education students. However, there are smaller average gaps between the two groups for the data sets available in 2006-2007 compared to 2005-2006 at each representative grade level in both Reading and Math (Table 3a). Similarly, the data set for the current year showed slightly more states with gaps of 25 points or less in both Reading and Math (Table 3b).

Table 3a. Gaps for Regular Assessments From Two Different Data Sets: Comparison of Mean Gaps for 2005-06 to Mean Gaps in 2006-07

	Mean Gap for 2005-06	Mean Gap for 2006-07	Gap Change for All	Gap Change Common States Across Years	
Elementary Reading	34.5 (45 states)	31.4 (47 states)	3.1	3.1	(45 states)
Middle School Reading	42.5 (45 states)	40.5 (47 states)	2.1	2.1	(45 states)
High School Reading	42.5 (41 states)	39.8 (46 states)	2.7	1.7	(40 states)
Elementary Math	29.3 (45 states)	28.9 (47 states)	.4	.6	(45 states)
Middle School Math	40.9 (45 states)	39.7 (47 states)	1.2	1.3	(45 states)
High School Math	38.5 (42 states)	38.2 (44 states)	.3	.4	(41 states)

Table 3b. Gaps for Regular Assessments: Comparison of Total Number of States with Gaps of 25 or Less in 2005-06 and 2006-07

	Number (Percent) of States with Gaps of 25 Points or Less	
	2005-06	2006-07
Elementary Reading	8 of 45 (18%)	16 of 47 (34%)
Middle School Reading	4 of 45 (9%)	5 of 47 (11%)
High School Reading	4 of 41 (10%)	7 of 46 (15%)
Elementary Math	12 of 45 (27%)	13 of 47 (28%)
Middle School Math	3 of 45 (7%)	4 of 47 (9%)
High School Math	4 of 42 (10%)	6 of 44 (13%)

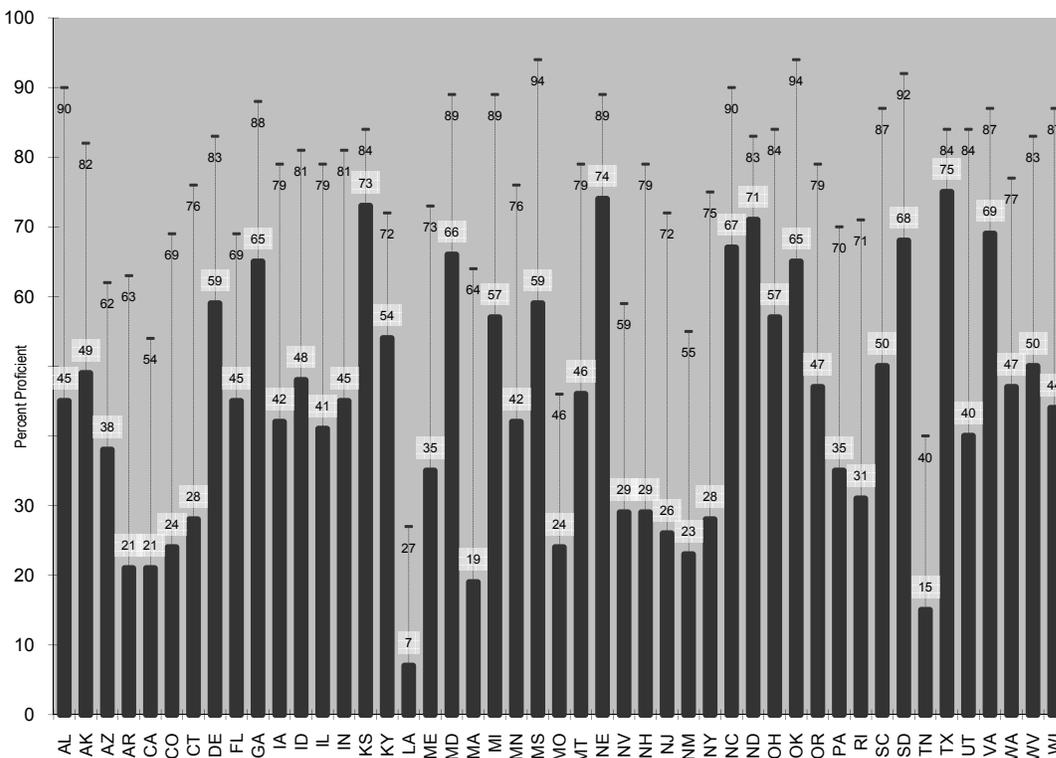
Figures 15-17 show the graphed reading performance of students for states that reported data. In most states the reading performance of students with disabilities was considerably lower than the performance of general education students. Middle school and high school average scores were lower than elementary scores, in general.

At the elementary level (see Figure 15), gaps ranged from 9 to 48 percent. The following states had gaps of 25 percentage points or less: Arizona, Delaware, Florida, Georgia, Kansas, Kentucky, Louisiana, Maryland, Missouri, Nebraska, North Carolina, North Dakota, South Dakota, Tennessee, Texas, and Virginia. This total of 16 states is twice as large as the 8 states in this category in 2005-2006. A review of the previous year's states show that only one of these states was newly added as reporting elementary reading data in 2006-2007 (Tennessee), and that two other states had notes on technical documentation to caution against longitudinal comparisons across these years (Arizona and Louisiana).

At the middle school level (see Figure 16), gaps ranged from 12 to 56 percent. States with gaps of 25 percentage points or less were: Kansas, Louisiana, Nebraska, South Dakota, and Texas. These five states compare to 4 last year. However, Louisiana indicated changes for 2006-2007 that might affect year to year comparisons. Nine states had gaps of 50 points or more: Alabama, Arkansas, Colorado, Indiana, Maine, New Hampshire, New Jersey, South Carolina, and Utah. Compared to 2005-2006, two states left this list and two new ones joined it, for the same total number.

At the high school level (see Figure 17), gaps ranged from 11 to 73 percent. Seven states had gaps of 25 percentage points or less: Florida, Georgia, Louisiana, Mississippi, Nebraska, Tennessee, and Virginia. Last year, just four states were in this category. However, Louisiana had cautionary information on direct comparisons across years, and Tennessee was not reported last year so is not able to be compared. For 2006-2007, 10 states had gaps of 50 points or more: Alabama, Colorado, Delaware, Indiana, Iowa, South Dakota, Utah, Vermont, West Virginia, and Wisconsin. Last year there were 13 states in this category. We caution against comparing gaps across states, but are encouraged by what might be a trend toward smaller gaps at the elementary and high school level in reading.

Figure 15. Elementary School Reading Performance on the Regular Assessment

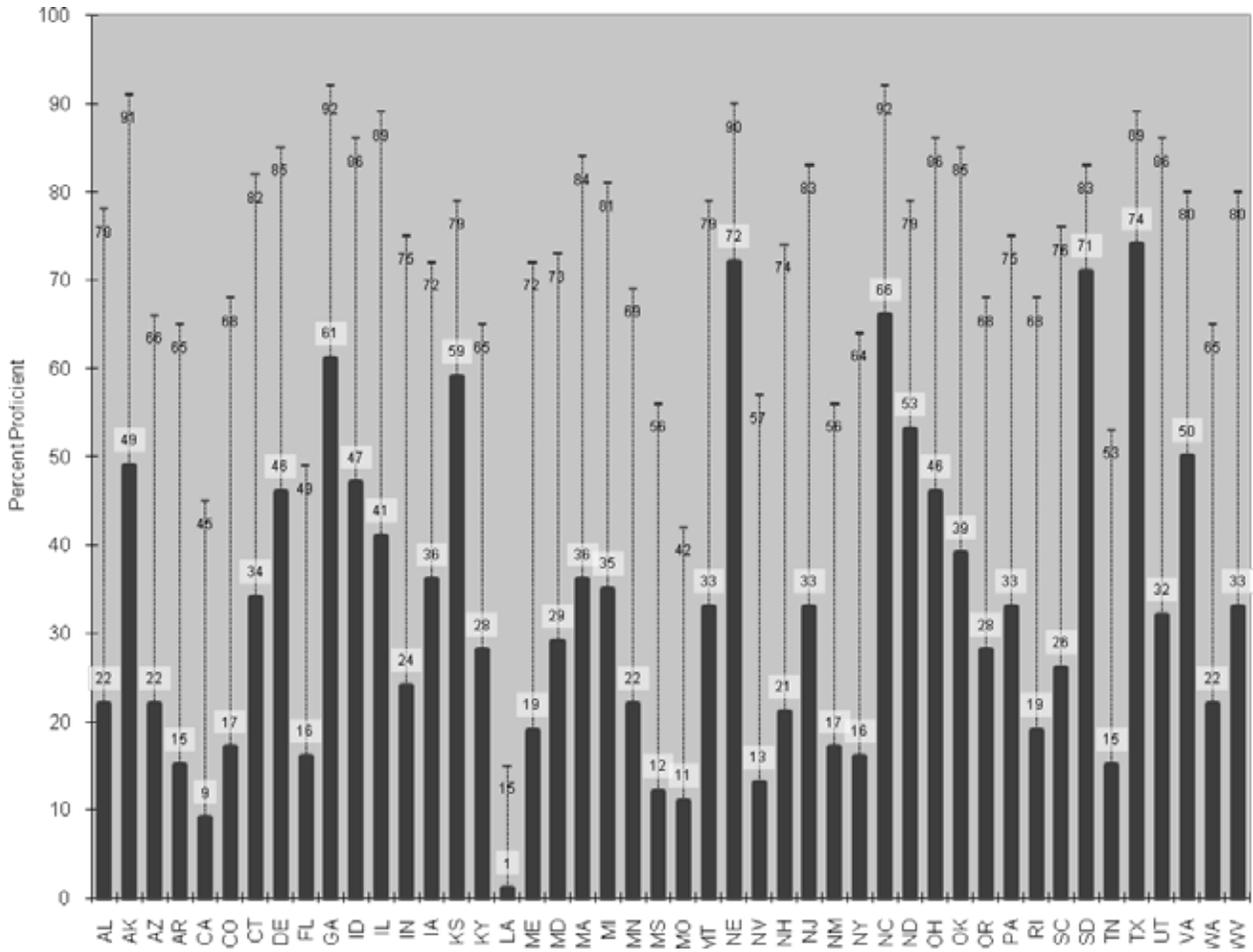


Legend:

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 16. Middle School Reading Performance on the Regular Assessment

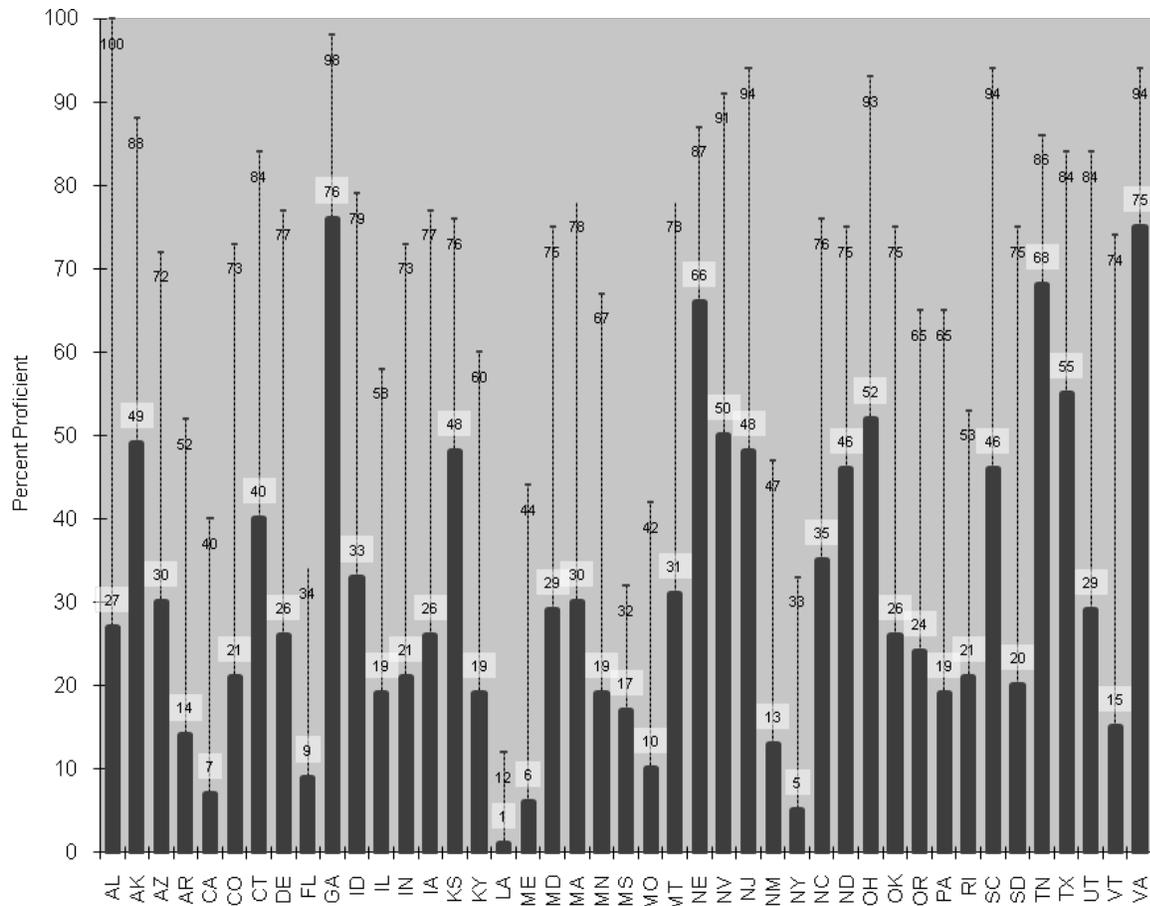


Legend:

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 17. 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.

Mathematics Performance

Figures 18-20 show the performance of general education students and students with disabilities on states' 2006-2007 regular math assessments. It appears, as with reading, that there are smaller gaps in math performance across grade levels.

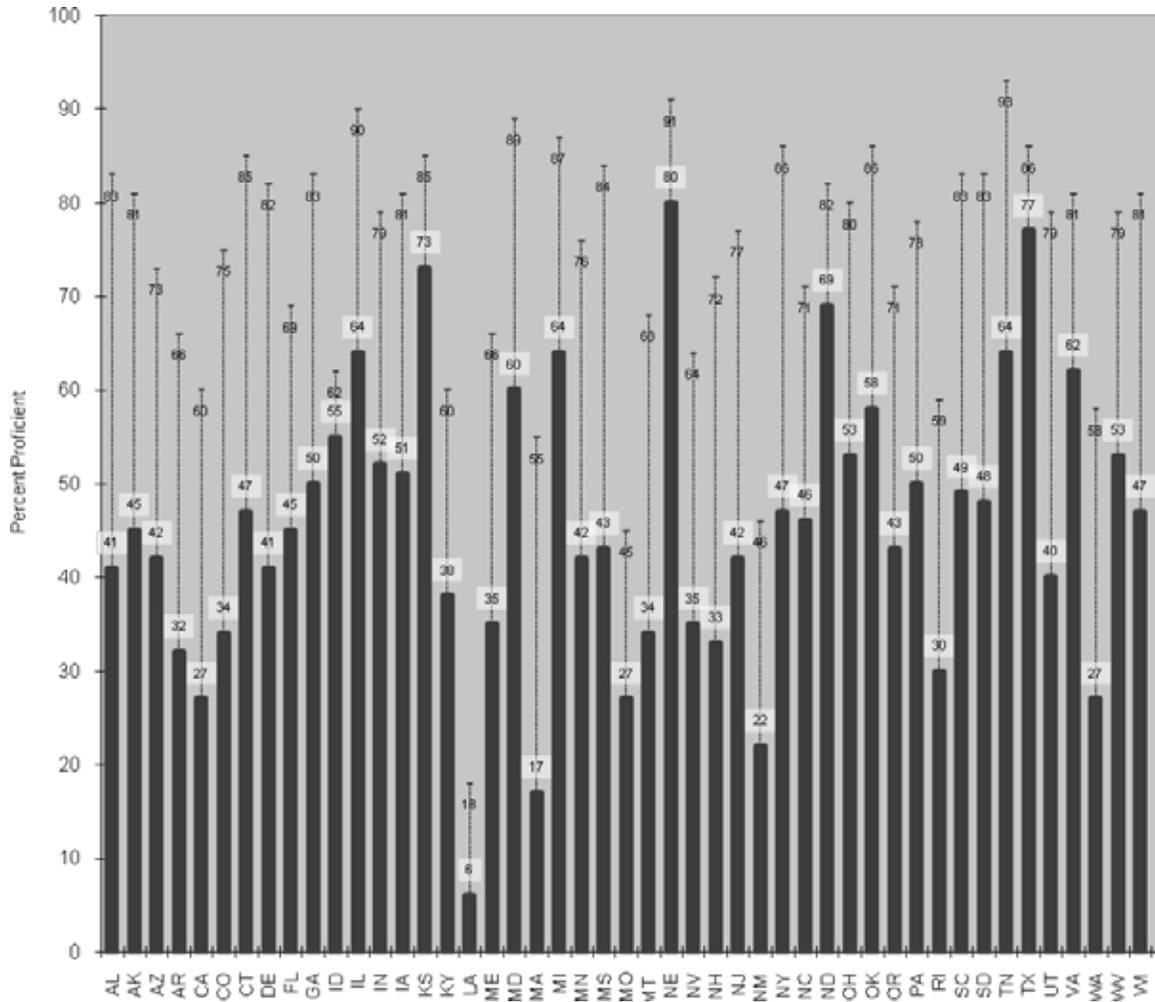
At the elementary school level, gaps in math achievement on regular assessments were smaller than for either middle school or high school. The gaps (see Figure 18) ranged from a low of 7 to a high of 42. Thirteen states (Florida, Idaho, Kansas, Kentucky, Louisiana, Michigan, Missouri, Nebraska, New Mexico, North Carolina, North Dakota, Texas, and Virginia) had gaps of 25 percentage points or less, compared to twelve states in 2005-2006. In 2006-2007, states with the largest gaps of 40 and above were Alabama, Colorado, Delaware, and Mississippi, compared to six in the previous year.

At the middle school level (see Figure 19), gaps in achievement on regular math assessments ranged from a low of 10 to a high of 50. States with gaps of 25 percentage points or less were Louisiana, Nebraska, New Mexico, and Texas. States with gaps of 50 or more were Utah and Wisconsin. The respective numbers in 2005-2006 were three states with gaps of 25 points or less, and five states with gaps of 50 points or more.

Gaps in math achievement on regular high school math assessments (see Figure 20) ranged from a low of 7 percentage points to a high of 56 percentage points. States with a gap of 25 percentage points or less were California, Louisiana, New Mexico, North Dakota, Tennessee, and Virginia. These six states compare to four in 2005-2006. States with a gap of 50 points or more in 2006-2007 were Alabama, Indiana, Montana, New Jersey, South Carolina, South Dakota, and Wisconsin. These seven states compare to six states last year.

By these measures, there was only a slight reduction in gaps observed here across years for mathematics at the elementary and middle school levels. For reading, the observed gap differences suggested more improvement across elementary and high school levels.

Figure 18. Elementary Mathematics Performance on the Regular Assessment

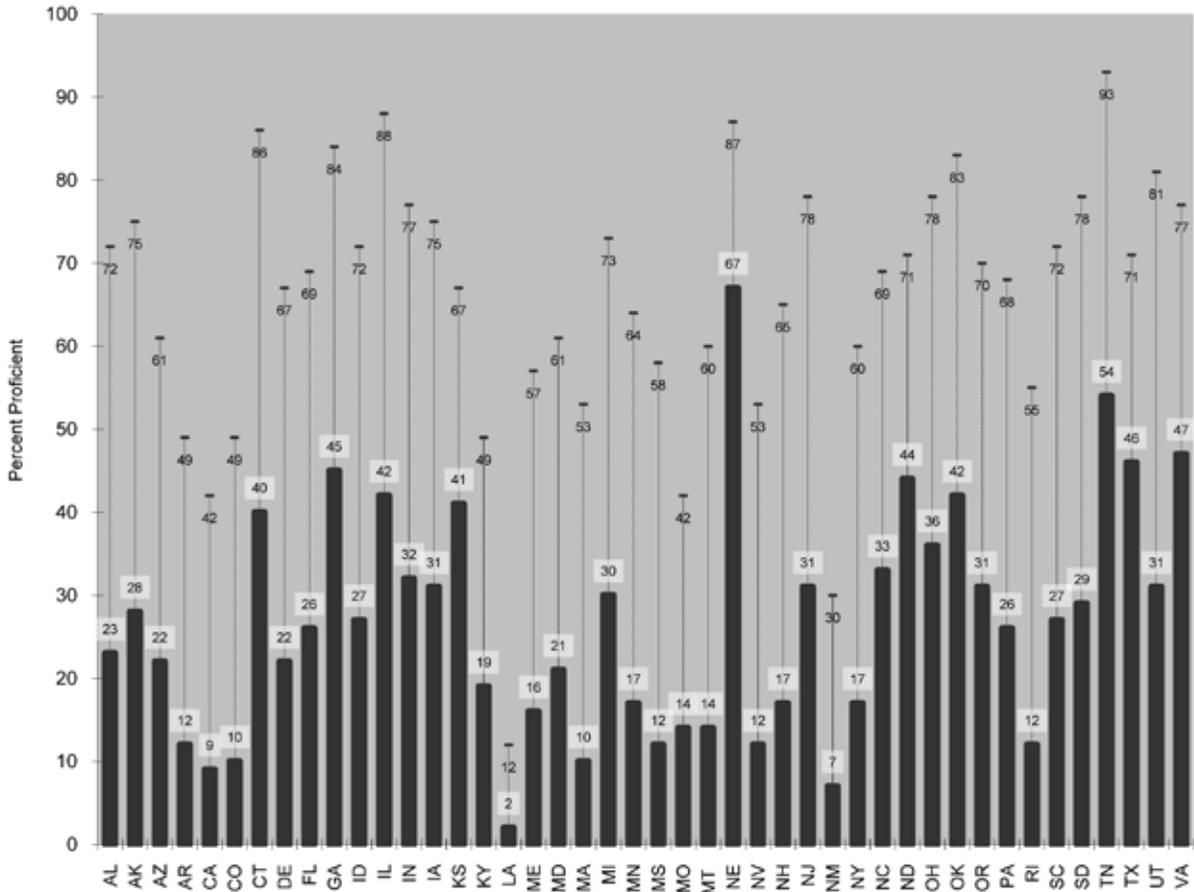


Legend:

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 19. Middle School Mathematics Performance on the Regular Assessment

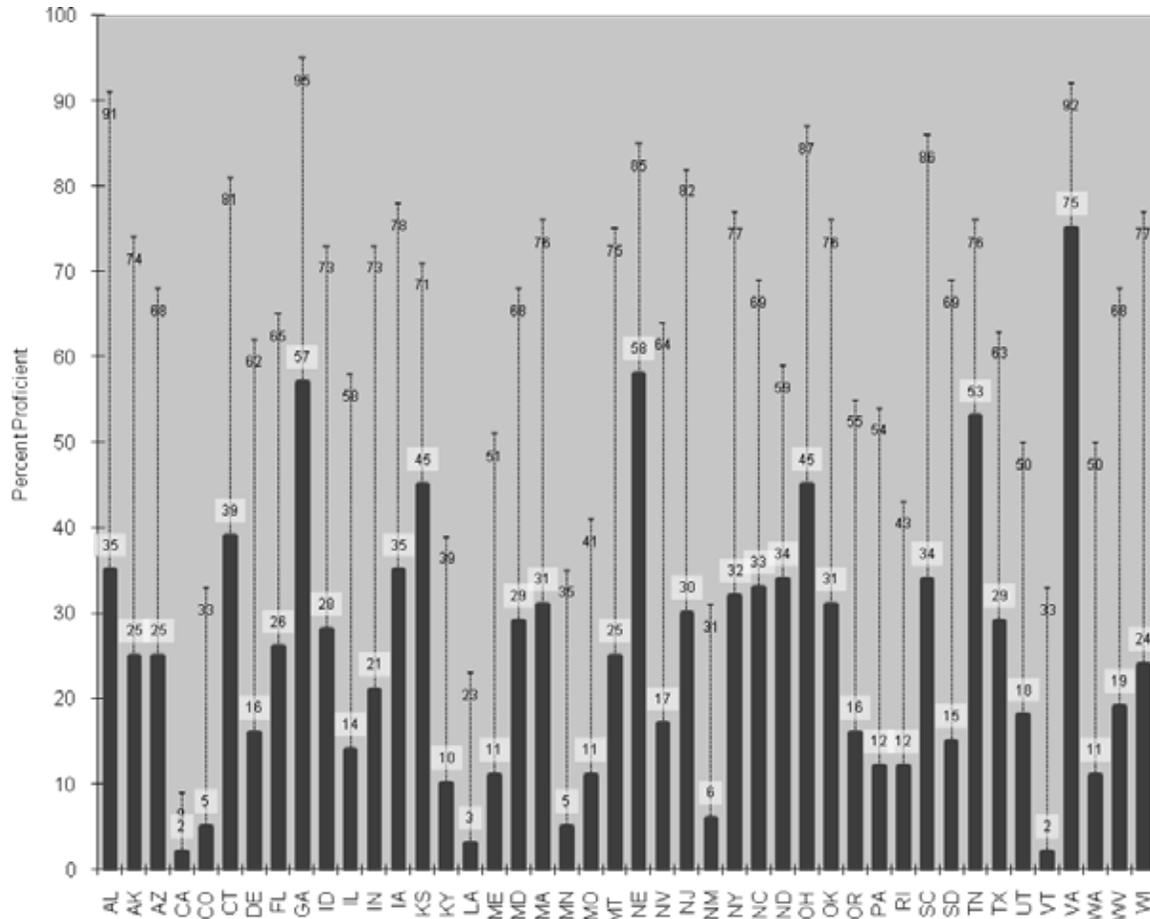


Legend:

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 20. High School Mathematics Performance on the Regular Assessment



Legend:

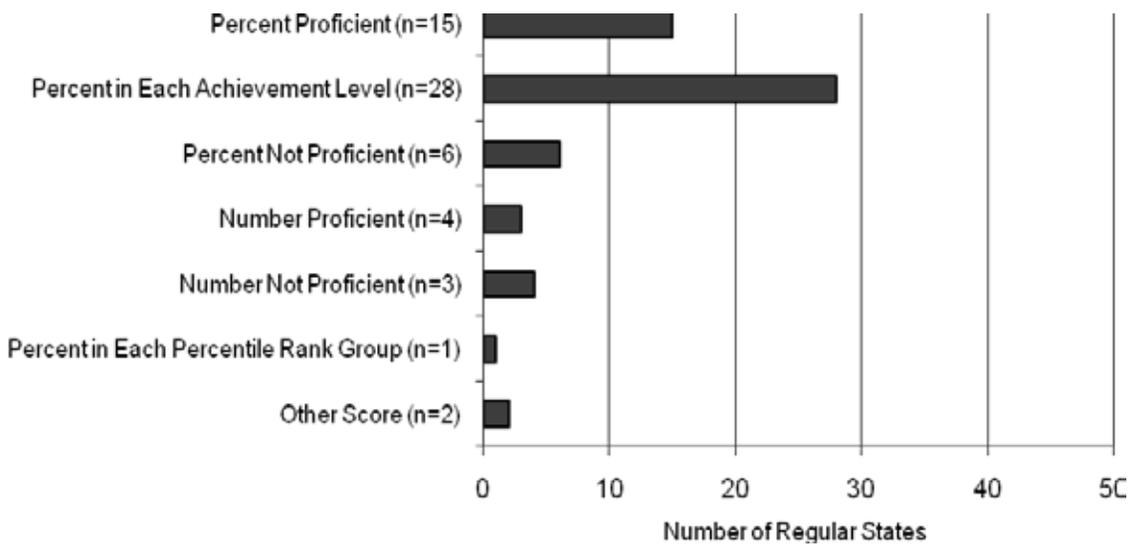
Heavy Solid Bar = Students with disabilities percent proficient

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.

Alternate Assessment Performance Results

Figure 21 displays the approaches that the 50 states used to report performance data for alternate assessments based on alternate achievement standards. Examining the approaches in terms of the number of assessments showed the same pattern due to the fact that the number of AA-AAS is nearly identical to the number of states. The only difference was that there were 52 assessments counted as AA-AAS in the 50 states. One was a separate high school version of a state's AA-AAS, and the other was a separate assessment complementing a state's regular NRT component. Figure 21 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=28), followed by percent proficient (n=15), and Percent not proficient (n=6). 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 two states reported "other scores" for AA-AAS. For more detailed information by state and assessment see Appendix H.

Figure 21. Number of States Reporting AA-AAS Performance by Various Approaches in the NCLB Accountability System in 2006-2007*



* Graph for Performance Data by all AA-AAS was the same as by state, so is not presented here.

Other Information Collected for 2006-2007

Accommodations

Sixteen states reported participation or performance data for students taking state assessments with or without accommodations. This number was up from 10 in 2005-06, and equaled the number of states reporting this information in 2004-05.

In this year, of sixteen states with data on accommodated participation, 14 states 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: nonapproved/modification (Colorado), standard and conditional accommodation (Georgia), and standard and non-standard accommodation (Michigan). Although these three reported the performance for those with nonstandard accommodations, the numbers were too low to report for privacy considerations. One state reported accommodation use by whether a student was "significantly cognitively disabled (SCD)" (Mississippi), and another state reported accommodation use disaggregated by its assessment based on modified achievement standards (Oklahoma). Another state reported linguistically accommodated testing (LAT) administration for students with disabilities, as well as a "bundled" set of accommodations for students with dyslexia (Texas).

Of all 16 states reporting data on accommodated administrations of a state assessment, 6 states reported participation only (either the number or percent participating) with accommodations (Connecticut, Iowa, Massachusetts, Mississippi, Nebraska, and Tennessee). For actual participation and performance data for accommodated administration of assessments, see the summary in Table 4 and Appendix I.

Table 4. 2006-2007 Summary of States that Reported State-Level Information about Accommodations

State ^a	Assessments	Terminology Used	By Content/ Grade?	Participation	Performance	Population Comments
Colorado	CSAP, CSAPA	With Accommodations and by specific accommodation	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 CRT	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities
Georgia	Does not specify	Without, Standard, and Conditional accommodations (and specific)	Yes/ Aggregated grades 1-8 and 11	Yes	Yes	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	No	Students with disabilities
Kentucky	KCCT	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities
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
Nebraska	Writing	Students receiving accommodation	Yes/Yes	Yes	No	Students with disabilities
North Carolina	EOG and EOC	By specific accommodation	Yes/Yes	Yes	Yes	N/A
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-AT	With and without accommodations	Yes/Yes	Yes	No	Students in Special Education

Table 4. 2006-2007 Summary of States that Reported State-Level Information about Accommodations (continued)

State ^a	Assessments	Terminology used	By content/grade?	Participation	Performance	Population Comments
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 on whether the WKCE was taken with test accommodations in their download files. 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 states’ Department of Education Web sites (see Figures 29 and 30). 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 29 presents the number of clicks between Web pages required to arrive at the disaggregated data for states’ regular assessments. Figure 30 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 2006-2007, most state Web sites in the analysis required three or four clicks to access data, with 34 states for regular assessments and 44 states for AA-AAS data. Only two states required seven or more clicks for regular and AA-AAS assessments. This is somewhat comparable to the report on 2005-2006 assessments, which found 22 states with 3-4 clicks and 3 states with 7 clicks or more for regular assessments. However, because Web sites change frequently, and because analysis of 2006-2007 data included nine more states reporting regular assessment data than the previous report, one should not assume a clear year-to-year comparison is possible.

Figure 29. Number of States in Each “Click” Category for States Reporting Regular Assessments (Total N=49)

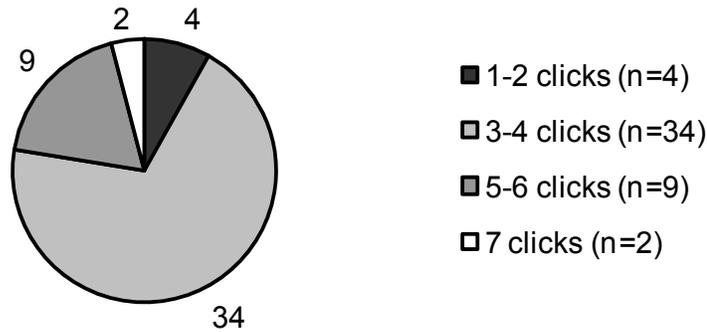
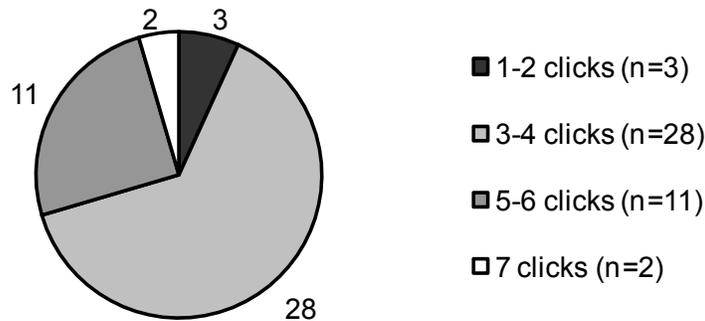


Figure 30. Number of States in Each Click Category for states Reporting Alternate Assessments (Total N=44)



Summary and Discussion

For 2006-2007, 49 out of 50 regular states were counted as having reported disaggregated data for students with disabilities in a manner comparable to that of general education or all students. Further, there were more states reporting complete disaggregated data for students with disabilities for regular assessments and alternate assessments based on alternate achievement standards (AA-AAS) during 2006-2007, both within and outside NCLB accountability systems. Those states reporting both participation and performance for all regular assessments increased from 39 states in 2005-2006 to 46 states in 2006-2007. States reported disaggregated participation and performance data online for 92% of all regular assessments within NCLB systems. Two states reported only performance. One reported participation and performance for some assessments, and one state was not counted as reporting because the format was not in a manner similar to that for other students. Unfortunately, the number of unique states, including special territories, reporting disaggregated data publicly for regular assessments decreased

slightly from two to one state. One additional unique state e-mailed disaggregated data for its regular assessment, but this was not counted because the data appeared to be in APR tables, which were not counted for this report.

The number of states reporting participation and performance also increased for regular states reporting data for AA-AAS. There were 12 more regular states reporting these data in 2006-2007 compared to 2005-2006, from 24 states to 36. The number of states that did not report any data for AA-AAS declined across the two years from 13 states to 7. Other states reported partial information for either participation or performance, with five states that reported only performance, and two states that reported only participation. Unlike for 2005-2006, there were no unique states that publicly reported data for AA-AAS online in 2006-2007. One unique state did e-mail data for its AA-AAS, but similarly to its regular assessment data, the data appeared to be APR data, so thus were not counted.

The most common approaches used by states to communicate participation and performance on regular assessments and AA-AAS remained the same as for 2005-2006, with some changes within the less common categories. Across assessments, the most common way to report participation was by number assessed (34 states for regular and 29 states for AA-AAS). The most common way of reporting performance was by the percent of students in each achievement level (34 states for regular and 28 states for AA-AAS).

In summarizing performance, as in previous years, data for reading and mathematics showed that performance for students with disabilities was lower in most states compared to general education students. However, we observed slightly smaller average gaps between the two groups for the data sets available in 2006-2007 compared to 2005-2006 at each representative grade level. Similarly, the data set for the current year showed slightly more states with gaps of 25 points or less in both reading and mathematics. Although we caution against comparing gaps across states, we are encouraged by what might be a trend toward smaller average gaps at the elementary and high school levels in reading. By similar measures, there were only slight reductions in average gaps observed for mathematics, more noticeably in elementary and middle school levels.

The number of states reporting disaggregated data for students who used accommodations on state assessments increased to 16 states in 2006-2007, over 10 states in 2005-2006. This information on accommodations spanned across different state assessments including AA-AAS (n=1), norm and criterion referenced regular assessments (n=16), and an alternate assessment based on modified achievement standards. One state did not identify the assessment(s) included in the data.

Recommendations for Reporting

Based on findings in previous reports and in this current analysis, recommendations are made for reporting data:

Report participation and performance results for each assessment, content area and grade level. States' annual performance reports (APRs) and state performance plans (SPPs) are now often posted on state education Web sites. However, these reports are not always presented in a way that is accessible to public audiences as are regular public reports. A few states do incorporate these data into regular reports that are designed to consider a public audience, but most do not. States doing so should consider whether the data for students with disabilities are being presented in a manner comparable to regular reporting for students without disabilities, and are geared to a public audience. States should report data for each content area by grade level assessed. Although NCLB does not require states to report data by grade, many states have done so in previous public reports and the data are useful for analysis. We noted in the appendices where reporting was unclear (e.g., reported by grade ranges rather than individual grades), and these data could not be used in most of our analyses. For example, although these data were used for generally describing the number of states that reported participation and performance, they could not be used for the gap analyses.

As mentioned in previous reports, the confidentiality issue is often a factor for reporting participation for alternate assessments. Yet, our practice remained the same; we counted states as reporting this information if they used a symbol such as a dash or asterisk due to the minimum N privacy policy. We recommend that states report the total participation and performance of students with disabilities by grade and content area, because when a state only reports data by further categorical breakdowns (e.g., alternate assessment participation by disability category), often the number is too small to report the data.

Clearly label preliminary and final data with dates posted. It continues to be important for the public to be able to clearly identify what the most recent and reliable data are for a given year. Many states do note when data posted are preliminary, whether the reports are PDF files or other formats. But, this needs to be done consistently across states. Also, sometimes a state will post data in two different final reports that were created for different purposes. In these cases the purpose should be clearly indicated as well. The documents we collect to analyze for this and similar reports are regular state reports usually located on one Web page or accessible through one page for report generators. Thus, documents not located together or in similar format to the regular assessment report for general education students are not considered. For this reason, and for the benefit of general users, states should present disaggregated data for students with disabilities in a similar manner, and that are located near or integrated with data for general students.

Report participation with accommodations. The number of states that reported participation of students with accommodations increased from the previous report, from 10 states to 16. We encourage this practice because it helps to understand how students are participating overall, and how accommodations may figure into their participation in either regular or alternate assessments. It is also important to report these data in order to see the extent that there may be students excluded from the performance data being reported. Thus, states that report these data by grade and content area should continue to do so because it provides useful information for interpreting participation and performance more clearly.

Percentage reporting. States should consider reporting participation rates, disaggregated by grade. This information is useful for interpreting data such as achievement gaps between students with and without disabilities. In addition to reporting these general participation rates, reporting the percentage of students with disabilities in each type of state assessment by grade level would also be beneficial for interpreting performance data. For example, one state may have more students with disabilities in its regular assessment with or without accommodations compared to another state that may have a higher percentage of its students with disabilities in alternate assessments based on grade level or modified achievement standards. Being able to clearly compare percentages by assessment type and by participation within each grade level would be useful for interpretation and analysis.

Make data accessible. From our analysis of the number of mouse clicks it took to reach state assessment reports from a state education home page, almost half of the states' data could be reasonably found in four clicks or less. We encourage more states to make the path to assessment data clear for users. Other factors related to accessibility, already mentioned, are clear labeling of the status and purpose of data and ensuring public accessibility in how data are presented.

We conclude by recognizing the increase in numbers of regular states reporting disaggregated assessment data for students with disabilities, particularly online. This reflects greater transparency for regular states than in the previous year. We encourage more states to report by grade level. Not only will this allow us to include more data in a wider range of analyses, but it will also make the data even more transparent for the public. Although the public reporting of disaggregated data for students with disabilities in unique states decreased this year, we hope to see increased public reporting practices among these states in subsequent years.

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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

Sample Letter Sent to Assessment Directors

February 22, 2008

The National Center on Educational Outcomes is examining states' public reports on **2006-2007** 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), (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 fax at **(612) 624-0879** or via mail to the above address.

If you have any questions about our request, please call Deb Albus at (612) 626-0323 or email: albus001@umn.edu. If we do **not** hear from you by **March 14, 2008**, 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

(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 the state accountability system? (Yes/No)
			Participation	Performance	
Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	No	No	No Was test dropped?
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 Alternate Assessment (AAA) AAS*	1 - 12	Reading, Math	Yes	Yes	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	Y	N	N	Y	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	Average Percentile Rank
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
AAA	Y	N	N	N	Y	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

Sample Letter Sent to Special Education Directors

April 28, 2008

The National Center on Educational Outcomes is examining states' public reports on **2006-2007** 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), (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 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, noting your changes to them. Also, if there is additional publicly reported information in regular reports 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 fax at **(612) 624-0879** or via mail to the above address.

If you have any questions about our request, please call Deb Albus at (612) 626-0323 or email: albus001@umn.edu. If we do **not** hear from you by **May 26, 2008**, 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

ALABAMA, 2006-2007

(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 the state accountability system? (Yes/ No)
			Participation	Performance	
Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	No	No	No Was test dropped?
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 Alternate Assessment (AAA) AAS*	1 - 12	Reading, Math	Yes	Yes	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 are 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	Y	N	N	Y	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	Average Percentile Rank
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
AAA	Y	N	N	N	Y	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 C

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Regular State Tests in the Fifty States and Unique States for 2006-2007

Note: Asterisks (*) indicate there is a state note at left.

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
Alabama	Direct Assessment of Writing (DAW) [CRT]	5,7,10	Writing	No	No	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 (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
Alaska	Standards Based Assessment (SBA) [CRT]	3-10	Reading, Math, Writing	Yes	Yes	Yes
	High School Graduation Qualifying Exam (HSGQE) [EXIT]	10-12	Reading, Math, Writing	Yes	Yes	Yes
	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 High School (AIMS HS) [EXIT]	10 -12	Reading, Math, Writing	Yes	Yes	Yes
Arkansas	Iowa Tests of Basic Skills (ITBS) [NRT]	K-9	Reading, Language, Math	No	No	No
	Arkansas Benchmark Exams [CRT]	3-8	Literacy(Reading), Math	No	Yes	Yes
	End of Course (EOC) [CRT]	HS	EOC-Algebra I, EOC-Geometry, Literacy	No	Yes	Yes
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, 6 th ed. (CAT-6) [NRT]	3,7	Reading, Language, Math, Spelling	Yes	Yes	No
Colorado	Colorado Student Assessment Program (CSAP) [CRT]	3-10	Reading, Math, Writing (3-10); Spanish Reading, Spanish Writing (3,4); Science (5,8,10)	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
Connecticut	Connecticut Mastery Test (CMT) [CRT]	3-8	Reading, Math, Writing	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 NRT (SAT 10)	3-10	Reading (3-10) Math (3-10)	No	No	No
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 Graduation Test (GHSGT) [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	Yes	Yes	Yes
Idaho	Idaho Direct Assessments (DMA/DWA) [CRT]	4-9	Math (4,6,8), Writing (5,7,9)	Yes	Yes	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	Yes	Yes	No
Illinois	Illinois Standards Achievement Test (ISAT) [CRT] *7 th grade science not reported	3,4,5,7,8	Reading (3,5,8), Math (3,5,8), 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, (3-10), 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	No	No	No

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
Iowa	Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3-8, 11	Reading, Math	Yes	Yes	Yes
Kansas	Kansas Assessment System (KAS) [CRT] *Combines all tests	3-8, 10, 11	Reading (3-8,11), Math (3-8,10)	Yes*	Yes*	Yes
Kentucky	Explore (8 th)[NRT] and Plan (10 th)[NRT]	6, 9	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, Science, Social Studies	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 (4, 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 (had for English 2 and Algebra but not other three subjects)	Yes	Yes	Yes
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS) [CRT]	3-8,10	Reading (3, 5-6, 8), English Language Arts (4,7,10), Math (3-8,10), Science (5,8, 9/10) [had for sci &tech and engineering tests)	Yes	Yes	Yes
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
Minnesota	Minnesota Comprehensive Assessment (MCA) [CRT]	3-8, 11	Reading (3-8,10), Math (3-8, 11), Writing (5)	Yes	Yes	Yes
	BST (phasing out) [Exit]	10	Writing	Yes	Yes	No
	GRAD [Exit]	11	Reading, Writing, and Math	Yes	Yes	No

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
Mississippi	Mississippi Curriculum Test (MCT) [CRT] *Not by grade	2-8	Reading, Language, Math	Yes*	Yes	Yes
	Writing Assessment (WA) [CRT]	4,7	Writing	No	Yes	No
	Subject Area Testing Program (SATP) [CRT]	H S	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)	Yes	Yes	Yes
Montana	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	4,8,11	Reading, Math, Language Arts, Science, Social Studies	Yes	Yes	No
	Montana CRT [CRT]	3-8,10	Reading, Math	Yes	Yes	Yes
Nebraska	Nebraska Statewide Writing Assessment (NSWA) [CRT]	4,8,11	Writing	Yes	Yes	Yes
	School-based Teacher-led Assessment and Reporting System (STARS) [CRT]	4,8,11	Math, Reading	Yes	Yes	Yes
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)	Yes	Yes	Yes
	Nevada Analytic Writing Examination (NAWE) [CRT]	5, 8	Writing	Yes	Yes	Yes
New Hampshire	New England Common Assessment Program (NECAP) [CRT]	3-8, 11	Reading, Math (3-8, 11); Writing (5,8) (Grade 11 not disaggregated for students with disabilities)	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
New Mexico	New Mexico Standards Based Assessment (NMSBA) [CRT]	3-9, 11	Reading/Writing, Math, Science	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

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
New York	Regents Comprehensive Exams (RCE) [EXIT]	9-12	English, Foreign Languages, Math, Global History & Geography, US History & Government, Living Environment, Earth Science, Chemistry, Physics	Yes	Yes	Yes
	Regents Competency Test (RCT) [EXIT]	9-12	Reading, Math, Science, Writing, Global Studies, US Hist & Gov't	Yes	Yes	Yes
	New York State Assessment Program (NYSAP) [CRT]	3-8	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
North Carolina	End-of-Grade (EOG) [CRT] (includes gr. 3 pretest)	3-8, 10 5 and 8	Reading, Math Science (5 and 8)	Yes No (Science pilot)	Yes No (Science pilot)	Yes
	End-of-Course (EOC) [CRT]	HS	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, Civics & Economics	Yes	Yes	Yes
	Computer Skills Test (reporting includes alternate version) [EXIT]	8-12	Computer Skills (test version matches curriculum for year) [Exit]	Yes	Yes	No
North Dakota	North Dakota State Assessment (NDSA) [NRT/CRT]	3-8, 11	Reading/Language, Math	Yes	Yes	Yes
Ohio	Ohio Achievement Tests (OAT) [CRT] *combined with alternate	3-8	Reading, Math (3-8); Writing (4)	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)	Yes	Yes	Yes
Pennsylvania	Pennsylvania System of School Assessment (PSSA) [CRT]	3-8,11	Reading, Math (3-8, 11); Writing (5, 8, 11)	Yes	Yes	Yes
Rhode Island	New England Common Assessment Program (NECAP) [CRT]	3-8	Reading, Math (3-8); Writing (5,8)	Yes	Yes	Yes
	NSRE [CRT]	HS	Reading, Math	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	No*
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

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
South Dakota	Dakota STEP Test (STEP) [NRT/CRT]	3-8, 11 5, 8-11	Reading, Math Science	Yes	Yes	Yes
	Stanford Writing Assessment [CRT]	5,7,10	Writing	No	No	No
Tennessee	Tennessee Comprehensive Assessment Program Achievement Test (TCAP-AT) [CRT]	3-8	Reading/Language Arts, Math	Yes	Yes	Yes
	TCAP Gateways (TCAP-SA) [CRT]	9-12	Algebra I, Biology, English I & II, Math Foundations, Physical Science, US History	Yes	Yes (grade 10)	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 (5,10,11), Social Studies (8,10,11); Spanish version administered in grades 3-6.	Yes	Yes	Yes
	End of Course Assessment [EXIT]	HS	Algebra I	Yes	Yes	No
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	No	No
	Core Criterion-Referenced Tests (CCRT) [CRT]	1-11	Language Arts, Math (1-11), Science (1-11)	Yes	Yes	Yes
	Direct Writing Assessment (DWA) [NRT]	6,9	Writing	Yes	Yes	No
	Reading on Grade Level (ROGL) [Undetermined]	1-11	Reading	No	No	No
	Utah Basic Skills Competency Test (UBSCT) [EXIT]	HS	Reading, Writing, Math	Yes	Yes	Yes
Vermont	New Standards Reference Exam (NSRE) [CRT]	10	English/ Language Arts, Math	Yes	Yes	Yes
	Vermont Developmental Reading Assessment (DRA) [CRT]	2	Reading	Yes	Yes	No
	New England Common Assessment Program (NECAP) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
Virginia	Standards of Learning (SOL) [CRT] *reports combined grades	3-8, High School	English Language Arts, Math (3-8, HS); History/Social Science, Science (3, 5, 8, HS) Content Specific History (HS)	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
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
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

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for NCLB Accountability Purposes
				Part.	Perf.	
Wyoming	Proficiency Assessment for Wyoming Students (PAWS) [CRT] *Excel document posted on Web site was not determined to be data presented in a similar manner as data for all students.	3-8,11	Reading, Writing, Math	No*	No*	Yes

Unique States

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
American Samoa	Stanford Achievement Test – 10 th 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			No	No	Unknown
Commonwealth of the Northern Mariana Islands	Stanford Achievement Test- 10 th 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	No	No	Unknown
District of Columbia	Stanford Achievement Test- 9 th 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- 10 th Edition (SAT-10) [NRT]	1-12	Reading, Math, Language	No	No	Yes
Palau	Palau Achievement Test (PAT) [NRT] *State sent filled in tables with actual data but did not provide data publicly.	4,6,8,10, 12	Reading, Math	No*	No*	Yes
Puerto Rico Come back	Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA)	3-8, 11	Spanish, math, and English as a second language	No	No	Yes
Republic of the Marshall Islands	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Virgin Island Territorial Assessments of Learning (VITAL)	5, 7, 11	Reading, Math	No	No	Unknown

Appendix D

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Alternate State Tests in the Fifty States and Unique States for 2006-2007

AAS is alternate achievement standards and GLAS is grade level achievement standards

Note: Asterisks (*) indicate there is a state note at left.

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Alabama	Alabama Alternate Assessment (AAA)	AAS	1-12	Reading, Math	Yes	Yes	Yes
Alaska	Alternate Assessment	AAS	3-10	English/Language Arts, Math, Skills for a Healthy Life	Yes	Yes	Yes
Arizona	AIMS-Alternate (AIMS-A)	AAS	3-8	Reading, Math, Writing, Listening, Speaking	Yes	Yes	Yes
	AIMS-A HS	AAS	10 11,12	Reading, Math, Writing, Listening (Level 1), Speaking (Level 1)	Yes	Yes	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)	No	No	Yes
California	California Alternate Performance Assessment (CAPA)	AAS	2-11	English Language Arts (2-11), Math (2-11)	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)	Yes	Yes	Yes
Delaware	Delaware Alternate Portfolio Assessment (DAPA)	AAS	2-10	Reading, Math, Writing (2-10), Science (4,6), Social Studies (4,6,8,11)	Yes	Yes	Yes
Florida	Florida Alternate Assessment Report (FAAR)	AAS	3-10	Reading, Math	Yes	Yes	Yes
Georgia	Georgia Alternate Assessment (GAA)	AAS	K-11	English Language Arts and mathematics (K-2), English Language Arts, Mathematics, Science, and Social Studies (Gr. 3-8 and 11)	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Hawaii	Alternate Assessment *Not reported by grade.	AAS	3-8,10	Reading, Math	Yes*	Yes*	Yes
Idaho	Idaho Alternate Assessment (IAA) *Not reported by grade	AAS	K-3	Reading	Yes*	Yes*	Yes
Illinois	Illinois Alternate Assessment (IAA)	AAS	3,4,5,7,8,11	Reading (3,5,8,11), Math (3,5,8,11), Science (4,7,11)	No	Yes	Yes
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	AAS	3-10	English Language Arts, Math	No	No	Yes
Iowa	Alternate Assessment	AAS	3-8,11	Reading, Math	Yes	Yes	Yes
Kansas	Alternate Assessment: KAMM [MAS] *Reported combined with other tests	MAS	3-8,10,11	Reading (3-8,11) Math (3-8,10) Science (4, 7, HS), History (5, 8, HS)	Yes*	Yes*	Yes
	Portfolio Assessment [AAS] *Reported combined with other tests	AAS	3-8,10,11	Reading (3-8,11) Math (3-8,10) Science (4, 7, HS), History (5, 8, 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
	Alternate Assessment Level 2 (LAA-2)	MAS	4, 8, 10, 11	English Language Arts, Math (4, 8, 10); Social Studies, Science (11)	Yes	Yes	Yes
Maine	Personalized Alternate Assessment Portfolios (PAAP)	AAS	4,8,11	English Language Arts (Reading & Writing), Math (4,8,11); Science & Technology (4, 8)	Yes	Yes	Yes
Maryland	Alternate Maryland School Assessment (ALT-MSA)	AAS	3-8, 10	Reading, Math	Yes	Yes	Yes
Massachusetts	MCAS Alternate Assessment (MCAS-Alt)	AAS	3-10	Reading (3, 5, 6, 8), English Language Arts (4,7,10), Math (3-8,10), Science (5,8,9/10)	Yes	Yes	Yes
Michigan	Alternate Assessment (MI-Access)	AAS	3-8	5 Performance Expectations/ Language Arts, Math	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Minnesota	Alternate Assessment (AAS)	AAS	3-8, 10, 11	Reading, Math	Yes	Yes	Yes
Mississippi	Alternate Assessment	AAS	3-8	Math, Reading/ Language Arts	Yes	Yes	Yes
Missouri	MAP-Alternate	AAS	4,8,11	Communication Arts (11), Math (4,8),	No	No	Yes
Montana	Alternate Assessment NRT	AAS	4,8,11	Reading, Language Arts, Math, Science, Social Studies	Yes	Yes	No
	Alternate Assessment CRT	AAS	3-8, 10	Reading, Math	No	Yes	Yes
Nebraska	Alternate Assessment	AAS	4,8,12	Math, Reading/Writing	Yes	Yes	Yes
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)	AAS	3-8	Language, Math	Yes	Yes	Yes
New Hampshire	Alternate Assessment (NH-Alt)	AAS	10	Reading, Writing, Math	Yes	Yes	Yes
New Jersey	Alternate Proficiency Assessment (APA)	AAS	3,4,8,11	Language Arts Literacy, Math (3,4,8,11,12); Science (4,8,11)	Yes	Yes	Yes
New Mexico	Alternate Assessment	AAS	3-12	Reading/Writing, Math	No	No	Yes
New York	New York State Alternate Assessment (NYSSA) *Did not report grade 12	AAS	3-8, 12	English Language Arts, Math (3-8,11), Science (4, 8), Social Studies (12)	Yes	Yes	Yes
North Carolina	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade *but not writing.	GLAS	3-8, 10	Reading, Math, Writing (4, 7, 10 only)	Yes*	Yes*	Yes
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course *not by grade. Computer alternate reported with regular computer test.	GLAS	9-12	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, US History, Civics & Economics	Yes*	Yes*	Yes
	NC EXTEND1	AAS	3-8, 10	Reading, Math, Writing (4, 7, 10)	Yes	Yes	Yes
	NC EXTEND 2	MAS	3 – 8 4,7	Reading, Math, Writing (4,7)	Yes	Yes	Yes
North Dakota	North Dakota Alternate Assessment (NDALT)	AAS	3-8,11	Reading/Language, Math	Yes	No	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Ohio	Alternate Assessment *Data were combined with regular test so not able to separate.	AAS	3-8, 10	Reading (3-6,8,10), Math (3,4,6-8,10), Writing (4,10), Science (10), Social Studies (10)	Yes*	Yes*	Yes
Oklahoma	Alternate Assessment OAAP	AAS	3-8	Reading, Math	Yes	Yes	Yes
	OMAAP	MAS	3-8	Reading, Math, Writing for Engl II only	Yes	Yes	Yes
Oregon	Extended Assessments (EA)	AAS	3- 8, 10	Reading/Literature (3,5,8,10), Writing (4,7,10), Math (3,5,8,10), Science (5,8,10)	Yes	Yes	Yes
	Career and Life Role Assessment System (CLRAS)	AAS	3-8, 10	Reading/Literature, Math (3-8,10); Science (5,8,10); Writing (4,7,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	AAS	3-8, 11	Reading, Math	Yes	Yes	Yes
Rhode Island	Alternate Assessment	AAS	3-8,11	English/Language Arts, Math	Yes	No	Yes
South Carolina	SC-ALT	AAS	3-8, 10	Reading, Math, Science, Social Studies, & Functional and Life Skills	Yes	Yes	Yes
South Dakota	Dakota STEP-A	AAS	3-8, 11	Reading, Math	No	No	Yes
Tennessee	TCAP-Alt	AAS	3-12	Reading/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
Texas	State-Developed Alternate Assessment-II (SDAA-II) *Not by grade.	AAS	3-10	Reading, Math (3-10); Writing (4,7,10); English Language Arts (10)	No*	Yes	Yes
Utah	Alternate Assessment	AAS	1-12	Language Arts, Math (1-12); Science (4-9)	Yes	Yes	Yes
Vermont	Alternate Assessment	AAS		Varies by type of assessment	No	No	Yes
Virginia	Virginia Alternate Assessment Program (VAAP)	AAS	3, 5, 8, 11	Collection of Evidence	No	No	Yes
	Virginia Grade Level Alternative Assessment (VGLA)	GLAS	3, 5, 8, 11	English Language Arts, Math, Science, History/Social Science, Content Specific History (High School)	No	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Washington	Washington Alternate Assessment System (WAAS) Portfolio	AAS	3-8, 10-12	Reading, Math (3-8, 10); Writing (4,7,10); Science (5,8,10)	Yes	Yes	Yes
	WASL Basic	Other	3-8, 10-12	One or more subject areas	No	No	No
West Virginia	Alternate Performance Task Assessment (APTA)	AAS	3-8, 10	Reading, Math	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)	No	Yes	Yes
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT)	AAS	3-8,11	Reading, Math, Writing	No	Yes	Yes

Unique States Alternate Assessment Data for 2006-2007

State	Assessment Component	Standards Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State 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
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 Come back	Pruebas Puertorriquenas de Evaluacion 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	Unknown	Unknown	Unknown	No	No	Unknown

Appendix E

Disaggregated Participation Information for Students with Disabilities on Regular State Tests for the Fifty States and Unique States for 2006-2007

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks, an (*) indicates that the state wanted to note that the information could be derived, and (**) indicates a state note at left under "Test".

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
Alabama	DAW	N	N	N	N	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
Alaska	SBA	N	N*	N*	Y	N	N	N
	HSGQE	N	N*	N*	Y	N	N	N
	TerraNova	N	N*	N*	N	N	N	N
Arizona	TerraNova	N	N	N	N	N	N	N
	AIMS	N	Y	N	Y	N	N	N
	AIMS HS	N	Y	N	Y	N	N	N
Arkansas	ITBS **state reports participation overall, not by disability status	N	N	N	N	N	N	N
	ABE **see note above for AR	N	N	N	N	N	N	N
	EOC **see note above for AR	N	N	N	N	N	N	N
California	CSTs **Reports number with no score	Y	Y	N	N*	N	Y**	N
	CAT-6 **Reports number with no score	N	Y	N	N	N	Y**	N
Colorado	CSAP **Reports number with no score	N	Y	N	N	N	Y**	N
Connecticut	CMT	Y	Y	N	Y	N	Y	Y
	CAPT	Y	Y	N	Y	N	Y	Y
Delaware	DSTP	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Florida	FCAT**combined with FAAR	N	Y	N**	N	N	N	N
	FCAT NRT	N	N	N	N	N	N	N
Georgia	EOCT	N	Y	N	N	N	N	N
	GHSGT	N	Y	N	N	N	N	N
	CRCT	N	Y	N	N	N	N	N
	EGWA	N	Y	N	N	N	N	N
Hawaii	HSA	N	N	N	N	N	N	N
Idaho	DMA/DWA	Y	Y	N	N	N	N	N
	ISAT	Y	Y	N	N	N	N	Y
	IRI	Y	Y	N	N	N	N	N
Illinois	ISAT	N	N	N	N	N	N	N
	PSAE	N	N	N	N	N	N	N
Indiana	ISTEP+	N	Y	N	N	N	N	N
	ECA	N	N	N	N	N	N	N
	GQE	N	Y	N	N	N	N	N
Iowa	ITBS/ITED **Also reports enrolled	N	Y**	N	Y	N	N	N
Kansas	KAS **Reports data combined with alternates.	N	N	N	N	N	N	N
Kentucky	Plan (10th) (Explore test to be added 07-08)	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
Louisiana	GEE 21	N	Y	N	N	N	N	N
	LEAP 21 *8 th grade only	N	Y	N	N	N	N	N
	iLEAP *4-7	N	Y	N	N	N	N	N
Maine	MEA	N	Y	N	N	N	N	N
	MHSA	N	N	N	Y	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Maryland	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	N**	N**	N**
Massachusetts	MCAS **Reports by grade but not by MCAS test.	Y	Y	N	Y	N	N	Y**
Michigan	MEAP	N	Y	N	N	N	N	N
Minnesota	MCA-II	N	Y	Y	Y	Y	Y	N
	BST	N	Y	N	N	N	N	N
	GRAD	N	Y	N	N	N	N	N
Mississippi	MCT	N	N	N	N	N	N	N
	Writing	N	N	N	N	N	N	N
	SATP	N	N	N	N	N	N	N
Missouri	MAP	N	Y	N	N	N	N	N
Montana	ITBS/ITED	N	Y	N	N	N	N	N
	Montana CRT	N	N	N	Y	Y	N	N
Nebraska	NSWA	N	Y	Y	Y	Y	N	N
	STARS	N	N	N	Y	N	N	N
Nevada	ITBS/ITED **with enrolled	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
New Hampshire	NECAP **with enrolled	N	Y**	Y	N	Y	Y	N
New Jersey	NJ-ASK	N	Y	Y	N	N	Y	Y
	GEPA **with enrolled	N	Y**	Y	N	N	Y	Y
	HSPA **with enrolled	N	Y**	Y	N	N	Y	Y

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
New Mexico	NMSBA	N	Y	N	Y	N	Y	N
	NMHSCE	N	N	N	N	N	N	N
New York	RCE	N	N	N	N	N	N	N
	RCT	N	N	N	N	N	N	N
	NYSAP	N	N	N	N	N	N	N
North Carolina	EOG	N	Y	N	Y	N	N	Y
	EOC	N	Y	N	Y	N	N	Y
	Computer Skills	N	Y	N	Y	N	N	N
North Dakota	NDSA **Percent tested is based on all in regular and alternate so unclear	N	Y	N	N**	N	Y	N
Ohio	OAT	N	N	N	Y	N	N	N
	OGT	N	N	N	Y	N	N	N
Oklahoma	OCCT **reported by accommodated status	N	Y**	N	N	N	N	N
	EOI **reported by accommodated status	N	Y**	N	N	N	N	N
Oregon	OSA	N	Y	N	Y	N	N	N
Pennsylvania	PSSA	N	Y	N	N	N	N	N
Rhode Island	NECAP **with enrolled	N	Y**	Y	N	N	Y	N
	NSRE	N	Y	N	N	N	N	N
	DRA	N	N	N	N	N	N	N
South Carolina	PACT	N	Y	N	N	N	N	N
	HSAP	N	Y	N	N	N	N	N
South Dakota	STEP ** Reports enrolled of eligible only	N	N**	N	N	Y	N	N
	Stanford Writing	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Tennessee	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
Texas	TAKS **Either not by grade or not by test **Note: Data reflect the Academic Excellence Indicator System reports only. Other state reports include most results listed in these tables.	N**	Y	Y	N**	N**	Y	Y
	EoC Algebra I	N	Y	N	N	N	N	N
Utah	ITBS/ITED	N	N	N	N	N	N	N
	CCRT	N	Y	N	N	N	N	N
	DWA	N	Y	N	N	N	N	N
	UBSCT **with number enrolled	N	Y**	N	N	N	N	N
	ROGL	N	N	N	N	N	N	N
Vermont	NSRE	N	Y	N	N	N	N	N
	DRA	N	Y	N	N	N	N	N
	NECAP	N	Y	N	N	N	N	N
Virginia	SOL **Reports data merged with other tests, some not by grade	N	N	N	N	N	N	N
Washington	WASL	N	Y	N	N	N	Y	Y
West Virginia	WESTEST	N	Y	N	N	N	N	N
Wisconsin	WKCE **combined with alternate	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Wyoming	PAWS **State had separate Excel file with data, but this was deemed not to be in manner similar for all students.	N	N	N	N	N	N	N

Disaggregated Participation Data for Unique States on Regular Tests for 2006-2007

Unique States	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
American Samoa	SAT-10	N	N	N	N	N	N	N
Bureau of Indian Affairs	Students take the assessment of the state in which they live	N	N	N	N	N	N	N
Commonwealth of the Northern Mariana Islands	SAT-10	N	N	N	N	N	N	N
	SBA	N	N	N	N	N	N	N
Department of Defense Education Activity	TerraNova	N	N	N	N	N	N	N
District of Columbia	SAT-9	N	N	N	N	N	N	N
Federated States of Micronesia	Unknown	N	N	N	N	N	N	N
Guam	SAT-10	N	N	N	N	N	N	N
Palau	PAT	N	N	N	N	N	N	N
Puerto Rico	PPAA	N	N	N	N	N	N	N
Republic of the Marshall Islands	Unknown	N	N	N	N	N	N	N
Virgin Islands	VITAL	N	N	N	N	N	N	N

Appendix F

Disaggregated Alternate Assessment Participation Information for Students with Disabilities on Regular State Tests for the Fifty States and Unique States for 2006-2007

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks, an (*) indicates that the state wanted to note that the information could be derived, and (**) indicates a state note at left under "Test".

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
Alabama	Alabama Alternate Assessment (AAA)	Y	N	N	Y	N	N	N
Alaska	Alternate Assessment **with enrolled	N	N*	N*	Y**	N	N	N
Arizona	AIMS-Alternate (AIMS-A)	N	Y	N	N	N	N	N
	AIMS-A HS	N	Y	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	Y	N	N	N
Delaware	Delaware Alternate Portfolio Assessment (DAPA) **with enrolled	N	Y**	N	N	N	Y	N
Florida	Florida Alternate Assessment Report (FAAR) **found only percent of all students, not the rate of those expected to take it	Y	Y	N	N**	N	N	N
Georgia	Georgia Alternate Assessment (GAA)	N	Y	N	N	N	N	N
Hawaii	Alternate Assessment (GLAS)	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Idaho	Idaho Alternate Assessment (IAA) *K-3 rd grade	N	N	N	N	N	N	N
Illinois	Illinois Alternate Assessment (IAA)	N	N	N	N	N	N	N
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	N	N	N	N	N	N	N
Iowa	Alternate Assessment **with enrolled	N	Y**	N	Y	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	N	Y	N	N	N	N	N
Louisiana	Alternate Assessment Levels 1 (LAA-1) *APR has	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	N	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 **Rate combines MCAs tests	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	N	Y	N	N	N	N	N
Missouri	MAP-Alternate	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Montana	Alternate Assessment NRT	N	Y	N	N	N	N	N
	Alternate Assessment CRT	N	N	N	N	N	N	N
Nebraska	Alternate Assessment	N	N	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	Y	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	N	N	N	N	N	N
North Carolina	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade	N	Y	N	N	N	N	N
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course	N	Y	N	N	N	N	N
	NC EXTEND1	N	Y	N	N	N	N	N
	NC EXTEND2	N	Y	N	N	N	N	N
North Dakota	North Dakota Alternate Assessment (NDALT) **reported as not tested for regular assessment	N	Y**	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)	N	Y	N	N	N	N	N
	Modified (OMAAP) **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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Oregon	Extended Assessments (EA)	N	Y	N	Y	N	N	N
	Career and Life Role Assessment System (CLRAS) *No one took	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 **reported as not tested on regular assessment	Y	Y**	N	N	N	N	N
South Carolina	SC-ALT	N	Y	Y	N	N	N	N
South Dakota	Dakota STEP-A	N	N	N	N	N	N	N
Tennessee	TCAP-Alt	Y	N	N	N	N	N	N
Texas	State-Developed Alternate Assessment-II (SDAA-II)	N	Y	N	N	N	N	N
Utah	Alternate Assessment	N	Y	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
	Virginia Grade Level Alternative Assessment (VGLAA)	N	N	N	N	N	N	N
Washington	WAAS portfolio	N	Y	N	N	N	N	N
	WASL Basic	N	N	N	N	N	N	N
West Virginia	Alternate Performance Task Assessment (APTA) *APR has	N	Y	N	N	N	N	N
Wisconsin	Wisconsin Alternate Assessment (WAA) **Reports total enrolled and percent not tested is combined with regular test.	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 and/or Percent Exempt or Excluded	Number and/or Percent Absent
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT) **State has separate Excel report with data but was decided not in similar manner as data for other students	N	N	N	N	N	N	N

Disaggregated Participation Data for Unique States with Identified Alternate Assessments in 2006-2007

Unique States	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
District of Columbia	Alternate Assessment	N	N	N	N	N	N	N
Guam	Alternate Assessment	N	N	N	N	N	N	N
Puerto Rico	PPEA	N	N	N	N	N	N	N

Appendix G

Disaggregated Regular Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2006-2007

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks, an (*) indicates that the state wanted to note that the information could be derived, and (**) indicates a state note at left under "Test".

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 Score
Alabama	DAW	N	N	N	N	N	N	N	N
	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
Alaska	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
Arizona	TerraNova (none)	N	N	N	N	N	N	N	N
	AIMS	Y	N	N	N	N	N	N	Mean SS
	AIMS HS	Y	N	N	N	N	N	N	Mean SS
Arkansas	ITBS	N	N	N	N	N	N	N	N
	ABE	Y	N	Y	N	N	N	N	N
	EoC (ABE HS)	Y	N	Y	N	N	N	N	N
California	CSTs	Y	NA	N*	N*	N	N	N	Mean ss
	CAT-6	NA	Y	N	N	N	N	N	Npr for avg score
Colorado	CSAP	Y	N	Y	N	Y	N	N	N
Connecticut	CMT	Y	N	Y	N	N	N	N	Avg scaled score
	CAPT	Y	N	Y	Y	N	N	N	N
Delaware	DSTP	N	Y	Y	Y	N	N	N	Avg NCE and N
Florida	FCAT **for 10 th grade only, other grades marked NA or split by with and without accommodation	Y	N	Y**	N	N	N	N	Mean ss and Mean Dev. ss
	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	Other Score
Georgia	EOCT	Y	N	N	N	N	N	N	N
	GHSGT	Y	N	N	N	N	N	N	N
	CRCT	Y	N	N	N	N	N	N	N
	EGWA	Y	N	Y	N	N	N	N	N
Hawaii	HSA	N	N	N	N	N	N	N	
Idaho	DMA/DWA	N	N	Y	N	N	N	N	N
	ISAT	Y (had level ranges key)	N	Y	N	N	N	N	Y (had level ranges with key)
	IRI	Y	N	N	N	Y	N	N	Y
Illinois	ISAT	Y	N	N	N	N	N	N	N
	PSAE	Y	N	N	N	N	N	N	N
Indiana	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
Iowa	ITBS/ITED	Y	N	Y	N	N	N	N	N
Kansas	KAS **reports combined with alternate tests	N	N	N	N	N	N	N	N
Kentucky	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
Louisiana	GEE 21	Y	N	N	N	Y	N	N	N
	LEAP	Y	N	N	N	N	N	N	N
	iLEAP	Y	N	N	N	N	N	N	N
Maine	MEA	Y	Y	N	N	N	N	N	N
	MHSA	Y	N	N	N	N	N	N	N
Maryland	MSA *data can be derived from other reported categories	Y	N*	Y	N*	Y	N*	N*	N
	HSA	Y	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	Other Score
Massachusetts	MCAS	Y	N	N	N	N	N	N	N
Michigan	MEAP	Y	N	Y	N	N	N	N	Mean scale score
Minnesota	MCA-II	Y	N	Y	Y	N	N	N	Avg. scores
	BST	N	N	Y	Y	N	N	N	Avg. scores
	GRAD	Y	N	N	N	N	N	N	Avg. scores
Mississippi	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
Missouri	MAP	Y	N	N	N	N	N	N	
Montana	ITBS/ITED	N	N	Y	N	Y	N	N	N
	Montana CRT	Y	N	Y	N	N	N	N	N
Nebraska	NSWA	N	N	Y	Y	N	N	N	N
	STARS	N	N	Y	N	N	N	N	N
Nevada	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
New Hampshire	NECAP	Y	N	N	N	Y	N	N	Mean scale score
New Jersey	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
New Mexico	NMSBA	Y	N	Y	N	N	N	N	N
	NMHSCE	N	N	N	N	N	N	N	N
New York	RCE	N	N	N	N	N	N	N	N
	RCT	N	N	N	N	N	N	N	N
	NYSAP	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	Other Score
North Carolina	EOG	N	N	Y	N	N	Y	N	N
	EOC	N	N	Y	N	N	Y	N	N
	Computer skills	N	N	Y	N	N	N	N	N
North Dakota	NDSA **Alternate and regular tests reported together	N**	N	N	N	N	N	N	N
Ohio	OAT	N	N	Y	N	N	N	N	N
	OGT	N	N	Y	N	N	N	N	N
Oklahoma	OCCT	Y	N	N	N	N	N	N	N
	EOI	N	N	N	N	Y	N	N	N
Oregon	OSA	Y	N	Y	N	Y	Y	N	N
Pennsylvania	PSSA	Y	N	N	N	N	N	N	N
Rhode Island	NECAP	N	Y	Y	N	N	Y	N	Mean scale score
	NSRE	N	N	Y	N	N	N	N	N
	DRA	N	N	N	N	N	N	N	N
South Carolina	PACT	Y	N	N	N	N	N	N	Mean scale score
	HSAP	Y	N	Y	N	N	N	N	N
South Dakota	STEP	Y	N	N	N	N	N	N	N
	Stanford Writing	N	N	N	N	N	N	N	N
Tennessee	TCAP-AT	N	N	N	Y	N	N	N	N
	TCAP-SA	N	N	N	Y	N	N	N	N
Texas	TAKS **Note: Data reflect the Academic Excellence Indicator System reports only. Other state reports include most results listed in these tables.	N	N	Y	N	N	N	N	N
	EoC Algebra I *can be derived	Y	N	N*	N	Y	N*	N	Avg. scale score

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 Score
Utah	ITBS/ITED	N	N	N	N	N	N	N	N
	CCRT	N	N	Y	N	N	N	N	N
	DWA	N	N	Y	N	N	N	N	N
	ROGL	N	N	N	N	N	N	N	N
	UBSCT	N	N	Y	N	N	N	N	N
Vermont	NSRE	Y	N	Y	N	N	N	N	N
	NECAP	Y	N	N	N	N	N	N	N
	DRA	Y	N	Y	N	N	N	N	N
Virginia	SOL	N	N	Y	Y	N	N	N	N
Washington	WASL	Y	N	Y	Y	Y	Y	Y	N
West Virginia	WESTEST	Y	N	Y	Y	Y	Y	Y	Mean scale score
Wisconsin	WKCE	Y	N	N	N	N	N	N	N
Wyoming	PAWS	N	N	N	N	N	N	N	N

Disaggregated Performance Information for Unique States on Regular Tests in 2006-2007

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 Score
American Samoa	SAT-10	N	N	N	N	N	N	N	N
Bureau of Indian Affairs	Students take the assessment of the state they live in.	N	N	N	N	N	N	N	N
Confederation of Northern Mariana Islands	SAT-10	N	N	N	N	N	N	N	N
	SBA	N	N	N	N	N	N	N	N
Department of Defense Education Activity	TerraNova	N	N	N	N	N	N	N	N
District of Columbia	SAT-9	N	N	N	N	N	N	N	N
Federated States of Micronesia	Unknown	N	N	N	N	N	N	N	N
Guam	SAT-10	N	N	N	N	N	N	N	N
Palau	PAT	N	N	N	N	N	N	N	N
Puerto Rico	PPAA	N	N	N	N	N	N	N	N
Republic of Marshall Islands	Unknown	N	N	N	N	N	N	N	N
Virgin Islands	VITAL	N	N	N	N	N	N	N	N

Appendix H

Disaggregated Alternate Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2006-2007

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks, an (*) indicates that the state wanted to note that the information could be derived, and (**) indicates a state note at left under "Test".

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
Alabama	Alternate	Y	N	N	N	Y	N	N	N
Alaska	Alternate	N	N	Y	Y	N	Y	Y	N
Arizona	AAP AIMS-A	Y	N	N	N	N	N	N	N
	AIMS-A HS	Y	N	N	N	N	N	N	N
Arkansas	APAS	N	N	N	N	N	N	N	N
California	CAPA *means data can be derived from other reported categories	Y	NA	N*	N*	N	N	N	Mean scale scores
Colorado	CSAPA	Y	N	N	N	Y	N	N	N
Connecticut	Alternate	Y	N	N	N	N	N	N	N
Delaware	DAPA	Y	N	Y	Y	N	N	N	N
Florida	FAAR **combined with FCAT	N**	N	Y	N	N	N	N	N
Georgia	GAA *can be derived from other reported categories	Y	N	Y	N*	N	N	Y	N
Hawaii	Alternate **Reports regular and alternate tests together	N	N	N	N	N	N	N	N
Idaho	Alternate IAA	N	N	N	N	N	N	N	N
Illinois	Alternate IAA	Y	N	N	N	N	N	N	N
Indiana	ISTAR	N	N	N	N	N	N	N	N
Iowa	Alternate	Y	N	Y	N	N	N	N	N
Kansas	KAMM	N	N	N	N	N	N	N	N
	Portfolio	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	Other
Kentucky	Alternate *These can be derived from other reported categories	Y	N	N*	N*	N	N	N	N
Louisiana	LAA-1 **Has mean scores by participation level	Y**	N	N	N	Y	N	N	N
	LAA-2	Y	N	N	N	Y	N	N	N
Maine	PAAP	Y	Y	N	N	N	N	N	N
Maryland	ALT-MSA *data can be derived from reported categories **These are being counted within achievement level reporting	Y	N	Y	N**	Y	N*	N**	N
Massachusetts	MCAS-Alt	Y	N	N	N	N	N	N	N
Michigan	MI-Access	Y	N	N	N	Y	N	N	Mean scale score
Minnesota	Alternate (AAS)	Y	N	Y	Y	N	N	N	N
Mississippi	MAAECF	N	N	Y	N	N	N	N	N
Missouri	MAP-Alternate	N	N	N	N	N	N	N	N
Montana	NRT-ALT	Y	N	Y	N	Y	N	N	Avg ss
	CRT-ALT	Y	N	N	N	N	N	N	N
Nebraska	Alternate	N	N	Y	N	N	N	N	N
Nevada	NASAA	N	N	Y	Y	N	N	N	N
New Hampshire	NH-Alt	Y	N	N	N	Y	N	N	N
New Jersey	APA	Y	N	N	N	N	N	N	N
New Mexico	Alternate	N	N	N	N	N	N	N	N
New York	NYSAA	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	Other
North Carolina	NCCLAS EoC	N	N	Y	N	N	Y	N	N
	NCCLAS EoC	N	N	Y	N	N	Y	N	N
	NC EXTEND1	N	N	Y	N	N	Y	N	N
	NC EXTEND 2	N	N	Y	N	N	Y	N	N
North Dakota	NDALT	N	N	N	N	N	N	N	N
Ohio	Alternate Assessment **combined with regular tests	N	N	N**	N	N	N	N	N
Oklahoma	Alternate Assessment (OAAP)	Y	N	N	N	N	N	N	N
	Modified (OMAAP)	Y	N	N	N	N	N	N	N
Oregon	EA	N	N	Y	N	N	Y	N	N
	CLRAS *No one took	Y*	N	N	N	Y*	N	N	N
Pennsylvania	PASA	Y	N	N	N	N	N	N	N
Rhode Island	Alternate Assessment	N	N	N	N	N	N	N	N
South Carolina	SC-ALT	Y	N	Y	N	N	N	N	N
South Dakota	STEP-A *Can be derived from other categories	N	N	N*	N*	N	N	N	N
Tennessee	TCAP-Alt	N	N	N	Y	N	N	N	N
Texas	SDAA-II	Y	N	Y	N	N	N	N	N
Utah	Alternate Assessment *Can be derived	N	N	N	N	Y	N*	N*	N
Vermont	Alternate Assessment	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	Other
Virginia	Virginia Alternate Assessment Program (VAAP)	N	N	N	N	N	N	N	N
	VGLAA	N	N	Y	Y	N	N	N	N
Washington	WASL Basic	N	N	N	N	N	N	N	N
	WAAS	Y	N	N	N	N	N	N	N
West Virginia	APTA	Y	N	Y	Y	Y	Y	Y	N
Wisconsin	WAA	Y	N	N	N	N	N	N	N
Wyoming	PAWS-ALT	Y	N	N	N	N	N	N	N

Disaggregated Alternate Test Performance Data for Unique States in 2006-2007

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
District of Columbia	Alternate Assessment	N	N	N	N	N	N	N	N
Guam	Alternate Assessment	N	N	N	N	N	N	N	N
Puerto Rico	PPEA	N	N	N	N	N	N	N	N

Appendix I

Participation and Performance for Students Tested with Accommodations

* = Number too few to report publicly

-- = No data available to report or none tested

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Colorado: CSAPA Reading	3	Switch	N=6	*	*
		Computer	4	*	*
		E-Reader	0	--	--
		Eye Gaze	23	13	56%
		Braille version	2	*	*
		Objects	91	78	85%
		Picture Symbols	109	103	94%
		MA Manips	4	*	*
		Alt. Keyboard	2	*	*
		Signing	23	18	96%
		Assistive communication device	8	*	*
		Other	22	21	96%
		None	0	--	--
Reading	4	Switch	10	*	*
		Computer	11	*	*
		E-Reader	0	--	--
		Eye Gaze	31	7	22%
		Braille version	6	*	*
		Objects	90	54	60%
		Picture Symbols	108	77	71%
		MA Manips	11	*	*
		Alt. Keyboard	5	*	*
		Signing	34	27	80%
		Assistive communication device	8	*	*
		Other	34	20	59%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading	5	Switch	5	*	*
		Computer	10	*	*
		E-Reader	0	--	--
		Eye Gaze	25	9	36%
		Braille version	3	*	*
		Objects	84	64	76%
		Picture Symbols	99	83	83%
		MA Manips	2	*	*
		Alt. Keyboard	2	*	*
		Signing	15	*	*
		Assistive communication device	5	*	*
		Other	28	27	97%
		None	0	--	--
Reading	6	Switch	6	*	*
		Computer	13	*	*
		E-Reader	0	--	--
		Eye Gaze	33	6	18%
		Braille version	1	*	*
		Objects	74	46	63%
		Picture Symbols	107	78	73%
		MA Manips	5	*	*
		Alt. Keyboard	2	*	*
		Signing	29	19	65%
		Assistive communication device	7	*	*
		Other	40	25	64%
		None	0	--	--
Reading	7	Switch	4	*	*
		Computer	8	*	*
		E-Reader	0	--	--
		Eye Gaze	19	5	26%
		Braille version	2	*	*
		Objects	59	37	63%
		Picture Symbols	76	52	69%
		MA Manips	7	*	*
		Alt. Keyboard	3	*	*
		Signing	25	13	52%
		Assistive communication device	4	*	*
		Other	34	25	73%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading	8	Switch	1	*	*
		Computer	8	*	*
		E-Reader	0	*	*
		Eye Gaze	25	11	44%
		Braille version	5	*	*
		Objects	64	56	87%
		Picture Symbols	102	89	88%
		MA Manips	1	*	*
		Alt. Keyboard	3	*	*
		Signing	19	17	90%
		Assistive communication device	11	*	*
		Other	32	28	87%
		None	0	--	--
Reading	9	Switch	2	*	*
		Computer	6	*	*
		E-Reader	0	--	--
		Eye Gaze	24	8	33%
		Braille version	3	*	*
		Objects	63	42	66%
		Picture Symbols	78	59	75%
		MA Manips	12	*	*
		Alt. Keyboard	5	*	*
		Signing	22	17	78%
		Assistive communication device	3	*	*
		Other	25	16	64%
		None	0	--	--
Reading	10	Switch	8	*	*
		Computer	3	*	*
		E-Reader	0	--	--
		Eye Gaze	22	2	10%
		Braille version	1	*	*
		Objects	68	46	68%
		Picture Symbols	75	54	71%
		MA Manips	6	*	*
		Alt. Keyboard	4	*	*
		Signing	22	19	86%
		Assistive communication device	3	*	*
		Other	33	21	63%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	3	Switch	4	*	*
		Computer	1	*	*
		E-Reader	0	--	--
		Eye Gaze	18	1	6%
		Braille version	2	*	*
		Objects	61	25	41%
		Picture Symbols	48	23	49%
		MA Manips	16	7	44%
		Alt. Keyboard	2	*	*
		Signing	17	8	47%
		Assistive communication device	4	*	*
		Other	19	8	43%
		None	0	--	--
Math	4	Switch	3	*	*
		Computer	2	*	*
		E-Reader	0	--	--
		Eye Gaze	25	2	8%
		Braille version	6	*	*
		Objects	68	23	34%
		Picture Symbols	44	16	36%
		MA Manips	32	16	50%
		Alt. Keyboard	5	*	*
		Signing	25	14	56%
		Assistive communication device	3	*	*
		Other	24	6	25%
		None	0	--	--
Math	5	Switch	4	*	*
		Computer	1	*	*
		E-Reader	0	--	--
		Eye Gaze	22	4	19%
		Braille version	3	*	*
		Objects	51	12	36%
		Picture Symbols	39	13	34%
		MA Manips	26	14	54%
		Alt. Keyboard	0	--	--
		Signing	14	*	*
		Assistive communication device	4	*	*
		Other	19	7	36%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	6	Switch	4	*	*
		Computer	3	*	*
		E-Reader	0	--	--
		Eye Gaze	31	5	16%
		Braille version	1	*	
		Objects	54	21	39%
		Picture Symbols	47	20	43%
		MA Manips	50	35	70%
		Alt. Keyboard	0	--	--
		Signing	22	8	37%
		Assistive communication device	7	*	*
		Other	29	10	34%
		None			
		Math	7	Switch	3
Computer	3			*	*
E-Reader	0			--	--
Eye Gaze	20			1	5%
Braille version	2			*	*
Objects	42			14	34%
Picture Symbols	47			17	37%
MA Manips	32			16	51%
Alt. Keyboard	2			*	*
Signing	20			4	20%
Assistive communication device	3			*	*
Other	20			3	15%
None	0			--	--
Math	8			Switch	2
		Computer	2	*	*
		E-Reader	0	--	--
		Eye Gaze	21	0	0%
		Braille version	0	--	--
		Objects	51	21	42%
		Picture Symbols	60	25	41%
		MA Manips	36	17	47%
		Alt. Keyboard	1	*	*
		Signing	15	*	*
		Assistive communication device	11	*	*
		Other	25	9	36%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	9	Switch	1	*	*
		Computer	3	*	*
		E-Reader	0	--	--
		Eye Gaze	20	2	10%
		Braille version	1	*	*
		Objects	38	15	40%
		Picture Symbols	52	24	46%
		MA Manips	23	7	30%
		Alt. Keyboard	5	*	*
		Signing	19	9	48%
		Assistive communication device	4	*	*
		Other	27	6	23%
		None	0	--	--
Math	10	Switch	5	*	*
		Computer	1	*	*
		E-Reader	0	--	--
		Eye Gaze	20	1	5%
		Braille version	1	*	*
		Objects	50	16	32%
		Picture Symbols	58	23	39%
		MA Manips	25	11	44%
		Alt. Keyboard	2	*	*
		Signing	18	6	33%
		Assistive communication device	3	*	*
		Other	25	2	8%
		None	0	--	--
Science	5	Switch	3	*	*
		Computer	1	*	*
		E-Reader	0	--	--
		Eye Gaze	21	6	30%
		Braille version	3	*	*
		Objects	73	51	71%
		Picture Symbols	54	39	73%
		MA Manips	1	*	*
		Alt. Keyboard	0	--	--
		Signing	14	*	*
		Assistive communication device	3	*	*
		Other	16	13	82%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Science	8	Switch	1	*	*
		Computer	2	*	*
		E-Reader	0	--	--
		Eye Gaze	19	6	31%
		Braille version	2	*	*
		Objects	52	41	79%
		Picture Symbols	72	60	83%
		MA Manips	4	*	*
		Alt. Keyboard	1	*	*
		Signing	17	14	83%
		Assistive communication device	10	*	*
		Other	24	19	79%
		None	0	--	--
Science	10	Switch	6	*	*
		Computer	0	--	--
		E-Reader	0	--	--
		Eye Gaze	19	0	0%
		Braille version	1	*	*
		Objects	34	7	21%
		Picture Symbols	61	24	40%
		MA Manips	3	*	*
		Alt. Keyboard	2	*	*
		Signing	17	3	18%
		Assistive communication device	3	*	*
		Other	16	1	6%
		None	0	--	--
Writing	3	Switch	6	*	*
		Computer	4	*	*
		E-Reader	0	--	--
		Eye Gaze	23	10	44%
		Braille version	2	*	*
		Objects	91	68	74%
		Picture Symbols	109	93	86%
		MA Manips	4	*	*
		Alt. Keyboard	2	*	*
		Signing	24	22	92%
		Assistive communication device	8	*	*
		Other	22	18	82%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Writing	4	Switch	10	*	*
		Computer	11	*	*
		E-Reader	0	--	--
		Eye Gaze	31	10	32%
		Braille version	6	*	*
		Objects	90	59	65%
		Picture Symbols	108	84	78%
		MA Manips	11	*	*
		Alt. Keyboard	5	*	*
		Signing	34	29	86%
		Assistive communication device	8	*	*
		Other	34	24	71%
		None	0	--	--
Writing	5	Switch	5	*	*
		Computer	10	*	*
		E-Reader	0	--	--
		Eye Gaze	25	11	44%
		Braille version	3	*	*
		Objects	84	63	75%
		Picture Symbols	99	76	76%
		MA Manips	2	*	*
		Alt. Keyboard	2	*	*
		Signing	15	*	*
		Assistive communication device	5	*	*
		Other	28	22	79%
		None	0	--	--
Writing	6	Switch	6	*	*
		Computer	13	*	*
		E-Reader	0	--	--
		Eye Gaze	33	7	21%
		Braille version	1	*	*
		Objects	74	46	62%
		Picture Symbols	107	80	75%
		MA Manips	5	*	*
		Alt. Keyboard	2	*	*
		Signing	29	19	65%
		Assistive communication device	7	*	*
		Other	40	23	59%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Writing	7	Switch	4	*	*
		Computer	8	*	*
		E-Reader	0	--	--
		Eye Gaze	19	2	11%
		Braille version	2	*	*
		Objects	59	33	56%
		Picture Symbols	76	43	56%
		MA Manips	7	*	*
		Alt. Keyboard	3	*	*
		Signing	25	7	28%
		Assistive communication device	4	*	*
		Other	34	15	45%
		None	0	--	--
Writing	8	Switch	1	*	*
		Computer	8	*	*
		E-Reader	0	--	--
		Eye Gaze	25	6	24%
		Braille version	5	*	*
		Objects	64	47	73%
		Picture Symbols	102	83	72%
		MA Manips	1	*	*
		Alt. Keyboard	3	*	*
		Signing	19	16	84%
		Assistive communication device	11	*	*
		Other	32	24	75%
		None	0	--	--
Writing	9	Switch	2	*	*
		Computer	6	*	*
		E-Reader	0	--	--
		Eye Gaze	24	6	25%
		Braille version	3	*	*
		Objects	63	41	66%
		Picture Symbols	78	58	75%
		MA Manips	12	*	*
		Alt. Keyboard	5	*	*
		Signing	22	16	74%
		Assistive communication device	3	*	*
		Other	25	11	44%
		None	0	--	--

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Writing	10	Switch	8	*	*
		Computer	3	*	*
		E-Reader	0	--	--
		Eye Gaze	22	1	5%
		Braille version	1	*	*
		Object	68	30	45%
		Picture Symbols	75	26	48%
		MA Manips	6	*	*
		Alt. Keyboard	4	*	*
		Signing	22	18	81%
		Assistive communication device	3	*	*
		Other	33	13	39%
		None	0	--	--
Colorado: CSAP "Nonapproved Accommodation/Modification"			N Tested		
Reading	3	Nonapproved Accommodation/Modification	1	*	*
	4	Nonapproved Accommodation/Modification	2	*	*
	5	Nonapproved Accommodation/Modification	3	*	*
	6	Nonapproved Accommodation/Modification	5	*	*
	7	Nonapproved Accommodation/Modification	0	--	--
	8	Nonapproved Accommodation/Modification	0	--	--
	9	Nonapproved Accommodation/Modification	0	--	--
	10	Nonapproved Accommodation/Modification	1	*	*
Math	3	Nonapproved Accommodation/Modification	0	--	--
	4	Nonapproved Accommodation/Modification	1	*	*
	5	Nonapproved Accommodation/Modification	1	*	*
	6	Nonapproved Accommodation/Modification	2	*	*
	7	Nonapproved Accommodation/Modification	0	--	--
	8	Nonapproved Accommodation/Modification	0	--	--
	9	Nonapproved Accommodation/Modification	2	*	*
	10	Nonapproved Accommodation/Modification	2	*	*

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Science	5	Nonapproved Accommodation/ Modification	0	--	--
	8	Nonapproved Accommodation/ Modification	12	*	*
	10	Nonapproved Accommodation/ Modification	0	--	--
Writing	3	Nonapproved Accommodation/ Modification	0	--	--
	4	Nonapproved Accommodation/ Modification	2	*	*
	5	Nonapproved Accommodation/ Modification	4	*	*
	6	Nonapproved Accommodation/ Modification	5	*	*
	7	Nonapproved Accommodation/ Modification	1	*	*
	8	Nonapproved Accommodation/ Modification	0	--	--
	9	Nonapproved Accommodation/ Modification	2	*	*
	10	Nonapproved Accommodation/ Modification	1	*	*
Colorado: CSAP			N Tested		
Reading	3	Braille version	3		*
		Large-print version	33		55%
		Teacher-read directions only	3947		22%
		Scribe	1048		36%
		Signing	19		11%
		Assistive communication device	23		52%
		Extended timing	6346		50%
Reading	4	Braille version	7		*
		Large-print version	37		30%
		Teacher-read directions only	3794		14%
		Scribe	993		30%
		Signing	14		*
		Assistive communication device	45		53%
		Extended timing	6757		37%
Reading	5	Braille version	6		*
		Large-print version	35		46%
		Teacher-read directions only	3485		16%
		Scribe	880		34%
		Signing	17		24%
		Assistive communication device	64		50%
		Extended timing	6718		44%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading	6	Braille version	1		*
		Large-print version	32		44%
		Teacher-read directions only	2436		17%
		Scribe	562		37%
		Signing	19		0%
		Assistive communication device	70		71%
		Extended timing	5902		44%
Reading	7	Braille version	2		*
		Large-print version	19		42%
		Teacher-read directions only	2108		11%
		Scribe	408		29%
		Signing	20		10%
		Assistive communication device	116		39%
		Extended timing	3813		28%
Reading	8	Braille version	6		*
		Large-print version	20		35%
		Teacher-read directions only	1889		8%
		Scribe	307		30%
		Signing	22		14%
		Assistive communication device	73		53%
		Extended timing	3469		28%
Reading	9	Braille version	3		*
		Large-print version	23		57%
		Teacher-read directions only	1152		12%
		Scribe	149		35%
		Signing	21		24%
		Assistive communication device	20		45%
		Extended timing	2723		23%
Reading	10	Braille version	10		*
		Large-print version	17		29%
		Teacher-read directions only	745		9%
		Scribe	110		35%
		Signing	23		22%
		Assistive communication device	29		52%
		Extended/modified timing	2234		25%
Math	3	Braille version	3		*
		Large-print version	27		56%
		Teacher-read directions only	1584		32%
		Use of manipulative	96		30%
		Scribe	641		41%
		Signing	23		4%
		Assistive communication device	13		*
		Extended timing	3065		49%
		Oral presentation of entire test	5827		30%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	4	Braille version	6		*
		Large-print version	30		47%
		Teacher-read directions only	1172		27%
		Use of manipulative	50		22%
		Scribe	645		45%
		Signing	21		24%
		Assistive communication device	19		74%
		Extended timing	3655		49%
		Oral presentation of entire test	4932		27%
Math	5	Braille version	8		*
		Large-print version	36		39%
		Teacher-read directions only	1133		21%
		Use of manipulative	54		11%
		Scribe	526		34%
		Signing	28		29%
		Assistive communication device	20		40%
		Extended timing	4084		45%
		Oral presentation of entire test	4399		17%
Math	6	Braille	1		*
		Large-print version	29		48%
		Teacher-read directions only	1110		16%
		Use of manipulative	34		12%
		Scribe	405		28%
		Signing	23		9%
		Assistive communication device	30		43%
		Extended timing	3391		36%
		Oral presentation of entire test	3016		11%
Math	7	Braille version	2		*
		Large-print version	22		32%
		Teacher-read directions only	1059		8%
		Use of manipulative	19		26%
		Scribe	288		19%
		Signing	22		14%
		Assistive communication device	30		40%
		Extended timing	2723		23%
		Oral presentation of entire test	2292		6%
Math	8	Braille version	6		*
		Large-print version	23		13%
		Teacher-read directions only	844		6%
		Use of manipulative	12		*
		Scribe	220		22%
		Signing	30		7%
		Assistive communication device	15		*
		Extended timing	2716		25%
		Oral presentation of entire test	2208		4%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	9	Braille version	3		*
		Large-print version	22		18%
		Teacher-read directions only	715		5%
		Use of manipulative	6		*
		Scribe	118		13%
		Signing	18		11%
		Assistive communication device	9		*
		Extended timing	2257		10%
		Oral presentation of entire test	962		2%
Math	10	Braille version	9		*
		Large-print version	14		*
		Teacher-read directions only	520		3%
		Use of manipulative	19		0%
		Scribe	88		9%
		Signing	22		14%
		Assistive communication device	18		11%
		Extended timing	2012		9%
		Oral presentation of entire test	700		1%
Science	5	Braille version	6		*
		Large-print version	36		25%
		Teacher-read directions only	1204		6%
		Scribe	624		27%
		Signing	22		5%
		Assistive communication device	23		30%
		Extended timing	2817		20%
		Oral presentation of entire test	4253		6%
Science	8	Braille version	6		*
		Large-print version	20		30%
		Teacher-read directions only	814		7%
		Scribe	253		37%
		Signing	27		11%
		Assistive communication device	23		57%
		Extended timing	1890		21%
		Oral presentation of entire test	2237		6%
Science	10	Braille version	8		*
		Large-print version	14		*
		Teacher-read directions only	512		6%
		Scribe	93		25%
		Signing	22		14%
		Assistive communication device	14		*
		Extended timing	1808		15%
		Oral presentation of entire test	733		5%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Writing	3	Braille version	3		*
		Large-print version	29		41%
		Teacher-read directions only	1689		13%
		Scribe	081		28%
		Signing	21		19%
		Assistive communication device	26		27%
		Extended timing	3703		32%
		Oral presentation of entire test	4303		10%
Writing	4	Braille version	5		*
		Large-print version	29		17%
		Teacher-read directions only	1262		7%
		Scribe	877		20%
		Signing	15		*
		Assistive communication device	54		30%
		Extended timing	5456		29%
		Oral presentation of entire test	4325		7%
Writing	5	Braille version	6		*
		Large-print version	33		30%
		Teacher-read directions only	1275		13%
		Scribe	806		23%
		Signing	19		21%
		Assistive communication device	85		38%
		Extended timing	5362		39%
		Oral presentation of entire test	3945		8%
Writing	6	Braille version	2		*
		Large-print version	29		45%
		Teacher-read directions only	1089		13%
		Scribe	525		23%
		Signing	21		0%
		Assistive communication device	106		44%
		Extended timing	3988		33%
		Oral presentation of entire test	2912		8%
Writing	7	Braille version	3		*
		Large-print version	18		33%
		Teacher-read directions only	1134		11%
		Scribe	402		22%
		Signing	24		8%
		Assistive communication device	109		40%
		Extended timing	2978		26%
		Oral presentation of entire test	2047		7%

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
Writing	8	Braille version	6			*
		Large-print version	19			21%
		Teacher-read directions only	977			3%
		Scribe	315			20%
		Signing	28			14%
		Assistive communication device	91			36%
		Extended timing	2714			22%
		Oral presentation of entire test	1996			2%
Writing	9	Braille version	3			*
		Large-print version	22			27%
		Teacher-read directions only	707			4%
		Scribe	170			14%
		Signing	17			12%
		Assistive communication device	21			43%
		Extended timing	2390			11%
		Oral presentation of entire test	976			2%
Writing	10	Braille version	7			*
		Large-print version	15			*
		Teacher-read directions only	442			3%
		Scribe	121			15%
		Signing	24			17%
		Assistive communication device	30			43%
		Extended timing	1915			13%
		Oral presentation of entire test	712			2%
Connecticut		Number of Special Education Students and Their Percentage of All Accommodated Test Takers	N	%		
Math	3	Accommodated	4790	71%		
	4	Accommodated	5092	75%		
	5	Accommodated	5411	74%		
	6	Accommodated	5398	69%		
	7	Accommodated	5535	70%		
	8	Accommodated	5446	66%		
	10	Accommodated	5264	67%		
	11	Accommodated	2231	64%		
	12	Accommodated	31	100%		
Reading	3	Accommodated	4790	71%		
	4	Accommodated	5092	75%		
	5	Accommodated	5411	74%		
	6	Accommodated	5398	69%		
	7	Accommodated	5535	69%		
	8	Accommodated	5446	65%		
	10	Accommodated	5264	67%		
	11	Accommodated	2231	62%		
	12	Accommodated	31	100%		

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
	3	Accommodated	4790	71%		
	4	Accommodated	5092	75%		
	5	Accommodated	5411	75%		
	6	Accommodated	5398	70%		
	7	Accommodated	5535	70%		
	8	Accommodated	5446	66%		
	10	Accommodated	5264	67%		
	11	Accommodated	2231	62%		
	12	Accommodated	31	100%		
Florida		Number and Percent Participating by Accommodated Status	N	%		
Reading	3	With Accommodations	20,516	59%		31%
		Without Accommodations	11,464	33%		63%
	4	With Accommodations	21,427	65%		32%
		Without Accommodations	8,938	27%		60%
	5	With Accommodations	21,684	68%		36%
		Without Accommodations	7,555	24%		58%
	6	With Accommodations	18,217	57%		26%
		Without Accommodations	10,510	33%		32%
	7	With Accommodations	13,336	52%		27%
		Without Accommodations	9,469	37%		31%
	8	With Accommodations	16,932	56%		15%
		Without Accommodations	9,454	31%		19%
	9	With Accommodations	13,628	41%		12%
		Without Accommodations	13,808	41%		12%
10	With Accommodations	11,750	42%		8%	
	Without Accommodations	10,333	37%		9%	
Math	3	With Accommodations	20,238	58%		43%
		Without Accommodations	11,744	34%		69%
	4	With Accommodations	21,083	64%		37%
		Without Accommodations	9,301	28%		62%
	5	With Accommodations	22,119	69%		26%
		Without Accommodations	7,159	22%		47%
	6	With Accommodations	17,710	56%		18%
		Without Accommodations	11,020	35%		22%
	7	With Accommodations	13,243	51%		23%
		Without Accommodations	9,561	37%		27%
	8	With Accommodations	16,441	55%		24%
		Without Accommodations	9,841	33%		28%
	9	With Accommodations	13,046	39%		23%
		Without Accommodations	14,386	43%		21%
10	With Accommodations	11,973	43%		28%	
	Without Accommodations	9,800	35%		24%	

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
Georgia						
No subject identified	Grades 1-8 and 11 th first time test takers		N Tested	%		
		Standard accommodations	34,669	34%		
		Without accommodations	29,039	29%		
		Scheduling	24,392	70%		
		Response	8,014	23%		
		Presentation	13,499	39%		
		Setting	32,933	95%		
		Conditional accommodations	37,552	37%		
		Scheduling	30,398	81%		
		Response	16,457	44%		
		Presentation	36,578	97%		
		Setting	36,651	98%		
Indiana			N Tested			
ELA	3	Special Ed. with accomm	6122		1,552	25%
		Special Ed. w/out accomm	6593		4,498	68%
	4	Special Ed. with accomm	7554		2056	27%
		Special Ed. w/out accomm	5376		3728	69%
	5	Special Ed. with accomm	8421		2,085	25%
		Special Ed. w/out accomm	4099		2760	67%
	6	Special Ed. with accomm	8885		1,878	21%
		Special Ed. w/out accomm	2911		1,634	56%
	7	Special Ed. with accomm	9512		1,721	18%
		Special Ed. w/out accomm	2215		1,087	49%
	8	Special Ed. with accomm	9735		1,866	19%
		Special Ed. w/out accomm	1991		899	45%
	9	Special Ed. with accomm	9466		1,636	17%
		Special Ed. w/out accomm	1939		667	34%
	10	Special Ed. with accomm	9050		1,730	19%
		Special Ed. w/out accomm	1500		466	31%

Subject	Grade	Accommodation	Participation	Proficient		
				N	Percent	
Math	3	Special Ed. with accomm	5992	1,864	31%	
		Special Ed. w/out accomm	6723	4,645	69%	
	4	Special Ed. with accomm	7447	2,777	37%	
		Special Ed. w/out accomm	5483	3,979	73%	
	5	Special Ed. with accomm	8343	3,231	39%	
		Special Ed. w/out accomm	4177	3,022	72%	
	6	Special Ed. with accomm	8799	3,398	39%	
		Special Ed. w/out accomm	2997	2,077	69%	
	7	Special Ed. with accomm	9422	3,383	36%	
		Special Ed. w/out accomm	2305	1,489	65%	
	8	Special Ed. with accomm	9657	2,705	28%	
		Special Ed. w/out accomm	2069	1,086	52%	
	9	Special Ed. with accomm	9355	2,372	25%	
		Special Ed. w/out accomm	2050	857	42%	
	10	Special Ed. with accomm	8993	2,084	23%	
		Special Ed. w/out accomm	1557	560	36%	
	Iowa					
	Reading	3	Special Ed. with accomm	2484		
Special Ed. w/out accomm			1201			
4		Special Ed. with accomm	3160			
		Special Ed. w/out accomm	1070			
5		Special Ed. with accomm	3509			
		Special Ed. w/out accomm	850			
6		Special Ed. with accomm	3708			
		Special Ed. w/out accomm	681			
7		Special Ed. with accomm	3948			
		Special Ed. w/out accomm	741			
8		Special Ed. with accomm	4262			
		Special Ed. w/out accomm	733			
11		Special Ed. with accomm	3396			
		Special Ed. w/out accomm	930			
Math	3	Special Ed. with accomm	2479			
		Special Ed. w/out accomm	1201			
	4	Special Ed. with accomm	3154			
		Special Ed. w/out accomm	1070			
	5	Special Ed. with accomm	3504			
		Special Ed. w/out accomm	850			
	6	Special Ed. with accomm	3703			
		Special Ed. w/out accomm	681			
	7	Special Ed. with accomm	3939			
		Special Ed. w/out accomm	741			
	8	Special Ed. with accomm	4242			
		Special Ed. w/out accomm	733			
	11	Special Ed. with accomm	3391			
		Special Ed. w/out accomm	930			

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
Kentucky			N	%	Scale score	
Reading	3	Special Ed. with accom	4776	10%	344	
		Special Ed. w/out accomm	4074	8%	348	
	4	Special Ed. with accom	5240	11%	443	
		Special Ed. w/out accomm	2932	6%	445	
	5	Special Ed. with accom	5503	11%	539	
		Special Ed. w/out accomm	2248	5%	543	
Math	3	Special Ed. with accom	4776	10%	334	
		Special Ed. w/out accomm	4074	8%	344	
	4	Special Ed. with accom	5240	11%	432	
		Special Ed. w/out accomm	2932	6%	441	
	5	Special Ed. with accom	5,503	11%	529	
		Special Ed. w/out accomm	2,248	5%	537	
Science	4	Special Ed. with accom	5,240	11%	437	
		Special Ed. w/out accomm	2,932	6%	442	
	5	Special Ed. with accom	5485	11%	Scale score 533	
		Special Ed. w/out accomm	2230	5%	539	
Writing	4	Special Ed. with accom	5255	11%		49%
		Special Ed. w/out accomm	2923	6%		59%
	5	Special Ed. with accom	5485	11%		26%
		Special Ed. w/out accomm	2230	5%		36%
Arts and humanities	5	Special Ed. with accom	5485	11%	528	
		Special Ed. w/out accomm	2230	5%	537	
PI/VS	4	Special Ed. with accom	5242	11%	439	
		Special Ed. w/out accomm	2928	6%	443	
Reading	6	Special Ed. with accom	5198	11%	635	
		Special Ed. w/out accomm	2007	4%	639	
	7	Special Ed. with accom	5143	10%	733	
		Special Ed. w/out accomm	1904	4%	737	
	8	Special Ed. with accom	5134	10%	832	
		Special Ed. w/out accomm	1786	4%	835	
Math	6	Special Ed. with accom	5198	11%	625	
		Special Ed. w/out accomm	2007	4%	632	
	7	Special Ed. with accom	5143	10%	723	
		Special Ed. w/out accomm	1904	4%	728	
	8	Special Ed. with accom	5134	10%	821	
		Special Ed. w/out accomm	1786	4%	826	
Science	7	Special Ed. with accom	5143	10%	730	
		Special Ed. w/out accomm	1904	4%	733	
Social Studies	8	Special Ed. with accom	5081	10%	825	
		Special Ed. w/out accomm	1775	4%	829	

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
Writing	7	Special Ed. with accom	5173	11%		34%
		Special Ed. w/out accomm	1899	4%		30%
	8	Special Ed. with accom	5081	10%		15%
		Special Ed. w/out accomm	1775	4%		16%
Art and humanities	8	Special Ed. with accom	5081	10%	827	
		Special Ed. w/out accomm	1775	4%	833	
PI/VS	7	Special Ed. with accom	5116	10%	726	
		Special Ed. w/out accomm	1892	4%	732	
Reading	10	Special Ed. with accom	4096	8%	1029	
		Special Ed. w/out accomm	1807	4%	1033	
Math	11	Special Ed. with accom	3245	7%	1114	
		Special Ed. w/out accomm	1413	3%	1118	
Science	11	Special Ed. with accom	3245	7%	Scale score 1119	
		Special Ed. w/out accomm	1413	3%	1125	
Social Studies	11	Special Ed. with accom	3242	7%	1120	
		Special Ed. w/out accomm	1406	3%	1125	
Writing	12	Special Ed. with accom	2995	8%		17%
		Special Ed. w/out accomm	1338	3%		11%
On demand writing	12	Special Ed. with accom	3124	8%		12%
		Special Ed. w/out accomm	1420	3%		6%
Arts and humanities	11	Special Ed. with accom	3242	7%	1128	
		Special Ed. w/out accomm	1406	3%	1136	
Practical living/ Voc studies	10	Special Ed. with accom	4074	8%	1022	
		Special Ed. w/out accomm	1802	4%	1026	
Massachusetts			Percent of students with disabilities			
Sci/Tech/ Eng	HS	Special Ed. with accom	60%			
		Special Ed. routine test admin	29%			
Math	10	Special Ed. with accom	80%			
		Special Ed. routine test admin	11%			
ELA	10	Special Ed. with accom	82%			
		Special Ed. routine test admin	10%			
Sci/Tech/ Eng	8	Special Ed. with accom	75%			
		Special Ed. routine test admin	16%			
Math	8	Special Ed. with accom	79%			
		Special Ed. routine test admin	12%			
Reading	8	Special Ed. with accom	81%			
		Special Ed. routine test admin	11%			
Math	7	Special Ed. with accom	79%			
		Special Ed. routine test admin	12%			
ELA	7	Special Ed. with accom	82%			
		Special Ed. routine test admin	9%			

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	6	Special Ed. with accom	81%		
		Special Ed. routine test admin	10%		
ELA	6	Special Ed. with accom	81%		
		Special Ed. routine test admin	10%		
Sci/Tech/ Eng	5	Special Ed. with accom	79%		
		Special Ed. routine test admin	13%		
Math	5	Special Ed. with accom	80%		
		Special Ed. routine test admin	11%		
Reading	5	Special Ed. with accom	80%		
		Special Ed. routine test admin	10%		
Math	4	Special Ed. with accom	79%		
		Special Ed. routine test admin	11%		
Reading	4	Special Ed. with accom	80%		
		Special Ed. routine test admin	11%		
Math	3	Special Ed. with accom	75%		
		Special Ed. routine test admin	16%		
Reading	3	Special Ed. with accom	76%		
		Special Ed. routine test admin	15%		
Michigan		MEAP	N Tested		
Reading	3	Standard	972		66%
		Non-standard	0		
Writing	Students without disabilities	Standard	1,022		30%
		Non-standard	11		
Total ELA		Standard	1,052		52%
		Non-standard	15		
Math		Standard	1,826		74%
		Non-standard	0		
Reading	3	Standard	3,004		51%
		Non-standard	21		
Writing	Students with disabilities	Standard	3,094		15%
		Non-standard	12		
Total ELA		Standard	3,144		33%
		Non-standard	24		
Math		Standard	4,566		62%
		Non-standard Note: Also has standard ELL only and Non-standard ELL only	21		
Reading	4	Standard	804		59%
		Non-standard	24		
Writing	Students without disabilities	Standard	820		25%
		Non-standard	25		
Total ELA		Standard	857		49%
		Non-standard	25		
Math		Standard	1,532		69%
		Non-standard	0		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading	4 Students with disabilities	Standard	3,865		42%
		Non-standard	42		
Writing		Standard	4,003		12%
		Non-standard	31		
Total ELA		Standard	4,079		29%
		Non-standard	48		
Math		Standard	6,135		55%
		Non-standard Note: Also has Standard ELL only and Non-standard ELL only	17		
Reading	5 Students without disabilities	Standard Accommodations	734		55%
		Non-Standard Accommodations	0		
Writing		Standard Accommodations	769		32%
		Non-Standard Accommodations	0		
Total ELA		Standard Accommodations	798		44%
		Non-Standard Accommodations	0		
Math		Standard Accommodations	1,419		50%
		Non-Standard Accommodations	0		
Science	Standard Accommodations	1,462		61%	
	Non-Standard Accommodations	0			
Reading	5 Students with disabilities	Standard Accommodations	4,320		46%
		Non-Standard Accommodations	21		
Writing		Standard Accommodations	4,556		18%
		Non-Standard Accommodations	11		
Total ELA		Standard Accommodations	4,613		32%
		Non-Standard Accommodations	21		
Math		Standard Accommodations	6,766		37%
		Non-Standard Accommodations	16		
Science	Standard Accommodations	6,890		65%	
	Non-Standard Accommodations	13			
Reading	6 Students without disabilities	Standard Accommodations	496		51%
		Non-Standard Accommodations	0		
Writing		Standard Accommodations	523		44%
		Non-Standard Accommodations	0		
Total ELA		Standard Accommodations	546		42%
		Non-Standard Accommodations	0		
Math		Standard Accommodations	1,065		44%
		Non-Standard Accommodations	0		
Social Studies	Standard Accommodations	1,105		42%	
	Non-Standard Accommodations	0			

Subject	Grade	Accommodation	Participation	Proficient		
				N	Percent	
Reading	Students with disabilities	Standard Accommodations	3,753		47%	
		Non-Standard Accommodations	42			
Writing		Standard Accommodations	3,920		40%	
		Non-Standard Accommodations	36			
Total ELA		Standard Accommodations	4,013		38%	
		Non-Standard Accommodations	42			
Math		Standard Accommodations	6,528		28%	
		Non-Standard Accommodations	47			
Social Studies		Standard Accommodations	6,719		45%	
		Non-Standard Accommodations	34			
Reading	Students without disabilities	Standard Accommodations	483		37%	
		Non-Standard Accommodations	17			
Writing		Standard Accommodations	504		32%	
		Non-Standard Accommodations	16			
Total ELA		Standard Accommodations	525		34%	
		Non-Standard Accommodations	20			
Math		Standard Accommodations	1,013		36%	
		Non-Standard Accommodations	16			
Reading		Students with disabilities	Standard Accommodations	3,262		40%
			Non-Standard Accommodations	56		
Writing	Standard Accommodations		3,300		25%	
	Non-Standard Accommodations		56			
Total ELA	Standard Accommodations		3,421		30%	
	Non-Standard Accommodations		58			
Math	Standard Accommodations		5,370		21%	
	Non-Standard Accommodations		67			
Reading	Students without disabilities		Standard Accommodations	422		32%
			Non-Standard Accommodations	0		
Writing		Standard Accommodations	486		30%	
		Non-Standard Accommodations	0			
Total ELA		Standard Accommodations	509		29%	
		Non-Standard Accommodations	0			
Math		Standard Accommodations	920		39%	
		Non-Standard Accommodations	10			
Science		Standard Accommodations	796		41%	
		Non-Standard Accommodations	0			
Reading	Students with disabilities	Standard Accommodations	3,047		32%	
		Non-Standard Accommodations	42			
Writing		Standard Accommodations	3,115		22%	
		Non-Standard Accommodations	42			
Total ELA		Standard Accommodations	3,272		25%	
		Non-Standard Accommodations	43			
Math		Standard Accommodations	N= 5,398		25%	
		Non-Standard Accommodations	75			
Science		Standard Accommodations	5,543		40%	
		Non-Standard Accommodations	33			

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Social Studies	9 Students without disabilities	Standard Accommodations	699		35%
		Non-Standard Accommodations	19		
Social Studies	9 Students with disabilities	Standard Accommodations	4,337		38%
		Non-Standard Accommodations	21		
Mississippi			N Tested		
Reading/ LA	3-8	Non significantly cognitively disabled			
		Without accommodation	8,066		
		With accommodations	14,111		
		Significantly cognitively disabled			
		Without accommodations	42		
		With accommodations	90		
		All IDEA			
		Without accommodations	8,108		
With accommodations	14,201				
Math	3-8	Non significantly cognitively disabled			
		Without accommodation	9,455		
		With accommodations	12,756		
		Significantly cognitively disabled			
		Without accommodations	46		
		With accommodations	94		
		All IDEA			
		Without accommodations	9,501		
With accommodations	12,850				
Reading/ LA	Secondary	Non significantly cognitively disabled			
		Without accommodations	416		
		With accommodations	755		
		Significantly cognitively disabled			
		Without accommodations	0		
		With accommodations	0		
		All IDEA			
		Without accommodations	--		
With accommodations	--				

Subject	Grade	Accommodation	Participation		Proficient	
					N	Percent
Math	Secondary	Non significantly cognitively disabled	N Tested			
		Without accommodations	421			
		With accommodations	623			
		Significantly cognitively disabled				
		Without accommodations	1			
		With accommodations	0			
		All IDEA				
		Without accommodations	--			
		With accommodations	--			
Nebraska		All Students (Number and Percent with accommodations)	N	%		
Writing	4 th	With accommodations	1,575	8%		
	8 th	With accommodations	1,384	7%		
	11 th	With accommodations	871	4%		
		Students with Disabilities				
	4 th	With accommodations	1,227	39%		
	8 th	With accommodations	1,174	42%		
	11 th	With accommodations	732	33%		
North Carolina		Number of All Students by Accommodation	N Tested			
Reading	Grade 3 Pretest	Braille Edition	6			17%
		Large Print Edition	47			60%
		Assistive Technology Devices	48			75%
		Keyboarding/Word Processor	3			*
		Cranmer Abacus	3			*
		Dictation to Scribe	46			22%
		Magnification Devices	16			69%
		Testing in Separate Room	5,580			32%
		Scheduled Extended Time	5747			33%
		One Item Per Page	29			38%
		Multiple Testing Sessions	2,267			35%
		Mark Answers in Test Book	3617			35%
		Dictionary /Electronic Translator	129			26%
		Interpreter Signs Test	5			60%
		Test Read Aloud	4287			26%
		Student Reads Aloud to Self	234			38%
Braille Writer/Slate and Stylus	5			40%		
Accommodation Notification Form	11			27%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	Grade 3 Pretest	Braille Edition	6		40%
		Large Print Edition	47		52%
		Assistive Technology Devices	N= 48		49%
		Keyboarding/Word Processor	3		*
		Cranmer Abacus	3		*
		Dictation to Scribe	46		18%
		Magnification Devices	16		67%
		Testing in Separate Room	5580		34%
		Scheduled Extended Time	5747		35%
		One Item Per Page	29		35%
		Multiple Testing Sessions	2267		34%
		Mark Answers in Test Book	3617		35%
		Dictionary /Electronic Translator	129		28%
		Interpreter Signs Math	5		17%
		Math Read Aloud	4287		32%
		Braille Writer/Slate and Stylus	5		*
		Student Reads Aloud to Self	234		37%
		Accommodation Notification Form	11		67%
Reading & Math	Grade 3	Braille Edition	7		14%
		Large Print Edition	76		55%
		Assistive Technology Devices	79		40%
		Keyboarding/Word Processor	2		*
		Cranmer Abacus	7		29%
		Dictation to Scribe	35		37%
		Magnification Devices	19		37%
		Testing in Separate Room	11,592		33%
		Scheduled Extended Time	12,496		35%
		One Item Per Page	68		33%
		Multiple Testing Sessions	4,861		36%
		Mark Answers in Test Book	6,711		36%
		Dictionary /Electronic Translator	381		41%
		Interpreter Signs Test	6		*
		Test Read Aloud	9,844		29%
		Braille Writer/Slate and Stylus	7		*
		Accommodation Notification Form	23		54%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 4	Braille Edition	4		*-
		Large Print Edition	54		63%
		Assistive Technology Devices	60		68%
		Keyboarding/Word Processor	0		*
		Cranmer Abacus	1		*
		Dictation to Scribe	43		63%
		Magnification Devices	N= 10		50%
		Hospital/homebound	7		86%
		Tested in Separate Room	12379		34%
		Scheduled Extended Time	13750		37%
		One Item Per Page	58		39%
		Multiple Testing Sessions	5113		35%
		Mark Answers in Test Book	6987		37%
		Dictionary /Electronic Translator	479		38%
		Interpreter Signs Math	7		14%
		Test Read Aloud	10070		30%
		Braille Writer/Slate and Stylus	5		20
Accommodation Notification Form	37		47%		
Reading & Math	End of Grade 5	Braille Edition	27		>95%
		Large Print Edition	60		45%
		Assistive Technology Devices	52		49%
		Keyboarding/Word Processor	1		*
		Cranmer Abacus	2		*
		Dictation to Scribe	41		49%
		Magnification Devices	22		41%
		Hospital/homebound	11		27%
		Tested in Separate Room	11754		33%
		Scheduled Extended Time	13146		35%
		One Item Per Page	59		27%
		Multiple Testing Sessions	4734		34%
		Mark Answers in Test Book	6788		37%
		Dictionary /Electronic Translator	405		35%
		Interpreter Signs Test	13		23%
		Test Read Aloud	9345		28%
		Braille Writer/Slate and Stylus	3		*
Accommodation Notification Form	37		42%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 6	Braille Edition	2		*
		Large Print Edition	49		44%
		Assistive Technology Devices	45		32%
		Keyboarding/Word Processor	4		*
		Cranmer Abacus	0		*
		Dictation to Scribe	38		37%
		Magnification Devices	14		31%
		Hospital/homebound	13		31%
		Tested in Separate Room	10192		25%
		Scheduled Extended Time	N= 12961		29%
		One Item Per Page	30		33%
		Multiple Testing Sessions	3157		27%
		Mark Answers in Test Book	4948		31%
		Dictionary /Electronic Translator	1261		24%
		Interpreter Signs Test	16		25%
		Test Read Aloud	7626		21%
		Braille Writer/Slate and Stylus	2		*
Accommodation Notification Form	9		*		
Reading & Math	End of grade 7	Braille Edition	7		86%
		Large Print Edition	54		46%
		Assistive Technology Devices	56		54%
		Keyboarding/Word Processor	11		54%
		Cranmer Abacus	5		*
		Dictation to Scribe	31		47%
		Magnification Devices	17		44%
		Hospital/homebound	25		40%
		Tested in Separate Room	9655		24%
		Scheduled Extended Time	12815		29%
		One Item Per Page	41		20%
		Multiple Testing Sessions	2561		26%
		Mark Answers in Test Book	4104		31%
		Dictionary /Electronic Translator	1263		25%
		Interpreter Signs Test	15		13%
		Test Read Aloud	6786		19%
		Braille Writer/Slate and Stylus	4		*
Accommodation Notification Form	7		43%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 8	Braille Edition	13		23%
		Large Print Edition	49		56%
		Assistive Technology Devices	35		29%
		Keyboarding/Word Processor	3		*
		Cranmer Abacus	2		*
		Dictation to Scribe	33		34%
		Magnification Devices	9		78%
		Hospital/homebound	30		38%
		Tested in Separate Room	8841		26%
		Scheduled Extended Time	12089		31%
		One Item Per Page	41		29%
		Multiple Testing Sessions	2234		27%
		Mark Answers in Test Book	N= 3358		35%
		Dictionary /Electronic Translator	1081		23%
		Interpreter Signs Test	12		42%
		Test Read Aloud	6043		20%
		Braille Writer/Slate and Stylus	4		*
Accommodation Notification Form	14		15%		
NCEXTEND2			N Tested		
Reading & Math	End of Grade 3	Braille Edition	1		*
		Large Print Edition	29		8%
		Assistive Technology Devices	29		<5%
		Keyboarding/Word Processor	0		--
		Cranmer Abacus	2		*
		Dictation to Scribe	16		*
		Magnification Devices	3		*
		Hospital/homebound	1		*
		Tested in Separate Room	2713		10%
		Scheduled Extended Time	2699		10%
		One Item Per Page	37		15%
		Multiple Testing Sessions	1370		10%
		Mark Answers in Test Book	2424		9%
		Dictionary /Electronic Translator	6		*
		Interpreter Signs Test	17		12%
		Test Read Aloud	2759		9%
		Braille Writer/Slate and Stylus	0		--
Accommodation Notification Form	14		8%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 4	Braille Edition	1		*
		Large Print Edition	22		15%
		Assistive Technology Devices	22		<5%
		Keyboarding/Word Processor	1		*
		Cranmer Abacus	4		*
		Dictation to Scribe	20		<5%
		Magnification Devices	3		*
		Hospital/homebound	2		*
		Tested in Separate Room	2995		12%
		Scheduled Extended Time	2949		12%
		One Item Per Page	31		22%
		Multiple Testing Sessions	1508		13%
		Mark Answers in Test Book	2663		11%
		Dictionary /Electronic Translator	16		17%
		Interpreter Signs Test	N= 27		<5%
		Test Read Aloud	3077		12%
		Student Reads Test Aloud	231		23%
		Braille Writer/Slate and Stylus	1		*
Accommodation Notification Form	24		35%		
Reading & Math	End of Grade 5	Braille Edition	3		*
		Large Print Edition	20		6%
		Assistive Technology Devices	28		8%
		Keyboarding/Word Processor	2		*
		Cranmer Abacus	2		*
		Dictation to Scribe	28		<5%
		Magnification Devices	6		17%
		Hospital/homebound	0		--
		Tested in Separate Room	2950		15%
		Scheduled Extended Time	2947		15%
		One Item Per Page	30		17%
		Multiple Testing Sessions	1501		16%
		Mark Answers in Test Book	2514		14%
		Dictionary /Electronic Translator	7		*
		Interpreter Signs Test	22		<5%
		Test Read Aloud	3015		15%
		Student Reads Test Aloud	179		22%
		Braille Writer/Slate and Stylus	3		*
Accommodation Notification Form	24		25%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 6	Braille Edition	4		*
		Large Print Edition	14		8%
		Assistive Technology Devices	16		21%
		Keyboarding/Word Processor	1		*
		Cranmer Abacus	2		*
		Dictation to Scribe	13		17%
		Magnification Devices	2		*
		Hospital/homebound	2		*
		Tested in Separate Room	2634		17%
		Scheduled Extended Time	2724		18%
		One Item Per Page	17		7%
		Multiple Testing Sessions	996		18%
		Mark Answers in Test Book	1874		16%
		Dictionary /Electronic Translator	10		*
		Interpreter Signs Test	22		<5%
		Test Read Aloud	N= 2682		17%
		Braille Writer/Slate and Stylus	4		*
Accommodation Notification Form	7		40%		
Reading & Math	End of Grade 7	Braille Edition	2		*
		Large Print Edition	13		18%
		Assistive Technology Devices	12		10%
		Keyboarding/Word Processor	0		--
		Cranmer Abacus	0		--
		Dictation to Scribe	21		6%
		Magnification Devices	5		*
		Hospital/homebound	4		*
		Tested in Separate Room	2502		15%
		Scheduled Extended Time	2557		15%
		One Item Per Page	21		17%
		Multiple Testing Sessions	853		14%
		Mark Answers in Test Book	1555		13%
		Dictionary /Electronic Translator	10		*
		Interpreter Signs Test	15		*
		Test Read Aloud	2526		14%
		Student Reads Test Aloud to Self	60		20%
Braille Writer/Slate and Stylus	3		*		
Accommodation Notification Form	15		13%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading & Math	End of Grade 8	Braille Edition	1		*
		Large Print Edition	15		14%
		Assistive Technology Devices	9		14%
		Keyboarding/Word Processor	1		*
		Cranmer Abacus	0		--
		Dictation to Scribe	10		10%
		Magnification Devices	2		*
		Hospital/homebound	12		*
		Tested in Separate Room	2222		19%
		Scheduled Extended Time	2321		18%
		One Item Per Page	15		7%
		Multiple Testing Sessions	734		19%
		Mark Answers in Test Book	1221		18%
		Dictionary /Electronic Translator	21		18%
		Interpreter Signs Test	16		20%
		Test Read Aloud	2279		18%
		Student Reads Aloud to Self	59		23%
		Braille Writer/Slate and Stylus	N= 2		*
		Accommodation Notification Form	28		7%
		Algebra I	HS	Braille Edition	7
Large Print Edition	39				46%
Assistive Technology Devices	14				57%
Keyboarding/Word Processor	5				40
Cranmer Abacus	4				*
Dictation to Scribe	36				31%
Magnification Devices	10				40%
Hospital/homebound	23				35%
Tested in Separate Room	6205				24%
Scheduled Extended Time	8478				30%
One Item Per Page	11				18%
Multiple Testing Sessions	942				29%
Mark Answers in Test Book	1849				35%
Dictionary /Electronic Translator	716				30%
Interpreter Signs Test	18				28%
Test Read Aloud	3737				20%
Student Reads Test Aloud to Self	119				23%
Braille Writer/Slate and Stylus	7				43%
Accommodation Notification Form	8				37%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Algebra II	HS	Braille Edition	9		78%
		Large Print Edition	20		50%
		Assistive Technology Devices	10		70%
		Keyboarding/Word Processor	2		*
		Cranmer Abacus	0		*
		Dictation to Scribe	6		83%
		Magnification Devices	10		40%
		Hospital/homebound	12		25%
		Tested in Separate Room	1074		40%
		Scheduled Extended Time	1987		49%
		One Item Per Page	2		*
		Multiple Testing Sessions	158		47%
		Mark Answers in Test Book	340		56%
		Dictionary /Electronic Translator	164		43%
		Interpreter Signs Math	15		33%
		Test Read Aloud	441		38%
		Student Reads Test Aloud to Self	17		47%
		Braille Writer/Slate and Stylus	4		*
Accommodation Notification Form	1		*		
Biology	HS	Braille Edition	7		71%
		Large Print Edition	39		61%
		Assistive Technology Devices	26		46%
		Keyboarding/Word Processor	2		*
		Cranmer Abacus	1		*
		Dictation to Scribe	21		52%
		Magnification Devices	5		60%
		Hospital/homebound	28		32%
		Tested in Separate Room	4416		30%
		Scheduled Extended Time	6022		34%
		One Item Per Page	10		30%
		Multiple Testing Sessions	585		31%
		Mark Answers in Test Book	1222		42%
		Dictionary /Electronic Translator	550		24%
		Interpreter Signs Test	38		21%
		Test Read Aloud	2854		24%
		Student Reads Test Aloud to Self	68		22%
		Braille Writer/Slate and Stylus	2		*
Accommodation Notification Form	14		21%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Civics and Econ	HS	Braille Edition	5		*
		Large Print Edition	35		69%
		Assistive Technology Devices	23		48%
		Keyboarding/Word Processor	5		60%
		Cranmer Abacus	0		--
		Dictation to Scribe	27		63%
		Magnification Devices	5		*
		Hospital/homebound	30		37%
		Tested in Separate Room	4906		29%
		Scheduled Extended Time	6379		33%
		One Item Per Page	3		*
		Multiple Testing Sessions	604		34%
		Mark Answers in Test Book	1325		40%
		Dictionary /Electronic Translator	585		18%
		Interpreter Signs Test	19		37%
		Test Read Aloud	3160		23%
		Student Reads Aloud to Self	73		18%
		Braille Writer/Slate and Stylus	2		*
Accommodation Notification Form	2		*		
English I	End of Course	Braille Edition	8		75%
		Large Print Edition	35		69%
		Assistive Technology Devices	16		50%
		Keyboarding/Word Processor	3		*
		Cranmer Abacus	0		--
		Dictation to Scribe	22		27%
		Magnification Devices	9		67%
		Hospital/homebound	25		36%
		Tested in Separate Room	6435		28%
		Scheduled Extended Time	8655		32%
		One Item Per Page	14		7%
		Multiple Testing Sessions	1041		28%
		Mark Answers in Test Book	1901		38%
		Dictionary /Electronic Translator	1025		21%
		Interpreter Signs Test	0		--
		Test Read Aloud	19		21%
		Student Reads Aloud to Self	115		18%
		Braille Writer/Slate and Stylus	3		*
Accommodation Notification Form	22		54%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Geometry	End of Course	Braille Edition	8		37%
		Large Print Edition	33		54%
		Assistive Technology Devices	10		50%
		Keyboarding/Word Processor	4		*
		Cranmer Abacus	0		*
		Dictation to Scribe	19		68%
		Magnification Devices	9		33%
		Hospital/homebound	17		41%
		Tested in Separate Room	1569		36%
		Scheduled Extended Time	2680		42%
		One Item Per Page	3		*
		Multiple Testing Sessions	215		39%
		Mark Answers in Test Book	530		46%
		Dictionary /Electronic Translator	327		39%
		Interpreter Signs Test	19		37%
		Test Read Aloud	714		32%
		Student Reads Aloud to Self	43		37%
		Braille Writer/Slate and Stylus	1		*
Accommodation Notification Form	6		50%		
US History	End of Course	Braille Edition	10		50%
		Large Print Edition	35		46%
		Assistive Technology Devices	17		41%
		Keyboarding/Word Processor	3		*
		Cranmer Abacus	0		*
		Dictation to Scribe	20		70%
		Magnification Devices	13		38%
		Hospital/homebound	21		43%
		Tested in Separate Room	3512		34%
		Scheduled Extended Time	4668		38%
		One Item Per Page	8		12%
		Multiple Testing Sessions	436		33%
		Mark Answers in Test Book	977		45%
		Dictionary /Electronic Translator	406		23%
		Interpreter Signs Test	20		20%
		Test Read Aloud	2247		28%
		Student Reads Aloud to Self	74		38%
		Braille Writer/Slate and Stylus	1		*
Accommodation Notification Form	13		54%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
NCEXTEND2	EoC		N Tested		
Occup. English	End of Course	Braille Edition	2		*
		Large Print Edition	7		29%
		Assistive Technology Devices	2		*
		Keyboarding/Word Processor	0		--
		Cranmer Abacus	0		--
		Dictation to Scribe	10		40%
		Magnification Devices	2		*
		Hospital/homebound	6		50%
		Tested in Separate Room	1577		46%
		Scheduled Extended Time	1584		46%
		One Item Per Page	1		*
		Multiple Testing Sessions	203		43%
		Mark Answers in Test Book	749		46%
		Dictionary /Electronic Translator	2		*
		Interpreter Signs Test	8		25%
		Test Read Aloud	263		51%
		Student Reads Aloud to Self	40		47%
		Braille Writer/Slate and Stylus	0		--
Accommodation Notification Form	1		*		
Occup Math	End of Course	Braille Edition	2		*
		Large Print Edition	N= 7		29%
		Assistive Technology Devices	5		20%
		Keyboarding/Word Processor	0		--
		Cranmer Abacus	0		--
		Dictation to Scribe	11		9%
		Magnification Devices	1		*
		Hospital/homebound	5		60%
		Tested in Separate Room	1703		50%
		Scheduled Extended Time	1594		49%
		One Item Per Page	6		33%
		Multiple Testing Sessions	249		50%
		Mark Answers in Test Book	765		48%
		Dictionary /Electronic Translator	6		17%
		Interpreter Signs Test	19		26%
		Test Read Aloud	1979		49%
		Student Reads Aloud to Self	48		40%
		Braille Writer/Slate and Stylus	0		--
Accommodation Notification Form	2		*		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Oklahoma			N Tested		
OCCT Reading	Grade 3	With accommodations	1988		44%
		Without accommodations	2412		78%
OCCT Math		With accommodations	2361		41%
		Without accommodations	2410		68%
OMAAP Reading		With accommodations	2389		52%
		Without accommodations	132		47%
OMAAP Math		With accommodations	2030		69%
		Without accommodations	115		63%
OCCT Reading	Grade 4	With accommodations	2626		53%
		Without accommodations	2216		79%
OCCT Math		With accommodations	2938		49%
		Without accommodations	2102		70%
OMAAP Reading		With accommodations	2079		57%
		Without accommodations	83		64%
OMAAP Math		With accommodations	1869		60%
		Without accommodations	81		60%
OCCT Reading	Grade 5	With accommodations	2791		34%
		Without accommodations	1973		62%
OCCT Math		With accommodations	3109		51%
		Without accommodations	1835		72%
OMAAP Reading		With accommodations	N= 2027		46%
		Without accommodations	103		47%
OMAAP Math		With accommodations	1884		58%
		Without accommodations	87		56%
OCCT Reading	Grade 6	With accommodations	2334		35%
		Without accommodations	2105		52%
OCCT Math		With accommodations	2912		34%
		Without accommodations	1927		51%
OMAAP Reading		With accommodations	2191		44%
		Without accommodations	138		49%
OMAAP Math		With accommodations	1826		65%
		Without accommodations	107		62%
OCCT Reading	Grade 7	With accommodations	2253		34%
		Without accommodations	1974		49%
OCCT Math		With accommodations	2529		36%
		Without accommodations	1702		51%
OMAAP Reading		With accommodations	2230		45%
		Without accommodations	135		40%
OMAAP Math		With accommodations	2234		49%
		Without accommodations	124		36%

Subject	Grade	Accommodation	Participation	Proficient		
				N	Percent	
OCCT Reading	Grade 8	With accommodations	2363		33%	
		Without accommodations	1976		47%	
OCCT Math		With accommodations	2565		38%	
		Without accommodations	1600		50%	
OMAAP Reading		With accommodations	2432		57%	
		Without accommodations	138		47%	
OMAAP Math		With accommodations	2582		51%	
		Without accommodations	128		37%	
EOI Spring Reading	EOI	With accommodations	1964		20%	
		Without accommodations	1358		37%	
EOI Spring Math	EOI	With accommodations	2064		24%	
		Without accommodations	1255		45%	
South Dakota			N Tested			
Math	3	No accommodations	1009		71%	
		With accommodations	663		41%	
	4	No accommodations	789		68%	
		With accommodations	722		32%	
	5	No accommodations	637		60%	
		With accommodations	658		35%	
	6	No accommodations	N= 468		45%	
		With accommodations	686		23%	
	7	No accommodations	450		33%	
		With accommodations	724		20%	
	8	No accommodations	366		37%	
		With accommodations	713		21%	
	11	No accommodations	315		17%	
		With accommodations	396		8%	
	Reading	3	No accommodations	1009		81%
			With accommodations	663		47%
4		No accommodations	789		81%	
		With accommodations	722		57%	
5		No accommodations	637		73%	
		With accommodations	658		46%	
6		No accommodations	468		60%	
		With accommodations	686		41%	
7		No accommodations	450		51%	
		With accommodations	724		36%	
8		No accommodations	366		49%	
		With accommodations	713		25%	
11		No accommodations	315		25%	
		With accommodations	396		11%	

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Science	5	No accommodations	574		68%
		With accommodations	728		46%
	8	No accommodations	366		41%
		With accommodations	713		21%
	11	No accommodations	315		26%
		With accommodations	396		12%
Tennessee		Percent of Students with IEPs Participating by Condition	Percent		
TCAP Reading	3	No accommodations	28%		
	4	No accommodations	24%		
	5	No accommodations	21%		
	6	No accommodations	20%		
	7	No accommodations	22%		
	8	No accommodations	24%		
	10	No accommodations	45%		
TCAP Math	3	With accommodations	65%		
	4	With accommodations	69%		
	5	With accommodations	71%		
	6	With accommodations	72%		
	7	With accommodations	69%		
	8	With accommodations	67%		
	10	With accommodations	54%		

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Texas TAKS			N tested		% met standard
Reading	3 English	Special Education Students Linguistically Accommodated Testing	13		31%
	3 English	All Students Linguistically Accommodated Testing	638		42%
	4 English	Sped Linguistically Accommodated Testing	9		11%
	4 English	ALL Linguistically Accommodated Testing	781		23%
	5 English	Sped Linguistically Accommodated Testing	3		*
	5 English	ALL Linguistically Accommodated Testing	901		18%
	6 English	Sped Linguistically Accommodated Testing	15		7%
	6 English	ALL Linguistically Accommodated Testing	2005		20%
	7 English	Sped Linguistically Accommodated Testing	5		0%
	7 English	ALL Linguistically Accommodated Testing	2764		9%
	8 English	Sped Linguistically Accommodated Testing	7		0%
	8 English	ALL Linguistically Accommodated Testing	2910		12%
	10 th English	Sped Linguistically Accommodated Testing	6		17%
	10 th English	ALL Linguistically Accommodated Testing	2201		11%
Reading	3 rd Spanish	Sped Linguistically Accommodated Testing	2		*
	3 rd Spanish	ALL Linguistically Accommodated Testing	309		56%
	4 th Spanish	Sped Linguistically Accommodated Testing	2		*
	4 th Spanish	ALL Linguistically Accommodated Testing	355		37%
	5 th Spanish	Sped Linguistically Accommodated Testing	1		*
	5 th Spanish	ALL Linguistically Accommodated Testing	408		43%
	6 th Spanish	Sped Linguistically Accommodated Testing	0		*
	6 th Spanish	ALL Linguistically Accommodated Testing	192		44%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Math	3 English	Special Education Students Linguistically Accommodated Testing	16		19%
	3 English	All Students Linguistically Accommodated Testing	1415		41%
	4 English	Sped Linguistically Accommodated Testing	17		24%
	4 English	ALL Linguistically Accommodated Testing	1704		37%
	5 English	Sped Linguistically Accommodated Testing	12		8%
	5 English	ALL Linguistically Accommodated Testing	1999		28%
	6 English	Sped Linguistically Accommodated Testing	21		5%
	6 English	ALL Linguistically Accommodated Testing	3909		23%
	7 English	Sped Linguistically Accommodated Testing	13		8%
	7 English	ALL Linguistically Accommodated Testing	5563		16%
	8 English	Sped Linguistically Accommodated Testing	16		0%
	8 English	ALL Linguistically Accommodated Testing	5138		15%
	10 th English	Sped Linguistically Accommodated Testing	8		38%
	10 th English	ALL Linguistically Accommodated Testing	2965		15%
Science	5 English	Sped Linguistically Accommodated Testing	10		10%
	5 English	ALL Linguistically Accommodated Testing	1865		22%
	5 Spanish	Sped Linguistically Accommodated Testing	11		9%
	5 Spanish	ALL Linguistically Accommodated Testing	1256		17%
	8 English	Sped Linguistically Accommodated Testing	17		12%
	8 English	ALL Linguistically Accommodated Testing	4760		7%
	10 th English	Sped Linguistically Accommodated Testing	7		0%
	10 th English	ALL Linguistically Accommodated Testing	2983		10%

Subject	Grade	Accommodation	Participation	Proficient	
				N	Percent
Reading	3 rd Spanish	Sped Linguistically Accommodated Testing	9		11%
	3 rd Spanish	ALL Linguistically Accommodated Testing	1275		35%
	4 th Spanish	Sped Linguistically Accommodated Testing	7		29%
	4 th Spanish	ALL Linguistically Accommodated Testing	1245		27%
	5 th Spanish	Sped Linguistically Accommodated Testing	13		15%
	5 th Spanish	ALL Linguistically Accommodated Testing	1317		19%
	6 th Spanish	Sped Linguistically Accommodated Testing	2		*
	6 th Spanish	ALL Linguistically Accommodated Testing	494		21%
No Subject Specified	3 English	Bundled Dyslexia Accommodations Special Education Students	1228		81%
	4 English	Bundled Dyslexia Accommodations	1432		72%
	5 English	Bundled Dyslexia Accommodations	1228		74%
	6 English	Bundled Dyslexia Accommodations	831		86%
	7 English	Bundled Dyslexia Accommodations	403		74%
	8 English	Bundled Dyslexia Accommodations	366		75%
	3 rd Spanish	Bundled Dyslexia Accommodations	31		68%
	4 th Spanish	Bundled Dyslexia Accommodations	18		50%
	5 th Spanish	Bundled Dyslexia Accommodations	5		60%
	6 th Spanish	Bundled Dyslexia Accommodations	0		--