

# **Annual Performance Reports: 2002-2003 State Assessment Data**

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The information in this summary is based on data submitted in states' Annual Performance Reports to the U.S. Department of Education. Corrections and updates to those reports that were submitted by March 2005 to the U.S. Department of Education are reflected in this summary.

## Annual Performance Reports: 2002-2003 State Assessment Data

### Overview

States and other educational entities receiving Part B funding under the Individuals with Disabilities Education Act (IDEA) submitted their Annual Performance Reports to the U.S. Secretary of Education on or before March 31, 2004. These reports contained information on a variety of indicators, including assessment participation and performance results for 2002-2003 state assessments. This document is a summary of the 2002-2003 state assessment information that was submitted by states in their Annual Performance Reports.

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

The assessment information included in the Annual Performance Reports of regular states (n = 50) and unique states subject to IDEA requirements (n = 9; see box below for a list of unique states) is summarized in two sections in this report:

- Participation in 2002-2003 State Assessments (see page 2)
- Performance on 2002-2003 State Assessments (see page 20)

The information in the above sections is supported by state-by-state data in the appendices. Appendices A and B provide the participation and performance data used to create the tables and figures in this document. Appendices C and D include a summary of all of the participation and performance data states submitted in their 2002-2003 Annual Performance Reports of state assessment data.

<p><b>Unique States:</b> American Samoa (AS), Bureau of Indian Affairs (BIA), Commonwealth of the Northern Mariana Islands (CNMI), Washington DC (DC), Guam (GU), Palau (PW), Puerto Rico (PR), Republic of the Marshall Islands (RMI), Virgin Islands (VI)</p>
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## Participation in 2002-2003 State Assessments

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

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

***Finding:** During 2002-2003, states were required to test students at least once at the elementary, middle, and high school levels. States were also required to test students annually in both reading and mathematics. This table shows that all but a handful of states presented participation data for both reading and mathematics at all three school levels for their general and alternate assessment.*

**Explanation:** The numbers in this table represent states that provided participation data in both reading and mathematics for elementary, middle, and high school levels. The data from two states were not included because they were for the incorrect school year (i.e., Illinois provided reading and math data for 2001-2002 and Nebraska provided math data for 2001-2002). To be counted, states needed to provide the number of students tested on the assessment. Ideally states would provide other data, such as enrollment counts, the number of students who were absent, exempt, etc. However, to be counted in this table, states needed to provide at a minimum the number of students assessed.

### **Figure 1. Amount of Participation Data Reported for the General Assessment**

***Finding:** Forty-five regular states and seven unique states provided participation data in reading and math at the elementary, middle, and high school level for their general assessment. Only 2 regular states and 1 unique state did not provide any 2002-2003 participation data.*

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

### **Figure 2. Amount of Participation Data Reported for the Alternate Assessment**

***Finding:** Forty-five regular states and five unique states provided participation data in reading and math at the elementary, middle, and high school level for their alternate assessment. Only 2 regular states and 3 unique states did not provide any 2002-2003 participation data for their alternate assessment.*

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

**Figures 3-5. Reading Assessment Participation Rates in Elementary, Middle, and High School: % Participation is of IEP Enrollment (Includes Regular, Alternate, and Out-of-Level)**

***Finding:** The percent of students tested on the reading assessment is shown in these figures for those states for which a rate could be calculated. At the elementary level, 39 regular states and 2 unique states had a participation rate between 95% and 105%. At the middle school level, 33 regular states and 3 unique states had this participation rate range, and at the high school level, 23 regular states and 2 unique states had this participation rate range. It appears that as students get older, participation rates decrease.*

**Explanation:** Participation rates were calculated by dividing the number of students assessed in reading by the IEP enrollment. This produces a rate that is the percent of students with IEPs that were tested on the general assessment, alternate assessment, or out-of-level. States were permitted to count students who took out-of-level tests for participation even though, as will be shown in later figures, results from these tests must be reported in the lowest achievement level. Rates in the range of 95%-105% are desired. Percentages that are slightly larger than 100% can be explained by factors such as counting IEP enrollment at a different time of year than when the assessments are administered. When the participation percentage is larger than 105%, the most likely explanation is that students were reported as participating in more than one of the three types of assessment (general, alternate, and out-of-level). Such reporting redundancy prevents accurate calculation of participation or performance percentages.

**Figures 6-8. Mathematics Participation Rates in Elementary, Middle, and High School: % Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**

***Finding:** The percent of students tested on the mathematics assessment is shown in these figures for those states for which a rate could be calculated. At the elementary level, 39 regular states and 2 unique states had a participation rate between 95% and 105%. At the middle school level, 31 regular states and 2 unique states had this participation rate range, and at the high school level, 22 regular states and 2 unique states had this participation rate range. As with reading, it appears that as students get older, participation rates decrease.*

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

**Figures 9-11. Reading Alternate Assessment Participation Rates in Elementary, Middle, and High School: % Participation is of Total Student Enrollment**

***Finding:** The percent of students assessed through an alternate assessment for reading is shown in these graphs. At the elementary level, most states with data (n=44 of 54; 81%) had 1% or less of total enrollment in the alternate assessment. At the middle school level, 83% of states had 1% or less (n= 43 of 52), and at the high school level, 81% of states (n=42 of 52) had 1% or less of total enrollment in the alternate assessment.*

**Explanation:** Participation rates were calculated by dividing the number of students assessed with an alternate assessment in reading by the total student enrollment for the grade level. Alternate assessment participation rates were calculated using the total enrollment as a denominator rather than the IEP enrollment because discussions about alternate assessments often refer to the percentage of total enrollment rather than percentage of IEP enrollment.

**Figures 12-14. Mathematics Alternate Assessment Participation Rates in Elementary, Middle, and High School: % Participation is of Total Student Enrollment**

***Finding:** The percent of students assessed through an alternate assessment for mathematics is shown in these graphs. At the elementary level, most states with data (n=43 of 53; 81%) had 1% or less of total enrollment in the alternate assessment. At the middle school level, 85% had 1% or less (n=44 of 52), and at the high school level, 82% of states (n=42 of 51) had 1% or less of total enrollment in the alternate assessment.*

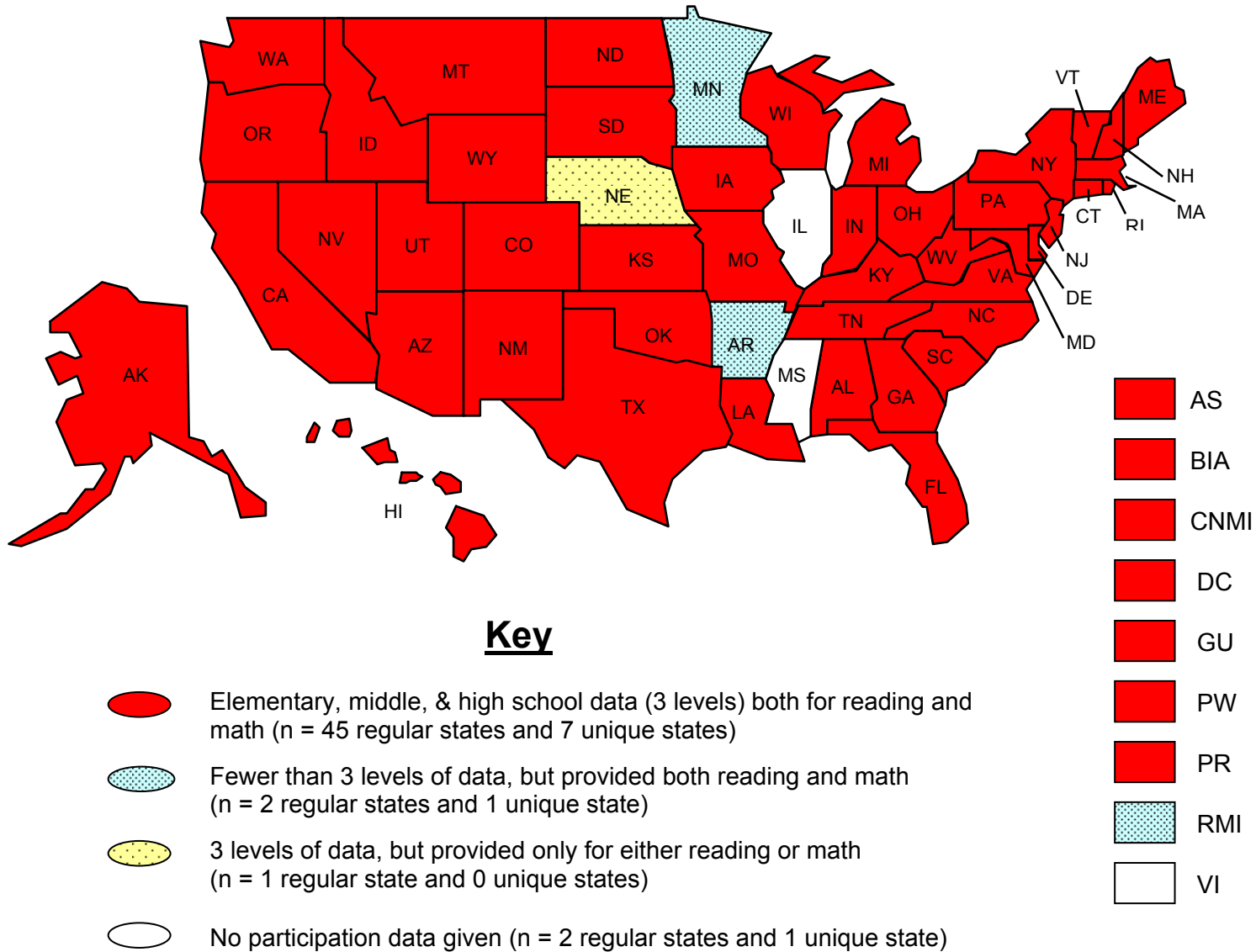
**Explanation:** Participation rates were calculated by dividing the number of students assessed with an alternate assessment in mathematics by the total student enrollment for the grade level.

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

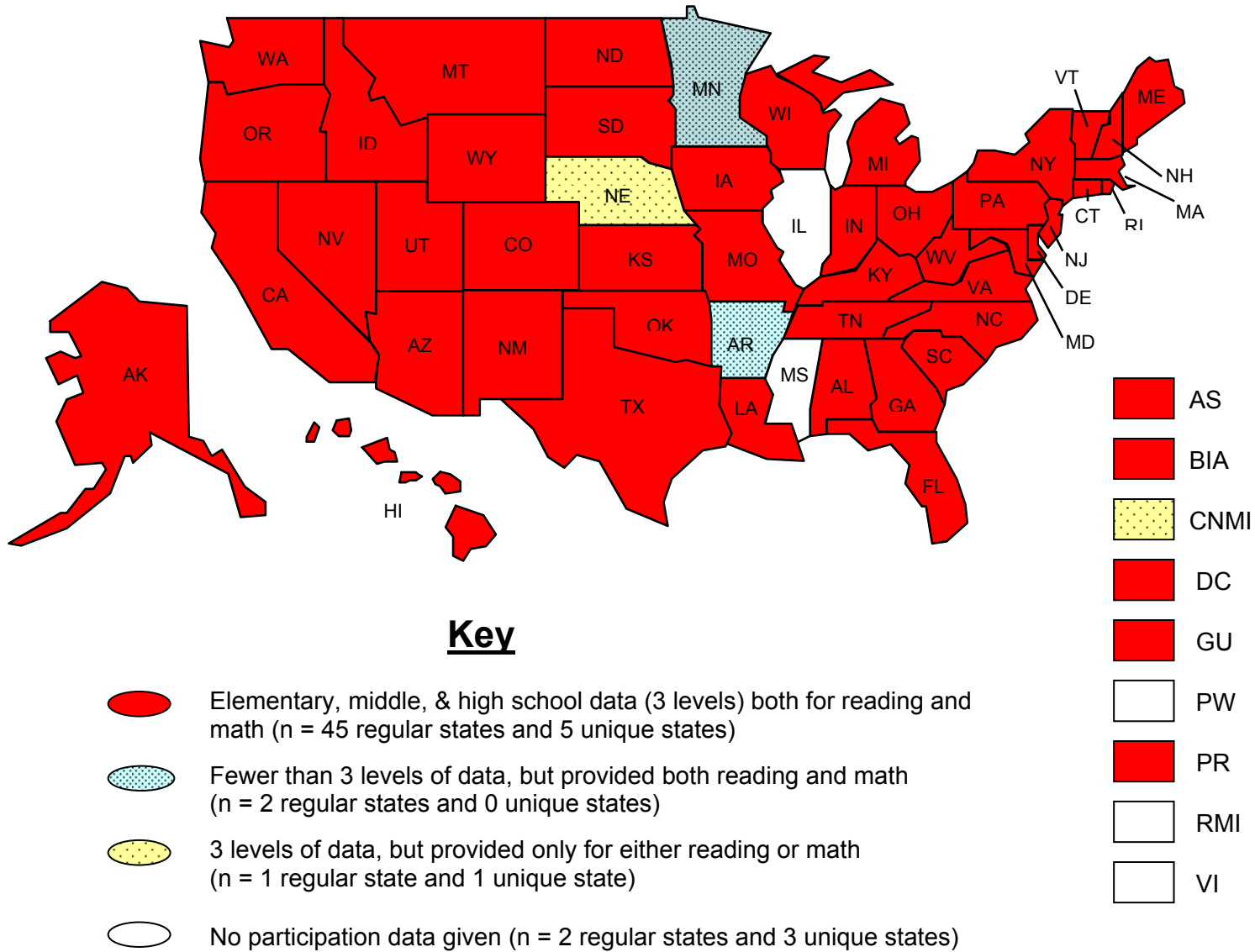
<b>General Assessment</b>		<b>Alternate Assessment</b>	
<b>Regular States</b>	<b>Unique States</b>	<b>Regular States</b>	<b>Unique States</b>
<b>45</b>	<b>7</b>	<b>45</b>	<b>5</b>

See map in Figures 1 and 2 for specific states.

**Figure 1. Amount of Participation Data Reported for the General Assessment**

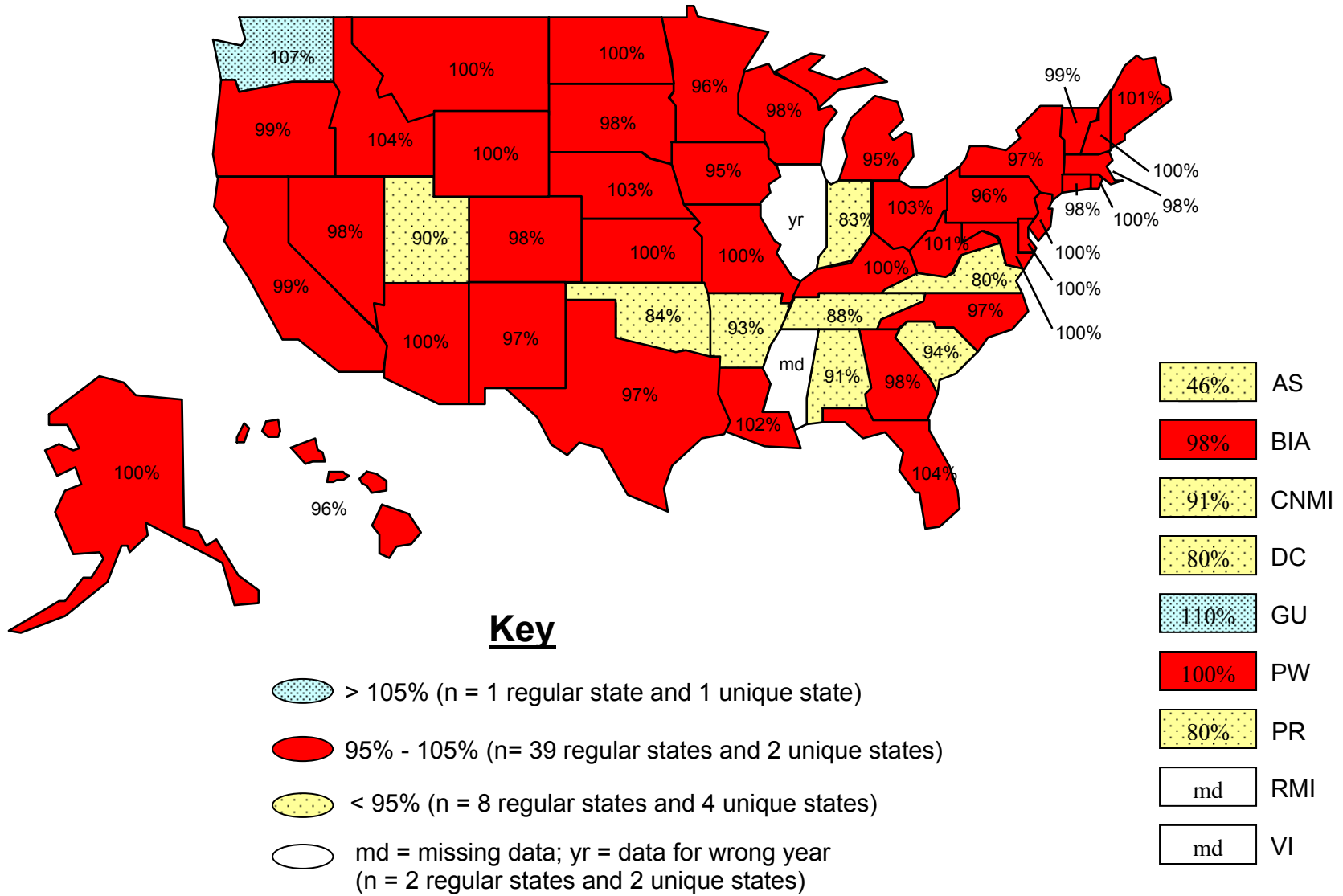


**Figure 2. Amount of Participation Data Reported for the Alternate Assessment**

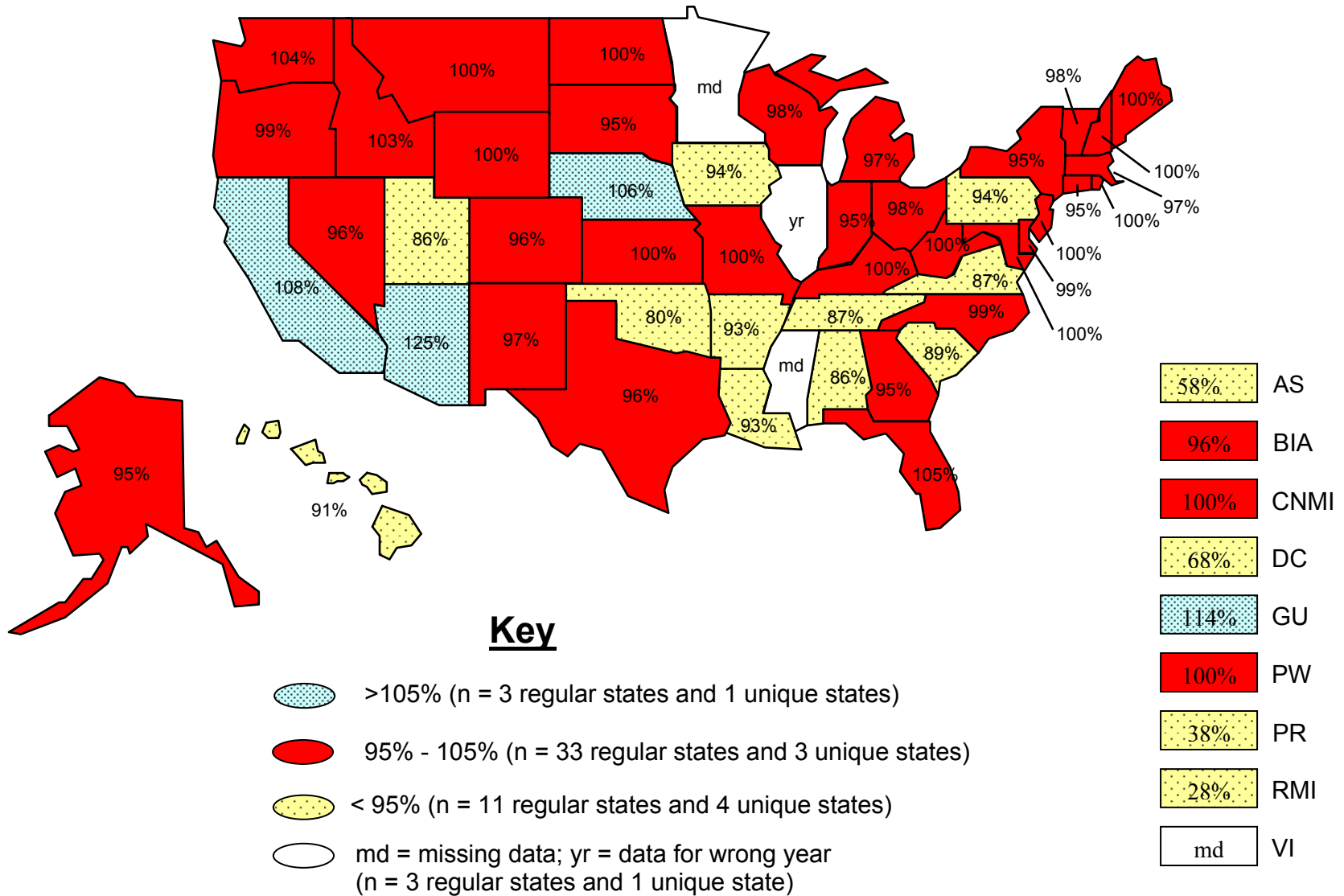




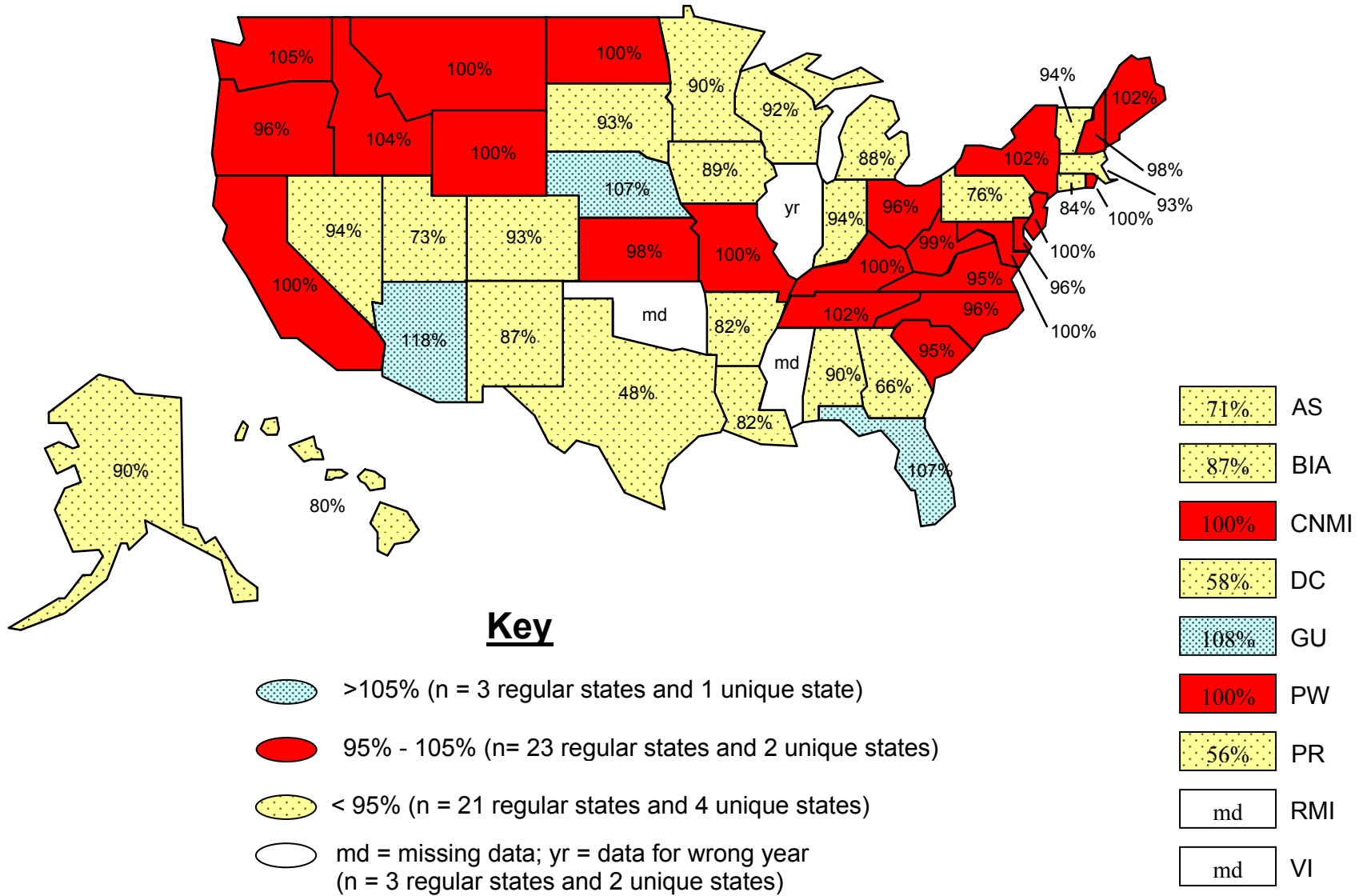
**Figure 3. Reading General Assessment Participation Rates in Elementary School: % Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



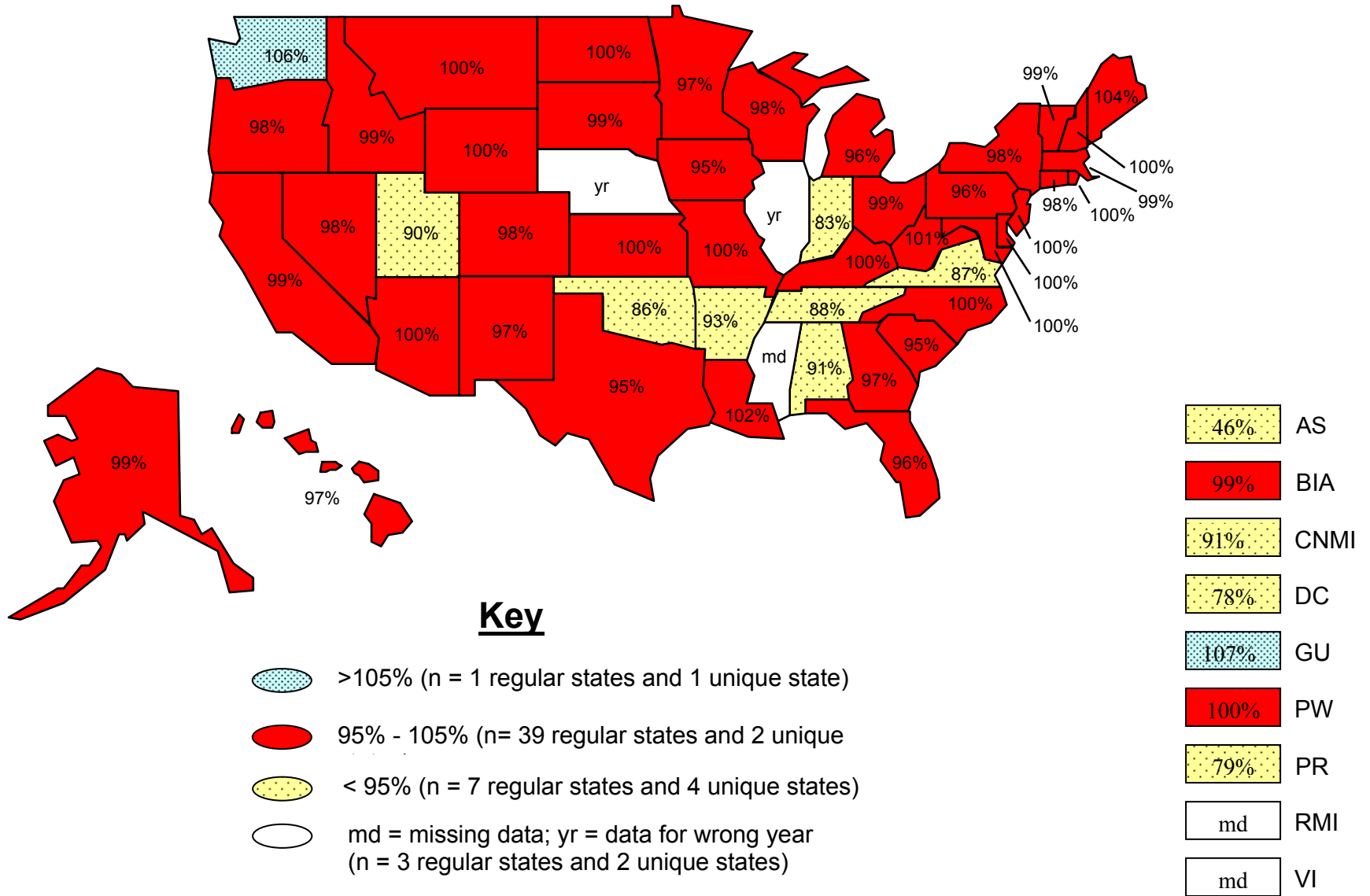
**Figure 4. Reading General Assessment Participation Rates in Middle School:  
% Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



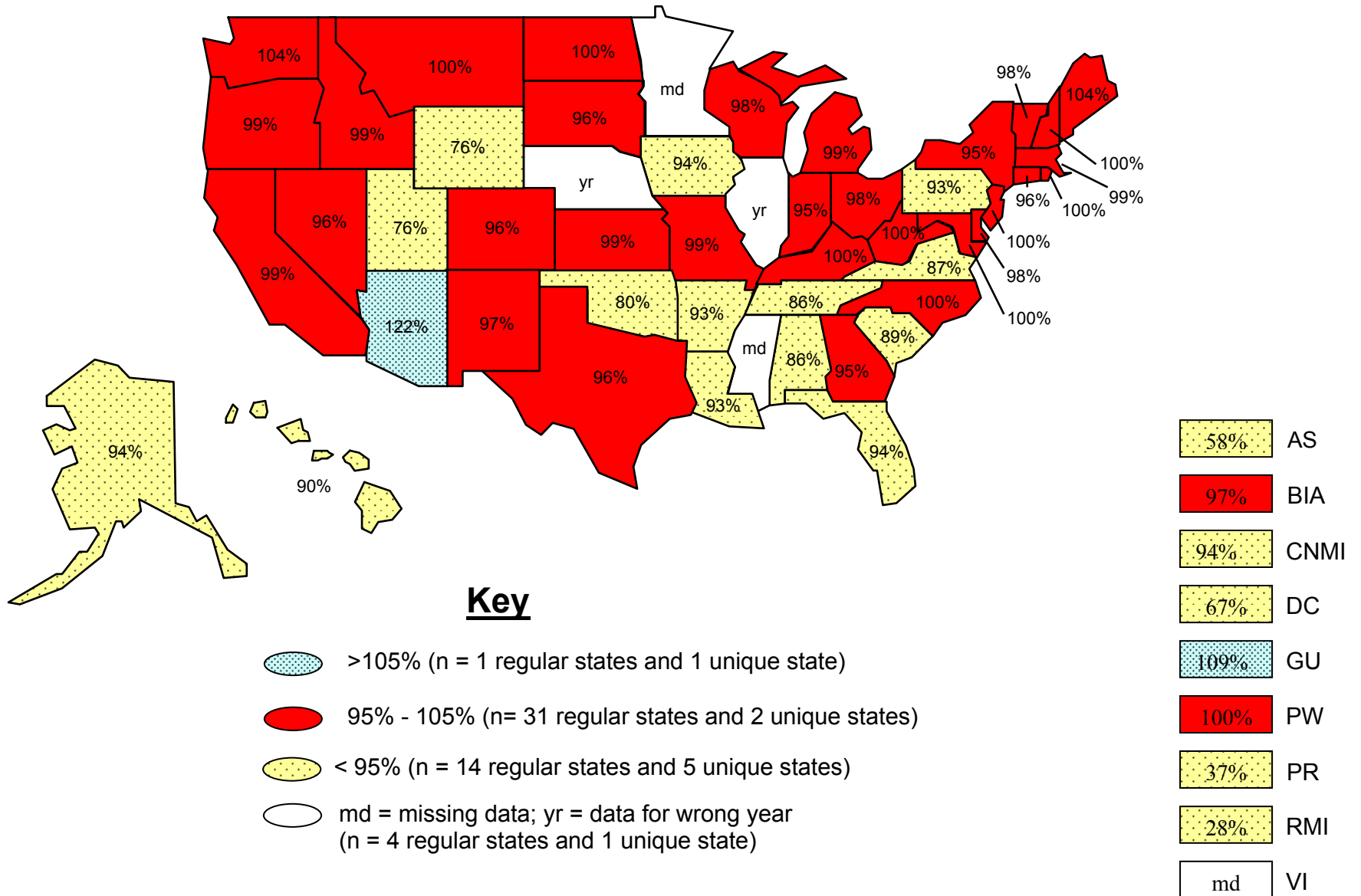
**Figure 5. Reading General Assessment Participation Rates in High School:  
% Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



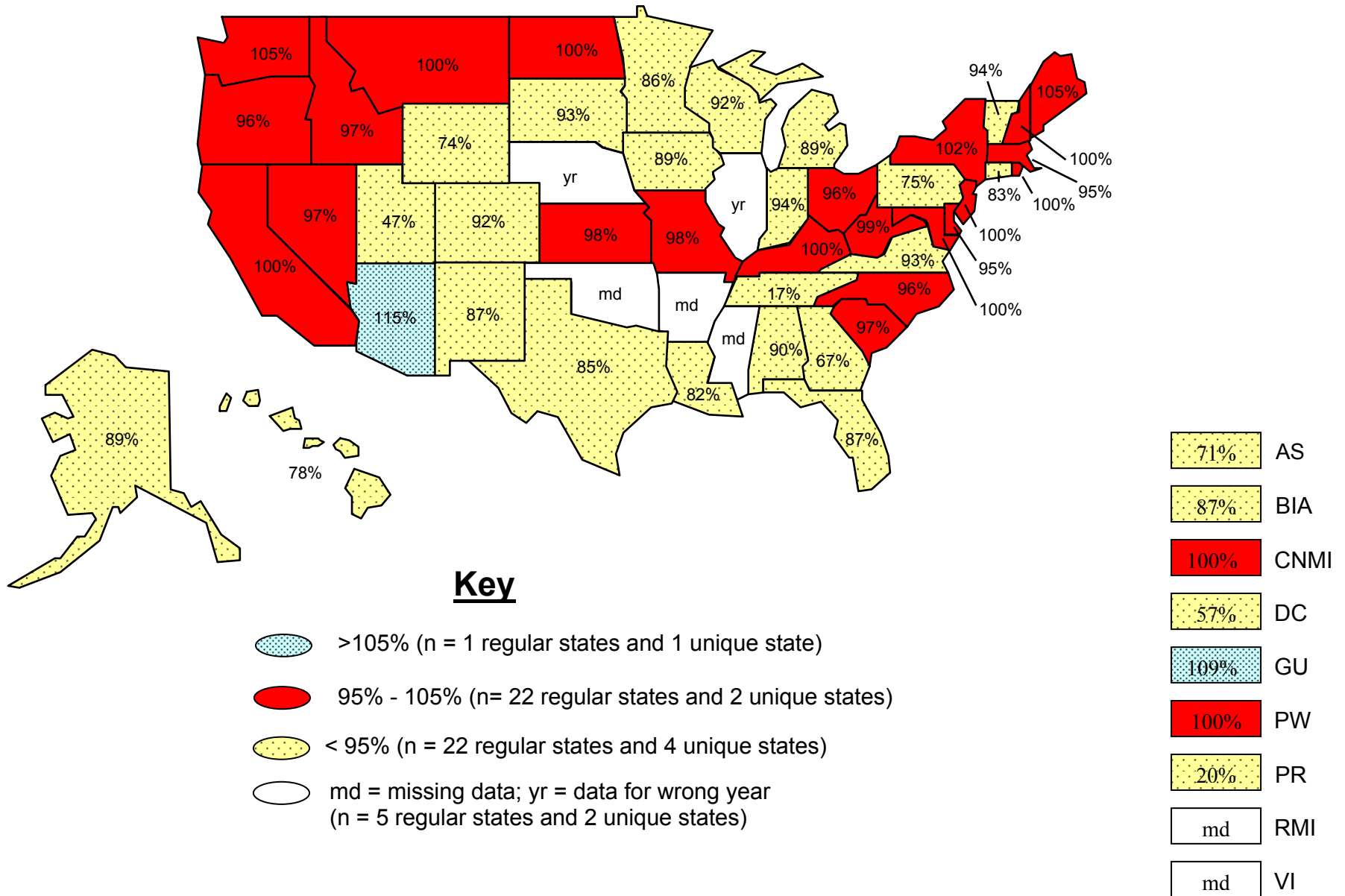
**Figure 6. Mathematics General Assessment Participation Rates in Elementary School: % Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



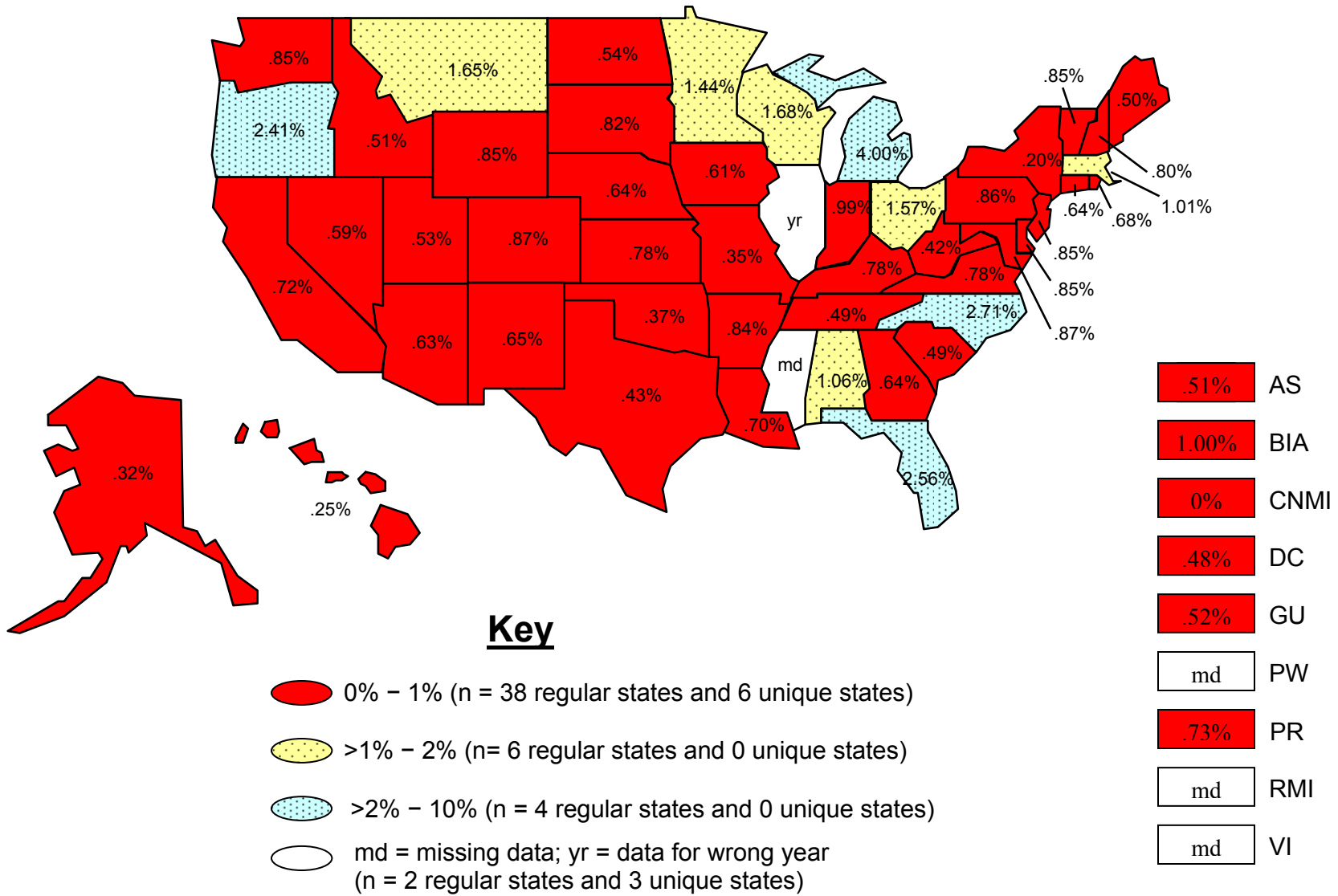
**Figure 7. Mathematics General Assessment Participation Rates in Middle School:  
% Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



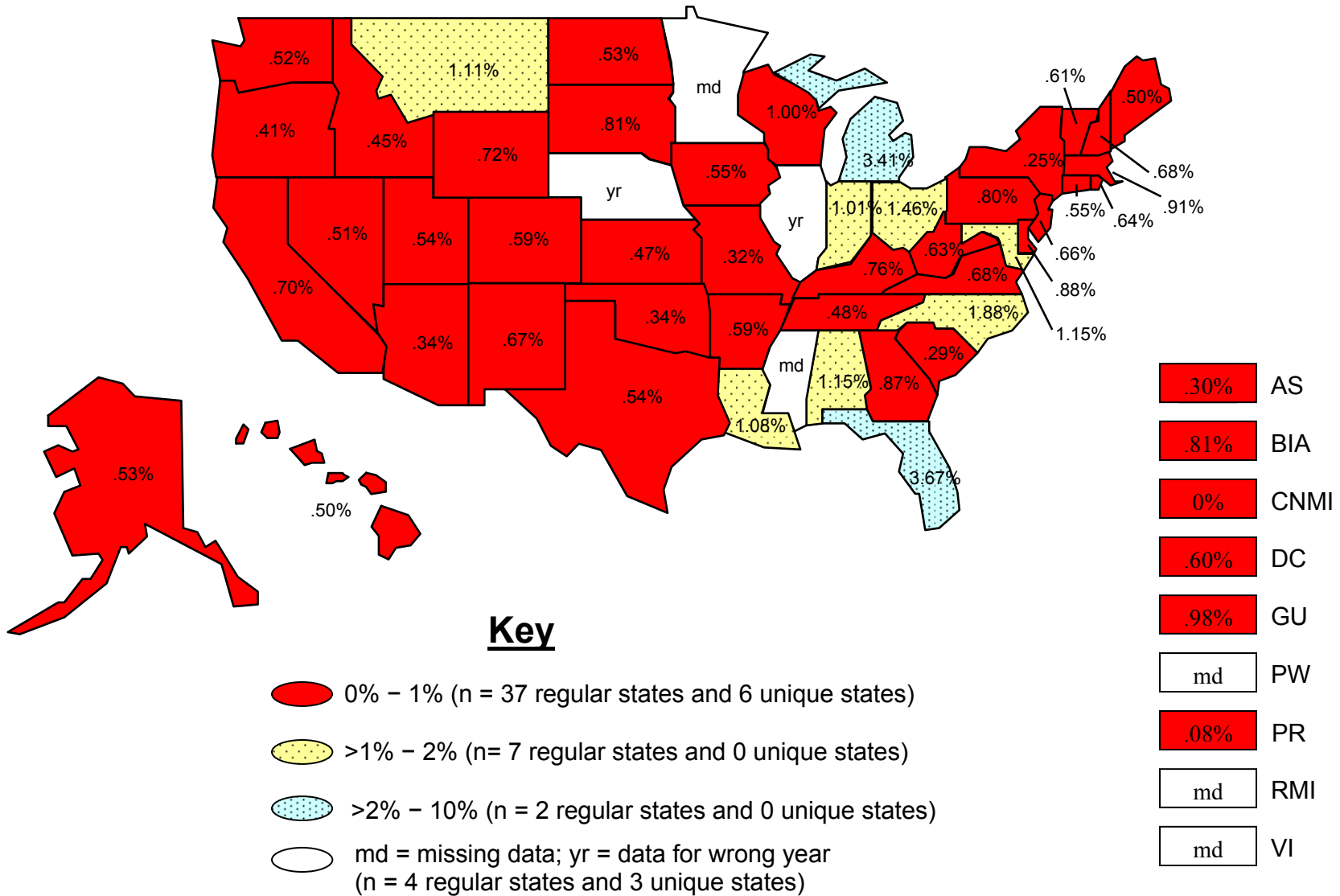
**Figure 8. Mathematics General Assessment Participation Rates in High School:  
% Participation is of IEP Enrollment (Includes General, Alternate, and Out-of-Level)**



**Figure 9. Reading Alternate Assessment Participation Rates in Elementary School: % Participation is of Total Enrollment**

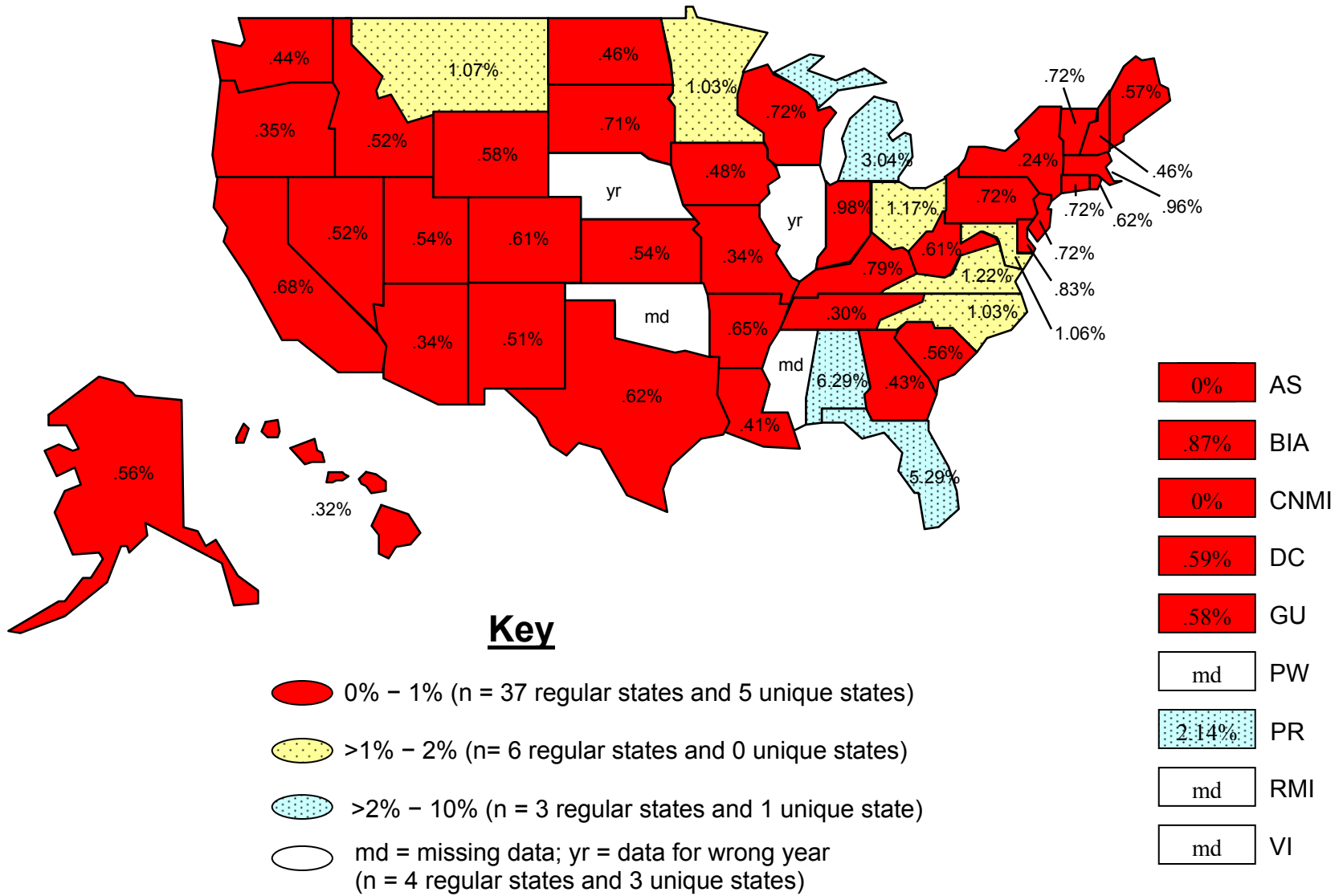


**Figure 10. Reading Alternate Assessment Participation Rates in Middle School:  
% Participation is of Total Enrollment**

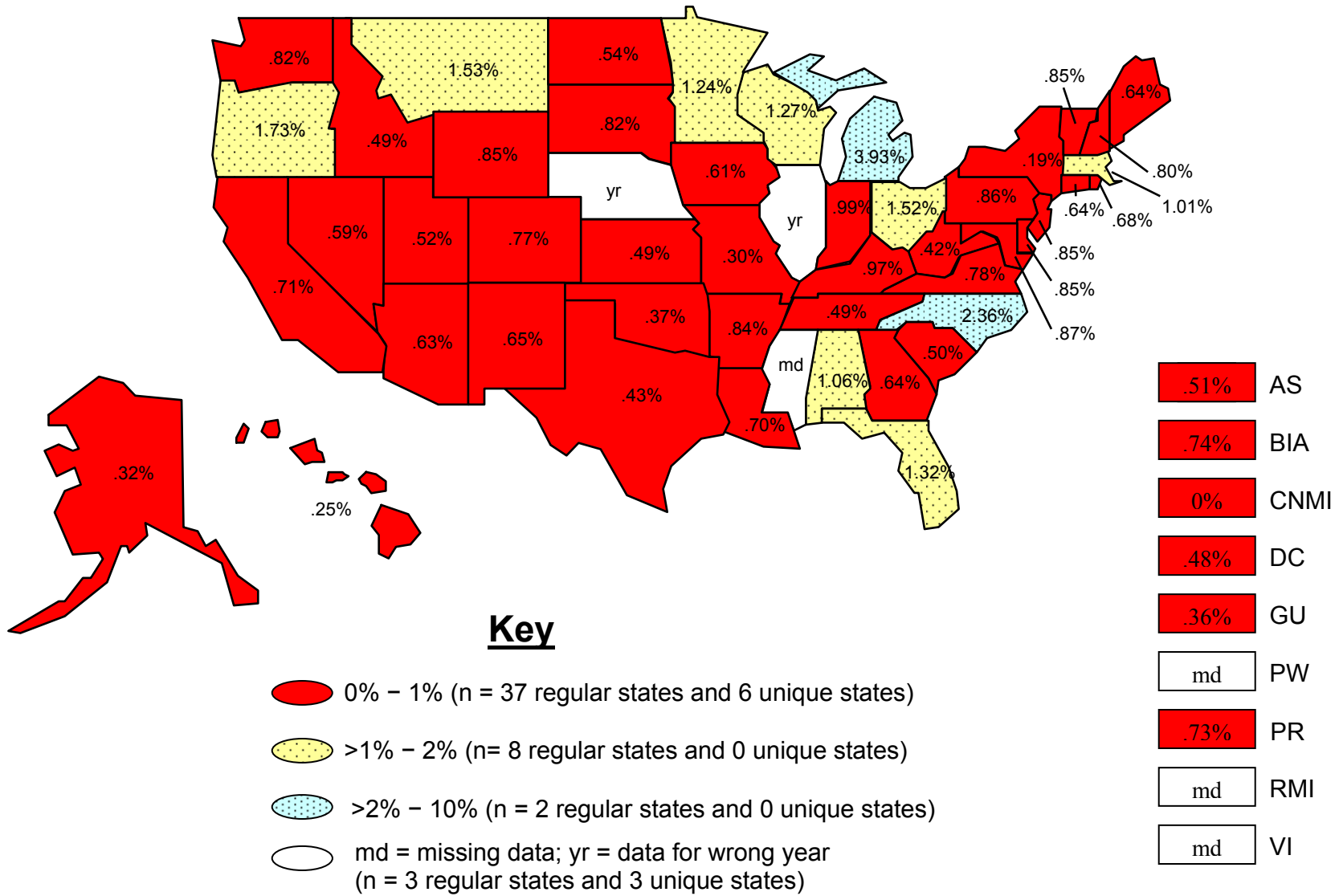




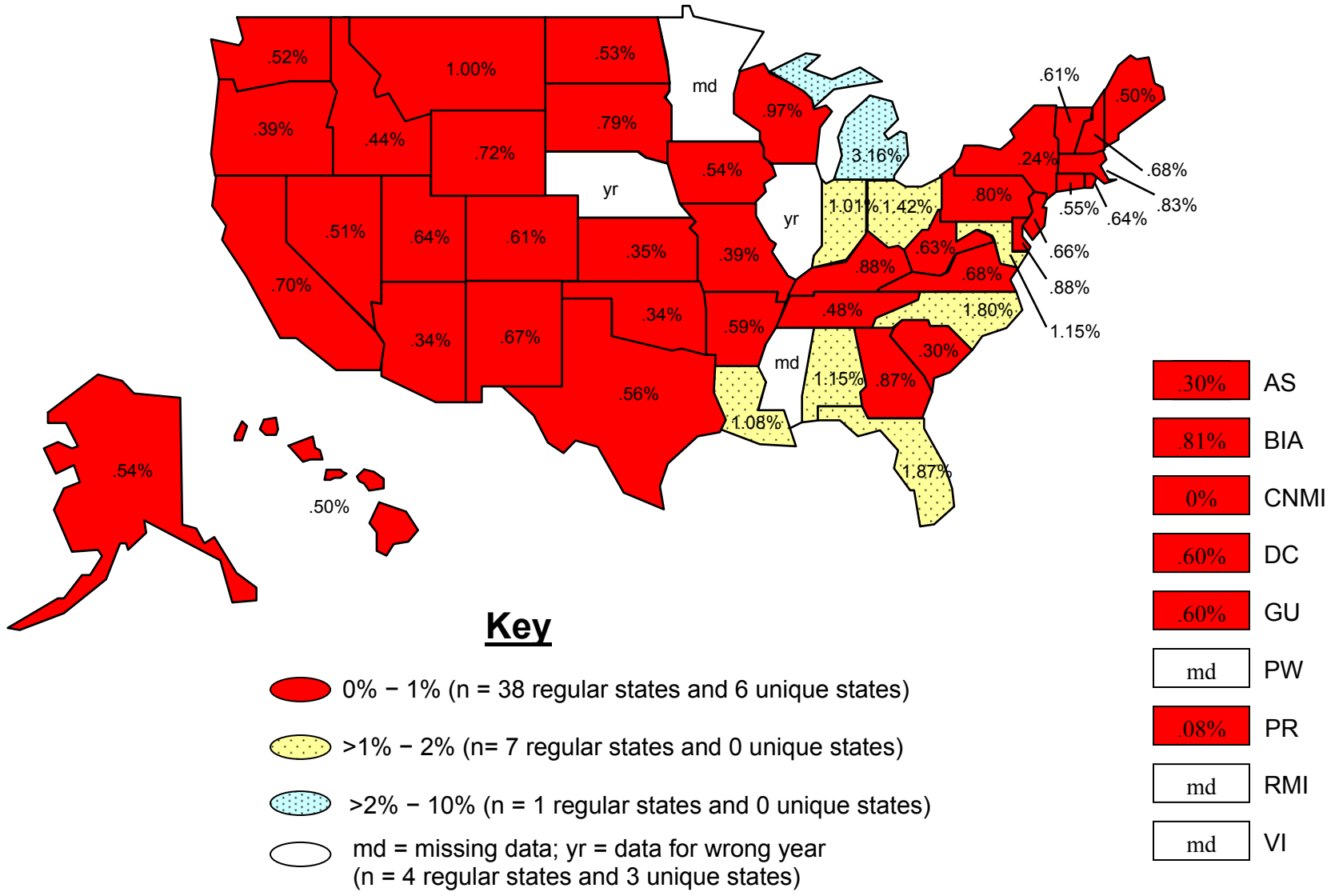
**Figure 11. Reading Alternate Assessment Participation Rates for High School:  
% Participation is of Total Enrollment**



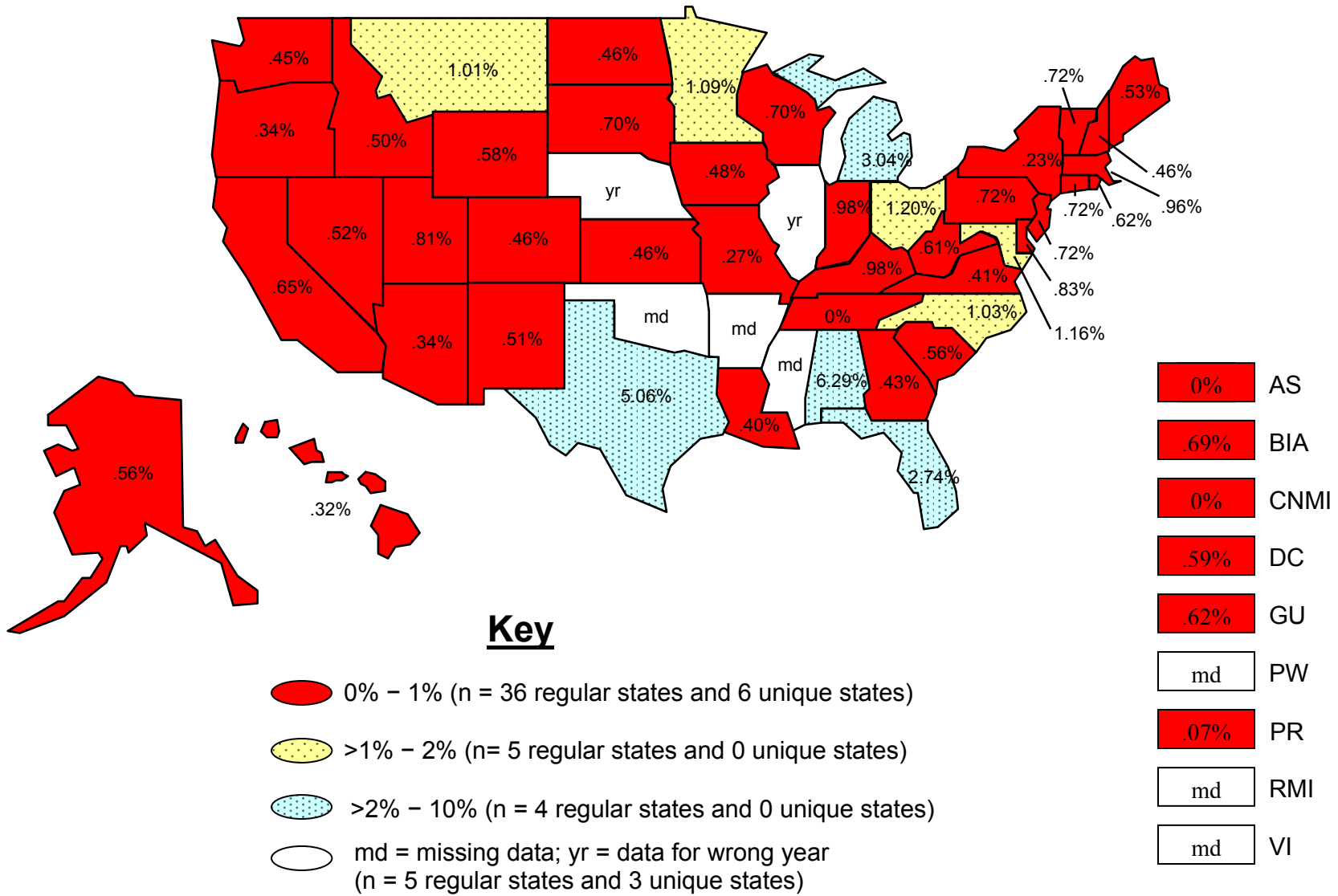
**Figure 12. Mathematics Alternate Assessment Participation Rates for Elementary School: % Participation is of Total Enrollment**



**Figure 13. Mathematics Alternate Assessment Participation Rates for Middle School: % Participation is of Total Enrollment**



**Figure 14. Mathematics Alternate Assessment Participation Rates for High School: % Participation is of Total Enrollment**



## Performance on 2002-2003 State Assessments

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

### Table 2. Number of States with Performance Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math

**Finding:** *During 2002-2003, states were required to report on the test performance of students at least once at the elementary, middle, and high school level. States were also required to report on the test performance of students annually in both reading and mathematics. This table shows that all but a handful of states presented performance data for both reading and mathematics at all three school levels for their general and alternate assessments.*

**Explanation:** The numbers in this table represent states that provided performance data in both reading and mathematics for elementary, middle, and high school levels. The data from two states were not included because the data were for the incorrect school year (i.e., Illinois provided reading and math data for 2001-2002 and Nebraska provided math data for 2001-2002). To be counted, states needed to provide the number of students in each of their performance levels and specify which level was the cut-off between proficient and not proficient. Though some states did not provide appropriate enrollment data to allow the percent proficient to be calculated, these states were still counted as having performance data. Therefore, numbers in this table represent the most positive view possible of the data that were provided.

### Figure 15. Amount of Performance Data Reported for the General Assessment

**Finding:** *Forty-six regular states and five unique states provided performance data in reading and math at the elementary, middle, and high school level for their general assessment. Only 1 regular state and 3 unique states did not provide any performance data.*

**Explanation:** States are identified in this figure using the same criteria that were used for Table 2.

### Figure 16. Amount of Performance Data Reported for the Alternate Assessment

**Finding:** *Forty-two regular states and five unique states provided performance data in reading and math at the elementary, middle, and high school level for their alternate assessment. Only 4 regular states and 4 unique states did not provide any performance data for their alternate assessment.*

**Explanation:** States are identified in this figure using the same criteria that were used for Table 2.

**Figures 17-19. Reading Assessment “Proficient” Rates in Elementary, Middle, and High School: % Proficient is of IEP Enrollment (General and Alternate)**

***Finding:** For those states for which rates of students “proficient” could be calculated for the reading assessment, generally less than 30% of students on IEPs performed at a level considered proficient. The number of states with more than 30% of students on IEPs proficient was 25 regular and 1 unique at the elementary school level, 7 regular and 1 unique at the middle school level, and 10 regular and 1 unique at the high school level.*

**Explanation:** The percent of students scoring as proficient on state assessments was calculated by dividing the number of students who were proficient and above according to each state’s criteria on either the general or alternate assessment by the number of students with IEPs in the state (i.e., IEP Enrollment). Note that the U.S. Department of Education required results from out-of-level testing to be reported in the lowest achievement level. Consequently, out-of-level test results do not affect these proficiency counts. This provides the most accurate picture of how many students are proficient out of all the students who have an IEP. These figures add together the percent of students proficient on the general assessment plus the percent of students proficient on the alternate assessment, thus providing the total number of students with IEPs who were proficient in the state assessment program in 2002-2003.

Several states are missing proficiency percentages in the figures. In addition to missing data (indicated by “md”) and wrong year data (indicated by “yr”), which were described in the Participation section, some states did not comply with the APR directions to count scores from students who were tested out of grade level in the lowest achievement level; these scores were not reported (indicated by “ol”). One state provided only the percent of students in each proficiency level rather than the raw numbers as instructed. Because numbers are needed to check the denominator used to calculate percentages, when only the percentages were provided they were not reported (indicated by “pr”).

Two cautions are indicated for proficiency percents reported in the figures. First, percents must be viewed with caution when the **general assessment participation rate** for the same content and school level was **greater than 105%**. These are indicated with an asterisk (\*). When participation percentages are inflated (i.e., above 105%), proficient percentages are likely to be inflated as well. Second, percents must be viewed with caution when the **alternate assessment proficiency rate** for the same content and school level was **greater than 1% of the total student population** (approximately 10% of IEP enrollment). These are indicated by a plus sign (+).

The U.S. Department of Education's directions to states indicated that scores from the alternate assessment should be placed within the lowest proficiency level if they accounted for more than 1% of the total population of students, but not all states did this.

**Figures 20-22. Mathematics Assessment “Proficient” Rates in Elementary, Middle, and High School: % Proficient is of IEP Enrollment (General and Alternate)**

***Finding:** For those states for which rates of students “proficient” could be calculated for the math assessment, generally less than 30% of students on IEPs performed at a level considered proficient. The number of states with more than 30% of students on IEPs proficient was 26 regular and 1 unique at the elementary school level, 4 regular and 0 unique at the middle school level, and 7 regular and 0 unique at the high school level.*

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

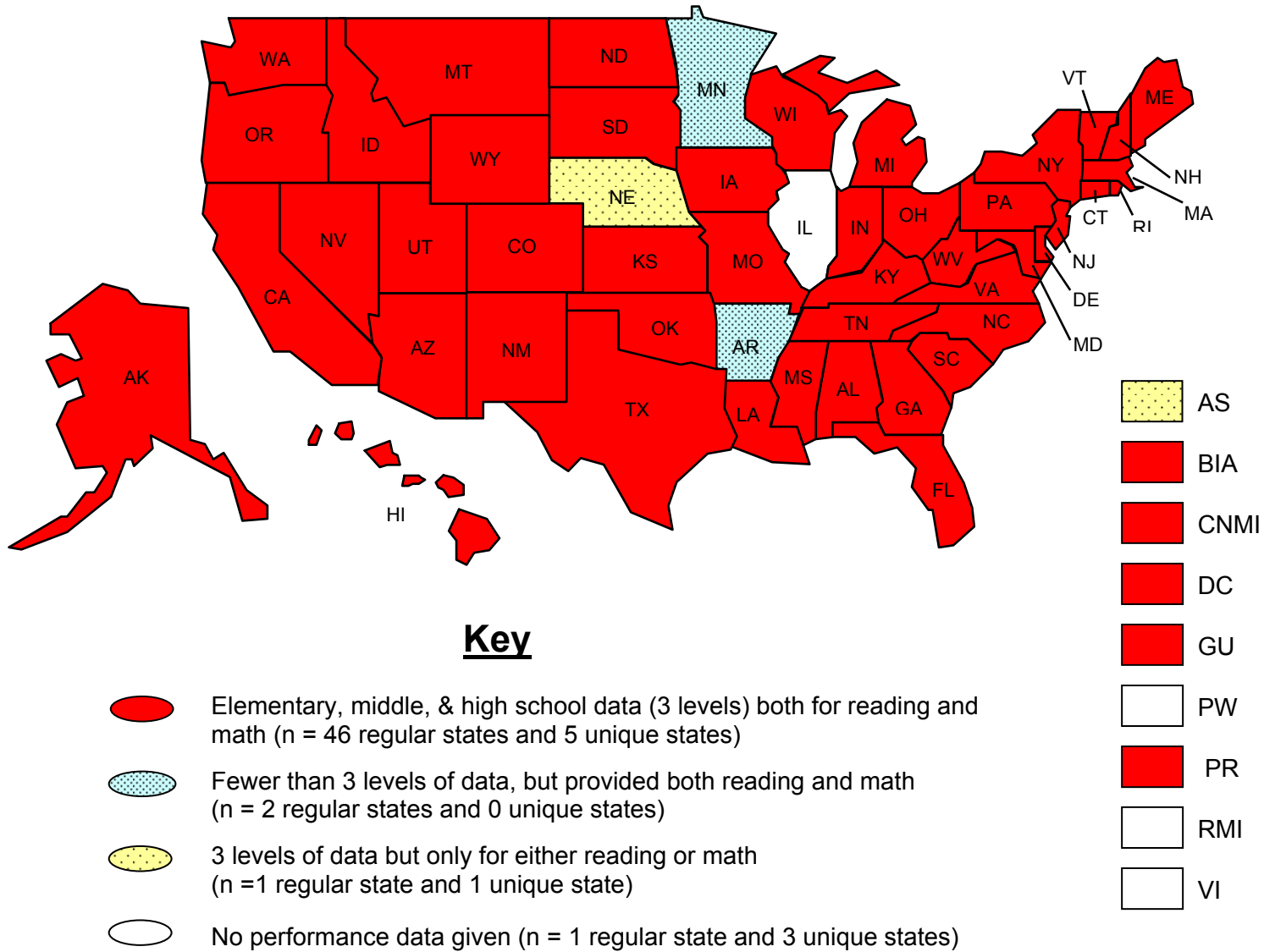
**Table 2. Number of States with Performance Data for All 3 School Levels (Elementary, Middle, and High School) and Both Reading and Math**

<b>General Assessment</b>		<b>Alternate Assessment</b>	
<b>Regular States</b>	<b>Unique States</b>	<b>Regular States</b>	<b>Unique States</b>
<b>46</b>	<b>5</b>	<b>42</b>	<b>5</b>

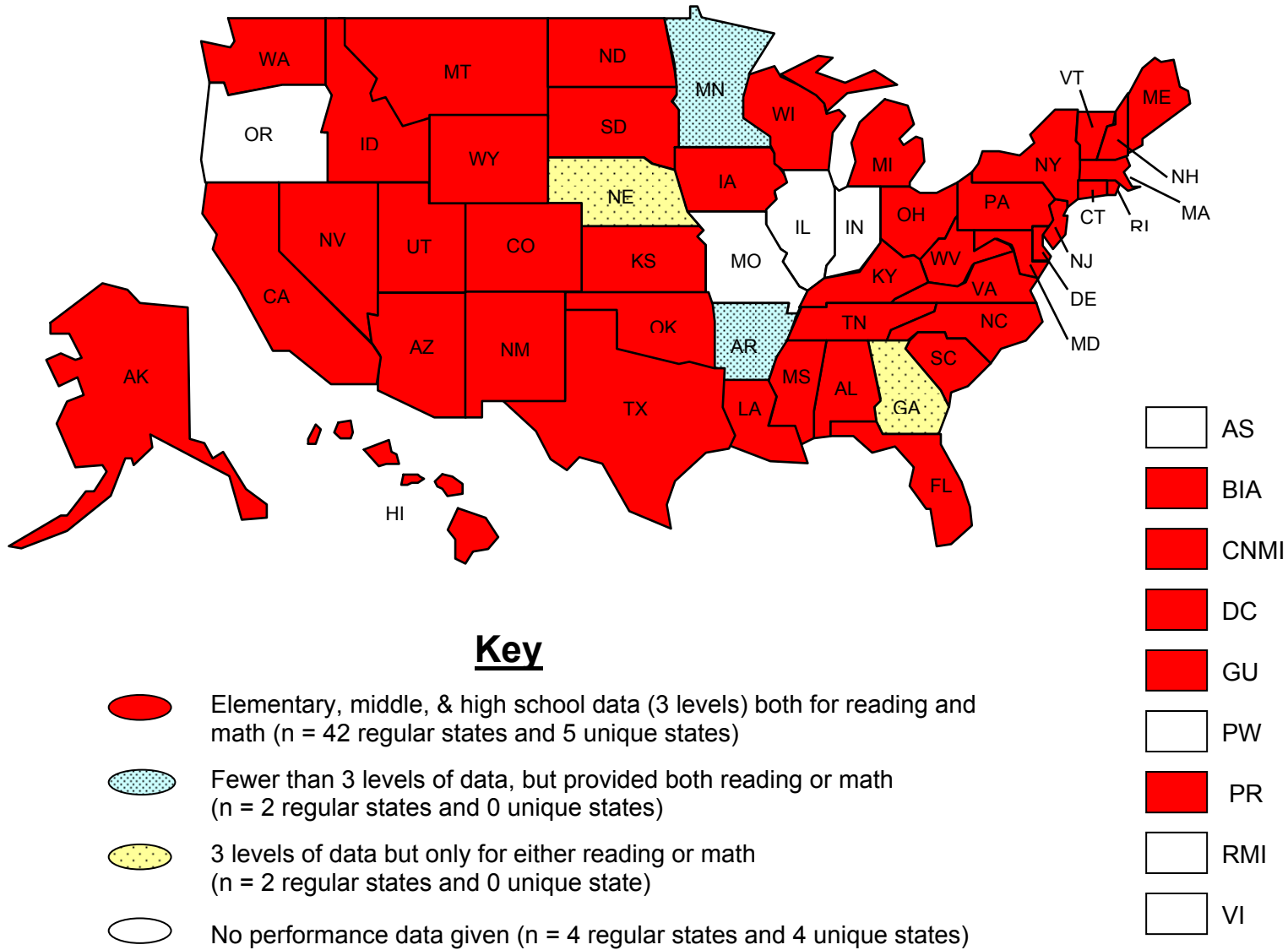
See map in Figures 9 and 10 for specific states.



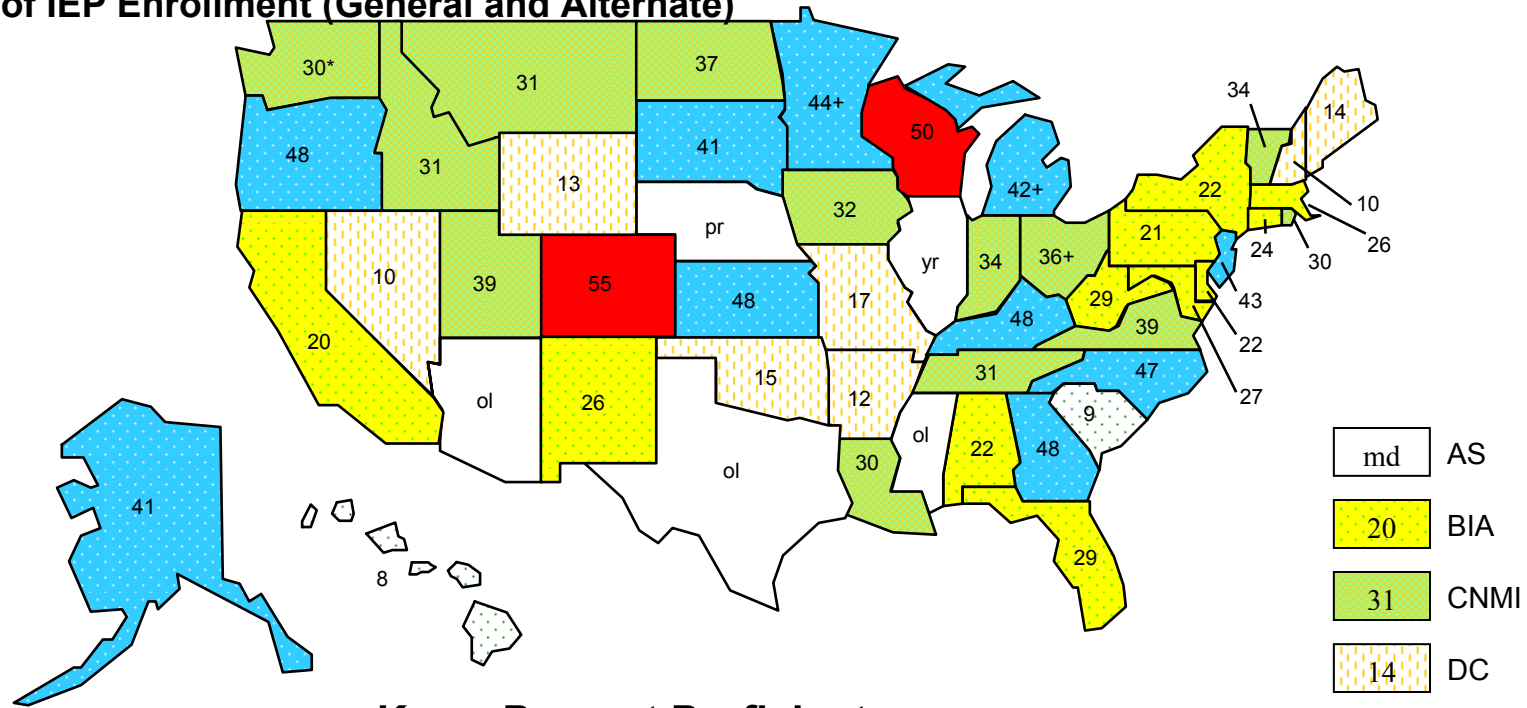
**Figure 15. Amount of Performance Data Reported for the General Assessment**



**Figure 16. Amount of Performance Data Reported for the Alternate Assessment**



**Figure 17. Reading Assessment Proficient Rates in Elementary School: % Proficient is of IEP Enrollment (General and Alternate)**



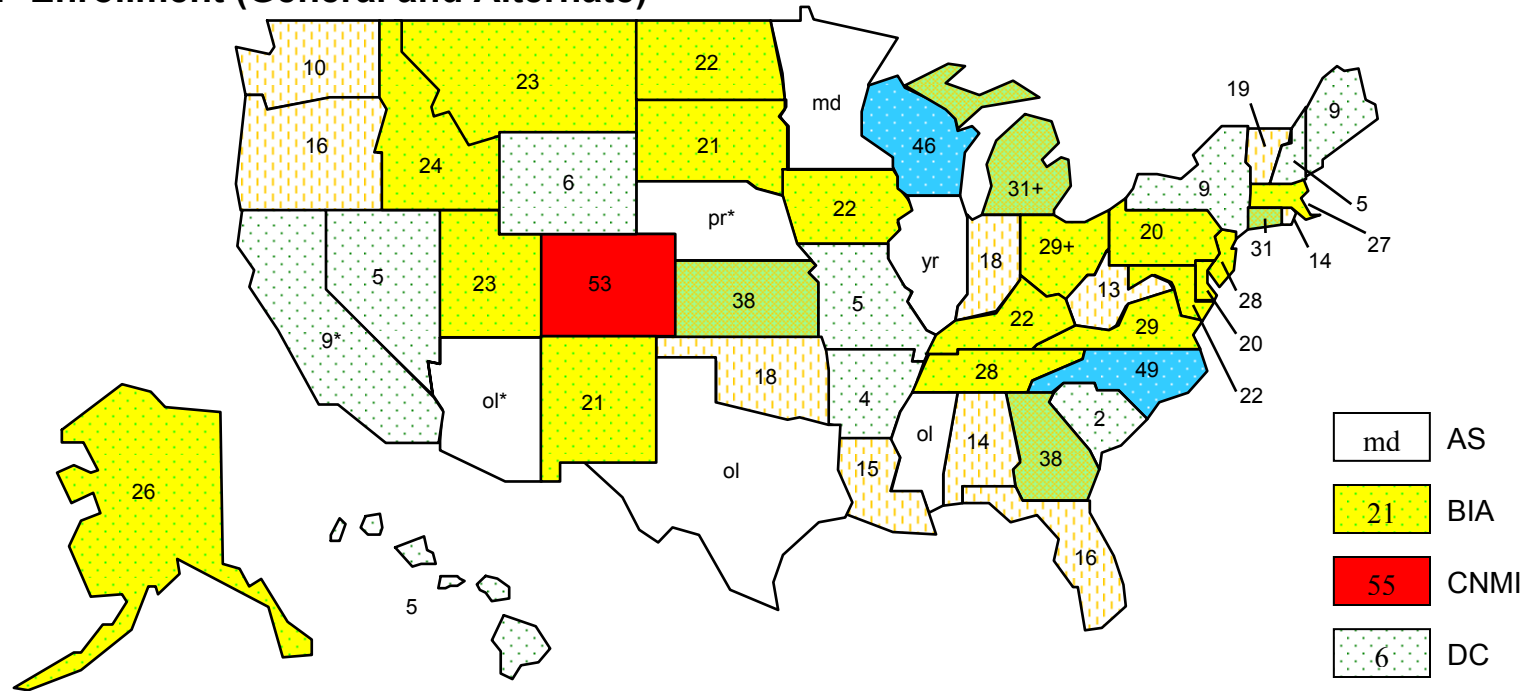
**Key – Percent Proficient**

- 50 – 100% (2 regular states and 0 unique states)
- 40 – 49.9% (10 regular states and 0 unique states)
- 30 – 39.9% (13 regular states and 1 unique state)
- 20 – 29.9% (11 regular states and 1 unique state)
- 10 – 19.9% (7 regular states and 2 unique states)
- 0 – 9.9% (2 regular states and 1 unique state)
- md = missing data; ol= out-of-level students counted as proficient; pr = gave percentage; yr = data for wrong year (n=5 regular states and 4 unique states)

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment

**Figure 18. Reading Assessment Proficient Rates in Middle School: % Proficient is of IEP Enrollment (General and Alternate)**



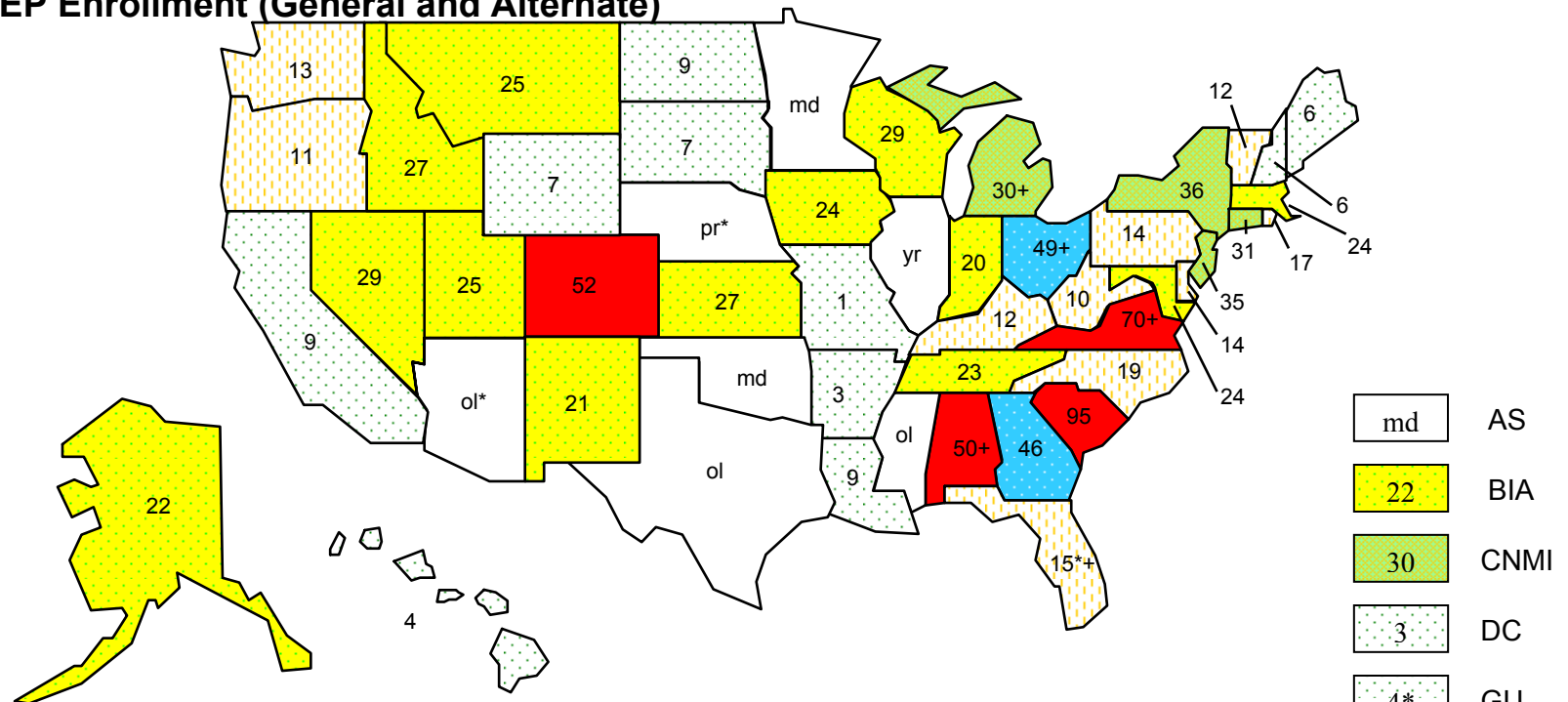
**Key – Percent Proficient**

- 50 – 100% (1 regular state and 1 unique state)
- 40 – 49.9% (2 regular states and 0 unique states)
- 30 – 39.9% (4 regular states and 0 unique states)
- 20 – 29.9% (17 regular states and 1 unique state)
- 10 – 19.9% (10 regular states and 1 unique state)
- 0 – 9.9% (10 regular states and 2 unique states)
- md = missing data; ol= out-of-level students counted as proficient; pr = gave percentage; yr = data for wrong year (n=6 regular states and 4 unique states)

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment

**Figure 19. Reading Assessment Proficient Rates in High School: % Proficient is of IEP Enrollment (General and Alternate)**



**Key – Percent Proficient**

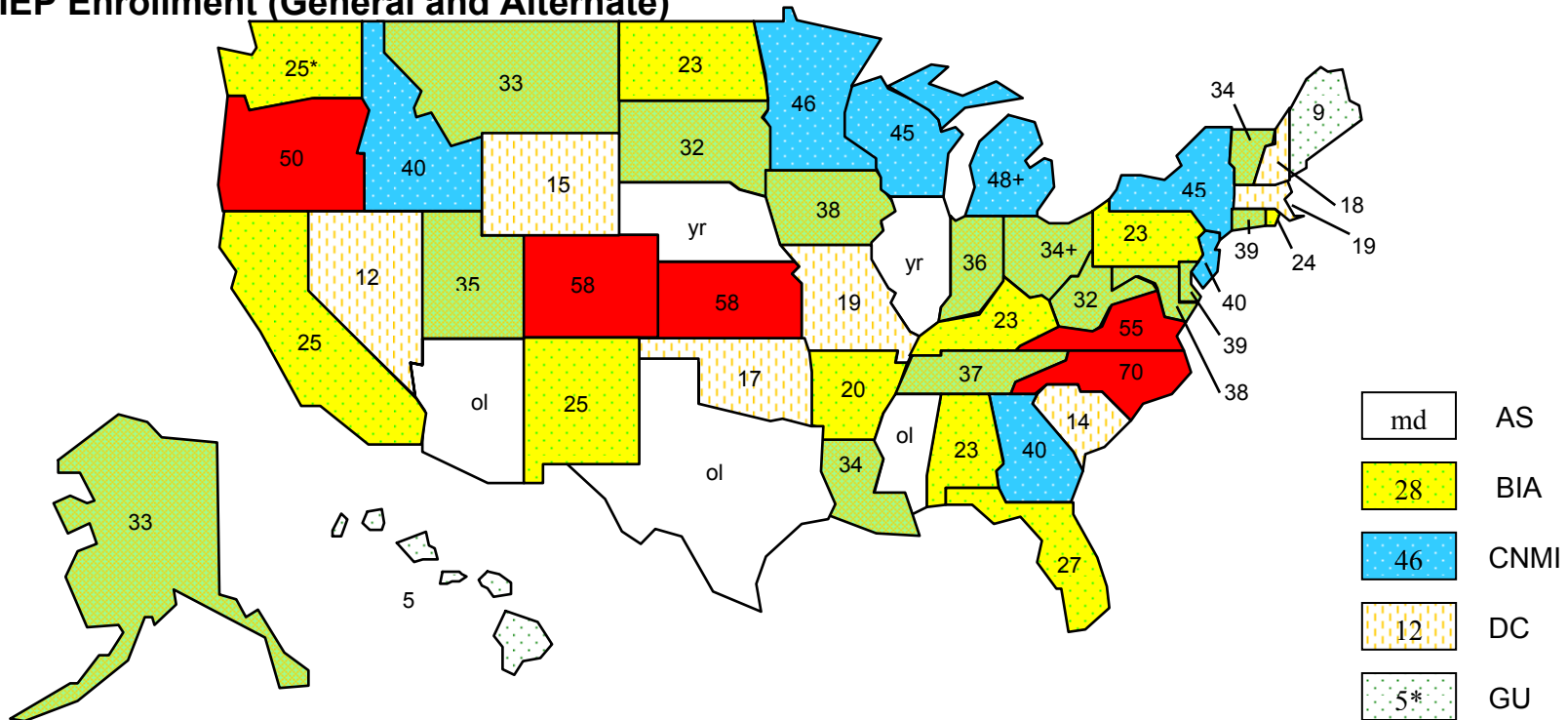
- 50 – 100% (4 regular states and 0 unique states)
- 40 – 49.9% (2 regular state and 0 unique states)
- 30 – 39.9% (4 regular states and 1 unique state)
- 20 – 29.9% (13 regular states and 1 unique state)
- 10 – 19.9% (10 regular states and 0 unique states)
- 0 – 9.9% (10 regular states and 3 unique states)
- md = missing data; ol= out-of-level students counted as proficient; pr = gave percentage; yr = data for wrong year (n=7 regular states and 4 unique states)

- md AS
- 22 BIA
- 30 CNMI
- 3 DC
- 4\* GU
- md PW
- 1 PR
- md RMI
- md VI

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment

**Figure 20. Mathematics Proficient Rates in Elementary School: % Proficient is of IEP Enrollment (General and Alternate)**



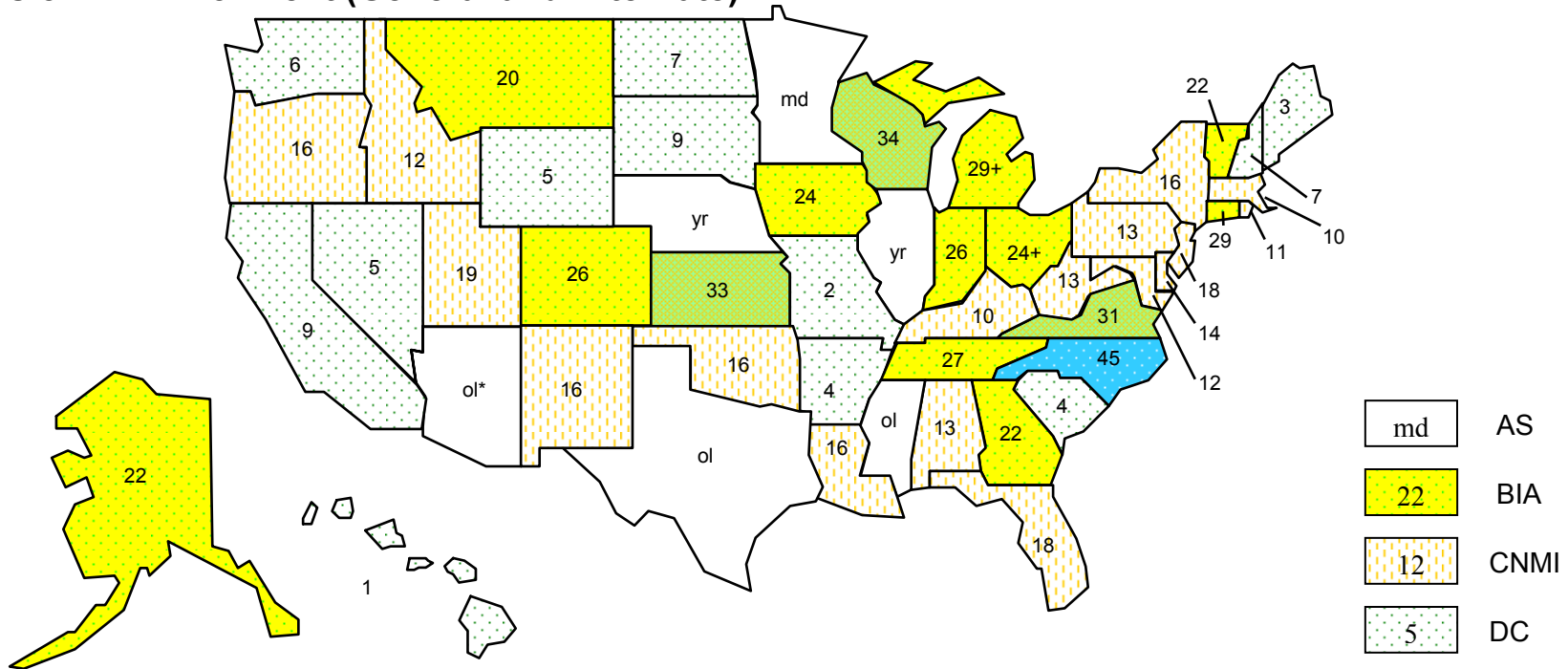
**Key – Percent Proficient**

- 50 – 100% (5 regular states and 0 unique states)
- 40 – 49.9% (7 regular states and 1 unique state)
- 30 – 39.9% (14 regular states and 0 unique states)
- 20 – 29.9% (10 regular states and 1 unique state)
- 10 – 19.9% (7 regular states and 1 unique state)
- 0 – 9.9% (2 regular states and 2 unique states)
- md = missing data; ol= out-of-level students counted as proficient;  
pr = gave percentage; yr = data for wrong year  
(n=5 regular states and 4 unique states)

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment

**Figure 21. Mathematics Assessment Proficient Rate in Middle School: % Proficient is of IEP Enrollment (General and Alternate)**



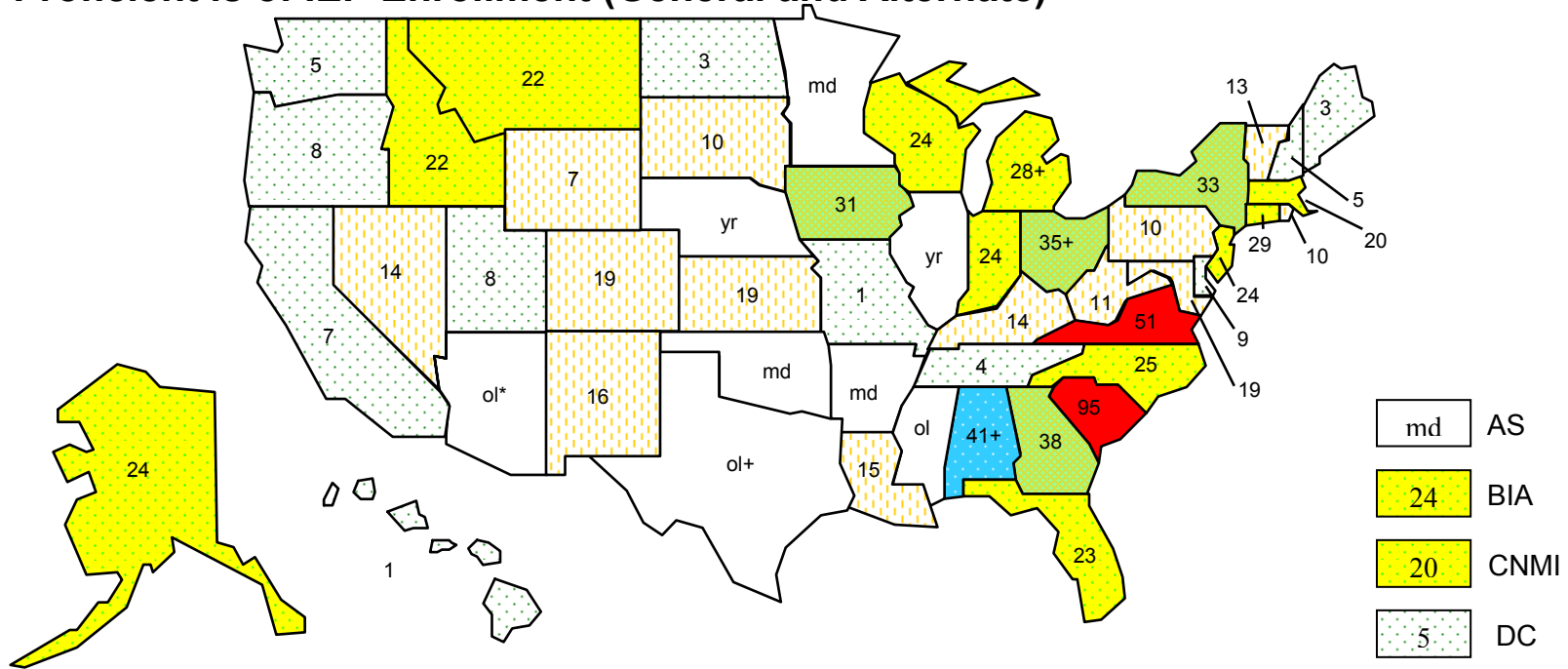
**Key – Percent Proficient**

- 50 – 100% (0 regular states and 0 unique states)
- 40 – 49.9% (1 regular state and 0 unique states)
- 30 – 39.9% (3 regular states and 0 unique states)
- 20 – 29.9% (11 regular states and 1 unique state)
- 10 – 19.9% (17 regular states and 1 unique state)
- 0 – 9.9% (12 regular states and 3 unique states)
- md = missing data; ol= out-of-level students counted as proficient; pr = gave percentage; yr = data for wrong year (n=6 regular states and 4 unique states)

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment

**Figure 22. Mathematics Assessment Proficient Rates in High School: % Proficient is of IEP Enrollment (General and Alternate)**



**Key – Percent Proficient**

- 50 – 100% (2 regular states and 0 unique states)
- 40 – 49.9% (1 regular state and 0 unique states)
- 30 – 39.9% (4 regular states and 0 unique states)
- 20 – 29.9% (11 regular states and 2 unique states)
- 10 – 19.9% (13 regular states and 0 unique states)
- 0 – 9.9% (11 regular states and 3 unique states)
- md = missing data; ol= out-of-level students counted as proficient; pr = gave percentage; yr = data for wrong year (n=8 regular states and 4 unique states)

\* State had participation rate greater than 105%.

+ State had >1% proficient on alternate assessment



## References

Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2002). Biennial performance reports: 2000-2001 state assessment data. Available at <http://education.umn.edu/nceo/OnlinePubs/BPRsummary.12.29.02.pdf>.

Thurlow, M. L., & Wiley, H. I. (2004). *Almost there in public reporting of assessment results for students with disabilities* (Technical Report 39). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at <http://education.umn.edu/nceo/OnlinePubs/Technical39.htm>

Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2002). *Going public: What 2000-2001 reports tell us about the performance of students with disabilities* (Technical Report 35). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at <http://education.umn.edu/nceo/OnlinePubs/Technical35.htm>

## Appendix A

### State-by-State Participation Summary Data

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

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

The data in these tables were summarized from the data in Appendix C, which were obtained directly from Attachment 3 of the 2002-2003 Annual Performance Reports. Although information from most states permitted the calculations shown in these tables, states did differ in how they completed Attachment 3. All information is from the year 2002-2003 except for 2 states (1 state for reading and math and 1 state for only math; these states reported data for 2001-2002 and are not included in this document but are indicated by footnotes). Footnotes also indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting. Counts and subsequent calculations are imprecise for some states in some grades where different assessments were

administered in different grades. In those cases, numbers for a single grade may have been established by averaging data or by selecting a representative value.

Forty-five regular states and 7 unique states provided data that could be analyzed to fully complete the participation tables for the regular assessment. Forty-five regular states and 5 unique states provided data that could be analyzed to fully complete the participation tables for the alternate assessment. The reasons that some states did not fully provide participation data were varied. In two instances, data were given for the 2001-2002 school year rather than 2002-2003. In other cases, states did not submit the required data, either due to failures in their reporting practices or due to failure to administer a test at a certain grade level.

At the elementary school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 87.3% on the general assessment, 6.8% on the alternate assessment, and 97.4% overall participation. For math it was 86.2% on the general assessment, 6.4% on the alternate, and 95.3% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 82.3% on the general assessment, 5.6% on the alternate assessment, and 86.4% overall participation and for math it was 82.3% on the general assessment, 4.8% on the alternate assessment and 85.7% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 0.9% for reading and 0.9% for math in the regular states. It is 0.7% for reading and 0.6% for math in the unique states.

At the middle school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 83.8% on the general assessment, 6.0% on the alternate assessment, and 97.3% overall participation. For math it was 82.7% on the general assessment, 5.6% on the alternate, and 93.8% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 72.1% on the general assessment, 5.0% on the alternate assessment, and 75.3% overall participation and for math it was 71.5% on the general assessment, 4.0% on the alternate assessment and 73.8% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 0.8% for reading and 0.8% for math in the regular states. It is 0.6% for reading and 0.5% for math in the unique states.

At the high school level, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 80.5% on the general assessment, 8.0% on the alternate assessment, and 91.5% overall participation. For math it was 77.1% on the general assessment, 8.6% on the alternate, and 88.6% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 76.0% on the general assessment, 8.0% on the alternate assessment, and 82.9% overall participation and for math it was 74.9% on the general assessment, 4.5% on the alternate assessment and 77.7% overall participation. When the participation rate is calculated for alternate

assessments as a percent of the total enrollment, the average rate is 0.9% for reading and 1.0% for math in the regular states. It is 1.0% for reading and 0.5% for math in the unique states.

Across all three school levels, among the regular states in which a participation rate could be calculated the average participation rate as a percent of special education enrollment for reading was 84% on the general assessment, 7% on the alternate assessment, and 95% overall participation. For math it was 82% on the general assessment, 7% on the alternate, and 93% overall participation. Among the unique states with data, the average participation rate as a percent of special education enrollment for reading was 77% on the general assessment, 7% on the alternate assessment, and 81% overall participation and for math it was 76% on the general assessment, 4% on the alternate assessment and 79% overall participation. When the participation rate is calculated for alternate assessments as a percent of the total enrollment, the average rate is 0.89% for reading and 0.87% for math in the regular states. It is 0.73% for reading and 0.51% for math in the unique states.

Note that general assessment plus alternate assessment percentages do not sum to the average overall percentages partly because several states also used out of level tests and partly because of error introduced by rounding. This rounding effect is especially strong for the unique states because the actual number of students in those states is often quite small. Average percentages were calculated by summing percentages across states and dividing by the number of states that had data.

**Table A1: Elementary School Reading Participation**

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7730	58797	6415	83			621	8	1.1	7036	91
AK <sup>a</sup>	1457	9973	1418	97			32	2	0.3	1450	100
AZ	8302	75482	7814	94			477	6	0.6	8291	100
AR	4575	33758	3976	87			282	6	0.8	4258	93
CA	42425	494836	38399	91			3560	8	0.7	41959	99
CO	6296	56322	5688	90			490	8	0.9	6178	98
CT	4832	44375	3583	74	858	18	282	6	0.6	4723	98
DE	1182	9150	1100	93			78	7	0.9	1178	100
FL	34086	197625	30236	89			5053	15	2.6	35289	104
GA	16634	117885	15479	93			751	5	0.6	16230	98
HI	1285	14283	1203	94			36	3	0.3	1239	96
ID	2017	18202	1997	99			93	5	0.5	2090	104
IL <sup>b</sup>											
IN	14731	77221	11461	78			768	5	1.0	12229	83
IA	4745	35176	4297	91			214	5	0.6	4511	95
KS	4856	37484	4542	94			294	6	0.8	4836	100
KY	6496	53568	6077	94			419	6	0.8	6496	100
LA	9246	59985	8455	91	561	6	418	5	0.7	9434	102
ME	2356	15577	2299	98			78	3	0.5	2377	101
MD	7982	64830	7415	93			567	7	0.9	7982	100
MA	12715	76042	11700	92			768	6	1.0	12468	98
MI	18346	134484	12102	66			5376	29	4.0	17478	95
MN	7678	60018	6536	85			862	11	1.4	7398	96
MS <sup>c</sup>	2959	37014									
MO	9924	65956	9692	98			232	2	0.4	9924	100
MT	1329	10988	1148	86			181	14	1.4	1329	100
NE	3828	20858	3828	100			133	3	0.6	3961	103
NV	2683	30108	2440	91			177	7	0.6	2617	98
NH	2148	15755	2013	94			126	6	0.8	2139	100



Unique States' Average	82.2		5.6	0.7	86.4
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<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>c</sup> Complete data were not provided.

**Table A2: Middle School Reading Participation**

State	Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed			
	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7933	57634	6196	78			660	8	1.2	6856	86
AK	1422	10577	1301	91			56	4	0.5	1357	95
AZ	7983	72333	4889	61	4859	61	247	3	0.3	9995	125
AR	5047	35511	4466	88			209	4	0.6	4675	93
CA	44165	476822	40195	91	3956	9	3347	8	0.7	47498	108
CO	5905	56732	5329	90			336	6	0.6	5665	96
CT	5654	44751	4173	74	980	17	246	4	0.6	5399	95
DE	1639	10068	1531	93			89	5	0.9	1620	99
FL	31368	201160	25665	82			7388	24	3.7	33053	105
GA	14652	114758	12937	88			1004	7	0.9	13941	95
HI	1623	13654	1410	87			68	4	0.5	1478	91
ID	1841	18916	1805	98			86	5	0.5	1891	103
IL <sup>a</sup>											
IN	12592	81134	11187	89			822	7	1.0	12009	95
IA	5800	37524	5256	91			206	4	0.6	5462	94
KS	4546	37598	4366	96			177	4	0.5	4543	100
KY <sup>b</sup>	6126	50313	5743	94			383	6	0.8	6126	100
LA	8440	59517	5678	67	1524	18	642	8	1.1	7844	93
ME	2525	17439	2433	96			92	4	0.5	2525	100
MD	9481	68705	8693	92			788	8	1.2	9481	100
MA	13874	80760	12735	92			736	5	0.9	13471	97
MI	19758	145236	14123	71			4953	25	3.4	19076	97
MN <sup>c</sup>											
MS <sup>c</sup>	1491	34059									
MO	10997	72299	10766	98			229	2	0.3	10995	100
MT	1419	12084	1285	91			134	9	1.1	1419	100
NE	3110	21867	3110	100			186	6	0.9	3296	106
NV	3197	30456	2916	91			156	5	0.5	3072	96



			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NH	2646	17014	2524	95			115	4	0.7	2639	100
NJ	18165	108365	17454	96			711	4	0.7	18165	100
NM	4307	25369	4004	93			171	4	0.7	4175	97
NY	34009	220890	31679	93			547	2	0.3	32226	95
NC	14403	104772	12351	86			1970	14	1.9	14321	99
ND	1135	8993	1087	96			48	4	0.5	1135	100
OH	20704	145801	18216	88			2131	10	1.5	20347	98
OK	7343	46788	5702	78			157	2	0.3	5859	80
OR	5083	43812	3521	69	1312	26	178	4	0.4	5011	99
PA	22398	147829	19768	88			1188	5	0.8	20956	94
RI	2404	12989	2321	97			83	3	0.6	2404	100
SC	8154	54288	4612	57	2474	30	160	2	0.3	7246	89
SD	1145	10315	1009	88			84	7	0.8	1093	95
TN	9964	70386	8288	83			335	3	0.5	8623	87
TX	42244	314981	14299	34	24693	58	1714	4	0.5	40706	96
UT	4292	35283	3139	73	361	8	189	4	0.5	3689	86
VT	1039	7979	685	66	286	28	49	5	0.6	1020	98
VA	14337	91588	11881	83			628	4	0.7	12509	87
WA	9652	82171	9652	100			424	4	0.5	10076	104
WV	3871	21730	3346	86	402	10	137	4	0.6	3885	100
WI	9567	67527	8666	91			676	7	1.0	9342	98
WY	912	6944	862	95			50	5	0.7	912	100
Regular States' Average				83.8				6.0	0.8		97.3
AS	101	1011	56	55			3	3	0.3	59	58
BIA	677	3331	617	91	3	0	27	4	0.8	647	96
CNMI	29	715	29	100						29	100
DC	1041	4487	683	66			27	3	0.6	710	68
GU	163	2336	163	100			23	14	1.0	186	114
PV	3	280	3	100						3	100
PR	5286	43674	1950	37			36	1	0.1	1986	38
RMI	114	1042	32	28						32	28

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
VI <sup>c</sup>											
Unique States' Average				72.1			5		0.6		75.3

<sup>a</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>b</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>c</sup> Complete data were not provided.

**Table A3: High School Reading Participation**

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	5341	46496	1895	35			2923	55	6.3	4818	90
AK <sup>a</sup>	1054	9872	898	85			55	5	0.6	953	90
AZ	6144	63846	2197	36	4840	79	215	3	0.3	7252	118
AR	3797	30168	2924	77			197	5	0.7	3121	82
CA	51909	457181	48818	94			3091	6	0.7	51909	100
CO	4674	52565	4026	86			320	7	0.6	4346	93
CT	5359	41439	3604	67	590	11	300	6	0.7	4494	84
DE	1091	8795	974	89			73	7	0.8	1047	96
FL	24099	184325	15990	66			9757	40	5.3	25747	107
GA	8227	85258	5087	62			368	4	0.4	5455	66
HI	1267	12573	978	77			40	3	0.3	1018	80
ID	1349	17252	1310	97			89	7	0.5	1399	104
IL <sup>b</sup>											
IN	10842	76392	9483	87			751	7	1.0	10234	94
IA	4284	36747	3639	85			176	4	0.5	3815	89
KS	3196	33854	2952	92			184	6	0.5	3136	98
KY <sup>a</sup>	4870	45675	4510	93			360	7	0.8	4870	100
LA	4916	47252	3857	78			192	4	0.4	4049	82
ME	1702	16203	1636	96			93	5	0.6	1729	102
MD <sup>a</sup>	7920	65167	7229	91			691	9	1.1	7920	100
MA	11377	71909	9916	87			689	6	1.0	10605	93
MI	11984	115176	7004	58			3502	29	3.0	10506	88
MN	8267	66588	6778	82			683	8	1.0	7461	90
MS <sup>c</sup>	1234	28398									
MO	6910	59978	6696	97			203	3	0.3	6899	100
MT	1005	11562	881	88			124	12	1.1	1005	100
NE	2396	21725	2396	100			166	7	0.8	2562	107
NV	2458	24587	2186	89			128	5	0.5	2314	94



			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
VI <sup>c</sup>											
Unique States' Average				76				11.8	1.0		82.9

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>c</sup> Complete data were not provided.

<sup>d</sup> Inadequate enrollment data were provided; thus a percentage could not be calculated.

**Table A4: Elementary School Mathematics Participation**

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7730	58797	6415	83			621	8	1.1	7036	91
AK <sup>a</sup>	1457	9973	1414	97			32	2	0.3	1446	99
AZ	8302	75482	7834	94			477	6	0.6	8311	100
AR	4575	33758	3976	87			282	6	0.8	4258	93
CA	41890	494836	38013	91			3533	8	0.7	41546	99
CO	6438	58233	5872	91			448	7	0.8	6320	98
CT	4832	44375	3781	78	696	14	282	6	0.6	4759	98
DE	1184	9150	1103	93			78	7	0.9	1181	100
FL	34086	197625	30236	89			2615	8	1.3	32851	96
GA	16634	117885	15439	93			751	5	0.6	16190	97
HI	1285	14283	1208	94			36	3	0.3	1244	97
ID	2035	18375	1925	95			90	4	0.5	2015	99
IL <sup>b</sup>											
IN	14731	77221	11461	78			768	5	1.0	12229	83
IA	4744	35179	4304	91			213	4	0.6	4517	95
KS	4731	36558	4534	96			178	4	0.5	4712	100
KY <sup>a</sup>	6713	42966	6294	94			417	6	1.0	6711	100
LA	9246	59985	8449	91	561	6	419	5	0.7	9429	102
ME	2362	15378	2362	100			98	4	0.6	2460	104
MD	7989	64834	7422	93			567	7	0.9	7989	100
MA	12713	76040	11773	93			771	6	1.0	12544	99
MI	18346	134484	12402	68			5284	29	3.9	17686	96
MN	7678	60018	6667	87			747	10	1.2	7414	97
MS <sup>c</sup>	3131	37169									
MO	11096	69437	10857	98			206	2	0.3	11063	100
MT	1341	10988	1173	87			168	13	1.5	1341	100
NE <sup>b</sup>											
NV	2683	30108	2449	91			177	7	0.6	2626	98

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NH	2148	15755	2022	94			126	6	0.8	2148	100
NJ	16830	107345	15863	94			911	5	0.9	16774	100
NM	3833	25021	3546	93			163	4	0.7	3709	97
NY	29539	221926	28440	96			421	1	0.2	28861	98
NC	15338	104062	12863	84			2453	16	2.4	15316	100
ND	1029	8283	984	96			45	4	0.5	1029	100
OH	20330	141120	17992	88			2141	11	1.5	20133	99
OK	7255	44819	6059	84			168	2	0.4	6227	86
OR	5266	40950	4448	84			707	13	1.7	5155	98
PA	21621	141733	19580	91			1223	6	0.9	20803	96
RI	2295	12438	2210	96			85	4	0.7	2295	100
SC	8769	53022	5846	67	2183	25	263	3	0.5	8292	95
SD	1463	9775	1365	93			80	5	0.8	1445	99
TN	8931	69271	7534	84			338	4	0.5	7872	88
TX	44153	321494	18637	42	22127	50	1380	3	0.4	42144	95
UT	5570	35325	4560	82	264	5	185	3	0.5	5009	90
VT	912	7187	610	67	233	26	61	7	0.9	904	99
VA	11247	85000	9180	82			661	6	0.8	9841	87
WA	10061	77926	10061	100			642	6	0.8	10703	106
WV	3962	21086	3417	86	488	12	89	2	0.4	3994	101
WI	8341	62390	7387	89			795	10	1.3	8182	98
WY	907	6344	853	94			54	6	0.9	907	100
Regular States' Average				86.2				6.4	0.9		95.3
AS	143	1170	60	42			6	4	0.5	66	46
BIA	648	3500	610	94	6	1	26	4	0.7	642	99
CNMI	35	849	32	91						32	91
DC	996	5865	751	75			28	3	0.5	779	78
GU	125	2517	125	100			9	7	0.4	134	107
PV	15	372	15	100						15	100
PR	5701	44982	4199	74			327	6	0.7	4526	79

RMI <sup>c</sup>	157	942				
VI <sup>c</sup>						
Unique States' Average			82.3		4.8	0.6
						85.7

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>c</sup> Complete data were not provided.



**Table A5: Middle School Mathematics Participation**

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7933	57634	6196	78			660	8	1.2	6856	86
AK	1422	10577	1283	90			57	4	0.5	1340	94
AZ	7983	72333	4888	61	4641	58	247	3	0.3	9776	122
AR	5047	35511	4466	88			209	4	0.6	4675	93
CA	47530	476822	39567	83	3989	8	3348	7	0.7	46904	99
CO	5909	56710	5342	90			344	6	0.6	5686	96
CT	5654	44751	4182	74	980	17	246	4	0.6	5408	96
DE	1640	10068	1526	93			89	5	0.9	1615	98
FL	31368	201160	25769	82			3756	12	1.9	29525	94
GA	14652	114758	12852	88			1004	7	0.9	13856	95
HI	1623	13654	1392	86			68	4	0.5	1460	90
ID	1816	18877	1714	94			84	5	0.4	1798	99
IL <sup>a</sup>											
IN	12592	81134	11187	89			822	7	1.0	12009	95
IA	5808	37506	5232	90			204	4	0.5	5436	94
KS	4680	38483	4518	97			133	3	0.4	4651	99
KY	5956	43113	5573	94			379	6	0.9	5952	100
LA	8440	59517	5675	67	1524	18	641	8	1.1	7840	93
ME	2425	17102	2425	100			85	4	0.5	2510	104
MD	9478	68647	8690	92			788	8	1.2	9478	100
MA	13535	79022	12699	94			654	5	0.8	13353	99
MI	17794	137139	13245	74			4328	24	3.2	17573	99
MN <sup>b</sup>											
MS <sup>b</sup>	1460	33946								0	0
MO	10670	70680	10314	97			273	3	0.4	10587	99
MT	1416	12084	1295	91			121	9	1.0	1416	100
NE <sup>a</sup>											
NV	3197	30456	2926	92			156	5	0.5	3082	96

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NH	2646	17014	2531	96			115	4	0.7	2646	100
NJ	18165	108365	17454	96			711	4	0.7	18165	100
NM	4307	25369	4004	93			171	4	0.7	4175	97
NY	33564	226679	31220	93			545	2	0.2	31765	95
NC	14386	104743	12508	87			1887	13	1.8	14395	100
ND	1135	8993	1087	96			48	4	0.5	1135	100
OH	20711	145801	18268	88			2074	10	1.4	20342	98
OK	7343	46788	5683	77			157	2	0.3	5840	80
OR	4966	43887	3516	71	1206	24	171	3	0.4	4893	99
PA	22398	147829	19652	88			1188	5	0.8	20840	93
RI	2524	12990	2441	97			83	3	0.6	2524	100
SC	8154	54288	4728	58	2388	29	164	2	0.3	7280	89
SD	1145	10315	1020	89			82	7	0.8	1102	96
TN	9964	70386	8255	83			337	3	0.5	8592	86
TX	42209	314952	14759	35	24165	57	1768	4	0.6	40692	96
UT	4292	35283	2551	59	493	11	227	5	0.6	3271	76
VT	1032	7979	689	67	273	26	49	5	0.6	1011	98
VA	14226	93464	11750	83		0	640	4	0.7	12390	87
WA	9651	82171	9651	100		0	424	4	0.5	10075	104
WV	3871	21730	3346	86	402	10	137	4	0.6	3885	100
WI	9567	67527	8676	91			655	7	1.0	9331	98
WY	912	6944	640	70			50	5	0.7	690	76
Regular States' Average				82.7				5.6	0.8		93.8
AS	101	1011	56	55			3	3	0.3	59	58
BIA	677	3331	627	93	3	0	27	4	0.8	657	97
CNMI	33	757	31	94						31	94
DC	1041	4487	673	65			27	3	0.6	700	67
GU	163	2336	163	100			14	9	0.6	177	109
PV	3	279	3	100						3	100
PR	5286	43570	1934	37			36	1	0.1	1970	37

RMI VI <sup>b</sup>	114	1042	32	28			32	28	
Unique States' Average			71.5		4		0.5		73.8

<sup>a</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>b</sup> Complete data were not provided.

**Table A6: High School Mathematics Participation**

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Assessed	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	5341	46496	1895	35			2923	55	6.3	4818	90
AK <sup>a</sup>	1054	9872	881	84			55	5	0.6	936	89
AZ	6148	63853	2197	36	4649	76	215	3	0.3	7061	115
AR <sup>b</sup>											
CA	51791	457181	48818	94			2973	6	0.7	51791	100
CO	4669	52539	4032	86			243	5	0.5	4275	92
CT	5359	41439	3556	66	604	11	300	6	0.7	4460	83
DE	1089	8795	966	89			73	7	0.8	1039	95
FL	24099	184325	15886	66			5059	21	2.7	20945	87
GA	8227	85258	5105	62			368	4	0.4	5473	67
HI	1267	12573	942	74			40	3	0.3	982	78
ID	1341	17197	1217	91			86	6	0.5	1303	97
IL <sup>c</sup>											
IN	10842	76392	9483	87			751	7	1.0	10234	94
IA	4290	36732	3653	85			177	4	0.5	3830	89
KS	3903	36390	3656	94			167	4	0.5	3823	98
KY <sup>a</sup>	3722	36774	3362	90			361	10	1.0	3723	100
LA	4916	47252	3856	78			191	4	0.4	4047	82
ME	1551	15202	1551	100			80	5	0.5	1631	105
MD <sup>a</sup>	5319	59592	4628	87			691	13	1.2	5319	100
MA	11377	71909	10083	89			691	6	1.0	10774	95
MI	11984	115176	7160	60			3506	29	3.0	10666	89
MN	7573	65241	5815	77			709	9	1.1	6524	86
MS <sup>b</sup>	1142	26473									
MO	8578	65707	8255	96			179	2	0.3	8434	98
MT	951	11562	834	88			117	12	1.0	951	100
NE <sup>c</sup>											
NV	2457	24586	2250	92			127	5	0.5	2377	97

			Regular Assessment		Out-of-Level Assessment		Alternate Assessment			Total Enrollment	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NH	2237	15995	2163	97			74	3	0.5	2237	100
NJ	14016	90207	13365	95			651	5	0.7	14016	100
NM	4643	27521	3882	84			141	3	0.5	4023	87
NY	16878	171399	16878	100			386	2	0.2	17264	102
NC	9314	88288	8046	86			910	10	1.0	8956	96
ND	656	8679	616	94			40	6	0.5	656	100
OH	21709	157846	18959	87			1887	9	1.2	20846	96
OK <sup>d</sup>			3855				167			4022	
OR	3492	40128	2573	74	628	18	136	4	0.3	3337	96
PA	19049	136318	13372	70			985	5	0.7	14357	75
RI	1881	12002	1807	96			74	4	0.6	1881	100
SC	5065	52118	4604	91			292	6	0.6	4896	97
SD	742	9780	620	84			68	9	0.7	688	93
TN	9493	64091	1590	17						1590	17
TX	32868	284036	13441	41			14362	44	5.1	27803	85
UT	4049	34914	1178	29	437	11	282	7	0.8	1897	47
VT	915	6979	610	67	203	22	50	5	0.7	863	94
VA	16774	225573	14697	88			917	5	0.4	15614	93
WA	7441	78778	7441	100			353	5	0.5	7794	105
WV	3115	20071	2642	85	322	10	123	4	0.6	3087	99
WI	8964	71678	7762	87			504	6	0.7	8266	92
WY	595	6415	405	68			37	6	0.6	442	74
Regular States' Average				77.1				8.6	1.0		88.6
AS	59	971	42	71						42	71
BIA	328	2309	261	80	7	2	16	5	0.7	284	87
CNMI	20	748	20	100						20	100
DC	2389	11386	1286	54			67	3	0.6	1353	57
GU	180	2565	180	100			16	9	0.6	196	109
PV	3	104	3	100						3	100
PR	3628	33103	707	19			24	1	0.1	731	20

RMI <sup>b</sup>	19	338				
VI <sup>b</sup>						
Unique States' Average			74.9		4.5	0.5
						77.7

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> Complete data were not provided.

<sup>c</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>d</sup> Inadequate enrollment data were provided; thus a percentage could not be calculated.

## Appendix B

### State-by-State Proficiency Summary Data

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

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

The data in these tables were summarized from the data in Appendix D, which were obtained directly from Attachment 3 of the 2002-2003 Annual Performance Reports. Although information from most states permitted the calculations shown in these tables, states did differ in how they completed Attachment 3. All information is from the year 2002-2003 except for 2 states (1 state for reading and math and 1 state for only math; these states reported data for 2001-2002 and are not included in this document but are indicated by footnotes). Footnotes also indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting. Counts and subsequent calculations are imprecise for some states in some grades where different assessments were

administered in different grades. In those cases, numbers for a single grade may have been established by averaging data or by selecting a representative value.

Forty-six regular states and 5 unique states provided data that could be analyzed to fully complete the proficiency tables for the regular assessment. Forty-two regular states and 5 unique provided data that could be analyzed to fully complete the proficiency tables for the alternate assessment. The reasons that some states did not fully provide performance data were varied. In two instances, data were given for the 2001-2002 school year rather than 2002-2003. In other cases, states did not submit the required data, either due to failures in their reporting practices or due to failure to administer a test at a certain grade level. One state submitted the percentage of students who were in each performance category rather than the number in each category. We did not use these percentages as we did not know what denominator was used in their creation. A final complication is that some states administer a high school end-of-course test which is given to students in multiple grades. Therefore, states did not provide enrollment data to go with these tests because it would have to be for multiple grades. Due to a lack of enrollment data, in some cases it was impossible to calculate the percent of students proficient. Finally, three states did not report students who took out-of-level tests into the lowest performance level, and thus their performance scores were not reported in this document.

At the elementary school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 26.4% on the general assessment, 4.0% on the alternate assessment, and 29.7% overall proficient. For math it was 29.4% on the general assessment, 3.4% on the alternate, and 32.3% overall proficient. Among the unique states with data, the average proficiency rate for reading was 13.4% on the general assessment, 3.0% on the alternate assessment, and 15.4% overall proficient. Average proficiency percentage among unique states for math was 17.4% on the general assessment, 1.7% on the alternate assessment and 18.4% overall proficient.

At the middle school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 17.5% on the general assessment, 3.1% on the alternate assessment, and 20.1% overall proficient. For math it was 13.9% on the general assessment, 2.9% on the alternate, and 16.4% overall proficient. Among the unique states with data, the average proficiency rate for reading was 16.6% on the general assessment, 2.8% on the alternate assessment, and 18.8% overall proficient. Average proficiency percentage among unique states for math was 7.8% on the general assessment, 1.3% on the alternate assessment and 8.8% overall proficient.

At the high school level, among the regular states in which a proficiency rate could be calculated the average proficiency rate as a percent of special education enrollment for reading was 19.3% on the general assessment, 4.3% on the alternate assessment, and 23.0% overall proficient. For math it was 16.2% on the general assessment, 4.5% on the alternate, and 19.2% overall proficient. Among the unique states with data, the average proficiency rate for reading was 11.2% on the general assessment, 1.7% on the



alternate assessment, and 12.0% overall proficient. Average proficiency percentage among unique states for math was 10.0% on the general assessment, 1.5% on the alternate assessment and 10.6% overall proficient.

Among the regular states in which a proficiency rate could be calculated, the average proficiency rate as a percent of special education enrollment for reading was 21% on the general assessment, 4% on the alternate assessment, and 24% overall proficient. For math it was 20% on the general assessment, 4% on the alternate, and 23% overall proficient. Among the unique states with data, the average proficiency rate for reading was 14% on the general assessment, 3% on the alternate assessment, and 15% overall proficient. Average proficiency percentage among unique states for math was 12% on the general assessment, 2% on the alternate assessment and 13% overall proficient.

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

**Table B1: Elementary School Reading Performance**

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficient	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7730	58797	1347	17	317	4	0.5	1664	22
AK <sup>a</sup>	1457	9973	584	40	11	1	0.1	595	41
AZ <sup>b</sup>	8302	75482			302	4	0.4		
AR	4575	33758	466	10	94	2	0.3	560	12
CA	42425	494836	6705	16	1797	4	0.4	8502	20
CO	6296	56322	2979	47	467	7	0.8	3446	55
CT	4832	44375	979	20	171	4	0.4	1150	24
DE	1182	9150	208	18	50	4	0.5	258	22
FL	34086	197625	8388	25	1388	4	0.7	9776	29
GA	16634	117885	7948	48				7948	48
HI	1285	14283	109	8				109	8
ID	2017	18202	571	28	56	3	0.3	627	31
IL <sup>c</sup>									
IN	14731	77221	4995	34				4995	34
IA	4745	35176	1334	28	192	4	0.5	1526	32
KS	4856	37484	2114	44	204	4	0.5	2318	48
KY	6496	53568	2794	43	296	5	0.6	3090	48
LA	9246	59985	2455	27	307	3	0.5	2762	30
ME	2356	15577	206	9	114	5	0.7	320	14
MD	7982	64830	1853	23	299	4	0.5	2152	27
MA	12715	76042	2828	22	452	4	0.6	3280	26
MI	18346	134484	3589	20	4064	22	3	7653	42
MN	7678	60018	2692	35	676	9	1.1	3368	44
MS <sup>b</sup>	2959	37014							
MO	9924	65956	1699	17				1699	17
MT	1329	10988	391	29	17	1	0.2	408	31
NE <sup>d</sup>	3828	20858							

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency		
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP	
NV	2683	30108	267	10				267	10	
NH	2148	15755	150	7	67	3	0.4	217	10	
NJ	16830	107345	6513	39	754	4	0.7	7267	43	
NM	3833	25021	892	23	108	3	0.4	1000	26	
NY	29650	215075	6174	21	371	1	0.2	6545	22	
NC	15338	104068	6995	46	148	1	0.1	7143	47	
ND	1029	8283	364	35	12	1	0.1	376	37	
OH	20447	141120	5213	25	2060	10	1.5	7273	36	
OK	7255	44819	973	13	132	2	0.3	1105	15	
OR	5331	40933	2552	48				2552	48	
PA	21621	141733	3658	17	897	4	0.6	4555	21	
RI	2305	12465	662	29	37	2	0.3	699	30	
SC	8769	53022	682	8	82	1	0.2	764	9	
SD	1463	9775	602	41				602	41	
TN	8931	69271	2522	28	252	3	0.4	2774	31	
TX <sup>b</sup>	44216	321457			965	2	0.3			
UT	5570	35325	2051	37	131	2	0.4	2182	39	
VT	909	7187	264	29	45	5	0.6	309	34	
VA	11262	85099	3808	34	623	6	0.7	4431	39	
WA	10067	77926	2884	29	169	2	0.2	3053	30	
WV	3962	21086	1148	29	20	1	0.1	1168	29	
WI	8341	62390	3716	45	465	6	0.7	4181	50	
WY	907	6344	106	12	15	2	0.2	121	13	
Regular States' Average			26.4		4.0			0.5		29.7
AS	143	1170	0	0				0	0	
BIA	648	3500	129	20				129	20	
CNMI	35	942	11	31				11	31	
DC	996	5865	134	13	3	0	0.1	137	14	
GU	125	2517	4	3	9	7	0.4	13	10	
PV <sup>e</sup>	13	368								

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR	5701	45007			133	2	0.3	133	2
RMI <sup>e</sup>	157	942							
VI <sup>e</sup>									
Unique States' Average				13.4		3.0	0.3		15.4

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>d</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.

<sup>e</sup> Complete data were not provided.

**Table B2: Middle School Reading Proficiency**

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficient	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	7933	57634	865	11	279	4	0.5	1144	14
AK	1422	10577	341	24	24	2	0.2	365	26
AZ <sup>a</sup>	7983	72333			146	2	0.2		
AR	5047	35511	140	3	65	1	0.2	205	4
CA	44165	476822	2332	5	1770	4	0.4	4102	9
CO	5905	56732	2875	49	229	4	0.4	3104	53
CT	5654	44751	1594	28	166	3	0.4	1760	31
DE	1639	10068	271	17	56	3	0.6	327	20
FL	31368	201160	3682	12	1347	4	0.7	5029	16
GA	14652	114758	5520	38				5520	38
HI	1623	13654	79	5				79	5
ID	1841	18916	393	21	48	3	0.3	441	24
IL <sup>b</sup>									
IN	12592	81134	2255	18				2255	18
IA	5800	37524	1076	19	181	3	0.5	1257	22
KS	4546	37598	1632	36	92	2	0.2	1724	38
KY <sup>c</sup>	6126	50313	1164	19	205	3	0.4	1369	22
LA	8440	59517	738	9	503	6	0.8	1241	15
ME	2525	17439	159	6	64	3	0.4	223	9
MD	9481	68705	1749	18	373	4	0.5	2122	22
MA	13874	80760	3337	24	455	3	0.6	3792	27
MI	19758	145236	2487	13	3559	18	2.5	6046	31
MN <sup>d</sup>									
MS <sup>a</sup>	1491	34059							
MO	10997	72299	588	5				588	5
MT	1419	12084	317	22	3	0	0	320	23
NE <sup>e</sup>	3110	21867							

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NV	3197	30456	162	5				162	5
NH	2646	17014	102	4	31	1	0.2	133	5
NJ	18165	108365	4558	25	571	3	0.5	5129	28
NM	4307	25369	775	18	112	3	0.4	887	21
NY	34009	220890	2439	7	494	1	0.2	2933	9
NC	14403	104772	6910	48	84	1	0.1	6994	49
ND	1135	8993	235	21	14	1	0.2	249	22
OH	20704	145801	4071	20	1960	9	1.3	6031	29
OK	7343	46788	1235	17	113	2	0.2	1348	18
OR	5083	43812	838	16				838	16
PA	22398	147829	3441	15	934	4	0.6	4375	20
RI	2404	12989	318	13	30	1	0.2	348	14
SC	8154	54288	120	1	60	1	0.1	180	2
SD	1145	10315	246	21				246	21
TN	9964	70386	2475	25	281	3	0.4	2756	28
TX <sup>a</sup>	42244	314981			1264	3	0.4		
UT	4292	35283	854	20	113	3	0.3	967	23
VT	1039	7979	157	15	36	3	0.5	193	19
VA	14337	91588	3729	26	481	3	0.5	4210	29
WA	9652	82171	887	9	86	1	0.1	973	10
WV	3871	21730	456	12	34	1	0.2	490	13
WI	9567	67527	4152	43	272	3	0.4	4424	46
WY	912	6944	44	5	10	1	0.1	54	6
Regular States' Average				17.5		3.1	0.4		20.1
AS	101	1011	0	0				0	0
BIA	677	3331	143	21	1	0	0	144	21
CNMI	29	715	16	55				16	55
DC	1041	4487	61	6	5	0	0.1	66	6
GU	163	2336	2	1	16	10	0.7	18	11
PV <sup>d</sup>	3	280							

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR	5286	43674			29	1	0.1	29	1
RMI <sup>d</sup>	114	1042							
VI <sup>d</sup>									
Unique States' Average				16.6		2.8	0.2		18.8

<sup>a</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>b</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>c</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>d</sup> Complete data were not provided.

<sup>e</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.

**Table B3: High School Reading Proficiency**

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficient	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
AL	5341	46496	1071	20	1578	30	3.4	2649	50
AK <sup>a</sup>	1054	9872	209	20	20	2	0.2	229	22
AZ <sup>b</sup>	6144	63846			117	2	0.2		
AR	3797	30168	49	1	61	2	0.2	110	3
CA	51909	457181	3061	6	1660	3	0.4	4721	9
CO	4674	52565	2137	46	287	6	0.5	2424	52
CT	5359	41439	1447	27	223	4	0.5	1670	31
DE	1091	8795	106	10	48	4	0.5	154	14
FL	24099	184325	1531	6	2178	9	1.2	3709	15
GA	8227	85258	3754	46				3754	46
HI	1267	12573	50	4				50	4
ID	1349	17252	302	22	60	4	0.3	362	27
IL <sup>c</sup>									
IN	10842	76392	2125	20				2125	20
IA	4284	36747	903	21	136	3	0.4	1039	24
KS	3196	33854	749	23	108	3	0.3	857	27
KY <sup>a</sup>	4870	45675	390	8	201	4	0.4	591	12
LA	4916	47252	296	6	132	3	0.3	428	9
ME	1702	16203	79	5	22	1	0.1	101	6
MD <sup>a</sup>	7920	65167	1563	20	300	4	0.5	1863	24
MA	11377	71909	2351	21	359	3	0.5	2710	24
MI	11984	115176	1061	9	2504	21	2.2	3565	30
MN <sup>c</sup>	8267	66588							
MS <sup>b</sup>	1234	28398							
MO	6910	59978	79	1				79	1
MT	1005	11562	255	25	1	0	0	256	25
NE <sup>d</sup>	2396	21725							
NV	2458	24587	723	29				723	29



			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NH	2237	15995	112	5	22	1	0.1	134	6
NJ	14016	90207	4367	31	529	4	0.6	4896	35
NM	4643	27521	866	19	104	2	0.4	970	21
NY	16878	171399	5770	34	351	2	0.2	6121	36
NC	9342	88372	1773	19	33	0	0	1806	19
ND	656	8679	52	8	6	1	0.1	58	9
OH	21703	157846	8833	41	1852	9	1.2	10685	49
OK <sup>e</sup>			471		117			588	
OR	3580	40316	395	11				395	11
PA	19049	136318	1853	10	773	4	0.6	2626	14
RI	1931	12002	293	15	29	2	0.2	322	17
SC	5065	52118	4533	89	257	5	0.5	4790	95
SD	742	9780	51	7				51	7
TN	9493	64091	2008	21	182	2	0.3	2190	23
TX <sup>b</sup>	32128	275508			970	3	0.4		
UT	4049	34914	889	22	106	3	0.3	995	25
VT	925	6979	80	9	30	3	0.4	110	12
VA	7487	75109	4389	59	858	11	1.1	5247	70
WA	7425	78778	844	11	89	1	0.1	933	13
WV	3115	20071	257	8	41	1	0.2	298	10
WI	8964	71678	2442	27	191	2	0.3	2633	29
WY	595	6415	37	6	4	1	0.1	41	7
Regular States' Average				19.3		4.3	0.5		23
AS	59	971	0	0				0	0
BIA	328	2309	73	22				73	22
CNMI	20	550	6	30				6	30
DC	2389	11386	70	3	12	1	0.1	82	3
GU	180	2565	2	1	5	3	0.2	7	4
PV <sup>f</sup>	3	114							
PR	2727	38219			35	1	0.1	35	1
RMI <sup>f</sup>	19	338							

State	IEP Enrollment	Total Enrollment	General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
VI <sup>f</sup>									
Unique States' Average				11.2		1.7	0.1		12

<sup>a</sup> Alternate assessment was given in a different year than the general assessment. Percentages were calculated as if the alternate data were given in the same year as the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>d</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.

<sup>e</sup> Inadequate enrollment data were provided; thus a percentage could not be calculated.

<sup>f</sup> Complete data were not provided.



			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NV	2683	30108	334	12				334	12
NH	2148	15755	340	16	53	2	0.3	393	18
NJ	16830	107345	6018	36	721	4	0.7	6739	40
NM	3833	25021	900	23	49	1	0.2	949	25
NY	29539	221926	12997	44	339	1	0.2	13336	45
NC	15338	104062	10509	69	164	1	0.2	10673	70
ND	1029	8283	231	22	8	1	0.1	239	23
OH	20330	141120	4941	24	1966	10	1.4	6907	34
OK	7255	44819	1076	15	132	2	0.3	1208	17
OR	5266	40950	2609	50				2609	50
PA	21621	141733	4208	19	786	4	0.6	4994	23
RI	2295	12438	517	23	37	2	0.3	554	24
SC	8769	53022	1138	13	81	1	0.2	1219	14
SD	1463	9775	467	32				467	32
TN	8931	69271	3055	34	237	3	0.3	3292	37
TX <sup>b</sup>	44153	321494			962	2	0.3		
UT	5570	35325	1833	33	119	2	0.3	1952	35
VT	912	7187	264	29	45	5	0.6	309	34
VA	11247	85000	5543	49	606	5	0.7	6149	55
WA	10061	77926	2387	24	158	2	0.2	2545	25
WV	3962	21086	1263	32	20	1	0.1	1283	32
WI	8341	62390	3406	41	378	5	0.6	3784	45
WY	907	6344	132	15	7	1	0.1	139	15
Regular States' Average				29.4		3.4	0.5		32.3
AS <sup>d</sup>	143	1170							
BIA	648	3500	179	28				179	28
CNMI	35	849	16	46				16	46
DC	996	5865	118	12	3	0	0.1	121	12
GU	125	2517	1	1	5	4	0.2	6	5
PV <sup>d</sup>	15	372							

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR	5701	44982			50	1	0.1	50	1
RMI <sup>d</sup>	157	942							
VI <sup>d</sup>									
Unique States' Average				17.4		1.7	0.1		18.4

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>d</sup> Complete data were not provided.



State	IEP Enrollment	Total Enrollment	General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
			Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NV	3197	30456	154	5				154	5
NH	2646	17014	168	6	26	1	0.2	194	7
NJ	18165	108365	2730	15	528	3	0.5	3258	18
NM	4307	25369	619	14	78	2	0.3	697	16
NY	33564	226679	4921	15	478	1	0.2	5399	16
NC	14386	104743	6355	44	127	1	0.1	6482	45
ND	1135	8993	66	6	14	1	0.2	80	7
OH	20711	145801	3126	15	1916	9	1.3	5042	24
OK	7343	46788	1049	14	113	2	0.2	1162	16
OR	4966	43887	839	17				839	17
PA	22398	147829	2157	10	828	4	0.6	2985	13
RI	2524	12990	256	10	30	1	0.2	286	11
SC	8154	54288	241	3	54	1	0.1	295	4
SD	1145	10315	98	9				98	9
TN	9964	70386	2481	25	243	2	0.3	2724	27
TX <sup>a</sup>	42209	314952			1307	3	0.4		
UT	4292	35283	668	16	148	3	0.4	816	19
VT	1032	7979	195	19	36	3	0.5	231	22
VA	14226	93464	3945	28	526	4	0.6	4471	31
WA	9651	82171	478	5	93	1	0.1	571	6
WV	3871	21730	450	12	34	1	0.2	484	13
WI	9567	67527	2965	31	327	3	0.5	3292	34
WY	912	6944	33	4	17	2	0.2	50	5
Regular States' Average				13.9		2.9	0.4		16.4
AS <sup>c</sup>	101	1011							
BIA	677	3331	149	22				149	22
CNMI	33	757	4	12				4	12
DC	1041	4487	44	4	4	0	0.1	48	5
GU	163	2336	1	1	5	3	0.2	6	4
PV <sup>c</sup>	3	279							
PR	5286	43570			27	1	0.1	27	1

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
RMI <sup>c</sup>	114	1042							
VI <sup>c</sup>									
Unique States' Average				7.8		1.3	0.1		8.8

<sup>a</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>b</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>c</sup> Complete data were not provided.





			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
NV	2457	24586	351	14				351	14
NH	2237	15995	85	4	16	1	0.1	101	5
NJ	14016	90207	2852	20	526	4	0.6	3378	24
NM	4643	27521	670	14	61	1	0.2	731	16
NY	16878	171399	5171	31	336	2	0.2	5507	33
NC	9314	88288	2279	24	48	1	0.1	2327	25
ND	656	8679	11	2	8	1	0.1	19	3
OH	21709	157846	5645	26	1885	9	1.2	7530	35
OK <sup>e</sup>			79		117			196	
OR	3492	40128	285	8				285	8
PA	19049	136318	1290	7	680	4	0.5	1970	10
RI	1881	12002	151	8	29	2	0.2	180	10
SC	5065	52118	4604	91	224	4	0.4	4828	95
SD	742	9780	76	10				76	10
TN	9493	64091	572	6	141	1	0.2	713	8
TX <sup>b</sup>	32868	284036			8745	27	3.1		
UT	4049	34914	238	6	102	3	0.3	340	8
VT	915	6979	112	12	3	0	0	115	13
VA	16774	225573	7747	46	858	5	0.4	8605	51
WA	7441	78778	284	4	75	1	0.1	359	5
WV	3115	20071	300	10	41	1	0.2	341	11
WI	8964	71678	1915	21	217	2	0.3	2132	24
WY	595	6415	38	6	6	1	0.1	44	7
Regular States' Average				16.2		4.5	0.5		19.2
AS <sup>c</sup>	59	971							
BIA	328	2309	80	24				80	24
CNMI	20	748	4	20				4	20
DC	2389	11386	113	5				113	5
GU	180	2565	2	1	5	3	0.2	7	4
PV <sup>c</sup>	3	104							

			General Assessment Proficiency		Alternate Assessment Proficiency			Total Proficiency	
State	IEP Enrollment	Total Enrollment	Number	Percent of IEP	Number	Percent of IEP	Percent of Total Enrollment	Number	Percent of IEP
PR	3628	33103			13	0	0	13	0
RMI <sup>c</sup>	19	338							
VI <sup>c</sup>									
Unique States' Average				10		1.5	0.1		10.6

<sup>a</sup> Alternate assessment was given in a different grade than the general assessment. Percentages were calculated as if the alternate data were given in the same grade as the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level for their general assessment and thus general assessment performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Complete data were not provided.

<sup>d</sup> Data were from the 2001-2002 school year and thus were not included anywhere in this document other than Appendices C and D where we present all data as it was reported by the states.

<sup>e</sup> Inadequate enrollment data were provided; thus a percentage could not be calculated.

## Appendix C

### State-by-State Participation Raw Data

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

Each row in the six tables shows numbers for one state on one subject in one grade. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are three sections of the table that show numbers of students reported as taking each of three kinds of assessments: General Assessment, Out-of-level Test, and Alternate Assessment. For the General Assessment and for the Out-of-Level Test, the first number shows the Total number of students who took that assessment. This total is the number used in Appendix A for reporting participation. Next to that is the number of students whose test results were invalidated because of changes in testing materials or procedures such as nonstandard accommodations or modifications that result in a score that is not comparable to scores received by students who took tests without these changes. The abbreviated heading on this column indicates that these might be called “Invalid Practice” counts. Next to that is a column that shows the count of students whose results were invalid because of problems in the testing process such as students failing to fill out an answer sheet correctly. The abbreviated heading on this column indicates that these might be called “Invalid Process” counts. Note that invalid practice and invalid process counts have not been removed from participation counts. Participation rates would be reduced if invalid results were excluded.

As with General and Out of Level assessments, the first column for Alternate Assessment shows the Total number of students who received that kind of assessment, but the succeeding columns follow a different pattern. The next column for Alternate Assessment shows the number of students whose assessment was scored against alternate achievement standards. The counts in this column are ambiguous. Many states failed to report a number here. Alternate Assessments are supposed to be based on either the same standards used for the General Assessment (i.e., grade-level achievement standards) or on a set of alternate achievement standards. Failure to enter a number in this column could indicate either that the Alternate Assessment is based on the general grade-level achievement standards or that standard-setting has not occurred. Following the Alignment column is a column that shows the number of students that states counted in the lowest achievement level to avoid exceeding a cap of one percent of students reported proficient based on alternate achievement standards. The last Alternate Assessment column shows the number of students whose results were invalid

because of problems in the testing process. No data were solicited for reporting how many scores were invalidated because of changes in testing materials or procedures for Alternate Assessments.

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

The data in these tables were obtained directly from Attachment 3 of the 2002-2003 Annual Performance Reports. The columns in this appendix are in the same order and use the same column numbers as the Attachment 3 document that states completed. Some column labeling has been added to improve clarity or abbreviated to meet space limitations. Differences in how states completed Attachment 3 complicate the interpretation of some data. All information is from the year 2002-2003 except for 2 states (1 for reading and math and 1 for only math) indicated by a footnote who reported data for 2001-2002. Data from these two states are provided in this table but not in the document or in Appendices A or B. Counts and subsequent calculations are imprecise for some states in some grades where different assessments were administered in different grades. In those cases, numbers for a single grade may have been established by averaging data or by selecting a representative value.

**Table C1: Elementary Reading Participation**

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
AL	3	6751	57352	5658						507	507				13		278	6165
AL	4*	7730	58797	6415						621	621				21		287	7036
AL	5	7960	59243	6608						605	605				10		265	7213
AK <sup>a</sup>	3	1471	10055	1401	7	8				32	32		13		6	32	59	1471
AK	4*	1457	9973	1418		13										39	52	1457
AK	5	1511	10620	1458		23										53	76	1511
AZ	3*	8302	75482	7814		134				477	477						134	8291
AZ	5	8818	76393	6179		1207	3865		57	356	356						1264	10400
AR	4*	4575	33758	3976						282					317			4225



		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
MS	4*	2959	37014															
MS	5	2536	36687															
MO	3*	9924	65956	9692		213				232							213	9692
MT	4*	1329	10988	1148		61				181			6				67	1329
NE	4*	3828	20858	3828						133	133					846	846	
NV	3	2657	29963	2413	378					163	163					81	81	2657
NV	4*	2683	30108	2440	574					177	177				7	59	66	2683
NV	5	3467	30484	3268	423					133	133					66	66	3467
NH	3*	2148	15755	2013						126	126							2148
NJ	4*	16830	107345	15909		222				911	816		95				317	16820
NM	3	3533	24061	3216		53				143					174		227	3533
NM	4*	3833	25021	3546		71				163			4		124		199	3833
NM	5	4122	25301	3846		62				179					97		159	4122
NY	4*	29650	215075	28217		76		1206		431	431		6		920		1002	29650
NC	3	15790	106011	12141						2915	2915				36	134		
NC	4*	15338	104068	12132						2818	2818				33	142		
NC	5	16074	107237	12642						3102	3102				41	123		
ND	4*	1029	8283	984		10				45	45		1				11	1029
OH	4*	20447	141120	18801						2214	2214					152		20295
OK	3*	7255	44819	5943						168	168						46	6157
OK	5	8058	47389	6266	5					172	172						107	6545
OR	3*	5331	40933	4269	516	22				986				58	18		98	5331
OR	5	5816	43523	4093	214	18	1183	172	11	493				33	14		76	5816
PA	5*	21621	141733	19601						1223			38	50	185	252	525	21311
RI	4*	2305	12465	2220	94					85	85							2305
SC	3	8844	51023	6108	238	42	2101	580	31	270	270						73	8489
SC	4*	8769	53022	5455	273	22	2557	653	22	261	261						44	8273
SC	5	8632	54178	4935	219	28	2814	686	29	300	300						57	8049
SD	3	1518	9438	1411						83								1190
SD	4*	1463	9775	1356						80								1169
SD	5	1347	9976	1244						78								1061
TN	3*	8931	69271	7524		189				341	341		9			4	193	8048





		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
RMI	4*	157	942															
RMI	5	158	748															
VI <sup>c</sup>																		

<sup>a</sup> Alternate Assessment was given in a different grade than the general assessment.

<sup>b</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>c</sup> Complete data were not provided.

**Table C2: Middle School Reading Participation**

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
AL	6	8163	60548	6608						649	649				38		320	7257
AL	7	8484	62018	6848						675	675				55		374	7523
AL	8*	7933	57634	6196						660	660				65		322	6856
AK	6	1516	10830	1413	7	6				52	52		37		9	42	94	1516
AK	7	1474	10912	1393		15										81	96	1474
AK	8*	1422	10577	1301	6	5				56	56		28		19	46	98	1422
AZ	8*	7983	72333	4889		949	4859		893	247	247						1842	9995
AR	6	4924	35908	4458						252					214			4710
AR	8*	5047	35511	4466						209					372			4674
CA	6	49949	499119	40945			5356			3195	3195			201	252		453	44593
CA	7	46155	502589	37616			4449			3467	3467			127	496		623	41706
CA	8*	44165	476822	40195			3956			3347	3347			127	496		623	44165
CO	6	6563	58362	5951		109				395	395		53	71		15	195	6495
CO	7	6214	58297	5673		97				383	383		7	75	6	10	188	6207
CO	8*	5905	56732	5329		134				336	336		52	71		21	226	5847
CT	6	5508	45167	4047		29	998			316	316				118		147	4510
CT	8*	5654	44751	4173		44	980			246	246				211		255	4674
DE	8*	1639	10068	1531	459	10				89	89		9		17	2	38	1639
FL	6	33625	205095	28373		356				6223	3008		207		7		570	31588
FL	7	32551	206774	26765		334				6790	3304		182		9		525	30251
FL	8*	31368	201160	25665		769				7388	3509		370		11		1150	29544
GA	6	16429	121270	14854	3608					935	935				120			15909
GA	8*	14652	114758	12937	2752					1004	1004				141			14082
HI	8*	1623	13654	1410						68					145		145	1623
ID	8*	1841	18916	1805	26	8				86	86				36		8	1805
IL <sup>a</sup>	8*	20399	151462	17699		620				1134	913		221		1569		2186	20178
IN	6	13139	81033	11599		379				727			73		813		1192	12412
IN	8*	12592	81134	11187		486				822			66		583		1069	11770
IA	8*	5800	37524	5256						206	206					173	173	5635

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
KS	8*	4546	37598	4366		77				177	168		9		14	25	125	4546
KY	7*	6126	50313	5743														6501
KY <sup>b</sup>	8									383								
LA	8*	8440	59517	5678			1524			642	642				30	387	417	8261
ME	8*	2525	17439	2433						92	92	93				228	119	252
MD	8*	9481	68705	8693						788	788	94						9481
MA	7*	13874	80760	12735		258				736	736				54	91	403	13874
MI	7*	19758	145236	14123	653	354				4953	4593				467		799	19521
MN <sup>c</sup>																		
MS	6	2316	36621															
MS	7	1728	37185															
MS	8*	1491	34059															
MO	7*	10997	72299	10766		457				229					2		459	10768
MT	8*	1419	12084	1285		58				134			10				68	1419
NE	8*	3110	21867	3110						186	186					811	811	
NV	7*	3197	30456	2916	364					156	156				47	78	125	3197
NH	6*	2646	17014	2524						115	115							2646
NJ	8*	18165	108365	17454		1009				711	639		72				1081	18165
NM	6	4446	25632	4175		39				190			2		81		122	4446
NM	7	4339	25306	4059		43				176			2		104		149	4339
NM	8*	4307	25369	4004		65				171					132		197	4307
NY	8*	34009	220890	31679		81	1383			547	547		7		1695		1783	34009
NC	6	15640	107877	13099						2383	2383				96	95		
NC	7	15347	107857	12969						2169	2169				121	68		
NC	8*	14403	104772	12351						1970	1970				157	82		
ND	8*	1135	8993	1087		6				48	48		3				9	1135
OH	8*	20704	145801	18216						2131	2131				357			20347
OK	8*	7343	46788	5702	4					157	157						217	6076
OR	8*	5083	43812	3521	98	17	1312	91	21	178				34	38		110	5083
PA	8*	22398	147829	19768						1188			21	37	385	355	798	21733
RI	8*	2404	12989	2321	87					83	83							2404
SC	6	8380	55530	4554	304	25	2868	652	36	260	260						61	7682

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
SC	7	8180	52177	4442	287	38	2766	572	59	248	248						97	7456
SC	8*	8154	54288	4612	315	33	2474	490	44	160	160						77	7246
SD	6	1187	9957	1081						82								936
SD	7	1213	10507	1099						69								930
SD	8*	1145	10315	1009						84								898
TN	6									214	214		25			3	3	220
TN	7									222	222		14			3	3	215
TN	8*	9964	70386	8288		426				335	335		17			5	531	9285
TX	6	43602	321812	14509			26784			1190			248			1119		42483
TX	7	42900	322785	13556			26272			1265			292			1807		41093
TX	8*	42244	314981	14299			24693			1714			331			1538		40706
UT	6	5174	35938	3994	94	39	377	337		191	191		26		44	29	112	4636
UT	7	4582	36096	3502	60	31	310	310		157	157		21		95	21	147	4088
UT	8*	4292	35283	3139	30	4	361	361		189	189		26		94	18	116	3804
VT	8*	1039	7979	685		20	286			49	47		2	3	2	14	41	1039
VA	8*	14337	91588	11881						628					568	1304	1872	14337
WA	7*	9652	82171	9652	23	22				424	409			145	112	309	588	9652
WV	6	3904	22411	3487		22	347		7	82	82						29	3916
WV	7	3738	22354	3281		36	355		6	98	98				4		46	3738
WV	8*	3871	21730	3346		43	402		17	137	137						60	3885
WI	8*	9567	67527	8666						676	676			51	174		225	9567
WY	8*	912	6944	862						50	50				3	4		912
AS	6	170	1014	80						5								170
AS	7	135	1022	55						6								135
AS	8*	101	1011	56						3								101
BIA	6	792	3588	741	12		5		5	26	14	4	12		11	9	37	792
BIA	7	694	3340	640	8	1	12		12	24	15	6	9		9	9	40	694
BIA	8*	677	3331	617	8		3		3	27	22	12	5	1	15	14	38	679
CNMI	8*	29	715	29														29
DC	6	1141	5502	850						27	27				264		264	1141
DC	7	1118	4826	750						28	28				340		340	118
DC	8*	1041	4487	683						27	27				331		331	1041

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
GU	7*	163	2336	163						23								186
PV	6	4	357	4	4	4									3	3		
PV	8*	3	280	3	3	3									6	5		
PR	6	5580	43975	3199						429								429
PR	8*	5286	43674	1950						36								36
RMI	6	146	968	78														
RMI	7	149	1032	0														
RMI	8*	114	1042	32														
VI <sup>c</sup>																		

<sup>a</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>b</sup> Alternate Assessment was given in a different grade than the general assessment.

<sup>c</sup> Complete data were not provided.

**Table C3: High School Reading Participation**

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
AL	11*	5341	46496	1895						2923	2923				23		227	4818
AK	10*	1054	9872	898		5									68	88	161	1054
AK <sup>a</sup>	11									55	55		32			1	33	56
AZ	10*	6144	63846	2197		463	4840		1530	215	215						1993	7252
AR	11*	3797	30168	2924						197					676			3121
CA	10*	51909	457181	48818						3091	3091							51909
CO	10*	4674	52565	4026		204				320	320		1	126	4	10	344	4629
CT	10*	5359	41439	3604	1	306	590			300	300				559		865	4769
DE	10*	1091	8795	974	147	18				73	73		7		41	3	69	1091
FL	10*	24099	184325	15990		371				9757	4698		361		42		774	21049
GA	11*	8227	85258	5087						368	368				548			6003
HI	10*	1267	12573	978						40					249		249	1267
ID	10*	1349	17252	1310	55	32				89	89				39		32	1310
IL <sup>b</sup>	11*	13471	128914	9712		296				1089	920		169		2670		2966	13302
IN	10*	10842	76392	9483		631				751			100		608		1239	10097
IA	11*	4284	36747	3639						176	176					340	340	4155
KS	11*	3196	33854	2952		81				184	184				19	58	158	3196
KY	10*	4870	45675	4510														5202
KY <sup>a</sup>	12									360								
LA	10*	4916	47252	3857						192	192				69	1449	1518	5567
ME	11*	1702	16203	1636						93	93	93				461	66	123
MD	10*	7920	65167	7229														7920
MD <sup>a</sup>	11									691	691	88						
MA	10*	11377	71909	9916		507				689	689				165	100	772	11377
MI	11*	11984	115176	7004	28	260				3502	3502				1614		2930	13176
MN	10*	8267	66588	6778		6778				683			683	17	484	7		
MS	9-12*	1234	28398															
MO	11*	6910	59978	6696		482				203					11		493	6707
MT	11*	1005	11562	881		72				124			10				82	1005

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
NE	11*	2396	21725	2396						166	166					1216	1216	
NV	9-12*	2458	24587	2186	6					128	128					144	144	2458
NH	10*	2237	15995	2126						74	74							2237
NJ	11*	14016	90207	13365		1005				651	602		49				1048	14016
NM	9*	4643	27521	3882		68				141			2		620		690	4643
NY	9-12*	16878	171399	16878		0				407	407		15				15	17300
NC	10*	9342	88372	8070						913	913							
ND	12*	656	8679	616		14				40	40		8				22	656
OH	9*	21703	157846	19026						1854	1854				823			20880
OK	9-12*			4685						167	167						234	5086
OR	10*	3580	40316	2618	33	55	692	46	46	141				58	71		230	3580
PA	11*	19049	136318	13484						985			22	52	519	570	1163	15610
RI	10*	1931	12002	1857	64					74	74							1931
SC	9-12*	5065	52118	4533	1503					292	292		1				1	4825
SD	11*	742	9780	618						69								580
TN	9-12	35608	246713															
TN	10*	9493	64091	9493						194	194		5			2	4	4874
TX	10*	32128	275508	13575						1715			307			16838		15290
UT	10*	4049	34914	2275	37	1	502	502		190	190		26		245	18	264	3235
VT	10*	925	6979	621		40	198			50	46		4	6	8	42	100	925
VA	11*	7487	75109	6201						917					388	6	394	7487
WA	10*	7425	78778	7425	6	17				347	329			278	290	544	1129	7425
WV	9	3850	22059	3319		45	315		3	100	100				116		164	3850
WV	10*	3115	20071	2642		34	322		41	123	123				28		103	3115
WV	11	2540	18620	2138		28	240			136	136				26		54	2540
WI	10*	8964	71678	7770						516	516			91	587		678	8964
WY	11*	595	6415	558						37	37				8	5		597
AS	10*	59	971	42														59
BIA	9	479	2690	408	6	4	5		5	29	29	16		1	25	11	46	479
BIA	10*	328	2309	259	9	3	7		7	20	20	15			16	26	52	328
BIA	11	257	1860	220	9		2		2	22	16	13	6		9	4	21	257
BIA	12	204	1431	146	7		7		7	11	11	8			12	28	47	

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
CNMI	11*	20	550	20														20
DC	9-11*	2389	11386	1329						67	67				993		993	2389
GU	9*	180	2565	180						15								195
PV	10*	3	114	3	3	3									1			
PR	11*	2727	38219	712						816								24
RMI	9-12*	19	338	0														
VI <sup>c</sup>																		

<sup>a</sup> Alternate Assessment was given in a different grade than the general assessment.

<sup>b</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>c</sup> Complete data were not provided.





		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
KY	5*	6713	42966	6294														7130
LA	4*	9246	59985	8449			561			419	419				7	155	162	9591
ME	4*	2362	15378	2362						98	98	98				122	69	161
MD	3*	7989	64834	7422						567	567	0						7989
MD	5	9657	68075	8957						700	700	12						9657
MA	4*	12713	76040	11773		79				771	771				14	76	169	12713
MI	4*	18346	134484	12402	257					5284	5284				207		169	17855
MN	3*	7678	60018	6667		101				747		185		14	73	5	193	7631
MN	5	9172	63350	7969		137				820		235		14	78	22	251	8609
MS	3	3879	36566															
MS	4*	3131	37169															
MS	5	2646	36800															
MO	4*	11096	69437	10857		99				206					33		132	10890
MT	4*	1341	10988	1173		61				168			38				99	1341
NE <sup>b</sup>	4*	3872	21148	3872						173	173					949	949	
NV	3	2675	29963	2417	177					163	163					77	77	2657
NV	4*	2683	30108	2449	203					177	177				8	49	57	2683
NH	3*	2148	15755	2022						126	126							2148
NJ	4*	16830	107345	15863		205				911	796		115		56		378	16830
NM	3	3533	24061	3216		40				143			1		174		215	3533
NM	4*	3833	25021	3546		48				163			3		124		175	3833
NM	5	4122	25301	3846		41				179			2		97		140	4122
NY	4*	29539	221926	28440		120				421	421		4		554		678	29539
NC	3	15791	106004	12953						2509	2509				33	137		
NC	4*	15338	104062	12863						2453	2453		1		33	141		
NC	5	16079	107241	13430						2710	2710		1		33	127		
ND	4*	1029	8283	984		11				45	45		1				12	1029
OH	4*	20330	141120	17992						2141	2141					197		20133
OK	3*	7255	44819	6059						168	168				32	14	46	6273
OK	5	8058	47389	6273	4					172	172				20	21	45	6490
OR	3*	5266	40950	4448	164	8				707				48	23		79	5226
OR	5	5762	43509	4404	121	14	886	101	6	425				27	20		67	5762

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
PA	5*	21621	141733	19580						1223			46	49	196	261	552	21309
RI	4*	2295	12438	2210						85	85							2295
SC	3	8844	51023	6568	23		1659	45		273	273							8497
SC	4*	8769	53022	5846	30		2183	54		263	263							8289
SC	5	8632	54178	5356	48		2402	102		303	303							8056
SD	3	1518	9438	1414						83								1192
SD	4*	1463	9775	1365						80								1176
SD	5	1347	9976	1249						68								1056
TN	3*	8931	69271	7534		154				338	338		10			4	158	8022
TN	4									227	227		0			2	2	227
TN	5	9493	72051	8494		203				299	299		5			4	207	9000
TX	3	41432	321044	19897			18228			1378			293			1929		39503
TX	4*	44153	321494	18637			22127			1380			319			2009		42144
TX	5	45323	322610	17996			24558			1626			294			1143		44180
UT	3	5602	35740	4745	62	3	141	141		187	187		12		38	34	75	5149
UT	4*	5570	35325	4560	58	5	264	264		185	185		11		29	32	66	5071
UT	5	5230	36241	4183	112	14	353	353		195	195		12		27	30	71	4788
VT	4*	912	7187	610		2	233			61	61			2	0	6	10	912
VA	3*	11247	85000	9180						661					63	1352	1415	11247
VA	5	12377	88485	9769						715					101	1819	1920	12377
WA	4*	10061	77926	10061	16	12				642	620			167	18	159	356	10061
WV	3	4025	20761	3590		6	85			82	82				268		274	4025
WV	4*	3962	21086	3417		5	488		5	89	89				0		10	3994
WV	5	3905	21686	3287		15	550		4	96	96				0		19	3933
WI	4*	8341	62390	7387						795	795			44	74		118	8341
WY	4*	907	6344	853						54					1	2		907
AS	4*	143	1170	60						6								143
AS	5	147	1104	86						4								147
BIA	3	574	3431	528	2		3		3	24	15	3	9		7	12	32	574
BIA	4*	648	3500	610	4		6		6	26	11	3	15		4	2	27	648
BIA	5	675	3514	620	4		10		10	21	9	4	12		6	18	32	675
CNMI	3*	35	849	32							3							35

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
DC	3	850	5595	668						32	32				150		150	850
DC	4*	996	5865	751						28	28				217		217	996
DC	5	1083	5586	820						23	23				240		240	1083
GU	3*	125	2517	125						9								134
GU	5	125	2517	125						18								143
PV	4*	15	372	15	15	15									6	8		
PR	3*	5701	44982	4199						327								327
RMI	3	116	947	0														
RMI	4*	157	942	0														
RMI	5	158	748	0														
VI <sup>c</sup>																		

<sup>a</sup> Alternate Assessment was given in a different grade than the general assessment.

<sup>b</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>c</sup> Complete data were not provided.

**Table C5: Middle School Mathematics Participation**

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
AL	6	8163	60548	6608						649	649				38		189	7257
AL	7	8484	62018	6848						675	675				55		265	7523
AL	8*	7933	57634	6196						660	660				65		234	6856
AK	6	1516	10830	1413	7	3				54	54		29		9	69	110	1545
AK	7	1474	10912	1395		14									0	79	93	1474
AK	8*	1422	10577	1283	6	4				57	57		16		27	71	118	1438
AZ	8*	7983	72333	4888		523	4641	4108	1127	247	247						1650	9776
AR	6	4924	35908	4458						252					214			4710
AR	8*	5047	35511	4466						209					372			4675
CA	6	49758	499119	40513			5375			3495	3495			123	252		375	44383
CA	7	75539	502589	37050			4474			3449	3449			101	465		566	41065
CA	8*	47530	476822	39567			3989			3348	3348			130	496		626	43541
CO	6	6541	58350	5962		90				399	399		47	66		16	172	6495
CO	7	6231	58310	5719		80				232	232		48	66		12	158	6179
CO	8*	5909	56710	5342		132				344	344		39	66		20	218	5860
CT	6	5508	45167	4164		11	897			316	316				120		131	4611
CT	8*	5654	44751	4182		37	980			246	246				209		246	4674
DE	8*	1640	10068	1526	120	6				89	89		9		23	2	40	1640
FL	6	33625	205095	28373		403				3215	3000		215		7		625	31588
FL	7	32551	206774	26765		423				3486	3294		192		9		624	30251
FL	8*	31368	201160	25769		1028				3756	3563		193		11		1232	29525
GA	6	16429	121270	14794	4661					935	935				139			15868
GA	8*	14652	114758	12852	3413					1004	1004				158			14014
HI	8*	1623	13654	1392						68					163		163	1623
ID	8*	1816	18877	1714	32	13				84	84				18		13	1798
IL <sup>a</sup>	8*	20399	151462	17699		533				1131	893		238		1526		2102	20120
IN	6	13139	81033	11599		199				727			73		813		1012	12412
IN	8*	12592	81134	11187		409				822			66		583		992	11770
IA	8*	5808	37506	5232						204	204					208	208	5644



		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Gr.	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
SC	7	8180	52177	4708	270		2535	409		254	254							7489
SC	8*	8154	54288	4728	359		2388	449		164	164							7272
SD	6	1187	9957	1084						80								936
SD	7	1213	10507	1106						63								930
SD	8*	1145	10315	1020						82								909
TN	6									214	214		25			3	3	214
TN	7									222	222		14			3	3	223
TN	8*	9964	70386	8255		324				337	337		15			5	329	8921
TX	6	43567	321788	16782			24199			1180			252			1406		42161
TX	7	42819	322742	14825			24726			1253			291			2015		40804
TX	8*	42209	314952	14759			24165			1768			335			1517		40692
UT	6	5174	35938	4026	89	26	339	339		190	190		12		48	28	102	4632
UT	7	4582	36096	3072	19	26	328	328		157	157		5		60	6	92	3626
UT	8*	4292	35283	2551	18	13	493	493		227	227		15		73	18	104	3403
VT	8*	1032	7979	689		22	273			49	47		2	3	2	16	45	1032
VA	8*	14226	93464	11750						640					650	1242	1892	14226
WA	7*	9651	82171	9651	16	24				424	409			153	109	225	511	9651
WV	6	3907	22411	3487		22	347			82	82						22	3916
WV	7	3738	22354	3281		40	355		3	98	98				4		47	3738
WV	8*	3871	21730	3346		45	402		3	137	137						48	3885
WI	8*	9567	67527	8676						655	655			51	185		236	9567
WY	8*	912	6944	640						50					3	4		912
AS	6	170	1014	80						5								170
AS	7	135	1022	55						6								135
AS	8*	101	1011	56						3								101
BIA	6	792	3588	747	4		6		6	23	7	3	16		9	7	38	790
BIA	7	694	3340	636	9	1	12		12	24	11	6	13		13	9	48	694
BIA	8*	677	3331	627	13		3		3	27	13	12	14	1	12	7	37	677
CNMI	7*	33	757	31							2							33
DC	6	1141	5502	834						27	27				280		280	1141
DC	7	1118	4826	746						28	28				344		344	1118
DC	8*	1041	4487	673						27	27				341		341	1041

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
GU	7*	163	2336	163						14								177
PV	6	6	358	7	7	7									3	3		
PV	8*	3	279	3	3	3									6	5		
PR	6	5580	43967	3184						429								429
PR	8*	5286	43570	1934						36								36
RMI	6	146	968	78														
RMI	7	149	1032	0														
RMI	8*	114	1042	32														
VI <sup>b</sup>																		

<sup>a</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>b</sup> Complete data were not provided.



**Table C6: High School Mathematics Participation**

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
AL	11*	5341	46496	1895						2923	2923				23		135	4818
AK	10*	1054	9872	881		4									85	88	177	1054
AK <sup>a</sup>	11									55	55		27			1	28	56
AZ	10*	6148	63853	2197		347	4649	3644	1391	215	215						1738	7061
AR <sup>b</sup>																		
CA	10*	51791	45711	48818						2973	2973							51791
CO	10*	4669	52539	4032		186				243	243		75	106		10	302	4527
CT	10*	5359	41439	3556	1	374	604			300	300				525		899	4755
DE	10*	1089	8795	966	85	7				73	73		7		47	3	64	1089
FL	10*	24099	18435	15886		526				5059	4743		316		42		884	20945
GA	11*	8227	85258	5105						368	368				545			6018
HI	10*	1267	12573	942						40					285		285	1267
ID	10*	1341	17197	1217	60	40				86	86				38		40	1303
IL <sup>c</sup>	11*	13471	12894	9712		267				1089	843		246		2670		2937	13225
IN	10*	10842	76392	9483		520				751			100		608		1151	10091
IA	11*	4290	36732	3653						177	177					326	326	4156
KS	10*	3903	36390	3656		41				167	167				22	58	121	3903
KY	11*	3722	36774	3362														4083
KY <sup>c</sup>	12									361								
LA	10*	4916	47252	3856						191	191				72	1450	1522	5569
ME	11*	1551	15202	1551						80	80	80				653	68	180
MD	10*	5319	59592	4628														5319
MD <sup>a</sup>	11									691	691	88						
MA	10*	11377	71909	10083		343				691	691				180	80	603	11377
MI	11*	11984	11516	7160	13					3506	3506				1428		2107	12772
MN	11*	7573	65241	5815		5815				709			709	39	584	7		
MS	9-12*	1142	26473															
MO	10*	8578	65707	8255		264				179					144		408	8399
MT	11*	951	11562	834		76				117			7				83	951

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
NE <sup>c</sup>	11*	2268	21725	2268						149	149					7456	7456	
NV	9-12*	2457	24586	2250	4					127	127					80	80	2457
NH	10*	2237	15995	2163						74	74							2237
NJ	11*	14016	90207	13365		1070				651	602		49				1119	14016
NM	9*	4643	27521	3882		85				141			2		620		707	4643
NY	9-12*	16878	17139	16878						386	386		21				21	17264
NC	10*	9314	88288	8046						910	910							
ND	12*	656	8679	616		25				40	40		6				31	656
OH	9*	21709	15786	18959						1887	1887					863		20846
OK	9-12*			3855						167	167				150	19	169	4184
OR	10*	3492	40128	2573	31	43	628	36	38	136				63	92		236	3492
PA	11*	19049	13638	13372						985			29	53	532	665	1250	15578
RI	10*	1881	12002	1807						74	74							1881
SC	9-12*	5065	52118	4604						292	292		2				2	4896
SD	11*	742	9780	620						68								581
TN	9-12	35608	24673	3279						152	152		7			4		3435
TN	10*	9493	64091	1590													4	1590
TX	10*	32868	28406	13441						14362			2561			5065		27803
UT	10*	4049	34914	1178	14	4	437	437		282	282		18		116	28	148	2158
VT	10*	915	6979	610		69	203			50	46		4	7	11	34	125	915
VA	11*	16774	225573	14697						917					908	7	915	16774
WA	10*	7441	78778	7441	12	20				353	335			267	306	466	1059	7441
WV	9	3850	22059	3319		22	315		3	100	100				116		141	3850
WV	10*	3115	20071	2642		29	322		38	123	123				28		95	3115
WV	11	2540	18620	2138		19	240			136	136				26		45	2540
WI	10*	8964	71678	7762						504	504			92	606		698	8964
WY	11*	595	6415	405						37					7	7		597
AS	10	59	971	42														59
BIA	9	479	2690	404	2	4	5		5	30	23	17	7	1	37		54	477
BIA	10*	328	2309	261	6	5	7		7	16	11	9	5		22	17	56	328
BIA	11	257	1860	213	1		2		2	19	13	11	6		8	15	31	257
BIA	12	204	1431	158	7		6		6	11	11	8			16	23	45	159

		Enrollment		Regular Assessment			Out of Level Assessment			Alternate Assessment				Students Who Took No Assessment				
		1	2	3	3A	3B	4	4A	4B	5	5A	5B	5C	6	7	8	10	11
State	Grade	Stdnts with IEPs	All Stdnts	Total	Inval Prac	Inval Proc	Total	Inval Prac	Inval Proc	Total	Alt. Stand	Over NCLB Cap	Inval Proc	Parent Exemp	Absnt	Other Exemp	No Valid Score	Row Total
CNMI	10*	20	748	20														20
DC	9-11*	2389	11386	1286						67	67				1036			
GU	9*	180	2565	180						16								196
PV	10*	3	104	3	3	3									1			
PR	9-12*	3628	33103	707						24								24
RMI	9-12*	19	338	0														
VI <sup>b</sup>																		

<sup>a</sup> Alternate Assessment was given in a different year than the general assessment.

<sup>b</sup> Complete data were not provided.

<sup>c</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

## Appendix D

### State-by-State Performance Raw Data

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

Each row in the tables shows numbers for one state on one subject in one grade. The first count shows state reported special education enrollment, that is the number of students with an individualized education plan (IEP). Following that is the number of all students enrolled in the grade. Next are two sections of the table that show the performance of students on two kinds of assessments: General Assessment and Alternate Assessment. Both the General Assessment and the Alternate Assessment sections are divided into five columns to show counts in up to five levels of achievement. No states reported more than five levels of achievement. The levels of achievement that a state considers proficient or higher are shaded. Except where data reporting issues prevented it, values in the shaded cells were summed to produce the proficiency counts that are displayed in Appendix B. Note that Out-of-Level Test results are not reported separately in the performance tables. This is because *U.S. Department of Education* instructions told states to include all Out-of-Level Test results in the counts of students who performed at the lowest level of achievement on the General Assessment. Counts of General Assessment results that were invalid due to changes in materials or procedures were also to be included in lowest level of achievement. Similarly, for the Alternate Assessment, counts of any students in excess of one percent of the total enrollment were to be included in the basic Alternate Assessment achievement level. After the two sections that show achievement level counts, a column headed “No Valid Score” shows counts that were to include all students whose results were invalid due to problems in the assessment process (not due to changes in assessment materials or procedures) plus counts of students who were not assessed. For the final column, “Row Total,” states were to enter a number that was the sum of all of the columns in the achievement sections of this table plus the counts in the No Valid Score column. This number was to match with total IEP enrollment. In many cases, the Row Total does match what would be obtained by summing the columns, but in many cases it does not.

The data in these tables were obtained directly from Attachment 3 of the 2002-2003 Annual Performance Reports. The columns in this appendix are in the same order and use the same column numbers as the Attachment 3 document that states completed. Some column labeling has been added to improve clarity or abbreviated to meet space limitations. Differences in how states completed Attachment 3 complicate the interpretation of some data. All information is from the year 2002-2003 except for 2 states (1 state for reading and

math and 1 state for only math; these states reported data for 2001-2002 and are not included in this document but are indicated by footnotes in this table). Footnotes also indicate states that supplied percentages instead of the counts needed for consistent data analysis and reporting. Counts and subsequent calculations are imprecise for some states in some grades where different assessments were administered in different grades. In those cases, numbers for a single grade may have been established by averaging data or by selecting a representative value. Also, three states did not count the performance scores of students tested out-of-level in the lowest achievement level, and thus their regular assessment performance data were not reported in this table.

**Table D1: Elementary School Reading Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	3	6751	57352	4395	1039				2	216	243				2
AL	4*	7730	58797	4842	1347				2	243	317				2
AL	5	7960	59243	5175	1228				2	245	300				2
AK <sup>a</sup>	3	1471	10055	504	265	530	94		3	0	8	10	1		3
AK	4*	1457	9973	430	391	391	193		3						
AK	5	1511	10620	535	425	287	188		3						
AZ <sup>b</sup>	3*	8302	75482							88	87	228	74		3
AZ <sup>b</sup>	5	8818	76393							83	73	152	48		3
AR	4*	4575	33758	2510	1000	451	15		3	22	95	71	22	72	5
CA	3	43250	496555	15605	9496	8033	4509	1811	4	258	322	641	1108	1096	4
CA	4*	42425	494836	8355	12376	10963	4274	2431	4	562	565	636	826	971	4
CA	5	48617	492880	11490	11890	10207	3911	1162	4	552	496	585	841	1059	4
CO	3	5859	54002	1808	1655	1750	103		2	4	29	55	162	210	3
CO	4*	6296	56322	2674	1723	1194	62		2	3	20	77	118	272	3
CO	5	6480	58293	2801	1606	1413	54		2	46	72	63	92	141	3
CT	4*	4832	44375	2178	426	355	495	129	3	111	98	73			2
DE	3*	1182	9150	796	94	180	18	10	3	10	14	9	11	30	3
DE	5	1352	9122	843	174	209	16	10	3	6	17	10	22	31	3
FL	3	32075	192711	14202	4077	6050	2754	426	3	40	212	656	1253	587	4
FL	4*	34086	197625	17205	4277	5528	2459	401	3	48	279	723	1023	365	4
FL	5	34196	197061	17388	5047	5189	1892	246	3	54	405	863	847	356	4
GA	4*	16634	117885	7531	4934	3014			2						
HI	3*	1285	14283	596	498	107	2		3	36					2
HI	5	1535	14620	888	459	85	0		3	52					2
ID	4*	2017	18202	682	609	409	162		3	6	31	38	18		3
IL <sup>c</sup>	3*	19039	161322	3237	7605	4200	952		3	64	510	390	78		3
IL <sup>c</sup>	5	20857	160083	1275	12703	3751	1018		3	109	513	399	64		3
IN	3*	14731	77221	6243	4452	543			2						
IA	4*	4745	35176	2963	1334				2	22	192				2
KS	5*	4856	37484	1151	1226	878	712	524	3	29	58	72	73	59	3

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KY	4*	6496	53568	1754	1950	2404	390		3	54	67	99	197		3
LA	4*	9246	59985	3969	2592	2094	340	21	3	2	109	136	125	46	3
ME	4*	2356	15577	884	966	206			3	9	25	36	81	33	4
MD	3*	7982	64830	5562	1704	149			2	268	178	121			2
MD	5	9657	68120	5812	2531	614			2	320	198	182			2
MA	3	11859	74459	2095	5423	3558			3	66	34	52	546		4
MA	4*	12715	76042	3062	5810	2668	160		3	172	13	131	452		4
MI	4*	18346	134484	2804	5497	3445	144		3	1312	254	3810			2
MN	3*	7678	60018	2540	1304	909	1360	423	3	139	44	35	42	599	3
MN	5	9172	63350	2683	1745	1012	1805	698	3	166	40	35	74	554	3
MS <sup>b</sup>	3	3656	36336												
MS <sup>b</sup>	4*	2959	37014												
MS <sup>b</sup>	5	2536	36687												
MO	3*	9924	65956	1422	2571	3787	1656	43	4						
MT	4*	1329	10988	420	276	347	44		3	106	52	16	1		3
NE <sup>d</sup>	4*	3828	20858												
NV	3	2657	29963	1023	1077	224	89		3	163	0	0	0		3
NV	4*	2683	30108	1688	485	159	108		3	177	0	0	0		3
NV	5	3467	30484	1444	1328	432	64		3	133	0	0	0		3
NH	3*	2148	15755	1387	485	130	20		3	25	34	49	18		3
NJ	4*	16830	107345	9174	6449	64			2	62	476	278			2
NM	3	3533	24061	2371	792				2	21	38	60	24		3
NM	4*	3833	25021	2583	892				2	19	32	73	35		3
NM	5	4122	25301	2796	988				2	21	38	77	43		3
NY	4*	29650	215075	9035	13008	5305	869		3	22	38	133	238		3
NC	3	15790	106011	5727	7215				2	1878	1237	194	17		3
NC	4*	15338	104068	5589	6995				2	1823	1265	136	12		3
NC	5	16074	107237	4769	8334				2	1766	1274	140	6		3
ND	4*	1029	8283	254	356	328	36		3	13	19	11	1		3
OH	4*	20447	141120	6435	6433	4766	447		3	154		1954	106		3
OK	3*	7255	44819	3929	1041	637	336		3	17	19	76	56		3
OK	5	8058	47389	3371	1700	1154	41		3	14	20	82	56		3
OR	3*	5331	40933	1695	1599	953			2						

		Enrollment		Regular Assessment					Alternate Assessment						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
OR	5	5816	43523	3094	1760	393			2						
PA	5*	21621	141733	11947	3996	2629	1029		3	49	239	650	247		3
RI	4*	2305	12465	1121	437	621	41		3	34	14	26	11		3
SC	3	8844	51023	4543	2242	1234	117		3	144	39	15	72		3
SC	4*	8769	53022	5359	1927	644	38		3	118	61	18	64		3
SC	5	8632	54178	5892	1530	268	2		3	130	56	41	73		3
SD	3	1518	9438	17	605	412	87		3	69					3
SD	4*	1463	9775	11	485	428	174		3	71					3
SD	5	1347	9976	320	518	153	8		3	62					3
TN	3*	8931	69271	5002	2084	438			2	89	120	132			2
TN	4									15	88	125			2
TN	5	9493	72051	5972	2227	315			2	39	105	155			2
TX <sup>b</sup>	3	41355	320968							120	981				2
TX <sup>b</sup>	4*	44216	321457							104	965				2
TX <sup>b</sup>	5	45292	322569							110	1235				2
UT	3	5602	35740	583	2324	1324	770		3	21	36	54	77		3
UT	4*	5570	35325	932	2249	1296	755		3	23	33	60	71		3
UT	5	5230	36241	683	2681	1125	558		3	19	44	54	80		3
VT	2	653	6751	182	89	132	156	55	4	3	2	2	22	0	4
VT	4*	909	7187	283	156	128	233	31	4	8	3	5	45	0	4
VA	3*	11262	85099	4583	3275	533			2	29	313	310			2
VA	5	12371	88494	3841	5018	535			2	55	263	370			2
WA	4*	10067	77926	2358	3736	2259	625		3	207	269	138	31		3
WV	3	4025	20761	1055	1205	900	502		3	32	35	15			3
WV	4*	3962	21086	1691	1040	711	437		3	35	34	20			3
WV	5	3905	21686	1933	1006	599	278		3	38	44	14			3
WI	4*	8341	62390	1362	2080	2859	857		3	213	369	378	87		3
WY	4*	907	6344	457	290	86	20		3	6	19	15			3
AS	4*	143	1170	60					2						
AS	5	147	1104	86					2						
BIA	3	574	3431	406	120	6			2	16	2				2
BIA	4*	648	3500	466	126	3			2	23	0				2
BIA	5	675	3514	495	128	7			2	13	2				2



Enrollment				Regular Assessment					Alternate Assessment						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
CNMI	4*	35	942	8	13	8	3		3	3					4
DC	3	850	5595	562	113				2	22	10				2
DC	4*	996	5865	630	134				2	25	3				2
DC	5	1083	5586	723	108				2	20	3				2
GU	3*	125	2517	107	14	4	0		3	1	3	6	3		3
GU	5	125	2517	111	14	0	0		3	0	7	6	2		3
PV <sup>e</sup>	4*	13	368												
PR	3*	5701	45007							194	133				2
RMI <sup>e</sup>	3	116	947												
RMI <sup>e</sup>	4*	157	942												
RMI <sup>e</sup>	5	158	748												
VI <sup>e</sup>															

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

<sup>a</sup> Alternate Assessment was given in a different year than the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>d</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.

<sup>e</sup> Complete data were not provided.

**Table D2: Middle School Reading Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	6	8163	60548	5436	915				2	278	308				2
AL	7	8484	62018	5532	1011				2	320	286				2
AL	8*	7933	57634	5072	865				2	318	279				2
AK	6	1516	10830	516	441	298	152		3	0	5	10	0		3
AK	7	1474	10912	494	482	258	144		3						
AK	8*	1422	10577	538	417	242	99		3	0	4	21	3		3
AZ <sup>a</sup>	8*	7983	72333							46	55	106	40		3
AR	6	4924	35908	3600	801	56	1		3	31	50	96	14	61	5
AR	8*	5047	35511	3371	955	136	4		3	37	46	61	32	33	5
CA	6	49949	499119	16086	11038	9557	3068	1196	4	774	530	487	728	676	4
CA	7	46155	502589	15104	11361	8056	2555	540	4	618	462	472	784	1131	4
CA	8*	44165	476822	18086	12530	7247	1841	491	4	697	411	469	643	1127	4
CO	6	6563	58362	2476	1993	1392	50		2	67	41	91	73	117	3
CO	7	6214	58297	3107	1560	943	26		2	48	26	59	100	150	3
CO	8*	5905	56732	2410	1752	1088	35		2	50	57	61	69	99	3
CT	6	5508	45167	2230	453	445	818	101	3	116	106	94			2
CT	8*	5654	44751	2049	530	510	950	134	3	80	69	97			2
DE	8*	1639	10068	958	292	259	6	6	3	9	15	15	11	30	3
FL	6	33625	205095	18365	4368	3816	1262	206	3	101	572	1009	981	345	4
FL	7	32551	206774	17116	4563	3438	1086	228	3	93	537	1185	1075	414	4
FL	8*	31368	201160	15879	5315	2934	710	38	3	139	658	1365	968	379	4
GA	6	16429	121270	7725	4923	2206			2						
GA	8*	14652	114758	7415	3843	1677			2						
HI	8*	1623	13654	609	722	79	0		3	68					2
ID	8*	1841	18916	775	543	320	73		3	10	28	30	18		3
IL <sup>b</sup>	8*	20399	151462	924	11698	4269	188		3	84	412	364	53		3
IN	6	13139	81033	8100	3021	99			2						
IN	8*	12592	81134	8446	2204	51			2						
IA	8*	5800	37524	4180	1076				2	25	181				2
KS	8*	4546	37598	1293	1364	916	516	200	3	13	27	37	20	35	3

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KY	7*	6126	50313	2389	2573	1041	123		3						
KY <sup>c</sup>	8									72	102	92	113		3
LA	8*	8440	59517	4370	2094	648	87	3	3	4	135	203	181	119	3
ME	8*	2525	17439	1133	974	159			3	5	26	20	46	18	4
MD	8*	9481	68705	6944	1394	355			2	415	210	163			2
MA	7*	13874	80760	2748	6650	3271	66		3	137	26	118	455		4
MI	7*	19758	145236	6697	4585	2347	140		3	1394	232	3327			2
MN <sup>d</sup>															
MS <sup>a</sup>	6	2316	36621												
MS <sup>a</sup>	7	1728	37185												
MS <sup>a</sup>	8*	1491	34059												
MO	7*	10997	72299	4085	3405	2231	579	9	4						
MT	8*	1419	12084	616	294	292	25		3	97	24	3	0		3
NE <sup>e</sup>	8*	3110	21867												
NV	7*	3197	30456	2369	385	121	41		3	156	0	0	0		3
NH	6*	2646	17014	1859	570	87	15		3	56	28	24	7		3
NJ	8*	18165	108365	11887	4519	39			2	68	436	135			2
NM	6	4446	25632	3207	929				2	21	32	79	56		3
NM	7	4339	25306	3286	730				2	19	32	68	55		3
NM	8*	4307	25369	3164	775				2	28	31	58	54		3
NY	8*	34009	220890	13013	16227	2288	151		3	5	48	227	267		3
NC	6	15640	107877	7082	6189				2	1786	768	77	4		3
NC	7	15347	107857	6330	6859				2	1694	739	81	3		3
NC	8*	14403	104772	5542	6910				2	1449	620	79	5		3
ND	8*	1135	8993	489	357	225	10		3	10	21	12	2		3
OH	8*	20704	145801	10285	3860	3273	798		3	171		1858	102		3
OK	8*	7343	46788	2664	1803	1214	21		3	21	23	57	56		3
OR	8*	5083	43812	3957	616	222			2						
PA	8*	22398	147829	11917	4410	2910	531		3	44	189	695	239		3
RI	8*	2404	12989	1167	836	312	6		3	41	12	19	11		3
SC	6	8380	55530	6063	1068	216	14		3	137	42	28	53		3
SC	7	8180	52177	5717	1233	158	3		3	131	41	25	51		3
SC	8*	8154	54288	5713	1176	115	5		3	78	22	17	43		3



Enrollment				Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
PR	6	5580	43975							163	256	10			2
PR	8*	5286	43674							7	26	3			2
RMI <sup>d</sup>	6	146	968												
RMI <sup>d</sup>	7	149	1032												
RMI <sup>d</sup>	8*	114	1042												
VI <sup>d</sup>															

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

<sup>a</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.

<sup>b</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>c</sup> Alternate Assessment was given in a different year than the general assessment.

<sup>d</sup> Complete data were not provided.

<sup>e</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.

**Table D3: High School Reading Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	11*	5341	46496	745	1071				2	1197	1578				2
AK	10*	1054	9872	684		209			3						
AK <sup>a</sup>	11									0	3	16	4		3
AZ <sup>b</sup>	10*	6144	63846							52	46	82	35		3
AR	11*	3797	30168	2255	620	47	2		3	46	54	36	10	51	5
CA	10*	51909	457181	45757	2355	706			2	531	487	413	627	1033	4
CO	10*	4674	52565	1828	1372	744	21		2	17	16	23	116	148	3
CT	10*	5359	41439	1015	1142	1005	331	111	3	77	80	143			2
DE	10*	1091	8795	693	157	106	0	0	3	4	14	4	17	27	3
FL	10*	24099	184325	10519	3569	1135	255	141	3	114	691	1715	1555	623	4
GA	11*	8227	85258	1333	2543	1211			2						
HI	10*	1267	12573	434	494	50	0		3	40					2
ID	10*	1349	17252	338	549	268	34		3	6	23	37	23		3
IL <sup>c</sup>	11*	13471	128914	3454	4357	1407	198		3	119	512	256	33		3
IN	10*	10842	76392	6727	2125				2						
IA	11*	4284	36747	2736	903				2	40	136				2
KS	11*	3196	33854	1310	812	380	226	143	3	13	46	28	43	37	3
KY	10*	4870	45675	2795	1656	244	146		3						
KY <sup>a</sup>	12									58	102	95	106		3
LA	10*	4916	47252	3023	538	268	27	1	3	8	52	50	50	32	3
ME	11*	1702	16203	756	694	79			3	5	21	9	16	6	4
MD	10*	7920	65167	5666	1175	388			2						
MD <sup>a</sup>	11									391	173	127			2
MA	10*	11377	71909	3121	4444	2126	225		3	191	22	117	359		4
MI	11*	11984	115176	2694	2989	997	64		3	998	272	2232			2
MN <sup>d</sup>	10*	8267	66588												
MS <sup>b</sup>	9-12*	1234	28398												
MO	11*	6910	59978	3651	1541	943	79	0	4						
MT	11*	1005	11562	348	206	234	21		3	96	17	1	0		3

Enrollment				Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
NE <sup>e</sup>	11*	2396	21725												
NV	9-12*	2458	24587	1463	723				2	128	0	0	0		2
NH	10*	2237	15995	1619	432	97	15		3	37	15	11	11		3
NJ	11*	14016	90207	7993	4227	140			2	79	364	165			2
NM	9*	4643	27521	2948	866				2	9	26	55	49		3
NY	9-12*	16878	171399	6582	4526	4947	823		3	12	44	145	206		3
NC	10*	9342	88372	6297	1773				2	670	314	27	6		3
ND	12*	656	8679	423	127	47	5		3	13	13	4	2		3
OH	9*	21703	157846	10193	8833				2	2	1852				2
OK	9-12*			3494	720	357	114		3	18	32	58	59		3
OR	10*	3580	40316	2814	317	78			2						
PA	11*	19049	136318	9528	2103	1548	305		3	28	162	640	133		3
RI	10*	1931	12002	976	588	278	15		3	22	23	22	7		3
SC	9-12*	5065	52118		4313	220			2	34	14	45	198		3
SD	11*	742	9780	250	219	50	1		3	60					3
TN	9-12	35608	246713												
TN	10*	9493	64091	2675	1518	490			2	5	72	110			2
TX <sup>d</sup>	10*	32128	275508							438	970				2
UT	10*	4049	34914	1662	821	611	278		3	29	55	59	47		3
VT	10*	925	6979	238	200	261	80	0	4	10	3	3	30	0	4
VA	11*	7487	75109	1812	3867	522			2	34	474	384			2
WA	10*	7425	78778	3480	1643	494	350		3	123	117	70	19		3
WV	9	3850	22059	2650	637	230	69		3	44	37	18	1		3
WV	10*	3115	20071	2201	431	205	52		3	43	39	37	4		3
WV	11	2540	18620	1688	422	164	76		3	52	48	30	6		3
WI	10*	8964	71678	3097	2231	1380	1062		3	170	155	147	44		3
WY	11*	595	6415	388	133	34	3		3	6	16	4			3
AS	10*	59	971	42					2						
BIA	9	479	2690	283	115	6			2	28	1				2
BIA	10*	328	2309	183	70	3			2	20	0				2
BIA	11	257	1860	154	64	2			2	16	0				2
BIA	12	204	1431	106	38	1			2	11	0				2
CNMI	11*	20	550	4	10	5	1		3						

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
DC	9-11*	2389	11386	1259	70				2	55	12				2
GU	9*	180	2565	162	16	2	0		3	4	6	5	0		3
PV <sup>d</sup>	10*	3	114												
PR	11*	2727	38219							9	11	24			2
RMI <sup>d</sup>	9-12*	19	338												
VI <sup>d</sup>															

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

<sup>a</sup> Alternate Assessment was given in a different grade than the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>d</sup> Complete data were not provided.

<sup>e</sup> State provided the percent of students proficient but not the number of students proficient, and thus data were not included in this document.



**Table D4: Elementary School Mathematics Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	3	6751	57352	4213	1310				2	270	228				2
AL	4*	7730	58797	4846	1450				2	313	302				2
AL	5	7960	59243	5463	1009				2	286	309				2
AK <sup>a</sup>	3	1471	10055	291	418	439	241		3	0	7	12	0		3
AK	4*	1457	9973	665	267	314	156		3						
AK	5	1511	10620	809	249	253	120		3						
AZ <sup>b</sup>	3*	8302	75482							149	123	185	20		3
AZ <sup>b</sup>	5	8818	76393							0	80	142	15		3
AR	4*	4575	33758	2579	610	440	347		3	25	33	117	37	70	5
CA	3	43014	496555	9237	12190	7899	6184	3607	4	537	400	761	1054	871	4
CA	4*	41890	494836	8588	12390	8257	5673	3105	4	597	472	671	1132	661	4
CA	5	48114	492880	13617	12740	6549	4038	1323	4	594	448	635	1132	714	4
CO	5*	6438	58233	2477	2186	970	218		2	8	72	71	138	153	3
CT	4*	4832	44375	1286	718	843	760	174	3	179	89	14			2
DE	3*	1184	9150	439	248	364	45	6	3	10	14	9	11	30	3
DE	5	1355	9122	615	297	302	31	6	3	6	17	10	22	31	3
FL	3	32075	192711	11341	5862	6801	3000	649	3	135	289	680	1072	554	4
FL	4*	34086	197625	14821	6890	6047	1755	304	3	169	423	782	737	323	4
FL	5	34196	197061	16423	7431	3801	1987	334	3	164	410	793	844	294	4
GA	4*	16634	117885	8882	5424	1133			2	574	177				2
HI	3*	1285	14283	753	387	64	4		3	36					2
HI	5	1535	14620	1046	347	37	2		3	52					2
ID	4*	2035	18375	374	767	647	114		3	12	24	38	16		3
IL <sup>c</sup>	3*	19039	161322	2874	4647	6464	2177		3	66	484	348	54		3
IL <sup>c</sup>	5	20857	160083	3264	9412	5849	324		3	87	503	382	55		3
IN	3*	14731	77221	6033	4636	708			2						
IA	4*	4744	35179	2698	1606				2	22	191				2
KS	4*	4731	36558	765	1134	949	1035	613	3	14	32	40	38	54	3
KY <sup>a</sup>	4									54	67	99	197		3
KY	5*	6713	42966	3893	1544	940	336		3						

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
LA	4*	9246	59985	3968	2152	2382	439	69	3	7	173	133	75	31	3
ME	4*	2362	15378	1203	824	178			3	13	25	18	29	7	4
MD	3*	7989	64834	4671	2394	357			2	244	170	153			2
MD	5	9657	68075	6869	1906	182			2	278	208	214			2
MA	4*	12713	76040	4307	5577	1611	278		3	138	18	119	496		4
MI	4*	18346	134484	2930	4559	3666	1247		3	1344	203	3737			2
MN	3*	7678	60018	1562	2095	956	1677	377	3	179	51	32	78	407	3
MN	5	9172	63350	2207	2130	1175	1954	503	3	211	76	43	59	431	3
MS <sup>b</sup>	3	3879	36566												
MS <sup>b</sup>	4*	3131	37169												
MS <sup>b</sup>	5	2646	36800												
MO	4*	11096	69437	1005	3326	4278	1839	310	4						
MT	4*	1341	10988	426	245	395	46		3	96	30	3	1		3
NE <sup>c</sup>	4*	3872	21148												
NV	3	2675	29963	1064	977	290	86		3	163	0	0	0		3
NV	4*	2683	30108	1652	463	224	110		3	177	0	0	0		3
NV	5	3467	30484	1120	1554	499	72		3	133	0	0	0		3
NH	3*	2148	15755	979	703	264	76		3	35	38	35	18		3
NJ	4*	16830	107345	9640	4695	1323			2	75	480	241			2
NM	3	3533	24061	2213	963				2	60	49	24	9		3
NM	4*	3833	25021	2598	900				2	54	57	40	9		3
NM	5	4122	25301	3080	725				2	57	61	47	12		3
NY	4*	29539	221926	6730	8713	10609	2388		3	15	67	116	223		3
NC	3	15791	106004	3762	9583				2	1607	1023	193	23		3
NC	4*	15338	104062	2440	10509				2	1567	1086	153	11		3
NC	5	16079	107241	3296	10205				2	1587	1021	138	7		3
ND	4*	1029	8283	382	360	194	37		3	15	21	8	0		3
OH	4*	20330	141120	11045	2006	4173	768		3	175		1871	95		3
OK	3*	7255	44819	3529	1454	727	349		3	17	19	76	56		3
OK	5	8058	47389	1869	2956	1313	135		3	14	20	82	56		3
OR	3*	5266	40950	1831	1828	781			2						
OR	5	5762	43509	2878	1980	412			2						
PA	5*	21621	141733	11198	4174	2873	1335		3	82	309	568	218		3

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
RI	4*	2295	12438	1261	427	420	97		3	34	14	26	11		3
SC	3	8844	51023	3241	3649	982	355		3	134	38	30	68		3
SC	4*	8769	53022	3424	3467	810	328		3	126	53	27	54		3
SC	5	8632	54178	3941	3122	583	112		3	129	56	34	79		3
SD	3	1518	9438	22	640	401	60		3	69					3
SD	4*	1463	9775	1	637	376	91		3	71					3
SD	5	1347	9976	245	498	241	17		3	55					3
TN	3*	8931	69271	4479	2429	626			2	101	110	127			2
TN	4									15	95	117			2
TN	5	9493	72051	5259	2771	464			2	40	108	151			2
TX <sup>b</sup>	3	41432	321044							111	974				2
TX <sup>b</sup>	4*	44153	321494							99	962				2
TX <sup>b</sup>	5	45323	322610							111	1221				2
UT	3	5602	35740	601	2135	1273	878		3	20	48	51	68		3
UT	4*	5570	35325	559	2428	842	991		3	24	42	50	69		3
UT	5	5230	36241	807	2298	748	669		3	34	44	51	66		3
VT	4*	912	7187	236	141	200	227	37	4	8	3	5	45	0	4
VA	3*	11247	85000	3637	3383	2160			2	46	301	305			2
VA	5	12377	88485	5606	3720	443			2	24	386	278			2
WA	4*	10061	77926	4456	2242	1524	863		3	213	249	124	34		3
WV	3	4025	20761	1194	917	694	864		3	32	35	15			3
WV	4*	3962	21086	1667	965	739	524		3	35	34	20			3
WV	5	3905	21686	2283	779	448	308		3	38	44	14			3
WI	4*	8341	62390	2940	1082	2526	880		3	192	225	292	86		3
WY	4*	907	6344	488	233	116	16		3	10	15	7			3
AS	4*	143	1170												
AS	5	147	1104												
BIA	3	574	3431	379	138	11			2	13	2				2
BIA	4*	648	3500	431	162	17			2	11	0				2
BIA	5	675	3514	479	135	6			2	8	1				2
CNMI	3*	35	849	9	6	6	10		3	3					4
DC	3	850	5595	552	116				2	25	7				2
DC	4*	996	5865	633	118				2	25	3				2

Enrollment				Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
DC	5	1083	5586	714	106				2	20	3				2
GU	3*	125	2517	104	20	1	0		3	0	4	5	0		3
GU	5	125	2517	119	5	1	0		3	0	6	12	0		3
PV <sup>d</sup>	4*	15	372												
PR	3*	5701	44982							277	49	1			2
RMI <sup>d</sup>	3	116	947												
RMI <sup>d</sup>	4*	157	942												
RMI <sup>d</sup>	5	158	748												
VI <sup>d</sup>															

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

<sup>a</sup> Alternate Assessment was given in a different year than the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.

<sup>d</sup> Complete data were not provided.

**Table D5: Middle School Mathematics Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	6	8163	60548	5605	823				2	344	296				2
AL	7	8484	62018	5783	814				2	366	295				2
AL	8*	7933	57634	5219	760				2	333	310				2
AK	6	1516	10830	784	255	284	87		3	0	7	17	1		3
AK	7	1474	10912	820	257	232	72		3						3
AK	8*	1422	10577	767	229	217	66		3	0	14	23	4		3
AZ <sup>a</sup>	8*	7983	72333							70	64	96	117		3
AR	6	4924	35908	3600	801	56	1		3	35	35	93	36	53	5
AR	8*	5047	35511	3371	955	136	4		3	36	27	90	11	45	5
CA	6	49758	499119	9634	19215	7317	3314	1033	4	976	613	768	658	480	4
CA	7	75539	502589	12310	15778	6438	2066	458	4	799	596	815	698	541	4
CA	8*	47530	476822	17657	12877	6154	2501	378	4	876	551	706	643	572	4
CO	6	6541	58350	3279	1786	699	162		2	91	103	62	76	65	3
CO	7	6231	58310	3382	1834	395	78		2	42	58	80	91	61	3
CO	8*	5909	56710	3997	893	339	72		2	72	65	72	67	65	3
CT	6	5508	45167	1437	895	970	741	121	3	181	92	43			2
CT	8*	5654	44751	1728	932	853	535	134	3	112	85	49			2
DE	8*	1640	10068	1011	339	150	12	8	3	9	15	15	11	30	3
FL	6	33625	205095	18868	4768	3250	898	186	3	209	512	883	909	487	4
FL	7	32551	206774	18119	4227	2962	862	172	3	236	687	1054	964	353	4
FL	8*	31368	201160	15055	5295	3402	748	241	3	287	823	1294	854	305	4
GA	6	16429	121270	10248	3665	881			2	755	180				2
GA	8*	14652	114758	9822	2713	317			2	733	231				2
HI	8*	1623	13654	1069	311	12	0		3	68					2
ID	8*	1816	18877	1121	399	154	27		3	18	24	33	9		3
IL <sup>b</sup>	8*	20399	151462	5425	9416	2030	295		3	72	420	341	60		3
IN	6	13139	81033	7293	3774	333			2						
IN	8*	12592	81134	7538	3015	225			2						
IA	8*	5808	37506	3988	1244				2	31	173				2
KS	7*	4680	38483	1944	1070	715	493	253	3	13	27	37	20	35	3

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
KY	8*	5956	43113	3990	1429	358	17		3	72	102	92	113		3
LA	8*	8440	59517	5159	1077	899	41	23	3	9	204	204	143	81	3
ME	8*	2425	17102	1692	549	48			3	9	26	7	27	8	4
MD	8*	9478	68647	7969	558	163			2	369	234	185			2
MA	6	13324	78402	7622	3422	1122	275		3	99	27	138	535		4
MA	8*	13535	79022	8993	2781	786	139		3	111	21	110	412		4
MI	8*	17794	137139	8529	2719	1219	778		3	1210	203	2915			2
MN <sup>c</sup>															
MS <sup>c</sup>	6	2338	36637												
MS <sup>c</sup>	7	1727	37103												
MS <sup>c</sup>	8*	1460	33946												
MO	8*	10670	70680	5011	3581	1333	154	8	4						
MT	8*	1416	12084	687	251	267	15		3	74	37	5	0		3
NE <sup>b</sup>	8*	3140	21708												
NV	7*	3197	30456	2403	369	120	34		3	156	0	0	0		3
NH	6*	2646	17014	1634	729	147	21		3	61	28	18	8		3
NJ	8*	18165	108365	13981	2479	251			2	92	408	120			2
NM	6	4446	25632	3497	649				2	59	54	56	19		3
NM	7	4339	25306	3402	618				2	51	47	55	18		3
NM	8*	4307	25369	3323	619				2	56	35	61	17		3
NY	8*	33564	226679	15821	10478	4699	222		3	8	59	210	268		3
NC	6	15634	107869	4662	8744				2	1637	698	105	9		3
NC	7	15356	107847	6592	6738				2	1544	633	116	12		3
NC	8*	14386	104743	6167	6355				2	1391	531	111	16		3
ND	8*	1135	8993	503	512	63	3		3	8	23	13	1		3
OH	8*	20711	145801	13548	1594	2993	133		3	158		1825	91		3
OK	8*	7343	46788	2015	2619	980	69		3	21	23	57	56		3
OR	8*	4966	43887	3839	553	286			2						
PA	8*	22398	147829	14140	3355	1809	348		3	66	265	652	176		3
RI	8*	2524	12990	1882	303	221	35		3	41	12	19	11		3
SC	6	8380	55530	4160	2596	551	120		3	140	46	25	48		3
SC	7	8180	52177	4536	2289	339	79		3	139	42	25	40		3



Enrollment				Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
PV <sup>c</sup>	8*	3	279												
PR	6	5580	43967							236	189	4			2
PR	8*	5286	43570							9	26	1			2
RMI <sup>c</sup>	6	146	968												
RMI <sup>c</sup>	7	149	1032												
RMI <sup>c</sup>	8	114	1042												
VI <sup>c</sup>															

<sup>a</sup> Grades that were used in Appendix B and in the body of this document are indicated by an asterisk next to the grade level.  
<sup>a</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.  
<sup>b</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.  
<sup>c</sup> Complete data were not provided.



**Table D6: High School Mathematics Performance**

		Enrollment		Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
AL	11*	5341	46496	1022	843				2	1492	1326				2
AK	10*	1054	9872	646		231			3						
AK <sup>a</sup>	11									0	6	21	1		3
AZ <sup>b</sup>	10*	6148	63853							63	49	83	20		3
AR <sup>c</sup>															
CA	10*	51791	457181	46161	2219	438			2	634	501	613	612	613	4
CO	10*	4669	52539	3230	603	138	11		2	39	52	42	57	53	3
CT	10*	5359	41439	1266	911	922	325	132	3	111	86	103			2
DE	10*	1089	8795	776	135	37	8	3	3	4	14	4	17	27	3
FL	10*	24099	184325	8040	3505	2353	1317	145	3	329	989	1579	1337	509	4
GA	11*	8227	85258	2063	2293	749			2	259	109				2
HI	10*	1267	12573	578	355	8	1		3	40					2
ID	10*	1341	17197	336	593	229	19		3	14	20	36	16		3
IL <sup>d</sup>	11*	13471	128914	3997	4139	1221	88		3	111	457	258	17		3
IN	10*	10842	76392	6336	2604				2						
IA	11*	4290	36732	2456	1197				2	29	148				2
KS	10*	3903	36390	2026	942	341	161	145	3	13	46	28	43	37	3
KY	11*	3722	36774	2903	484	186	149		3						
KY <sup>a</sup>	12									58	102	95	106		3
LA	10*	4916	47252	2870	376	518	69	23	3	11	57	53	45	25	3
ME	11*	1551	15202	1250	191	29			3	7	10	8	19	2	4
MD	10*	5319	59592	3977	575	76			2						
MD <sup>a</sup>	11									349	198	144			2
MA	10*	11377	71909	5033	3104	1553	393		3	192	30	90	379		4
MI	11*	11984	115176	5474	799	822	65		3	1007	312	2186			2
MN <sup>c</sup>	11*	7573	65241												
MS <sup>b</sup>	9-12*	1142	26473												
MO	10*	8578	65707	4897	2261	755	73	5	4						
MT	11*	951	11562	390	165	188	15		3	77	31	2	0		3

Enrollment				Regular Assessment						Alternate Assessment					
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
NE <sup>d</sup>	11*	2268	21725												
NV	9-12*	2457	24586	1899	351				2	127	0	0	0		2
NH	10*	2237	15995	1724	354	70	15		3	41	17	6	10		3
NJ	11*	14016	90207	9443	2505	347			2	76	363	163			2
NM	9*	4643	27521	3127	670				2	34	44	44	17		3
NY	9-12*	16878	171399	5836	5871	3714	1457		3	9	41	150	186		3
NC	10*	9314	88288	5767	2279				2	666	260	38	10		3
ND	12*	656	8679	477	103	9	2		3	12	14	8	0		3
OH	9*	21709	157846	13314	5645				2	2	1885				2
OK	9-12*			2955	821	56	23		3	18	32	58	59		3
OR	10*	3492	40128	2835	212	73			2						
PA	11*	19049	136318	10321	1761	956	334		3	55	221	611	69		3
RI	10*	1881	12002	1507	149	130	21		3	22	23	22	7		3
SC	9-12*	5065	52118		4338	266			2	31	35	58	166		3
SD	11*	742	9780	1	445	72	4		3	59					3
TN	9-12	35608	246713	1958	863	458			2						
TN	10*	9493	64091	1018	393	179			2	11	54	87			2
TX <sup>d</sup>	10*	32868	284036							3056	8745				2
UT	10*	4049	34914	1258	232	186	52		3	115	65	60	42		3
VT	10*	915	6979	344	257	31	91	21	4	10	3	3	3	0	4
VA	11*	16774	225573	7220	6923	824			2	37	330	528			2
WA	10*	7441	78778	5232	531	213	71		3	130	120	67	8		3
WV	9	3850	22059	2269	798	396	146		3	44	37	18	1		3
WV	10*	3115	20071	1964	633	225	75		3	43	39	37	4		3
WV	11	2540	18620	1534	586	178	61		3	52	48	30	6		3
WI	10*	8964	71678	4215	1632	1714	201		3	147	140	139	78		3
WY	11*	595	6415	396	124	35	3		3	7	16	6			3
AS <sup>c</sup>	10	59	971												
BIA	9	479	2690	260	136	4			2	22	1				2
BIA	10*	328	2309	181	77	3			2	11	0				2
BIA	11	257	1860	150	62	1			2	13	0				2
BIA	12	204	1431	99	49	0			2	11	0				2

Enrollment				Regular Assessment					Alternate Assessment						
		1	2	9A-1	9A-2	9A-3	9A-4	9A-5	9A-Z	9B-1	9B-2	9B-3	9B-4	9B-5	9B-Z
State	Grade	Students with IEPs	All Students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level	Level 1	Level 2	Level 3	Level 4	Level 5	Proficiency Starting Level
CNMI	10*	20	748	14	2	2	2		3						
DC	9-11*	2389	11386	1173	113				2						
GU	9*	180	2565	174	4	2	0		3	3	8	5	0		3
PV <sup>c</sup>	10*	3	104												
PR	9-12*	3628	33103							11	8	5			2
RMI <sup>c</sup>	9-12*	19	338												
VI <sup>c</sup>															

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

<sup>a</sup> Alternate Assessment was given in a different year than the general assessment.

<sup>b</sup> State did not count students who were tested out-of-level in the lowest achievement level and thus performance data are not presented in this document or in Appendices B and D.

<sup>c</sup> Complete data were not provided.

<sup>d</sup> Data from the 2001-2002 school year are included only in Appendices C and D where we present data as it was reported by the states.