

Biennial Performance Reports: 2000-2001 State Assessment Data

**Summary Prepared by:
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The information in this summary is based on data submitted in states' Biennial Performance Reports to the U.S. Department of Education. Any corrections or updates to those reports that were made after December 31, 2002 are not reflected in this summary.

Overview

States and other educational entities receiving Part B funding under the Individuals with Disabilities Education Act (IDEA) submitted their Biennial Performance Reports to the U.S. Secretary of Education on or before May 31, 2002. These reports contained information on a variety of indicators, including assessment participation and performance results for 2000-2001 state assessments. This report is a summary of the 2000-2001 state assessment information that was submitted by states in their Biennial Performance Reports. In some cases, states clarified data in their reports during NCEO's verification process; those clarifications are reflected in this report. No data from the original BPR reports were changed.

It is important to recognize that the information submitted in a state's Biennial 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 Bielinski, Thurlow, Callender, & Bolt, 2001; Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1998; Thurlow, Nelson, Teelucksingh, & Ysseldyke, 2000; Ysseldyke, Thurlow, Langenfeld, Nelson, Teelucksingh, & Seyfarth, 1998). Analysis of public reports and Web sites containing 2000-2001 assessment data are reported by Thurlow, Wiley, and Bielinski (2002).

The assessment information included in the Biennial Performance Reports of regular states (n = 50) and unique states subject to IDEA requirements (n = 9) is summarized in four sections in this report:

- Participation in 2000-2001 General State Assessments (see page 2)
- Participation in 2000-2001 State Alternate Assessments (see page 9)
- Performance on 2000-2001 General State Assessments (see page 15)
- Performance on 2000-2001 State Alternate Assessments (see page 25)

The information in the above sections is supported by state-by-state data in the appendices. Appendix A is a state-by-state listing of whether general assessment and alternate assessment participation and performance data were reported. Appendix B provides state-by-state information on the participation numbers used in this summary of Biennial Performance Report data. Appendix C displays general assessment performance for three grade ranges (3-5, 6-8, and 9-12) in reading, math, writing, and science for each state and the nine unique states. Data were selected for one grade in each of the levels; most often, the grades were 4, 8, and 10. Appendix D displays alternate assessment performance by the same three grades, for single overall alternate assessment scores, and alternate assessment scores for reading, math, and "other" areas.

Many additional analyses of the assessment data in the Biennial Performance Reports could be conducted. The data presented here are intended to give a basic picture of the assessment data that were included in the Biennial Performance Reports, and what those data indicate about the levels of participation and performance of students with disabilities in state general and alternate assessments.

Participation in 2000-2001 General State Assessments

One table and four 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 these tables and figures are clarified here.

Table 1. Number of States with Any 2000-2001 Participation Data (General and Alternate Assessments)

***Finding:** More regular and unique states reported participation data for their general assessments (49 and 8, respectively) than did for their alternate assessments (43 and 4, respectively). Every state that reported participation data for its alternate assessment also reported participation data for its general assessment.*

Explanation: The numbers in this table include states that had any data at all on the number of students with disabilities participating in general assessments. This includes every state that indicated a value in cell 1 or cell 2 of Table 1A of the Biennial Performance Report. States recorded counts in different ways. Some states recorded a single overall count for both types of assessments, while some included breakdowns of counts test or grade or content area, or some combination of these. States included in this table did not necessarily report **all** possible participation data. For example, some states reported data for some, but not all, of the tests or grade levels included in their testing programs. If a state reported any data, even if just for one test or one grade, it was counted as reporting participation data.

Figure 1. States with Any 2000-2001 Participation Data for a General State Assessment

***Finding:** All regular and unique states except Hawaii and the Virgin Islands reported participation data for one or more of their general state assessments.*

Explanation: States are identified as having data in this figure using the same criteria that were used for Table 1.

Figure 2. States with 2000-2001 Participation Data for the General Assessment that Permit Participation Rates to be Calculated

***Finding:** Forty-three regular states and six unique states had data that allowed for some level of calculation of participation rates. Although states were not specifically instructed to provide numbers in a way that would allow for participation rates to be calculated, most states did so.*

Explanation: For a state to be identified as having data for which participation **rates** could be calculated, it had to provide both a numerator (number participating in the general assessment) and a denominator (number of students with disabilities taking general assessment + number taking alternate assessment + number not tested = total students with disabilities enrolled). For some states, participation rates were calculated by

using the counts given in cells 1, 2, & 5 from Table 1A of the Biennial Performance Report; for other states, we obtained the necessary data from tables or reports that the state attached to its Biennial Performance Report. For those states, we looked for information such as the total special education enrollment for the grades in which the tests were given.

Figure 3. Participation Rates for 2000-2001 General State Assessments

***Finding:** For those states reporting data that allowed for the calculation of a general assessment participation rate (see Figure 2), most states (19 regular states and 1 unique state) had 90% or more of their students with disabilities in their general assessments. The next most frequent participation rates were 75-89% of students with disabilities (18 regular states and 2 unique states).*

Explanation: States' participation rates in this figure were calculated using the methods described for Figure 2. Thus, some percentages were obtained directly from states' Biennial Performance Reports, while others were obtained from tables or reports attached to a state's Biennial Performance Report. We attempted in each case to use only data that provided a numerator and denominator that accounted for all students with disabilities enrolled in a grade. In cases where states had differing participation rates for different content areas, we selected the highest participation rate reflected in all participation data that a state reported. The rates are for the population of students receiving special education services. For depiction, states were grouped according to whole numbers (thus 49.72, for example, was grouped in 25-49% while 50.03 was grouped in 50-74%). States that were very close to a cut point (e.g., 49.94%) are noted with an asterisk in the figure.

Figure 4. Distribution of 2000-2001 Participation Rates for General State Assessments: Regular States

***Finding:** The distribution of participation rates among the regular states was fairly evenly split between 75-89% and $\geq 90\%$. Just 16% fell into other percentage ranges. Rates in unique state were not depicted in a pie chart because of the small numbers of unique states with participation rates.*

Explanation: States' participation rates in this figure were calculated using the methods described for Figure 2. Thus, some percentages were obtained directly from states' Biennial Performance Reports, while others were obtained from tables or reports attached to a state's Biennial Performance Report. We attempted in each case to be sure that the state information provided a numerator and denominator that accounted for all students with disabilities enrolled in a grade. In cases where states had differing participation rates for different content areas, we selected the highest participation rate reflected in all the participation data that a state presented. This pie chart reflects the same information as presented in Figure 3 for regular states. These rates are for the population of students receiving special education services.

Table 1. Number of States with Any 2000-2001 Participation Data (General and Alternate Assessments)

	General Assessment	Alternate Assessment	Both General and Alternate Assessments
Regular States	49	43	43
Unique States	8	4	4

See maps in Figure 1 (General Assessment) and Figure 5 (Alternate Assessment) for specific states.

Figure 1. States with Any 2000-2001 Participation Data for a General State Assessment

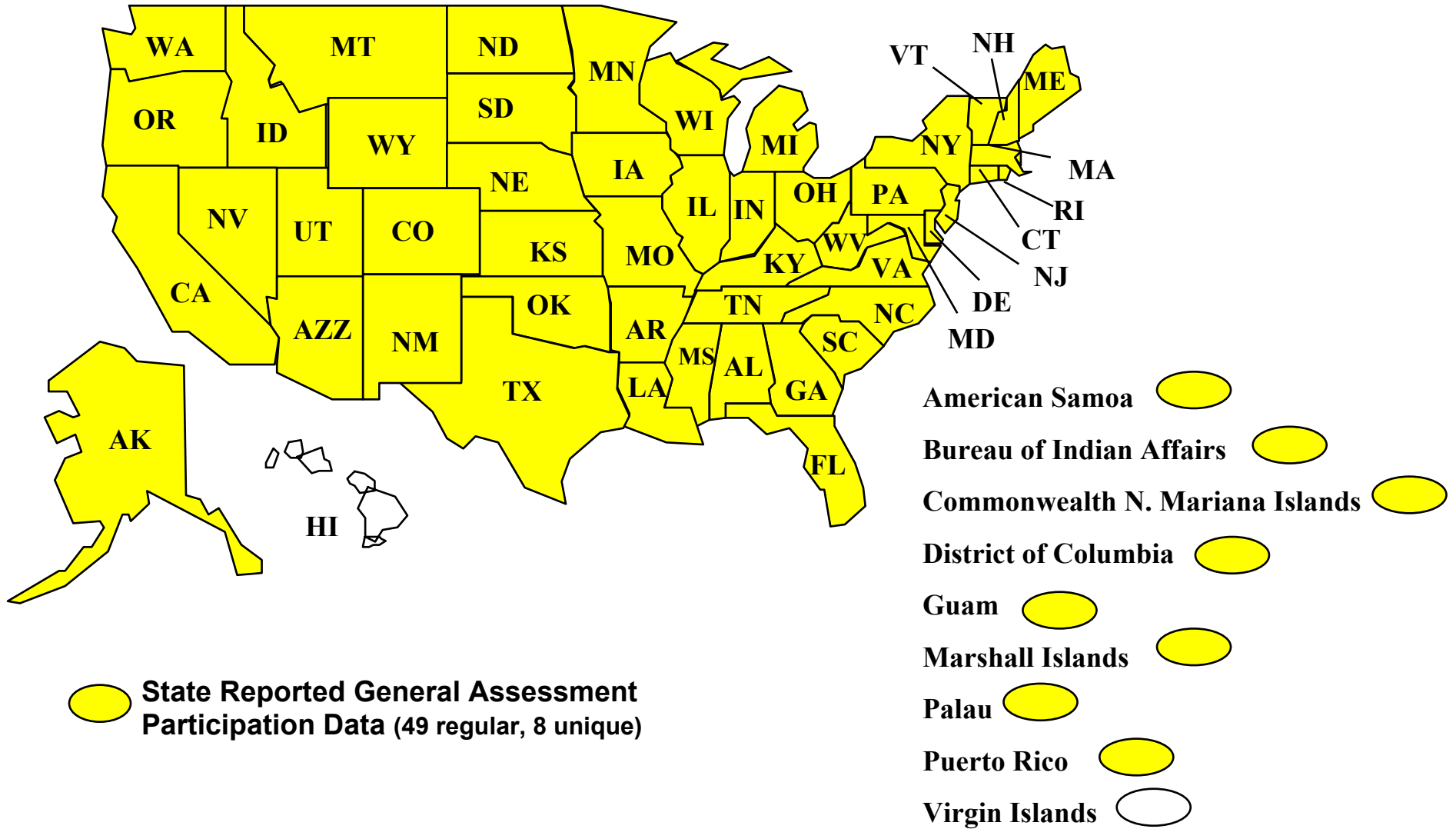


Figure 2. States with 2000-2001 Participation Data for the General Assessment that Permit Rates to be Calculated

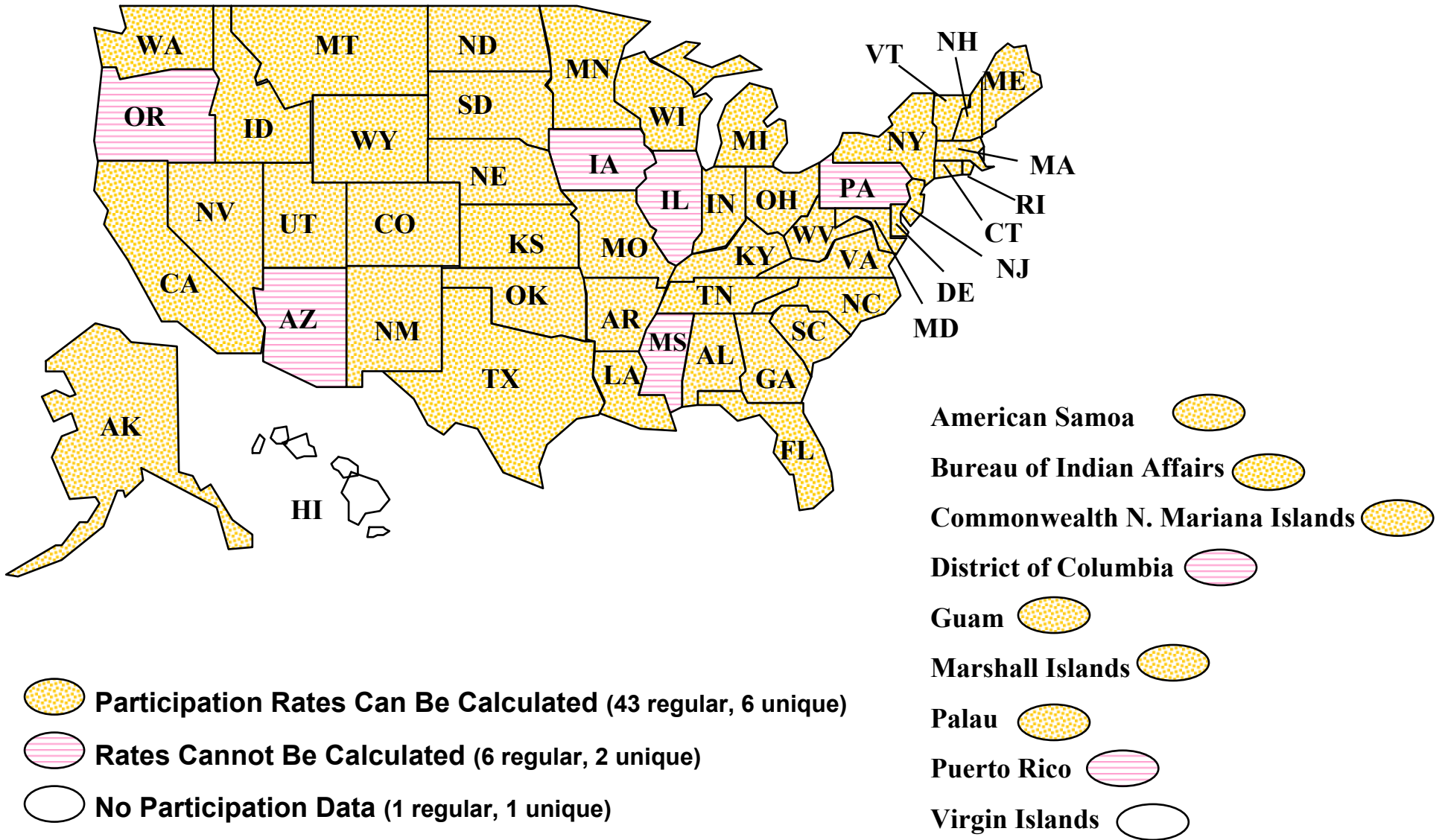
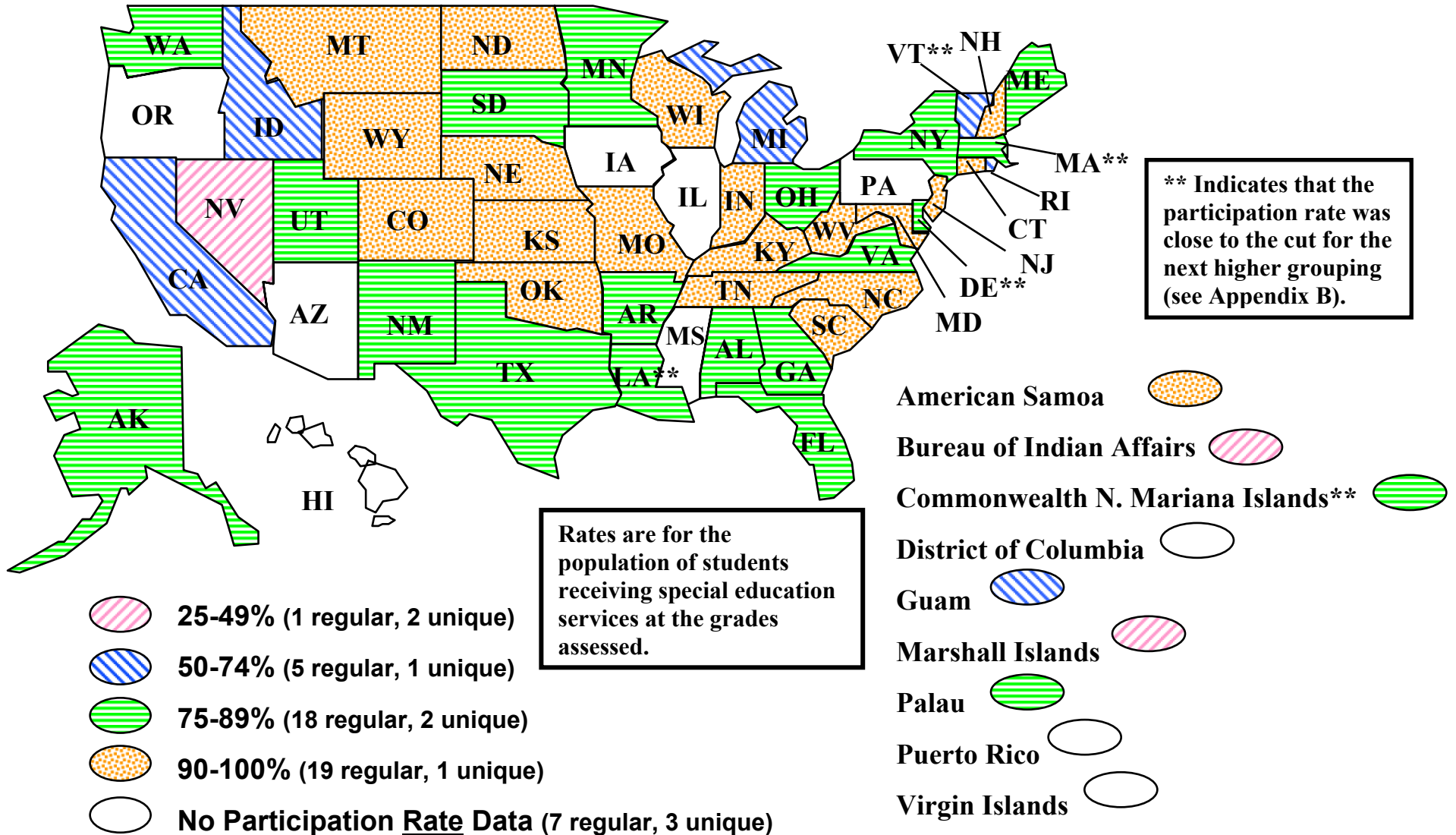


Figure 3. Participation Rates* for 2000-2001 General State Assessments

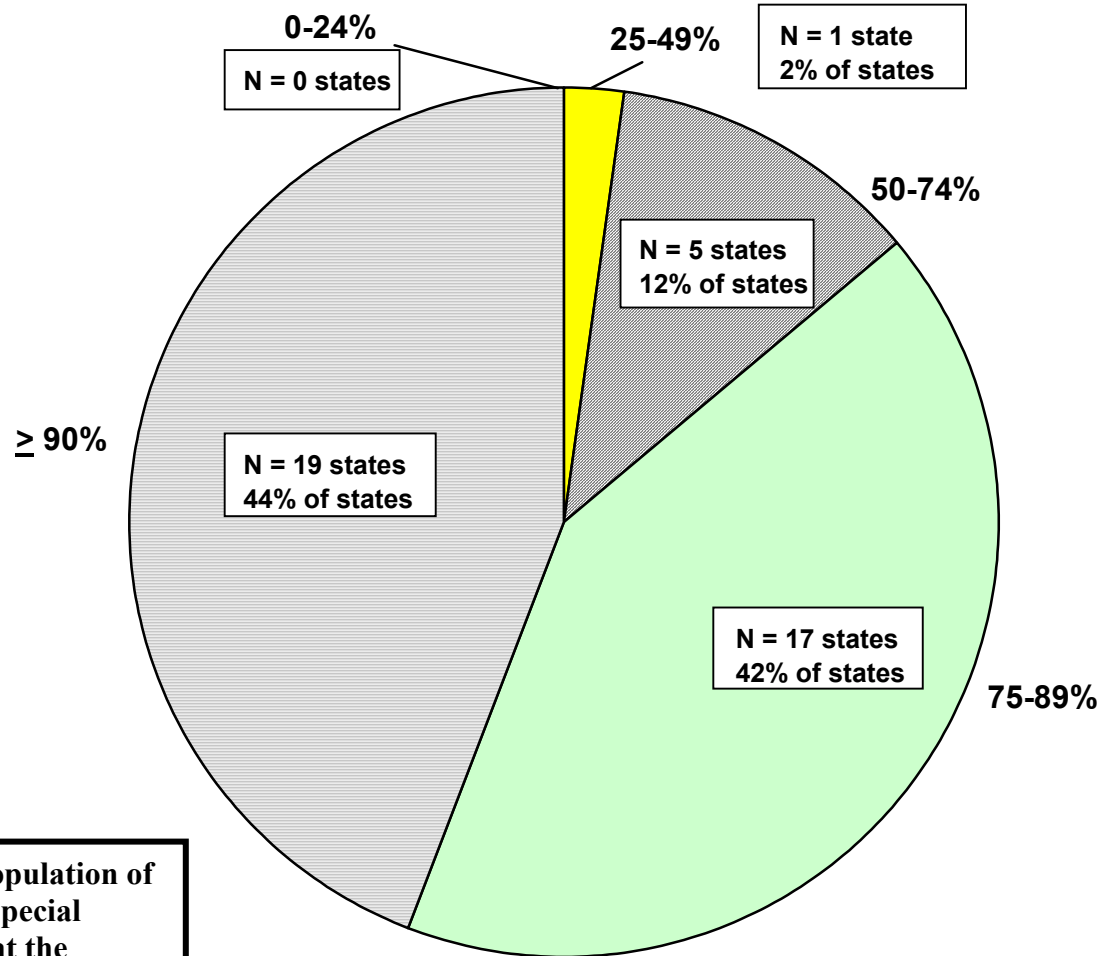
*Rates are the highest reported participation rate



[No state had a participation rate that fell below 25-49%]

Figure 4. Distribution of 2000-2001 Participation Rates* for General State Assessments: Regular States (N = 43)

*Rates are the highest reported participation rate



Rates are for the population of students receiving special education services at the grades assessed.

Participation in 2000-2001 State Alternate Assessments

Four 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 as data were included in these tables and figures are clarified here.

Figure 5. States with Any 2000-2001 Participation Data for a State Alternate Assessment

***Finding:** Most regular states reported on alternate assessment participation in their Biennial Performance Reports. Only seven regular states (Hawaii, Maine, Michigan, Mississippi, New Jersey, New York, Texas) and five unique states (Bureau of Indian Affairs, District of Columbia, Guam, Palau, Virgin Islands) did not report on participation of students with disabilities in the state alternate assessment.*

Explanation: States were identified as having data in this figure using the same criteria that were used for Table 1. Thus, the states marked as having data were ones that had **any data** at all on the number of students with disabilities participating in the alternate assessment. This included states that provided counts for each content (skill) area, but did not provide a single unduplicated overall count.

Figure 6. States with 2000-2001 Participation Data for the Alternate Assessment that Permit Participation Rates to be Calculated

***Finding:** Thirty-eight regular states and three unique states had data that allowed for some calculation of participation rates. Although states were not instructed to provide numbers that would allow for participation rates to be calculated, most states did so.*

Explanation: For a state to be identified as having data for which participation **rates** could be calculated, it had to provide both a numerator (number participating in the alternate assessment) and a denominator (number taking general assessment + number taking alternate assessment + number not tested). For some states, participation rates were calculated by using the counts given in cells 1, 2, and 5 from Table 1A of the Biennial Performance Report; for other states, we obtained the necessary data from tables or reports that the state attached to its Biennial Performance Report. For those states, we looked for information such as the total special education enrollment for the grades in which the alternate assessment participation numbers were given.

Figure 7. Participation Rates for 2000-2001 State Alternate Assessments

Finding: *For those states that provided data that allowed for the calculation of an overall alternate assessment participation rate (see Figure 6), most states (19 regular states) had 2-5% of students with disabilities in their alternate assessments. The next most frequent rates were 6-10% of students with disabilities (12 regular states).*

Explanation: States' participation rates in this figure were calculated using the methods described under Figure 6. The rates are for the population of students receiving special education services. For depiction, states were grouped according to whole numbers (thus 5.54 was grouped in 2-5% while 6.01 was grouped with 6-10%).

Figure 8. Distribution of 2000-2001 Participation Rates for State Alternate Assessments: Regular States

Finding: *The distribution of alternate assessment participation rates showed less variation than the general assessment rates. Most states had rates in the range of 2-5% of students with disabilities. This was followed by the 6-10% range; the remaining 19% of states were spread among the other three participation rate ranges. Rates in the unique states are not depicted in a pie chart because of the small numbers.*

Explanation: States' participation rates in this figure were calculated using the methods described for Table 3. Thus, some percentages were obtained directly from states' Biennial Performance Reports, while others were obtained from tables or reports attached to a state's Biennial Performance Report. We attempted in each case to be sure that the state information provided a numerator and denominator that accounted for all students with disabilities enrolled in a grade. We selected the highest participation rate reflected in all the participation data that a state presented. This pie chart reflects the same information as presented in Figure 7 for regular states. The rates are for the population of students receiving special education services.

Figure 5. States with Any 2000-2001 Participation Data for a State Alternate Assessment

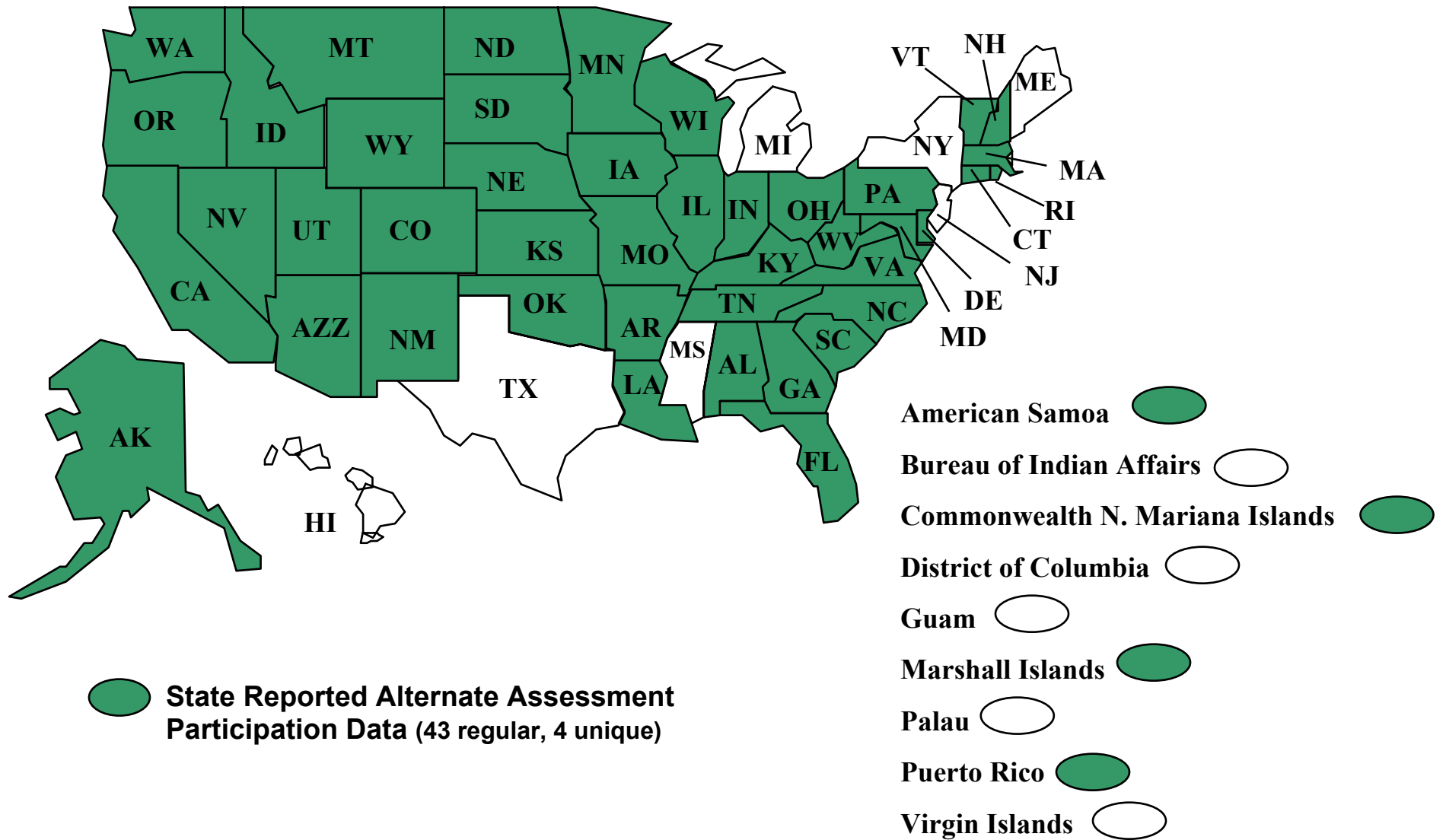


Figure 6. States with 2000-2001 Participation Data for the Alternate Assessment That Permit Rates to be Calculated

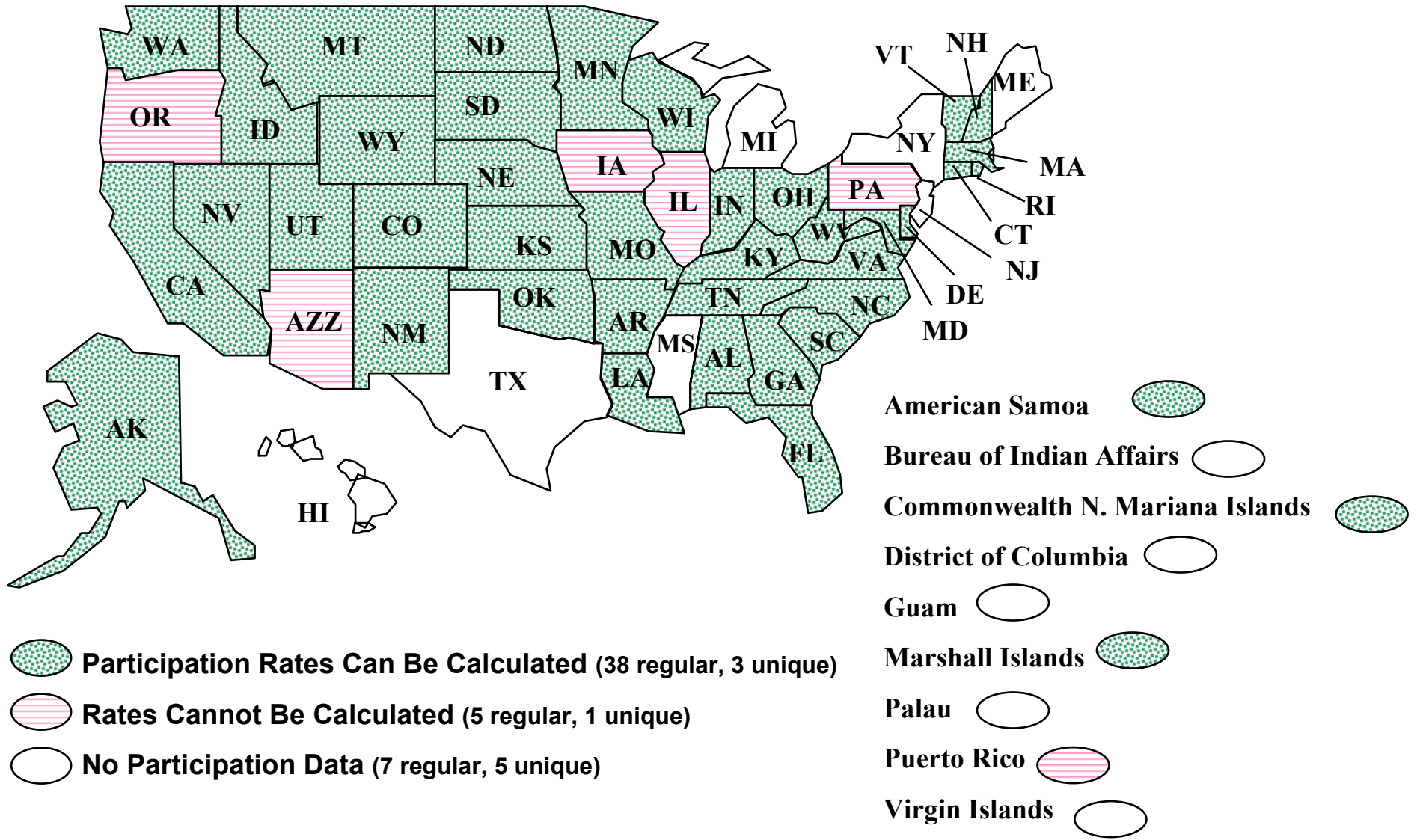


Figure 7. Participation Rates for 2000-2001 State Alternate Assessments

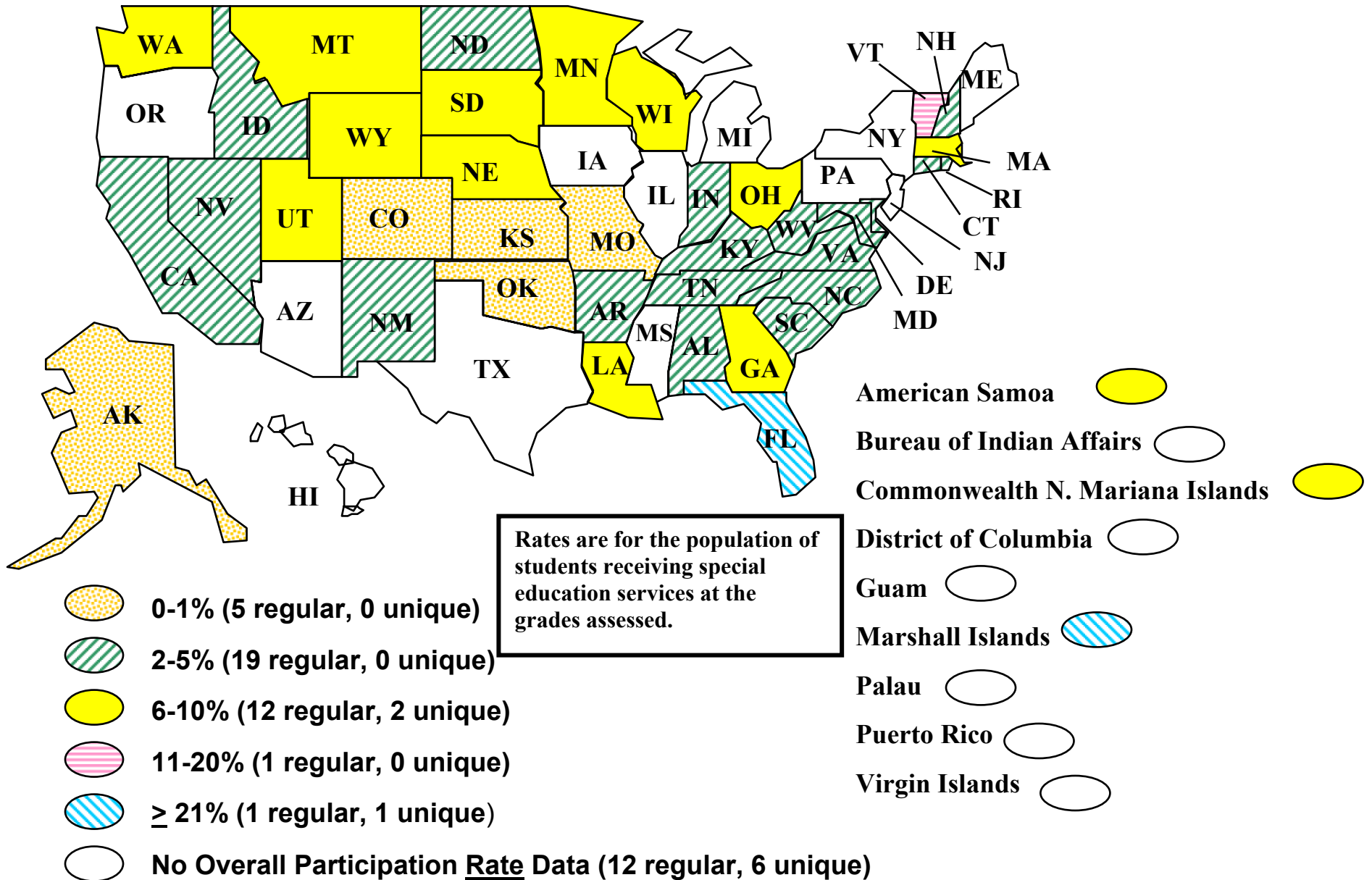
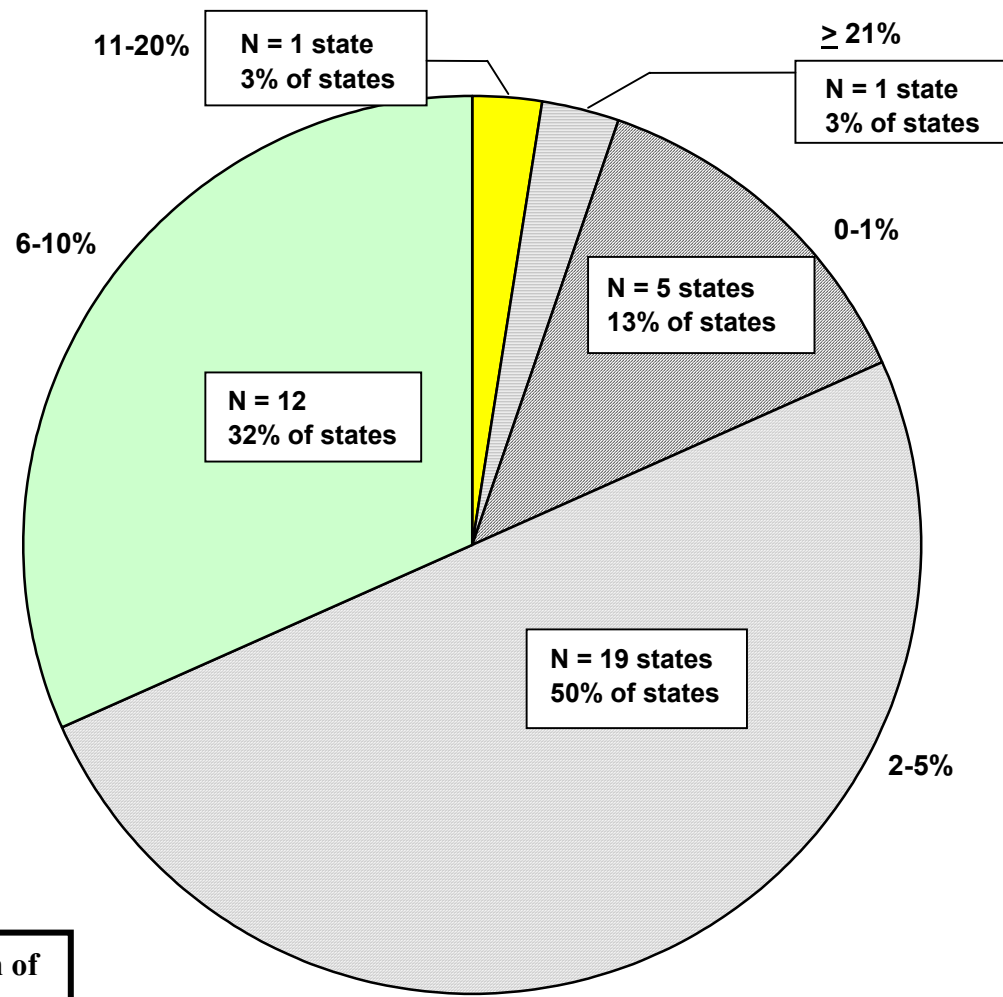


Figure 8. Distribution of 2000-2001 Participation Rates for State Alternate Assessments: Regular States (N = 38)



Rates are for the population of students receiving special education services at the grades assessed.

Performance on General 2000-2001 State Assessments

Two tables and five 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 as data were included in these tables and figures are clarified here.

Table 2. Number of States with Any 2000-2001 Performance Data (General and Alternate Assessments)

***Finding:** More regular and unique states reported performance data for their general assessments (49 and 8, respectively) than did for their alternate assessments (28 and 2, respectively). Every state that reported performance data for its alternate assessment also reported performance data for its general assessment, but not necessarily in terms of percent proficient.*

Explanation: The numbers in this table include states that had **any** data at all on the performance of students with disabilities. This means that states with more than one test were counted as having data even if they only reported data for one of their tests. Most states reported data by state-defined proficiency levels. For some tests, there was one “passing” level, but for most, there were four or five proficiency levels. For a few states, performance was recorded as a national percentile rank.

Figure 9. States with Any 2000-2001 Performance Data for a General State Assessment

***Finding:** All but one regular state (Hawaii) and one unique state (Virgin Islands) reported performance data for students with disabilities on one or more of their general state assessments.*

Explanation: States are identified as having performance data in this figure using the same criteria that were used for Table 2.

Figure 10. Performance of Students with Disabilities on 2000-2001 General State Reading Assessments (Regular States)

***Finding:** In most states, the average percentage of students with disabilities proficient in reading was 31-40% in elementary grades, 21-30% in middle school grades, and 0-10% in high school grades.*

Explanation: Performance of students with disabilities is reported in this figure as the percentage of students with disabilities whose performance was considered proficient or above, where “proficient” is defined by the state. The figure shows the percentage across all reading or English language arts data for each state. These percentages are based on data from one grade within each grade range; most often these were grades 4, 8, and 10. In a few instances, a state had more than one test in a particular content area (e.g., reading/language arts) at the same grade. Only one of the test’s results was used in those instances. These included: CA – used reading on CST, not on SAT/9; NC – end of course tests

were not included, ND – used reading, not language arts, TN – used reading, not language arts, VT – used reading basic, not reading analysis, VA – end of course tests were not included, RI – used reading basic, not reading analysis. Two states (Nevada and New Mexico) had test results that were reported as percentile ranks, and no state proficiency standard was defined, so these were not included. Hawaii did not have test results. Four states (AZ, CT, LA, and VT) reported out-of-level test results, but those results were not included in the figures. It is important to note that the numbers are composite counts across different types of tests given in different grades. Some tests are minimum competency graduation tests; others are high standards tests used for school accountability. There were 47 states with reading test data in 3rd, 4th, or 5th grade, 45 with middle school data; and 39 with high school data.

Figure 11. Performance of Students with Disabilities on 2000-2001 General State Mathematics Assessments (Regular States)

***Finding:** In most states, the average percentage of students with disabilities proficient in math was 21-30% or 31-40% in elementary grades, 0-10% or 11-20% in middle school grades, and 0-10% in high school grades.*

Explanation: Performance of students with disabilities is reported in this figure as the percentage of students with disabilities whose performance was considered proficient or above, where “proficient” is defined by the state. These percentages are based on the percent of students with disabilities meeting standards in one grade per range of grades, most often grades 4, 8, and 10. When a state had more than one test in a particular content area (e.g., mathematics computation, mathematics problem solving) at the same grade, only results from one test were used. These included: NC – end of course tests were not included, OR – used math skills, not math problem solving, VT – used math skills, not math concepts or problem solving, VA – end of course were not included, RI – used math skills, not math concepts or problem solving. Two states (Nevada and New Mexico) had test results that were reported as percentile ranks, and no state proficiency standard was defined, so these were not included. Hawaii did not have test results. Four states (AZ, CT, LA, and VT) reported out-of-level test results, but those results were not included in the figures. It is important to note that the numbers are composite counts across different types of tests given in different grades. Some tests are minimum competency graduation tests; others are high standards tests used for school accountability. There were 45 states with math test data in 3rd, 4th, or 5th grade, 44 with middle school data; and 35 with high school data.

Figure 12. Performance of Students with Disabilities on 2000-2001 General State Writing Assessments (Regular States)

***Finding:** In most states, the average percentage of students with disabilities proficient in writing was 0-10% in all of the grade ranges (3-5, 6-8, and 9-12).*

Explanation: Performance of students with disabilities is reported in this figure as the percentage of students with disabilities whose performance was considered proficient or above, where “proficient” is defined by the state. These percentages are based on the percent of students with disabilities meeting standards in one grade per range of grades, most often grades 4, 8, and 10. In a few instances, a state had more than one test in a particular content area (e.g., writing conventions, written composition) at the same grade. Only one of the test’s results was used in those

instances. These include: NC – end of course tests were not included, VT – used written expression, not writing conventions, VA – end of course were not included, RI – used written expression, not writing conventions. Two states (Nevada and New Mexico) had test results that were reported as percentile ranks, and no state proficiency standard was defined, so these were not included. Hawaii did not have test results. Four states (AZ, CT, LA, and VT) reported out-of-level test results, but those results were not included in the figures. It is important to note that the numbers are composite counts across different types of tests given in different grades. Some tests are minimum competency graduation tests; others are high standards tests used for school accountability. There were 22 states with writing test data in 3rd, 4th, or 5th grade, 21 with middle school data; and 21 with high school data.

Figure 13. Performance of Students with Disabilities on 2000-2001 General State Science Assessments (Regular States)

***Finding:** In most states, the average percentage of students with disabilities proficient in science was 31-40% in middle school grades and 11-20% in high school grades. In elementary school grades, average scores were spread across the distribution.*

Explanation: Performance of students with disabilities is reported in this figure as the percentage of students with disabilities whose performance was considered proficient or above, where “proficient” is defined by the state. These percentages are based on the percent of students with disabilities meeting standards in one grade per range of grades, most often grades 4, 8, and 10. When a state had more than one test in a particular content area (e.g., general science test, end of course test) at the same grade, only results from one of the tests was used. These included: NC – end of course tests were not included, VA – end of course tests were not included. Two states (CT and LA) reported out-of-level science test results, but those results were not included in the figures. It is important to note that the numbers are composite counts across different types of tests given in different grades. Some tests are minimum competency graduation tests; others are high standards tests used for school accountability. There were 15 states with science test data in 3rd, 4th, or 5th grade, 18 with middle school data; and 12 with high school data.

Table 3. Distribution of Performance of Students with Disabilities on 2000-2001 General State Assessments (Unique States)

***Finding:** For unique states, the percentage of students with disabilities proficient generally was 30% or less.*

Explanation: Performance of students with disabilities is reported as the percentage of students with disabilities whose performance was considered proficient or above, where “proficient” is defined by the state. These percentages are based on the percent of students with disabilities meeting standards in one grade per range of grades. Because of the limited number of unique states with performance data, graphic displays were not created.

Table 2. Number of States with 2000-2001 Performance Data

		General Assessment	Alternate Assessment	Both General and Alternate
Any Test Results	Regular States	49	28	28
	Unique States	8	2	2
Percent Proficient	Regular States	47	26	25
	Unique States	6	2	2

See map in Figure 9 (General Assessment) and 14 (Alternate Assessment) for specific states.

Figure 9. States with Any 2000-2001 Performance Data for a General State Assessment

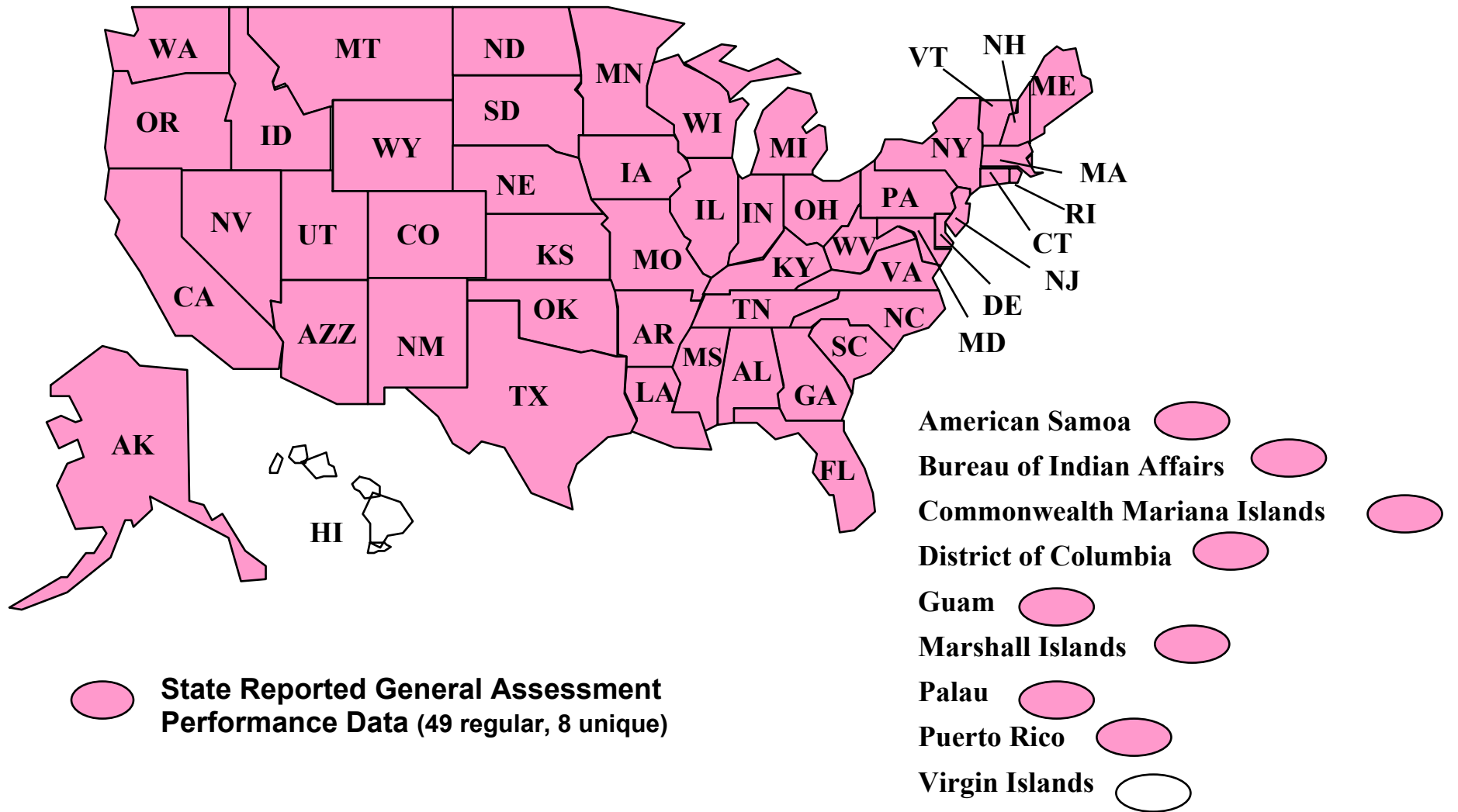


Figure 10. Performance of Students with Disabilities on 2000-2001 General State Reading Assessments (Regular States Ns: Gr 3-5 = 47; Gr 6-8 = 45; Gr 9-12 = 39)

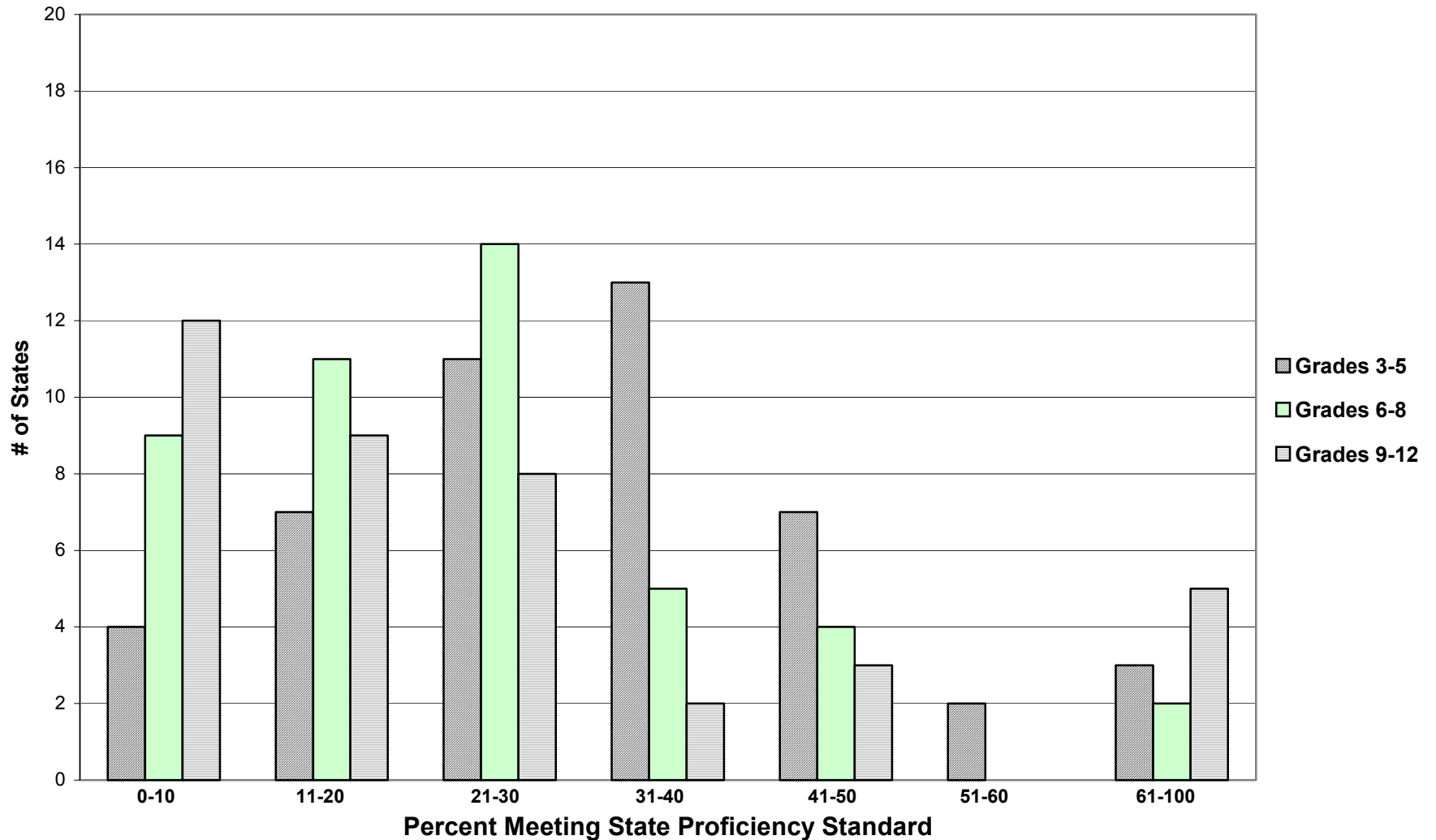


Figure 11. Performance of Students with Disabilities on 2000-2001 General State Mathematics Assessments (Regular States Ns: Gr 3-5 = 45; Gr 6-8 = 44; Gr 9-12 = 35)

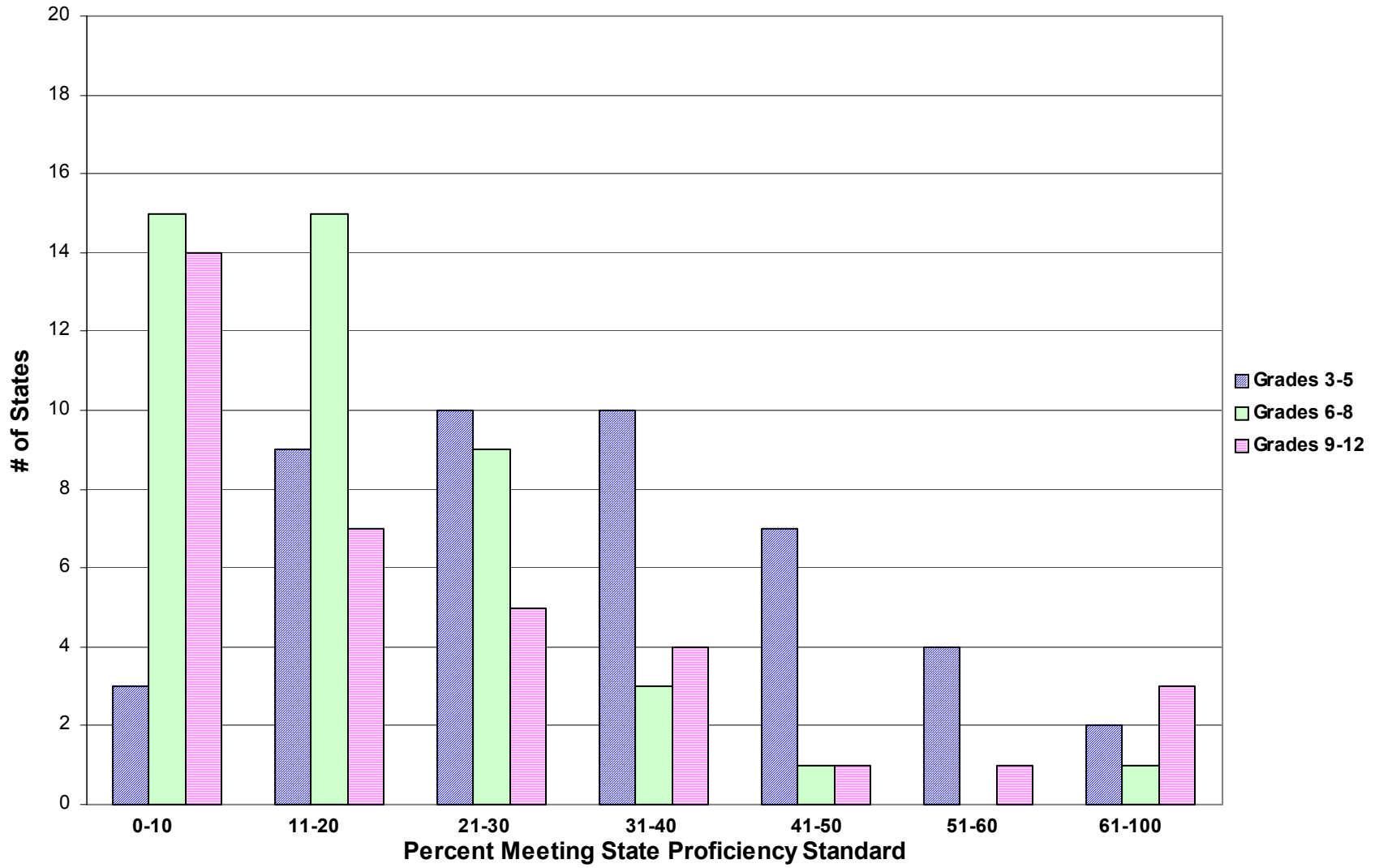


Figure 12. Performance of Students with Disabilities on 2000-2001 General State Writing Assessments (Regular States Ns: Gr 3-5 = 22; Gr 6-8 = 21; Gr 9-12 = 21)

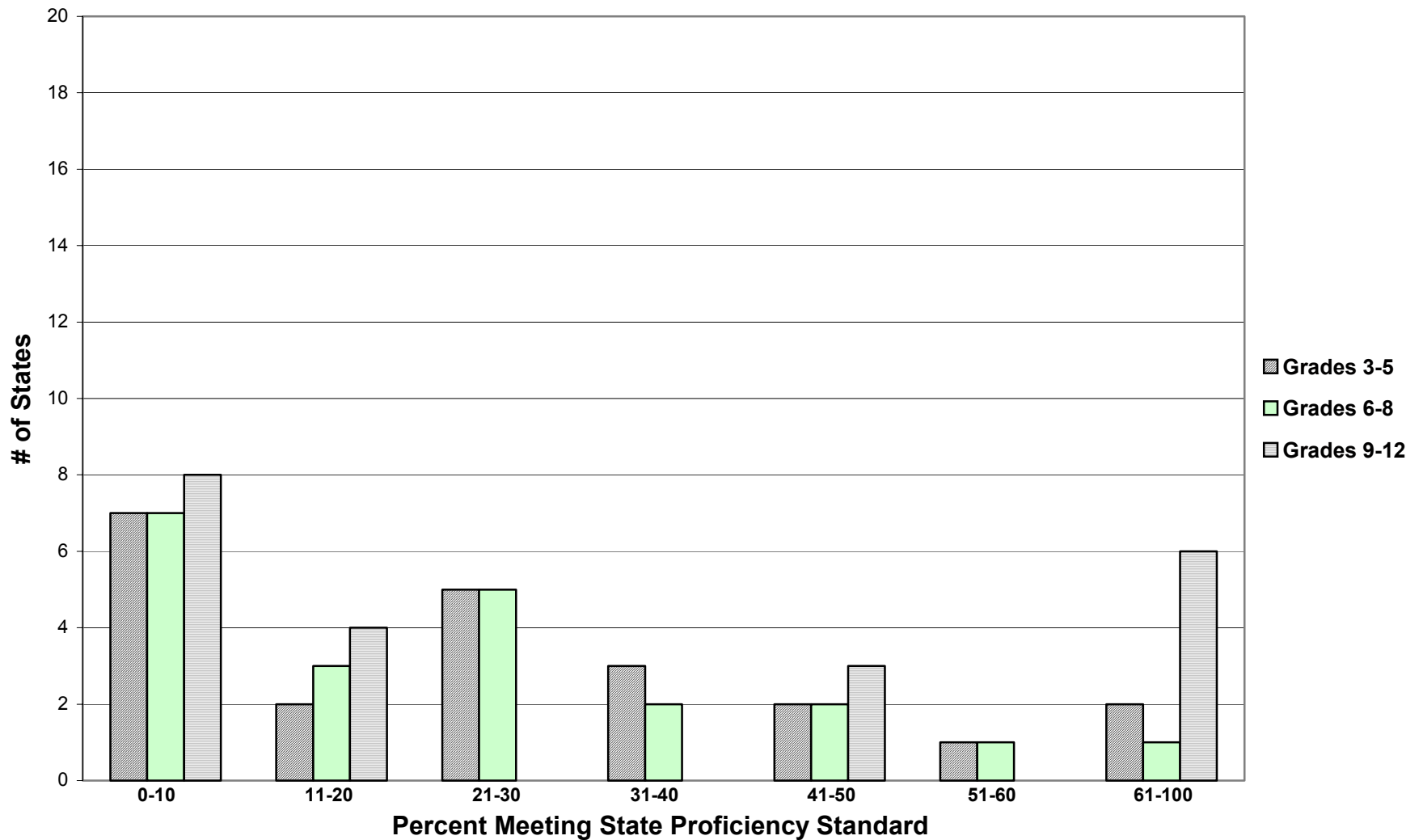


Figure 13. Performance of Students with Disabilities on 2000-2001 General State Science Assessments (Regular States Ns: Gr 3-5 = 15; Gr 6-8 = 18; Gr 9-12 = 12)

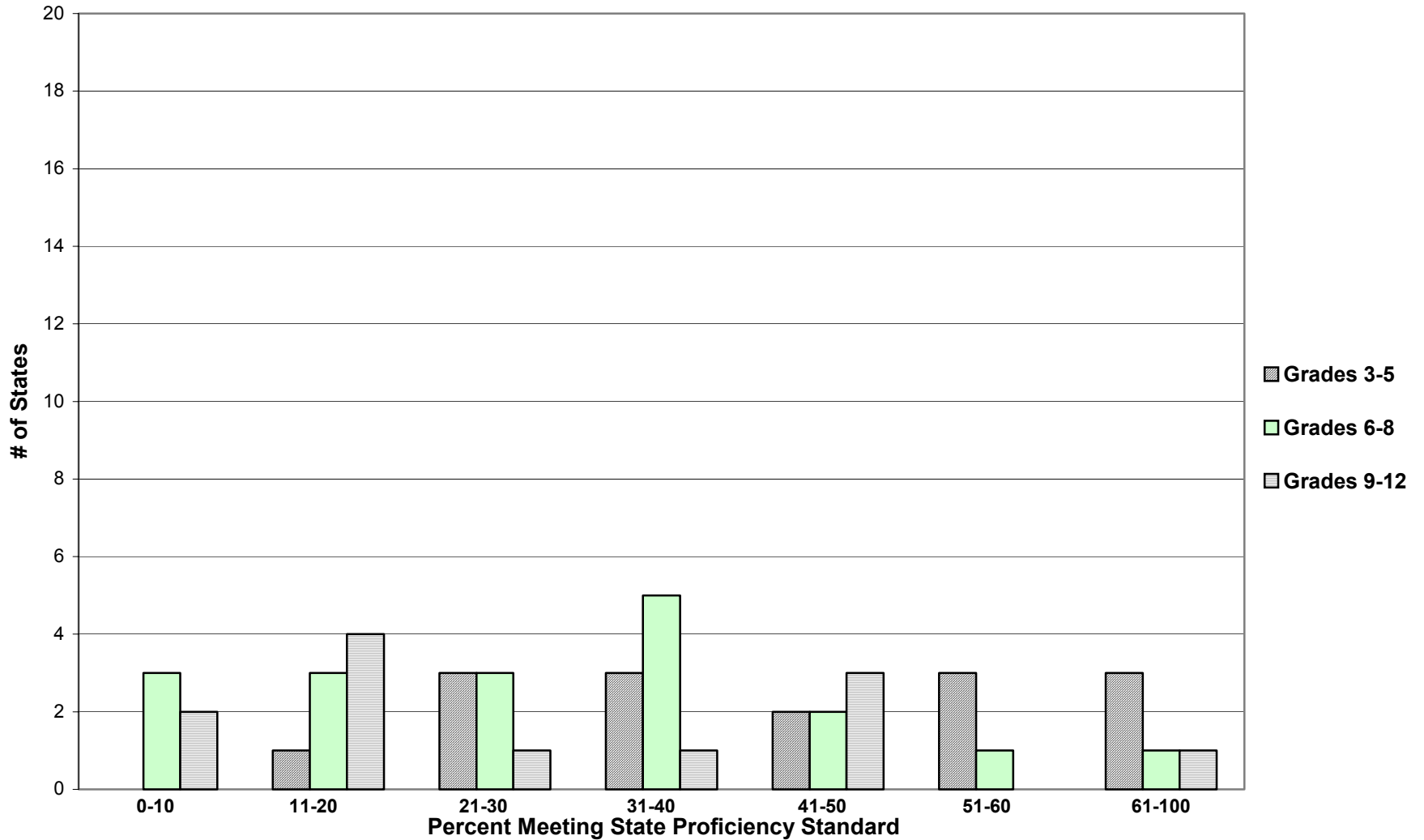


Table 3. Distribution of Performance of Students with Disabilities on 2000-2001 General State Assessments (Unique States)

Percent Meeting States' General Assessment Proficiency Standards	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
	0-10%	2	2	2	2	3	1				1	
11-20%	1	1		1		1					1	
21-30%		1	1	2	1							1
31-40%	2					1						
41-50%		1	1		1							
51-60%										1		
61-100%	1			1								
Total # of States with Data	6	5	4	6	5	3	0	0	0	2	1	1

Performance on 2000-2001 State Alternate Assessments

One table and two 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 as data were included in these tables and figures are clarified here.

Figure 14. States with Any 2000-2001 Performance Data for a State Alternate Assessment

Finding: Twenty-eight regular states and 2 unique states provided data on alternate assessment performance.

Explanation: States are identified as having performance data in this figure using the same criteria that were used for Table 2. In some states, performance data were expressed as a single score per grade for the alternate assessment overall, whereas in others, data were reported by traditional content areas (e.g., reading, math). In a few states, performance was reported for areas such as communication, independent living, vocational skills, and so on. All of these ways of reporting alternate assessment performance data (e.g., overall, by content area, etc.) are reflected in the figure.

Figure 15. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported Overall (Regular States)

Finding: Seven states reported alternate assessment performance in terms of a single overall score. Generally, performance was in the lower half of the percentage proficient scale.

Explanation: States in this figure are only those that reported their alternate assessment data in terms of an overall score. Performance is reported as the percentage of students with disabilities whose performance was considered proficient or above, using the state definition.

Figure 16. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported for Reading (Regular States)

Finding: Up to 17 states reported alternate assessment reading performance data for grades 3-5, 6-8, or 9-12. Scores were spread across the percentage proficient scale regardless of school level.

Explanation: States in this figure are only those that reported their alternate assessment data for reading or English language arts. Performance is reported as the percentage of students with disabilities whose performance was considered proficient or above, using the state definition.

Figure 17. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported for Mathematics (Regular States)

***Finding:** Up to 15 states reported alternate assessment math performance data for grades 3-5, 6-8, and 9-12. Scores were spread across the percentage proficient scale, regardless of school level.*

Explanation: States in this figure are only those that reported their alternate assessment data for reading or English language arts. Performance is reported as the percentage of students with disabilities whose performance was considered proficient or above, using the state definition.

Table 6. Distribution of Performance of Students with Disabilities on 2000-2001 State Alternate Assessments (Unique States)

***Finding:** Only two unique states provided alternate assessment performance information. Both reported by traditional content areas. One reported 0% proficient in reading and math, and the other reported 100% meeting proficient in reading and math.*

Explanation: These percentages are based on the percent of students with disabilities meeting standards in one grade per range of grades, usually grades 4, 8, and 10. Because of the limited number of unique states with performance data, graphic displays were not created.

Figure 14. States with Any 2000-2001 Performance Data for a State Alternate Assessment

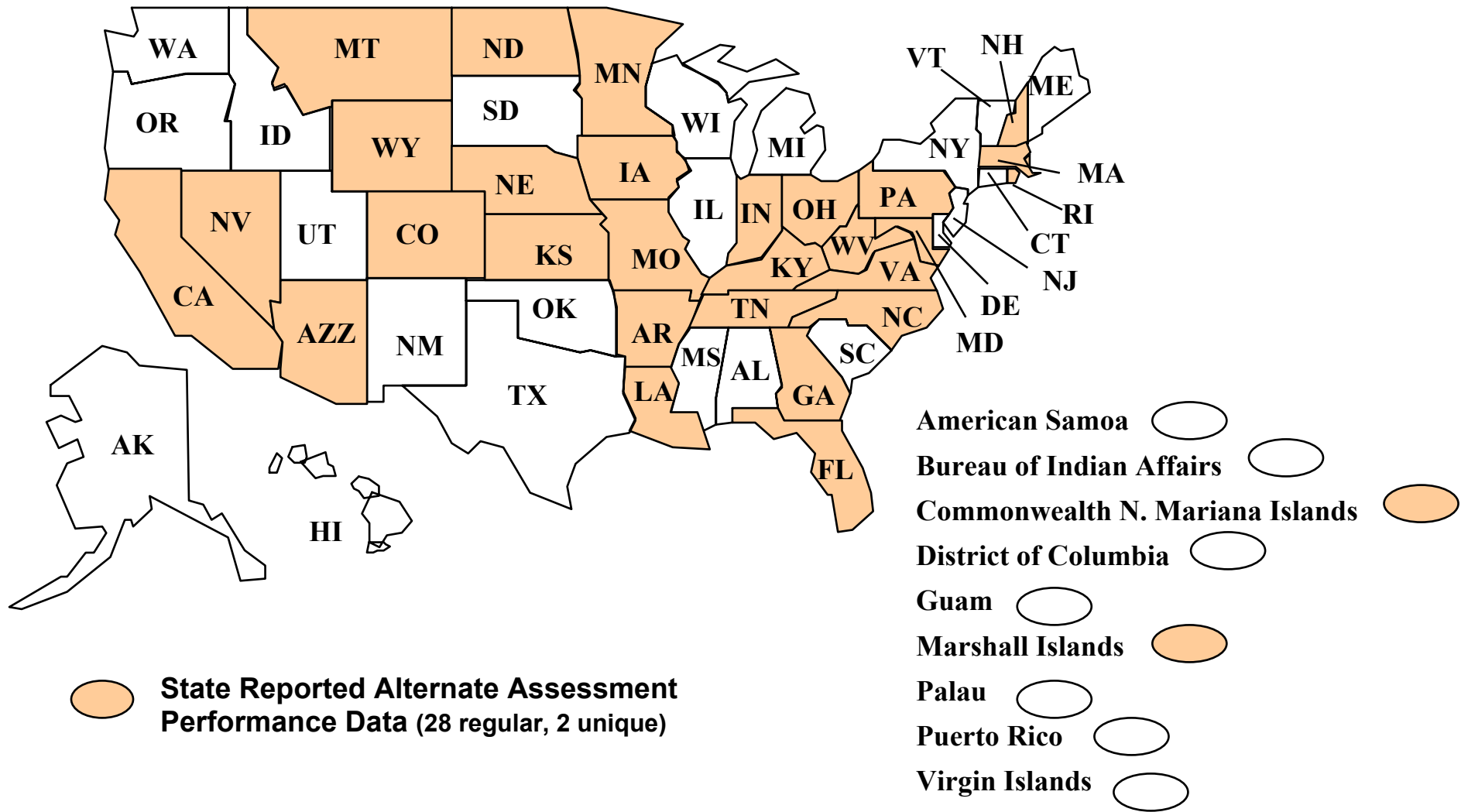


Figure 15. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported Overall (Regular States Ns = 7)

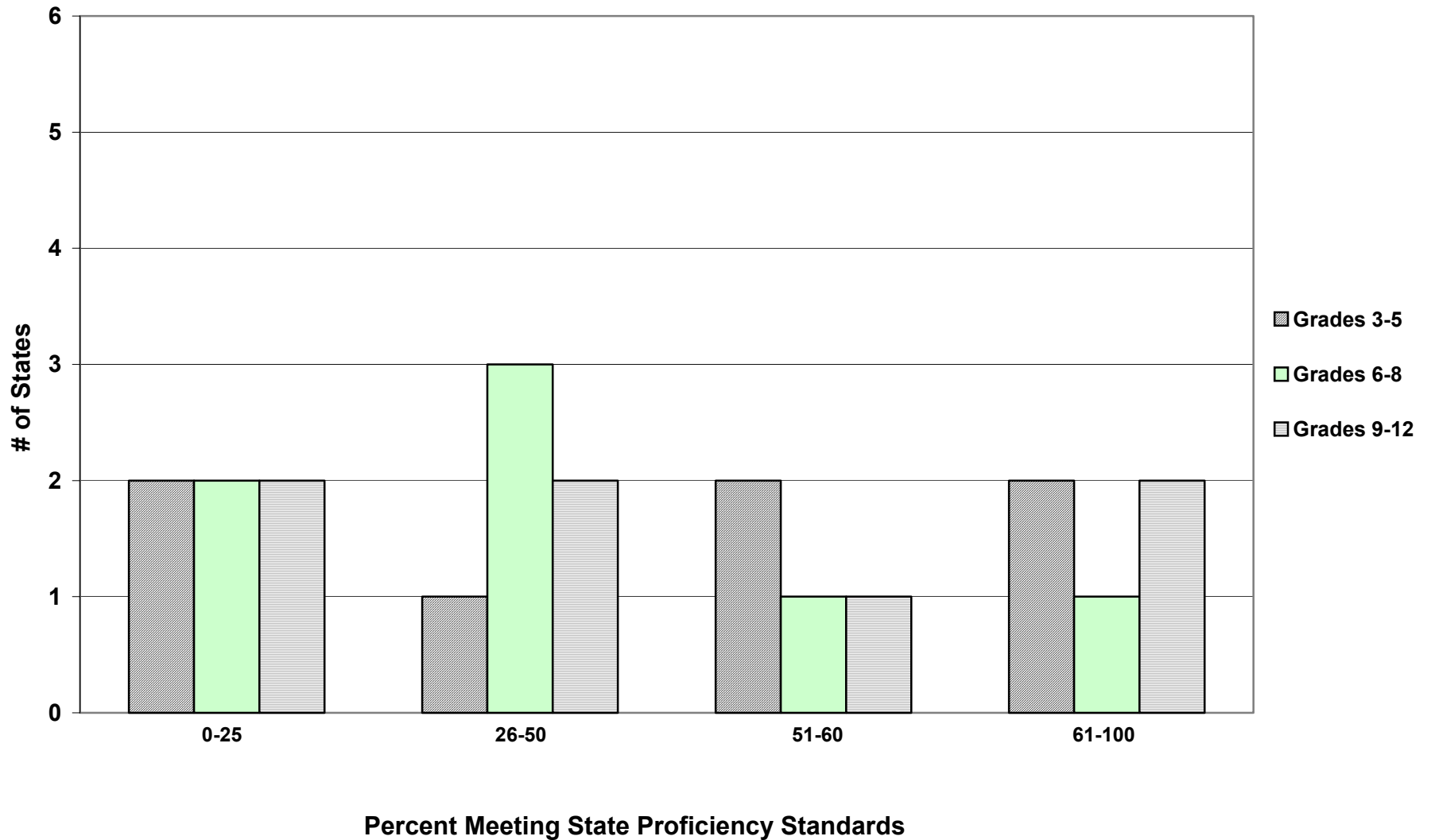


Figure 16. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported for Reading (Regular States Ns: Gr 3-5 = 17; Gr 6-8 = 16; Gr 9-12 = 15)

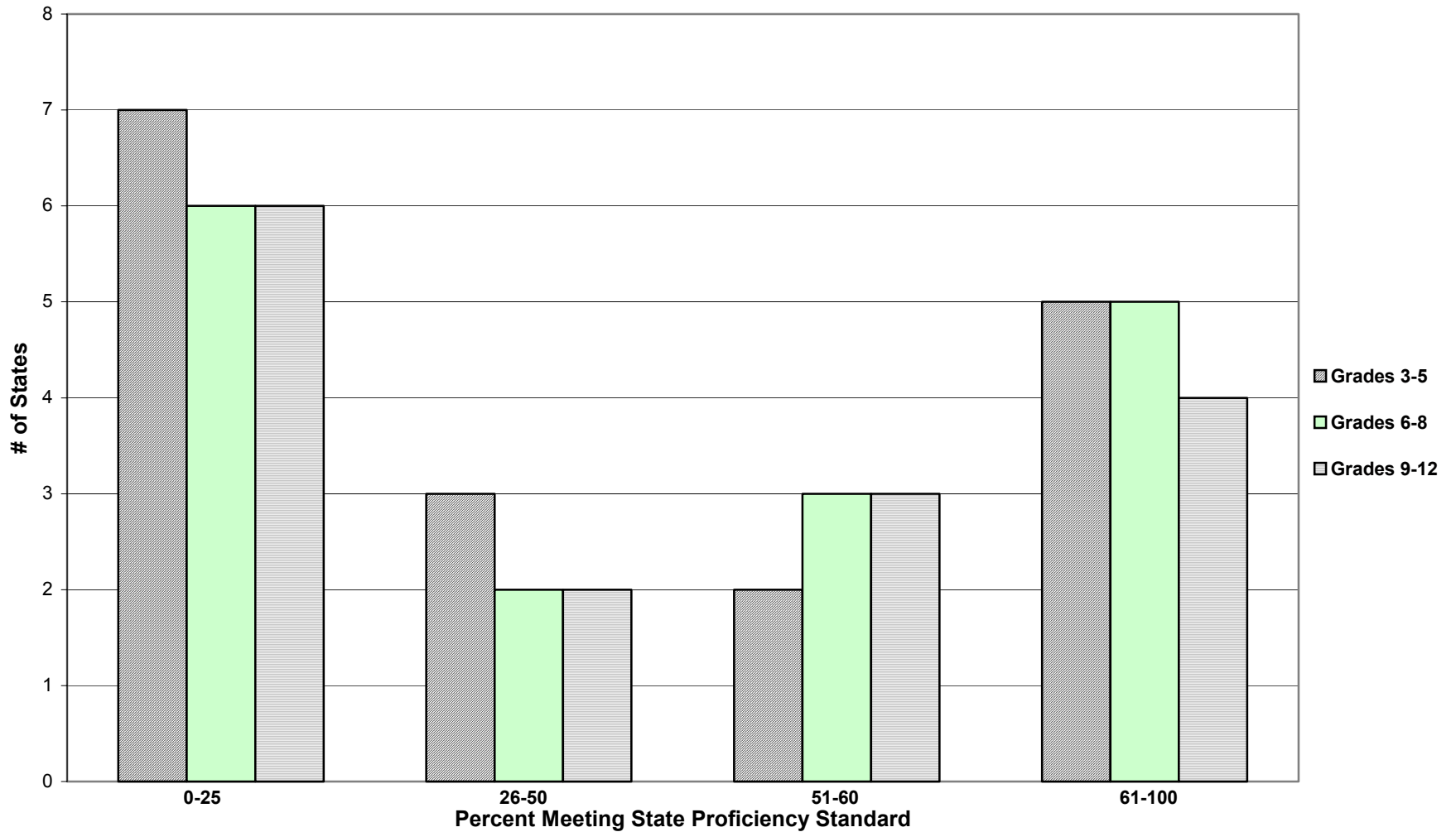


Figure 17. Performance of Students with Disabilities on 2000-2001 State Alternate Assessments Reported for Mathematics (Regular States Ns: Gr 3-5 = 15; Gr 6-8 = 15; Gr 9-12 = 13)

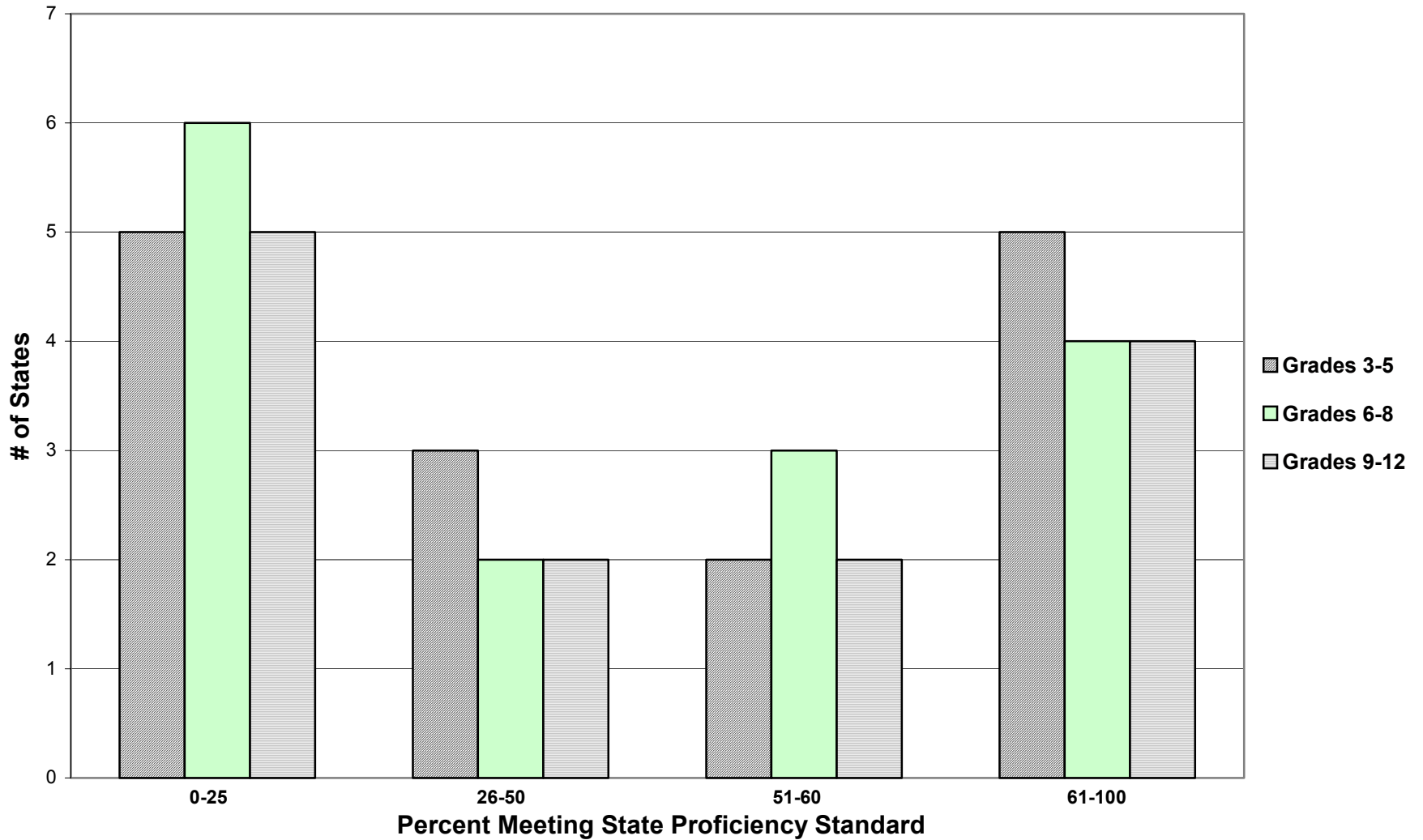


Table 6. Distribution of Performance of Students with Disabilities on 2000-2001 State Alternate Assessments (Unique States)

Percent Meeting States' Alternate Proficiency Standards	Reading			Math		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
0-10%	1	1		1	1	
11-20%						
21-30%						
31-40%						
41-50%						
51-60%						
61-100%		1			1	
Total # of States with Data	1	2		1	2	

References

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Appendix A

State-by-State Record of Data Reported in Biennial Performance Reports

This Appendix summarizes whether **any data** were reported for participation and performance – for the general assessment and for the alternate assessment. States were counted as having reported data when they reported data for some, but not all, of the tests or grade levels included in their testing programs. If a state reported any information, even just for one test or one grade, it was counted as reporting data.

State	General Assessment		Alternate Assessment	
	Participation	Performance	Participation	Performance
Alabama - AL	Yes	Yes	Yes	No
Alaska - AK	Yes	Yes	Yes	No
Arizona - AZ	Yes	Yes	Yes	Yes
Arkansas - AR	Yes	Yes	Yes	Yes
California - CA	Yes	Yes	Yes	Yes
Colorado - CO	Yes	Yes	Yes	Yes
Connecticut - CT	Yes	Yes	Yes	No
Delaware - DE	Yes	Yes	Yes	No
Florida - FL	Yes	Yes	Yes	Yes
Georgia - GA	Yes	Yes	Yes	Yes
Hawaii - HI	No	No	No	No
Idaho - ID	Yes	Yes	Yes	No
Illinois - IL	Yes	Yes	Yes	No
Indiana - IN	Yes	Yes	Yes	Yes
Iowa - IA	Yes	Yes	Yes	Yes
Kansas - KS	Yes	Yes	Yes	Yes
Kentucky - KY	Yes	Yes	Yes	Yes
Louisiana - LA	Yes	Yes	Yes	Yes
Maine - ME	Yes	Yes	No	No
Maryland - MD	Yes	Yes	Yes	Yes
Massachusetts - MA	Yes	Yes	Yes	Yes
Michigan - MI	Yes	Yes	No	No
Minnesota - MN	Yes	Yes	Yes	Yes
Mississippi - MS	Yes	Yes	No	No

	General Assessment		Alternate Assessment	
	Participation	Performance	Participation	Performance
Missouri - MO	Yes	Yes	Yes	Yes
Montana - MT	Yes	Yes	Yes	Yes
Nebraska - NE	Yes	Yes	Yes	Yes
Nevada - NV	Yes	Yes	Yes	Yes
New Hampshire - NH	Yes	Yes	Yes	Yes
New Jersey - NJ	Yes	Yes	No	No
New Mexico - NM	Yes	No	Yes	No
New York - NY	Yes	Yes	Yes	No
North Carolina - NC	Yes	Yes	No	No
North Dakota - ND	Yes	Yes	Yes	Yes
Ohio - OH	Yes	Yes	Yes	Yes
Oklahoma - OK	Yes	Yes	Yes	Yes
Oregon - OR	Yes	Yes	Yes	No
Pennsylvania - PA	Yes	Yes	Yes	No
Rhode Island - RI	Yes	Yes	Yes	Yes
South Carolina - SC	Yes	Yes	Yes	No
South Dakota - SD	Yes	Yes	Yes	No
Tennessee - TN	Yes	Yes	Yes	Yes
Texas - TX	Yes	Yes	No	No
Utah - UT	Yes	Yes	Yes	No
Vermont - VT	Yes	Yes	Yes	Yes
Virginia - VA	Yes	Yes	Yes	No
Washington - WA	Yes	Yes	Yes	No
West Virginia - WV	Yes	Yes	Yes	No
Wisconsin - WI	Yes	Yes	Yes	Yes
Wyoming - WY	Yes	Yes	Yes	Yes
Total Regular States with Data	49	49	43	27
Unique State				
American Samoa - AS	Yes	Yes	Yes	No
Bureau of Indian Affairs - BIA	Yes	Yes	No	No
District of Columbia - DC	Yes	Yes	No	No
Common. of N Mariana Is. - CNMI	Yes	Yes	Yes	Yes
Guam - GU	Yes	Yes	No	No

	General Assessment		Alternate Assessment	
	Participation	Performance	Participation	Performance
Marshall Islands - MI	Yes	Yes	Yes	Yes
Palau	Yes	Yes	No	No
Puerto Rico - PR	Yes	Yes	Yes	No
Virgin Islands - VI	No	No	No	No
Total Unique States with Data	8	8	4	2

Appendix B

State-by-State Participation Data

This Appendix is a summary of the state-by-state numbers that were gathered from Biennial Performance Reports. The table shows the state, the test name, and the numbers that appeared for general assessment, alternate assessment, not tested, and enrollment, as well as the percentages that were calculated for general assessment participation, alternate assessment participation, and overall percentage assessed. The data in this table were obtained from Table 1A of the Biennial Performance Reports, plus from perusing attached documentation.

Explanation of Numbers in Data Table

In Table 1A of the Biennial Performance Report each state was supposed to provide unduplicated counts of the: (1) number of students receiving special education services who took the regular assessment; (2) the number of students receiving special education services who took the alternate assessment; and (3) the number of students receiving special education services who were did not participate in statewide assessments. Some states had the capability to produce the numbers others did not. Although most states completed Table 1A, states differed in how they completed the table. Some states recorded the overall number of students tested – this number may have combined different tests given at different grades. Other states recorded the numbers separately for different tests or different grades. In some states, different numbers were recorded for different tests given in the same grade. Other states did not complete Table 1A, rather these states indicated that the data could be found elsewhere in the documents that were attached.

One row is shown for each state, with the exception of Arizona, California, and Idaho, which have two rows, one for their criterion-referenced test and one for their norm-referenced test. In the column labeled “Test” we have provided the name of the assessment (if the state provided it) and where the “count” information came from. In states in which counts were reported separately for different tests (e.g., reading and math), and those tests were given in the same grade, we reported the count for the test in which most students were tested. For example, California reported separate counts within each grade for each content area of the SAT9. In the data table, we recorded the number of students who took the math section of the SAT9. The purpose of doing this was to simplify the organization of the data.

Participation data were available on 52 regular state assessments; only Hawaii did not report any participation data. Forty-three regular states reported the number of students taking the alternate assessment. Hawaii, Maine, Michigan, Mississippi, New Jersey, New York, and Texas did not have alternate assessment data in the 2000-2001 school year.

Participation data were available from eight unique states for the general assessment. Participation data were available from four unique states for the alternate assessment.

To determine participation rates, states had to provide counts for the number tested and the number enrolled. Forty-three regular states reported the number enrolled or data that allowed us to calculate a number enrolled. Thus, participation rates for the general assessment were available in 43 regular states and six unique states. Participation rates were available in 38 regular states and 3 unique states for the alternate assessment.

Among the 43 regular states in which a participation rate could be calculated, the **average participation rate** as a percent of special education enrollment was **84.2 %** for the general assessment, and **5.6%** for the alternate assessment. Among the 6 unique states with data, the average participation rate for the general assessment was **63.8%**, and for the alternate assessment it was **12.3%**. On average, about **12%** of the students receiving special education services did not take either test.

Participation Data Table*

State	Test ^a	General	Alternate	Not Tested	Enrollment	% General	% Alternate	% Assessed
AL	SAT-9	59,509	4,187	7,283	70,979	83.84%	5.90%	89.74%
AK	CAT-5/Benchmark/HS Qualifying Exam	5,919	88	1,527	7,534	78.56%	1.17%	79.73%
AZ	AIMS	14,486	1,390	DK	NA	*	*	*
AZ	SAT-9	69,634	*	DK	NA	*	*	*
AR		14,974	764	2,542	18,280	81.91%	4.18%	86.09%
CA	SAT9 (N= Math)	263,688	22,542	59,707	499,679	52.77%	4.51%	57.28%
CA	CST (High school test, N = History)	49,210	*	32,517	81,727	60.21%	*	*
CO	CSAP	43,903	477	4,365	48,745	90.07%	0.98%	91.05%
CT	CMT/CAPT	19,724	1,185	953	21,862	90.22%	5.42%	95.64%

State	Test	General	Alternate	Not Tested	Enrollment	% General	% Alternate	% Assessed
DE	DSTP&DAPA (report N for each grade - we summed them)	4,426	271	262	4,959	89.25%	5.46%	94.71%
FL	=FCAT (N = Reading)	189,011	58,511	3,079	250,601	75.42%	23.35%	98.77%
GA	Different tests for different grades	55,786	4,806	11,754	72,346	77.11%	6.73%	83.84%
HI	NO DATA	NA	NA	NA	NA	*	*	*
ID	(N=RD{K+1+2+3)+W{4+8+11}); ^b #Not Test was calculated	9,419	NA	3,990	13,409	70.24%	*	70.24%
ID	ITBS/ITED	13,507	771	4,183	18,461	73.16%	4.18	77.34%
IL	ISAT/PSAE	108,082	6,600	DK	NA	*	*	*
IN	ISTEP	36,671	2,097	0	38,768	95.00%	5.00%	100.00%
IA	ITBS/ITED (N=Math) Report # tested by grade & content Alternate data from 2002	12,700	925	NA	NA	*	*	*
KS	KSA	36,582	308	1,256	38,146	95.90%	0.81%	96.71%
KY	CATS	31,016	1,129	0	32,145	96.49%	3.51%	100.00%
LA	CRT & ITBS/ITED (N=OOLT + Reg)	47,830	5,355	0	53,185	89.93%	10.07%	100.00%
ME	MEA	4,500	NI	1,004	5,504	81.76%	*	*
MA	MCAS	54,646	4,014	2,184	60,844	89.81%	6.60%	96.41%
MD	MSPAP&CTBS/5	52,371	2,122	0	54,493	96.11%	3.89%	100.00%
MI	MEAP (data avail. 4, 5, & 8; not for 7 & 11). N = M (gr4) + Sc (gr 5 & 8) ^b #Not Test was calculated	29,047	NI	25,513	54,560	53.24%	*	*
MN	MCA/BST (summed across grades)	29,310	2,145	1,701	33,156	88.40%	6.47%	94.87%
MS	Some duplication	19,845	NI	DK	DK	*	*	*

State	Test	General	Alternate	Not Tested	Enrollment	% General	% Alternate	% Assessed
MO	MAP	70,677	536	3,050	74,263	95.17%	0.72%	95.89%
MT	(N= Soc. Stud.)	3,019	214	0	3,233	93.38%	6.62%	100.00%
NC	(summed over grades)	151,067	5,744	0	156,811	96.34%	3.66%	100.00%
ND	CTBS/5	3,610	121	184	3,915	92.21%	3.09%	95.30%
NE	Not specified	7,992	516	0	8,508	93.94%	6.06%	100.00%
NH	Not specified (summed over grades)	6,450	272	13	6,735	95.77%	4.04%	99.81%
NJ	ESPA/GEPA/HSPT (N= Math gr 4 & 8; no gr 11 "not tested" data avail)	28,146	NI	1,462	29,608	95.06%	*	95.06%
NM	NMAAP	25,397	983	2,821	29,201	86.97%	3.37%	90.34%
NV	#Not Test = est. (#test-#test/%test)	3,795	383	4,075	8,253	45.98%	4.64%	50.62%
NY^c	State Assessment Program (N=Math)	55,762	NA	10,518	66,280	84.10%	*	84.10%
OH	OPT	62,721	4,915	6,729	74,365	84.34%	6.61%	90.95%
OK	CCT + NRT	26,277	357	1,472	28,106	93.49%	1.27%	94.76%
OR	(N=Math)	14,483	1,771	DK	NA	*	*	*
PA	PSSA (N = Math) Looks like some duplication	40,286	3,047	DK	NA	*	*	*
RI	NSRE&SRA (N=R, W, Hlth)	13,937	528	4,831	19,296	72.23%	2.74%	74.96%
SC	PACT	50,103	1,793	0	51,896	96.55%	3.45%	100.00%
SD	SAT9	3,636	283	504	4,423	82.20%	6.39%	88.60%
TN	TCAP, TCAP Competency (Fall)	66,161	2,724	0	68,885	96.05%	3.95%	100.00%
TX^c	TAAS/TAAS (Sp)/SDAA (N=Math)	258,348	NA	49,710	304,058	83.65%	*	83.65%

State	Test	General	Alternate	Not Tested	Enrollment	% General	% Alternate	% Assessed
UT	SAT9 & CCRT	35,323	2,431	2,307	40,061	88.17%	6.07%	94.24%
VA	SOL	34,984	1,187	8,178	45,434	77.00%	2.61%	79.61%
VT	VTCAS/VTMRPA (N = Read)	2,962	759	258	4,000	74.05%	18.98%	93.03%
WA	WASL& WAAS (N=Math)	21,377	2,500	2,803	26,680	80.12%	9.37%	89.49%
WI	WKCE (N=Math)	23,619	2,486	113	26,218	90.09%	9.48%	99.57%
WV	SAT9	29,807	1,638	1,310	32,755	91.07%	5.30%	96.37%
WY	WyCAS (N=Math)	2,127	139	15	2,281	93.25%	6.09%	99.34%
N Tests		52	43	45	45	45	38	42
N States		49	43	43	43	43	38	41
Average (Based on N of Tests)						84.24%	5.60%	90.67%
Unique State	Test	General	Alternate	Not Tested	Enrollment	% Regular	% Alternate	% Assessed
AS		262	17	0	279	93.90%	6.09%	99.99%
BIA	(N=Math, Reported Part rate=28.8)	2,384	NA	NA	8,278	28.80%	*	*
CNMI		239	20	7	266	89.85%	8.37%	98.22%
DC	(N=Math)	4,325	NA	NA	NA	*	*	*
GU		760	NA	537	1,297	58.60%	*	58.60%
MI		63	42	82	187	33.69%	22.46%	56.15%
Palau		36	NA	10	46	78.26%	*	78.26%
PR	(Alternate N is partial count)	12,401	1,854	NA	NA	*	*	*

Unique State	Test	General	Alternate	Not Tested	Enrollment	% General	% Alternate	% Assessed
VI		NA	NA	NA	NA	*	*	*
N Tests		8	4	5	6	6	3	5
N Unique States		8	4	5	6	6	3	5
Average (Based on N of Tests)						63.85%	12.31%	78.24%

* Note: Entries other than numbers indicate the availability or nature of the data available, including:

NA = Not Applicable because there was no test.

NI = No Information even though the state had a test for which information could have been available.

DK = Don't Know because the state may have had some data for a test, but the state also indicated that it was uncertain of its counts, scores, etc.

* = Rates could not be calculated because one of the necessary numbers (numerator or denominator) was not available.

^a Information is also provided in this column to indicate when a choice was made between several content areas within the same assessment program. For example, the entry for CA SAT9 indicates that the participation numbers were pulled from the math subtest. For the CA CST, the entry indicates that the participation numbers were pulled from the high school history test.

^b For the Idaho criterion referenced test and the MEAP in Michigan, the number tested was calculated by adding the numbers for Kindergarten and Grades 1, 2, and 3 Reading, plus the numbers for Grades 4, 8, and 11 Writing. Not tested numbers were calculated by subtracting the number tested divided by the percentage tested (to get the total number who could have been tested) and subtracting from that the number tested.

^c These states counted in their non-tested count students who will be in the alternate assessment in the future. Thus, it was possible to calculate an overall participation rate.

^d Possible duplication of numbers may account for the >100% assessed. For calculating an average across states, 102.96 was entered as 100%.

Appendix C

State-by-State General Assessment Performance Data

This Appendix is a summary of the state-by-state general assessment performance numbers that were gathered from Biennial Performance Reports. The table shows the state and the numbers that appeared for the general assessment for one grade within each of three school levels (grades 3-5, grades 6-8, and grades 9-12). For each school level, data were used for only one grade – grades 4, 8, and 10, if available. If any of these grades were not available, data were used from the grade that was available. (If more than one grade was available, the lower grade was selected. For example, if a state tested in grades 3 and 5, but not 4, grade 3 was selected.) The data in this table were obtained from Table 1B of the Biennial Performance Reports, or from attached documentation.

Explanation of Numbers in Data Table

In Table 1B of the Biennial Performance Report each state was supposed to provide unduplicated counts of the percentage of students at each of the state’s designated proficiency levels for its general assessment. Spaces for up to five proficiency levels were provided, but states were instructed to simply add columns if needed for additional proficiency levels. Most states did not need to add columns, unless they were not reporting on proficiency levels (e.g., one state reported by stanines, another reported by percentage correct breakdowns). Some states opted to attach other reports in which student performance had been presented. Entries in the table reflect the percentage of students who were at the “proficient” and above proficient levels, using the level that the state defined as “proficient.”

Proficiency level data were available much more often for reading and math than for writing and science, with 47 regular states having some level of reading data, 45 having math data, 22 having writing data, and 18 having science data. Similar distributions were evident for unique states, with 6 having reading data and math data, and only 2 having science data. The percentages of students considered proficient in the states varied, as would be expected given different types of assessments, different skills assessed, and different definitions of “proficient.”

General Assessment Performance Data Table (Percentage of Students Proficient and Above)

State	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
AL	40.3	35.5	19.4	43.5	33.3	43.7				49.2	48.8	50.2
AK	37.2	41.5	21.1	36.6	8.2	8.9	21.9	20.6	4.3			
AZ	31.0	16.9	26.7	22.3	1.6	6.3						
AR	3.4	1.5	0.4	9.4	0.8							
CA	12.7	5.7	4.3									
CO	23.9	20.7	21.9	17.5	8.6		8.1	7.2	8.7		16.8	
CT	22.8	27.7	10.0	29.3	18.0	14.0	20.0	19.0	13.0			15.0
DE	32.0	16.0	10.6	26.8	5.4	4.5	6.1	21.7	14.8			
FL	23.1	13.7	8.7	20.9	18.3	20.7						
GA	34.3	41.0	68.0	23.2	16.0	57.0	43.0	42.0	62.0			31.0
HI												
ID	9.0			25.6	4.4		10.3	9.8	19.9			
IL	29.8	21.7	15.3	49.6	11.3	11.9	33.2	21.2	13.1	45.5	37.0	11.4
IN	32.5	18.0	19.0	41.8	22.3	23.7						
IA	35.2	23.7	26.8	40.5	25.2	39.1						
KS	32.6	29.1	20.2	45.7	27.8	15.5				38.1	27.3	11.8
KY	32.5	13.0	2.4	11.0	3.5	2.6	4.5	1.2	1.5	22.4	6.4	4.3
LA	45.4	44.5	22.0	43.7	26.3	16.8				66.6	42.8	62.2
ME	13.0	5.0	9.9	7.7	2.0	3.0	1.0	4.0	6.0			
MD	25.6	7.2	86.5	26.2	16.0	68.7	36.0	19.4	67.5	27.4	19.2	
MA	66.7	69.7	47.4	57.6	30.3	39.4						
MI	20.7			28.9			26.1	26.2	65.6	14.0	2.8	
MN	21.5	36.7		26.5	30.2		25.0					
MS	64.6	17.1		44.4	12.0							
MO	56.1	29.1		57.4	13.5	10.6				68.6	14.4	17.6
MT	35.4	25.8	24.9	36.1	20.3	23.1				60.6	39.5	41.2
NE	49.2	46.9	42.5									
NV												
NH	5.0	1.7	2.8	13.4	3.7	2.5					3.4	2.1
NJ	45.7	25.3	33.8	37.7	17.4	36.4			46.3	70.4	39.0	
NM												
NY	25.6	8.0		38.8	9.5							

State	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
NC	48.7	40.3	21.0	61.7	49.0	27.0						
ND	45.4	25.9	31.5	41.0	31.6	28.9						
OH	23.6	17.8	61.1	27.5	19.7	40.1	48.3	41.0	64.6	32.3	25.3	43.9
OK	20.2	23.2	12.9	20.9	16.4		34.7	36.9		35.4	37.2	
OR	59.2	21.0	17.0	51.5	16.5	11.5	27.9	26.8	41.0			
PA	16.3	15.0	11.8	18.9	11.7	7.7						
RI	39.1	19.1	10.6	32.7	13.9	10.5	5.3	3.8	4.9			
SC	14.1	1.7		11.0	2.4							
SD	25.8	24.1	4.9	30.7	9.9	1.8						
TN	23.0	36.0	74.0	16.0	38.0	66.0	67.0	73.0	61.0	26.0	33.0	
TX	85.0	76.0	67.0	85.0	77.0	64.0	80.0	57.0	64.0		76.0	
UT	40.7	26.1		36.9	25.8	29.7						
VT	46.5	25.2	15.6	38.8	25.4	16.9	23.8	22.2	4.9			
VA	35.0	36.2	43.3	52.1	29.4		54.7	33.8	43.2	55.8	57.0	
WA	30.3	6.9	17.3	17.3	3.5	6.2	16.2	8.8	8.1			
WV	28.0	12.6	8.7	31.5	13.4	10.6						
WI	45.0	30.0	25.0	38.0	7.0	10.0				55.0	28.0	21.0
WY	10.7	3.4	5.4	9.4	2.8	3.0	10.9	9.5	8.6			
Regular States with Data	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
	47	45	39	45	44	35	22	21	21	15	18	12
Unique States												
AS												
BIA	20.0			28.0	22.0	18.0						
CNMI	0	0	4.0	0	0					6.3		
DC	5.0	1.9	1.1	5.0	1.1	0						
Guam												
MI	40.0	21.2	26.7	23.3								
Palau	100.0	42.9		20.0	0							
PR	34.9	19.4	46.8	80.8	42.2	35.0				60.9	20.9	26.8

	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
VI												
Unique States with Data	6	5	4	6	5	3	0	0	0	2	1	1

Appendix D

State-by-State Alternate Assessment Performance Data

This Appendix is a summary of the state-by-state alternate assessment performance numbers that were gathered from Biennial Performance Reports. The table shows the state and the numbers that appeared for the general assessment for one grade within each of three school levels (grades 3-5, grades 6-8, and grades 9-12). For each school level, data were used for only one grade – grades 4, 8, and 10, if available. If any of these grades were not available, data were used from the grade that was available. If data were presented for age levels, these were transformed into typical corresponding grade levels (e.g., age 10 = grade 5). The data in this table were obtained from Table 1C of the Biennial Performance Reports, or from attached documentation.

Explanation of Numbers in Data Table

In Table 1C of the Biennial Performance Report each state was supposed to provide unduplicated counts of the percentage of students at each of the state’s designated proficiency levels for its alternate assessment. Spaces for up to five proficiency levels were provided, but states were instructed to simply add columns if needed for additional proficiency levels. Most states did not need to add columns, although some did. Some states opted to attach other reports in which student performance had been presented). Entries in the table reflect the percentage of students who were at the “proficient” and above proficiency levels, using the level that the state defined as “proficient” for its alternate assessment.

Proficiency level data were available more often for reading and math than for overall alternate assessment performance, or performance in other areas. Sixteen states had some level of alternate assessment reading data, while 14 had some level of alternate assessment math data. Seven states had overall alternate assessment performance data. Only two unique states reported on alternate assessment performance. Both reported on math and reading. Other reporting areas were also used by three states. These included areas like communication, independent living, and vocational skills, for example. Data for these areas are presented at the end of the table.

The percentages of students considered proficient in the states varied. This would be expected given different types of assessments, different skills assessed, and different definitions of “proficient.”

Alternate Assessment Performance Data Table (Percentage of Students Proficient and Above)

State	Overall			Reading			Math			Other		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
AL												
AK												
AZ ^a				41.0	58.3	40.6	27.7	25.0	37.9	43.0	44.7	58.1
AR				61.9	75.0	62.0	71.2	70.7				
CA										(see table below)		
CO ^a				49.7						55.8		
CT												
DE												
FL				90.5	90.6	72.2	90.3	76.8	64.8			
GA										(see table below)		
HI												
ID ^{bc}				24.8	27.6	25.8	26.5	26.7	28.4	7.1	9.1	6.1
IL												
IN										(see table below)		
IA				82.0	74.0	70.0	63.0	70.0	70.0			
KS	65.0	66.0	61.3									
KY	55.2	50.0	39.1									
LA ^{bd}				37.8			30.7			31.9		
ME												
MD	61.0	60.5	56.6									
MA				0.6	0.1	1.3	0.7	0.1	0.5			
MI												
MN ^a				28.1	36.0		31.4	37.4		36.6	31.9	
MS												
MO	51.8	49.9	66.7									
MT ^{bc}				12.3	7.3	4.7	12.3	7.3	4.7	7.9	0.0	0.0
NE	45.2	49.2	46.2									
NV				0.0	4.0	5.0	0.0	3.0	6.0			
NH ^b				23.3	11.3	12.7	17.5	9.4	6.3		4.0	5.0
NJ												
NM												
NY												

State	Overall			Reading			Math			Other		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
NC												
ND				4.8	0.0	0.0	19.0	0.0	4.0			
OH ^{ae}				54.3	54.2	57.6	52.7	55.2	57.1	51.0	50.2	59.3
OK												
OR												
PA				56.2	62.3	52.7	56.0	57.5	52.3			
RI	11.8	12.8	16.4									
SC												
SD												
TN ^b				68.5	57.9	58.7	65.0	58.1	61.9	65.8	56.0	22.2
TX												
UT												
VT												
VA ^c				91.5	67.0	94.5	85.9	81.4	93.6	86.6	74.6	85.1
WA												
WV ^f	12.0											
WI												
WY				11.8	23.7	35.7				16.7	8.8	26.3
Regular States with Data ^g	Overall			Reading			Math			Other		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
	7	7	7	17	16	15	15	15	13	13	13	11
AS												
BIA												
CNMI				0.0	0.0		0.0	0.0				
DC												
Guam												
MI					100.0			100.0				
Palau												
PR												
VI												

Unique States with Data	Reading			Math			Writing			Science		
	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12	Grade 3-5	Grade 6-8	Grade 9-12
	0	0	0	0	2	0	1	2	0	0	0	0

^a Writing is the “other” area (Arizona, Colorado, Minnesota, Ohio, Wyoming).

^b Science is the “other” area (Louisiana, New Hampshire, Tennessee).

^c Idaho and Montana also report Language Arts data and Social Studies data. For Idaho, the percentage proficient in the grade levels were 21.8, 23.0, 22.3 (Language Arts) and 2.6, 2.1, 3.8 (Social Studies). For Montana, the percentage of students proficient in the grade levels were 20.4, 12.2, 4.7 (Language Arts) and 23.9, 12.2, 4.7 (Social Studies).

^d Louisiana reports by content area, not broken down by grade or age (included in Figure 16 and 17 as a score at each school level).

^e Ohio also reports Science data, but they are not reported in the table. The percentage of students proficient in the grade levels were 53.2, 55.2, 58.3.

^f West Virginia reports overall, not broken down by grade or age (included in Figure 15 as a score at each school level).

^g States that do not break down by grade (or age) level are not reflected in this summary count.

Other Alternate Assessment Performance Data Tables

California			
Area	Grade 3-5	Grade 6-8	Grade 9-12
Communication	22.0	20.0	21.0
Independent Living	26.0	27.0	20.0
Functional Academics	22.0	18.0	16.0
Vocational Skills	30.0	26.0	24.0
Motor Skills	25.0	27.0	24.0
Social/Emotional	21.0	20.0	22.0
Recreation	30.0	32.0	32.0
Other	24.0	32.0	21.0

Indiana			
Area	Grade 3-5	Grade 6-8	Grade 9-12
Information	23.0	40.0	49.0
Personal	55.0	53.0	63.0
Social	47.0	60.0	68.0
Recreation	55.0	68.0	72.0
Vocational	20.0	39.0	49.0

Georgia	
Area	All Grades
Communication	67.0
Daily Living	68.0
Motor	69.0
Cognitive Functioning	67.0
Social Emotional	62.0
Community	70.0
Vocational	69.0
Recreational/Leisure	69.0