

Attachment 2: State Assessment Data for 2006-07 (OSEP Table 6)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: NY - NEW YORK

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OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	30495	202817
4	31815	201922
5	33553	206521
6	33254	209540
7	34240	217313
8	34243	220706
HIGH SCHOOL (SPECIFY GRADE:) 12	20691	189477

¹At a date as close as possible to the testing date.

ORIGINAL SUBMISSION

CURRENT DATE: ~~February 01, 2008~~

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	27878	0		5
4	29303	0		8
5	30793	0		13
6	30299	0		29
7	30882	0		15
8	30411	0		18
HIGH SCHOOL : 12	17093	0		0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

Please provide the reason(s) for why column 3A all zero.

CURRENT DATE:

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	1947	0	1947	0	17
4	1894	0	1894	0	20
5	2069	0	2069	0	12
6	2136	0	2136	0	16
7	2338	0	2338	0	21
8	2347	0	2347	0	23
HIGH SCHOOL : 12	1059	0	1059	0	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			
		STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3			0	649	21
4			0	596	22
5			0	676	15
6			0	799	20
7			0	992	28
8			0	1446	39
HIGH SCHOOL :	12		0	2539	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

CURRENT DATE:

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1	2	3	4						9A ROW TOTAL ¹
		Achievement Level									
3	NYSTP	4790	7131	13596	2356	0	0	0	0	0	27873
4	NYSTP	7169	8280	12078	1768	0	0	0	0	0	29295
5	NYSTP	7187	10779	11534	1280	0	0	0	0	0	30780
6	NYSTP	10102	10541	8807	820	0	0	0	0	0	30270
7	NYSTP	8683	13917	7710	557	0	0	0	0	0	30867
8	NYSTP	12154	11929	6051	259	0	0	0	0	0	30393
HIGH SCHOOL : 12	NYSTP	2071	5599	8184	1239	0	0	0	0	0	17093

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)														
GRADE LEVEL	TEST NAME	1	2	3	4						9B ROW TOTAL ¹	Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
		Achievement Level												
3												0	-17	0
4												0	-20	0
5												0	-12	0
6												0	-16	0
7												0	-21	0
8												0	-23	0
HIGH SCHOOL : 12												0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement stand

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												
GRADE LEVEL	TEST NAME	1	2	3	4						9C ROW TOTAL ²	Computed row Total
		Achievement Level ¹	Achievement Level									
3	NYSAA	11	185	383	1351	0	0	0	0	0	1930	1930
4	NYSAA	42	156	331	1345	0	0	0	0	0	1874	1874
5	NYSAA	22	129	315	1591	0	0	0	0	0	2057	2057
6	NYSAA	47	219	407	1447	0	0	0	0	0	2120	2120
7	NYSAA	33	235	551	1498	0	0	0	0	0	2317	2317
8	NYSAA	47	259	690	1328	0	0	0	0	0	2324	2324
HIGH SCHOOL : 12	NYSAA	21	94	169	775	0	0	0	0	0	1059	1059

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7) ¹	TOTAL FOR COLUMN 9C (ON PAGE 8) ¹	NO VALID SCORE ^{1, 2} (10)	TOTAL ^{1, 3} (11)
3	27873	0	1930	692	30495
4	29295	0	1874	646	31815
5	30780	0	2057	716	33553
6	30270	0	2120	864	33254
7	30867	0	2317	1056	34240
8	30393	0	2324	1526	34243
HIGH SCHOOL : 12	17093	0	1059	2539	20691

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Explanation

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		30510	202759
4		31845	201775
5		33583	206435
6		33272	209385
7		34281	217254
8		34211	220576
HIGH SCHOOL (SPECIFY GRADE:)	12	20691	189477

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	27839	0	37	20
4	29283	0	34	19
5	30781	0	27	16
6	30212	0	20	16
7	30937	0	12	24
8	30396	0	17	18
HIGH SCHOOL : 12	16387	0	0	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

Please provide the reason(s) for why column 3A all zero.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	1938	0	1938	0	13
4	1890	0	1890	0	16
5	2064	0	2064	0	14
6	2132	0	2132	0	17
7	2334	0	2334	0	18
8	2341	0	2341	0	20
HIGH SCHOOL : 12	1117	0	1117	0	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3		0	713	20
4		0	653	19
5		0	724	14
6		0	902	26
7		0	978	32
8		0	1435	39
HIGH SCHOOL :	12	0	3187	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1	2	3	4						9A ROW TOTAL ¹
		Achievement Level									
3	NYSTP	9584	10432	7342	424	0	0	0	0	0	27782
4	NYSTP	9631	11532	7884	183	0	0	0	0	0	29230
5	NYSTP	6504	15351	8672	211	0	0	0	0	0	30738
6	NYSTP	3648	20595	5801	132	0	0	0	0	0	30176
7	NYSTP	7329	18234	5233	105	0	0	0	0	0	30901
8	NYSTP	7688	17992	4611	70	0	0	0	0	0	30361
HIGH SCHOOL : 12	NYSTP	2708	4944	7813	922	0	0	0	0	0	16387

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	9B ROW TOTAL ¹								
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 12		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement s

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1	2	3	4						9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	NYSAA	34	248	485	1158	0	0	0	0	0	1925
4	NYSAA	31	309	390	1144	0	0	0	0	0	1874
5	NYSAA	21	78	433	1518	0	0	0	0	0	2050
6	NYSAA	64	149	428	1474	0	0	0	0	0	2115
7	NYSAA	24	235	453	1604	0	0	0	0	0	2316
8	NYSAA	28	206	464	1623	0	0	0	0	0	2321
HIGH SCHOOL : 12	NYSAA	10	100	195	812	0	0	0	0	0	1117

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ² (10)	TOTAL ³ (11)
3	27782	0	1925	803	30510
4	29230	0	1874	741	31845
5	30738	0	2050	795	33583
6	30176	0	2115	981	33272
7	30901	0	2316	1064	34281
8	30361	0	2321	1529	34211
HIGH SCHOOL : 12	16387	0	1117	3187	20691

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

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TABLE 6

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: NY - NEW YORK

Which assessment

Reasons for Exception

	Data in Section B, Column 8 and Section E, Column 8 include students who were medically excused from State assessments .

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