

## STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS

**DATE:** June 18, 2007

**STATUS:** REVISION

**Data are due February 1, 2007.**

**Please read** the following basic guidelines before completing the Data Transmission System (DTS) forms:

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland - AS05MD.XLS)
6. Red cells indicate a condition that must hold. Orange cells indicate a condition that should hold. **Please make sure there are NO RED CELLS before saving and submitting data.**
7. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

Alexa Posney, Director  
Office of Special Education Programs  
U.S. Department of Education  
Part B Data Reports  
Program Support Services Group  
Mail Stop 2600  
550 12th Street, SW  
Washington, D.C. 20202-2600  
Attn: Cheryl Broady

8. If you received your file by e-mail, please return electronic copies of completed DTS forms to Danielle Crain at Westat

Daniellecrain@WESTAT.COM

Westat

1650 Research Blvd

RA 1205

Rockville, MD 20850-3159

9. If you have any questions or comments, please contact Danielle Crain at (301) 610-8805

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

2005-2006

STATE: NY - NEW YORK

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	30744	205862
4	32677	206643
5	33731	213106
6	33852	215819
7	33909	222846
8	34261	226390
HIGH SCHOOL (SPECIFY GRADE:) 12	19079	183145

<sup>1</sup>At a date as close as possible to the testing date.

2005-2006

STATE: NY - NEW YORK

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)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	27819			68
4	29769			151
5	30758			74
6	30688			150
7	30415			203
8	30479			446
HIGH SCHOOL : 12	15330		0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> 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).

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

2005-2006

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :	12	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> 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).

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	1895	0	1895	0	213
4	2023	0	2023	0	216
5	2120	0	2120	0	195
6	2112	0	2112	0	177
7	2239	0	2239	0	240
8	2022	0	2022	0	228
HIGH SCHOOL : 12	1174	0	1174	0	34

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> 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).

TABLE 6

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

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	1004	26
4	0	860	25
5	0	828	25
6	0	1018	34
7	0	1222	33
8	0	1718	42
HIGH SCHOOL :	12	2575	0

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Please provide the reason(s) for exemption.

2005-2006

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 <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	NYSTP-Grade 3	6501	7329	12135	1786	0	0	0	0	0	27751
4	NYSTP-Grade 4	8387	7885	11644	1702	0	0	0	0	0	29618
5	NYSTP-Grade 5	10873	10040	8809	962	0	0	0	0	0	30684
6	NYSTP-Grade 6	13457	10457	6172	452	0	0	0	0	0	30538
7	NYSTP-Grade 7	12600	12112	5160	340	0	0	0	0	0	30212
8	NYSTP-Grade 8	13181	11650	5049	153	0	0	0	0	0	30033
HIGH SCHOOL : 12	NYSTP-High School	1818	5451	7076	985	0	0	0	0	0	15330

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> 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 3C.

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

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	9B ROW TOTAL <sup>2</sup>							
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:

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

TABLE 6

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

2005-2006

STATE: NY - NEW YORK

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 <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	NYSAA -Math-Grade 3	72	162	203	1245	0	0	0	0	0	1682
4	NYSAA -Math-Grade 4	43	150	279	1335	0	0	0	0	0	1807
5	NYSAA -Math-Grade 5	85	202	246	1392	0	0	0	0	0	1925
6	NYSAA -Math-Grade 6	80	184	247	1424	0	0	0	0	0	1935
7	NYSAA -Math-Grade 7	85	180	237	1497	0	0	0	0	0	1999
8	NYSAA -Math-Grade 8	32	157	288	1317	0	0	0	0	0	1794
HIGH SCHOOL : 12	NYSAA -Math-Secondar	38	120	185	797	0	0	0	0	0	1140

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score. If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	27751	0	1682	1311	30744
4	29618	0	1807	1252	32677
5	30684	0	1925	1122	33731
6	30538	0	1935	1379	33852
7	30212	0	1999	1698	33909
8	30033	0	1794	2434	34261
HIGH SCHOOL : 12	15330	0	1140	2609	19079

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

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

2005-2006

STATE: NY - NEW YORK

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		30802	206008
4		32709	206760
5		33774	213229
6		33935	215977
7		33955	222990
8		34352	226628
HIGH SCHOOL (SPECIFY GRADE:)	12	19079	183145

<sup>1</sup>At a date as close as possible to the testing date.

2005-2006

STATE: NY - NEW YORK

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 ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	27715	0		145
4	29473	0		291
5	30585	0		145
6	30746	0		467
7	30515	0		186
8	30581	0		326
HIGH SCHOOL : 12	14910	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> 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).

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

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 12	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> 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).

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

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	1895	0	1895	0	219
4	2021	0	2021	0	209
5	2119	0	2119	0	205
6	2117	0	2117	0	201
7	2247	0	2247	0	264
8	2018	0	2018	0	230
HIGH SCHOOL : 12	1185	0	1185	0	32

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> 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).

TABLE 6

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

2005-2006

STATE: NY - NEW YORK

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	1175	17
4	0	1192	23
5	0	1052	18
6	0	1047	25
7	0	1155	38
8	0	1721	32
HIGH SCHOOL : 12	0	2984	0

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

2005-2006

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 <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	NYSTP- Grade 3	10993	9511	6851	215	0	0	0	0	0	27570
4	NYSTP- Grade 4	11402	10043	7545	192	0	0	0	0	0	29182
5	NYSTP- Grade 5	8545	13772	7673	450	0	0	0	0	0	30440
6	NYSTP- Grade 6	9955	15163	4946	215	0	0	0	0	0	30279
7	NYSTP- Grade 7	9889	15472	4805	163	0	0	0	0	0	30329
8	NYSTP- Grade 8	11531	15483	3170	71	0	0	0	0	0	30255
HIGH SCHOOL : 12		2634	4986	6498	792	0	0	0	0	0	14910

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> 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 3C.

2005-2006

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	9B ROW TOTAL <sup>2</sup>							
		3		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:

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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

2005-2006

STATE: NY - NEW YORK

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 <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	NYSAA ELA- Grade 3	46	124	171	1335	0	0	0	0	0	1676
4	NYSAA ELA- Grade 4	11	135	315	1351	0	0	0	0	0	1812
5	NYSAA ELA- Grade 5	44	166	244	1460	0	0	0	0	0	1914
6	NYSAA ELA- Grade 6	54	153	217	1492	0	0	0	0	0	1916
7	NYSAA ELA- Grade 7	42	139	253	1549	0	0	0	0	0	1983
8	NYSAA ELA- Grade 8	14	140	264	1370	0	0	0	0	0	1788
HIGH SCHOOL : 12	NYSAA ELA-Secondary	29	95	209	820	0	0	0	0	0	1153

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
 If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

2005-2006

STATE: NY - NEW YORK

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 <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	27570	0	1676	1556	30802
4	29182	0	1812	1715	32709
5	30440	0	1914	1420	33774
6	30279	0	1916	1740	33935
7	30329	0	1983	1643	33955
8	30255	0	1788	2309	34352
HIGH SCHOOL : 12	14910	0	1153	3016	19079

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.





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

STATE: NY - NEW YORK

COMMENTS

1. Data for Section B, Column 3A (accommodations) are not available. We expect to have these data once the Student Information Repository System is fully implemented during the 2007-08 school year.

2. Data for Section E, Column 3A (accommodations) are not available. We expect to have these data once the Student Information Repository System is fully implemented during the 2007-08 school year.

3. We have reported "grade 12" as the high school grade because we could not provide an explanation in the form where the grade level was requested. New York State reported 19,079 students with disabilities and 183,145 total students who were in the cohort of students who first entered ninth grade in 2002-03 school year or, if ungraded, became 17 years of age during the 2002-03 school year. These students were enrolled since fall of 2005. The performance results for students with disabilities are reported on the cohort of students with disabilities as of June, 2006.

4. NYS computes the participation rate in English and Mathematics in high school for accountability based on percent of seniors in 2005-06 who were tested on the English and Mathematics assessments. The numbers used to compute the participation rate in high school are as follows:

Seniors who were students with disabilities in 2005-06: 17,321

Number of seniors tested in English: 15,596; Number of seniors tested in Mathematics: 15,704

REVISION

CURRENT DATE: June 18, 2007