

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MASSACHUSETTS

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL*	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	12,713	76,040
5		
6	13,324	78,402
7		
8	13,535	79,022
HIGH SCHOOL (SPECIFY GRADE: 10)	11,377	71,909

* Massachusetts tests grades 4, 6, 8, and 10 in Mathematics.

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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			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL*		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	11,773	0	79	NA	NA	NA
5						
6	12,441	0	8	NA	NA	NA
7						
8	12,699	0	10	NA	NA	NA
HIGH SCHOOL (SPECIFY GRADE: 10)	10,083	0	343	NA	NA	NA

¹ 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 accommodations, modifications, or nonstandard administrations.

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).

*Massachusetts does not administer "out of grade level" assessments to students.

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	771	771	0	0	0	14	76
5							
6	799	799	0	0	0	20	56
7							
8	654	654	0	0	0	104	68
HIGH SCHOOL (SPECIFY GRADE: 10)	691	691	0	0	0	180	80

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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).

*Students may receive a medical exemption OR may receive an exemption if they first enrolled in a U.S. school after October 1 and in the judgement of the school's principal cannot engage meaningfully in the MCAS process due to a severely limited command of the English language.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)				NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	Failing or Warning*	Needs Improvement	Proficient	Advanced	Portfolio Incomplete**	Awareness	Emerging	Progressing, Needs Improvement, or Proficient***		
3										
4	4307	5577	1611	278	138	18	119	496	169	12,713
5										
6	7622	3422	1122	275	99	27	138	535	84	13,324
7										
8	8993	2781	786	139	111	21	110	412	182	13,535
HIGH SCHOOL (SPECIFY GRADE: 10)	5033	3104	1553	393	192	30	90	379	603	11,377

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient and Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

*The lowest achievement level in grades 4, 6, and 8 in Warning. The lowest achievement level in grade 10 is Failing.

**Portfolio Incomplete is a valid performance level on the Alternate Assessment. Students receive 25 points on the Proficiency Index used to calculate AYP.

***The three highest categories on the Alternate Assessment (receiving 100 points on the Proficiency Index used to calculate AYP) are Progressing, Needs Improvement, and Proficient.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL*	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	11,859	74,459
4	12,715	76,042
5		
6		
7	13,874	80,760
8		
HIGH SCHOOL (SPECIFY GRADE: 10)	11,377	71,909

*Massachusetts tests grades 3, 4, 8, and 10 in English Language Arts.

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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			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL*		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	11,076	0	1	NA	NA	NA
4	11,700	0	152	NA	NA	NA
5						
6						
7	12,735	0	258	NA	NA	NA
8						
HIGH SCHOOL (SPECIFY GRADE: 10)	9916	0	507	NA	NA	NA

¹ 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 accommodations, modifications, or nonstandard administrations.

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).

*Massachusetts does not administer “out of grade level” assessments to students.

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	698	698	0	0	0	12	72
4	768	768	0	0	0	8	87
5							
6							
7	736	736	0	0	0	54	91
8							
HIGH SCHOOL (SPECIFY GRADE: 10)	689	689	0	0	0	165	100

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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).

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)				NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
	Failing or Warning*	Needs Improvement	Proficient	Advanced	Portfolio Incomplete**	Awareness	Emerging	Progressing, Needs Improvement, or Proficient***		
3	2095	5423	3558	NA****	66	34	52	546	85	11,859
4	3062	5810	2668	160	172	13	131	452	247	12,715
5										
6										
7	2748	6650	3271	66	137	26	118	455	403	13,874
8										
HIGH SCHOOL (SPECIFY GRADE: 10)	3121	4444	2126	225	191	22	117	359	772	11,377

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient and Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation.

*The lowest achievement level in grades 3, 4, and 7 is Warning. The lowest achievement level in grade 10 is Failing.

**Portfolio Incomplete is a valid performance level on the Alternate Assessment. Students receive 25 points on the Proficiency Index used to calculate AYP.

***The three highest categories on the Alternate Assessment (receiving 100 points on the Proficiency Index used to calculate AYP) are Progressing, Needs Improvement, and Proficient.

****Advanced is not a valid performance level on the grade 3 ELA assessment.