

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: LA - LOUISIANA

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	7072	50833
4	7754	51548
5	7175	50097
6	6690	50921
7	6030	49472
8	5875	50213
HIGH SCHOOL (SPECIFY GRADE:) 10	3666	42645

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

2006-2007

STATE: LA - LOUISIANA

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	6717	5699		0
4	6668	5981		0
5	6108	5573		0
6	5662	5117		0
7	4944	4517		0
8	4350	3975		0
HIGH SCHOOL : 10	2471	2176		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 assessment without these changes.

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STATE: LA - LOUISIANA

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	341	0	341	13	0
4	1076	653	423	10	0
5	1039	556	483	18	0
6	967	498	469	12	0
7	1001	488	513	6	0
8	1475	906	569	17	0
HIGH SCHOOL : 10	1139	241	898	12	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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STATE: LA - LOUISIANA

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

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	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	0	13	1
4	0	0	5	5
5	0	0	21	7
6	0	0	28	33
7	0	0	39	46
8	0	0	16	34
HIGH SCHOOL :	10	0	23	33

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.

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Unsat	App Basic	Basic	Mastery	Advanced					9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	iLEAP	2162	1670	2100	627	158	0	0	0	0	6717
4	LEAP	2618	1662	2002	313	73	0	0	0	0	6668
5	iLEAP	2912	1237	1669	212	78	0	0	0	0	6108
6	iLEAP	2765	1230	1483	137	47	0	0	0	0	5662
7	iLEAP	2418	1285	1140	75	26	0	0	0	0	4944
8	LEAP	2427	1037	815	44	27	0	0	0	0	4350
HIGH SCHOOL : 10	GEE	1487	449	454	70	11	0	0	0	0	2471

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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)												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	
GRADE LEVEL	TEST NAME	Pre F Achievement Level	Found Achievement Level	App B Achievement Level	Basic Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹				
3		0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	LAA2	345	160	88	60	0	0	0	0	0	653	653	653	653	
5	LAA2	303	134	73	46	0	0	0	0	0	556	556	556	556	
6	LAA2	308	107	55	28	0	0	0	0	0	498	498	498	498	
7	LAA2	303	113	47	25	0	0	0	0	0	488	488	488	488	
8	LAA2	577	215	84	30	0	0	0	0	0	906	906	906	906	
HIGH SCHOOL : 10	LAA2	184	52	3	2	0	0	0	0	0	241	241	241	241	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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 standards.

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												Computed row Total
GRADE LEVEL	TEST NAME	UnSat	App B	Basic	Mastery	Adv					9C ROW TOTAL ²	
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	LAA1	21	164	101	39	16	0	0	0	0	341	341
4	LAA1	18	183	112	73	37	0	0	0	0	423	423
5	LAA1	28	189	131	96	39	0	0	0	0	483	483
6	LAA1	22	140	125	112	70	0	0	0	0	469	469
7	LAA1	19	148	141	132	73	0	0	0	0	513	513
8	LAA1	35	173	154	123	84	0	0	0	0	569	569
HIGH SCHOOL : 10	LAA1	32	255	252	229	130	0	0	0	0	898	898

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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.

TABLE 6
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 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: LA - LOUISIANA

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	6717	0	341	14	7072
4	6668	653	423	10	7754
5	6108	556	483	28	7175
6	5662	498	469	61	6690
7	4944	488	513	85	6030
8	4350	906	569	50	5875
HIGH SCHOOL : 10	2471	241	898	56	3666

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

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: LA - LOUISIANA

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		7072	50830
4		7758	51556
5		7177	50099
6		6687	50922
7		6029	49462
8		5880	50207
HIGH SCHOOL (SPECIFY GRADE:)	10	3662	42611

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

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STATE: LA - LOUISIANA

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)	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	6715	5698	0	0
4	6672	5981	0	0
5	6110	5576	0	0
6	5666	5119	0	0
7	4944	4520	0	0
8	4359	3977	0	0
HIGH SCHOOL : 10	2469	2183	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.

TABLE 6
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 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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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	341	0	341	13	0
4	1076	653	423	10	0
5	1040	557	483	18	0
6	967	498	469	12	0
7	1006	493	513	6	0
8	1474	905	569	17	0
HIGH SCHOOL : 10	1139	241	898	12	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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STATE: LA - LOUISIANA

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	0	14	2
4	0	0	5	5
5	0	0	21	6
6	0	0	28	26
7	0	0	38	41
8	0	0	15	32
HIGH SCHOOL : 10	0	0	21	33

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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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Unsat	App B	Basic	Master	Adv					9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	iLEAP	2240	1920	1999	482	74	0	0	0	0	6715
4	LEAP	2505	1876	1818	416	55	0	0	0	0	6670
5	iLEAP	2847	1727	1300	197	39	0	0	0	0	6110
6	iLEAP	2432	1761	1311	140	22	0	0	0	0	5666
7	iLEAP	2340	1625	845	103	31	0	0	0	0	4944
8	LEAP	1912	1764	630	50	3	0	0	0	0	4359
HIGH SCHOOL : 10	GEE	1513	641	295	19	1	0	0	0	0	2469

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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	Pre F	Found	App B	Basic						9B ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	LAA2	0	0	0	0	0	0	0	0	0	0
4	LAA2	416	129	70	38	0	0	0	0	0	653
5	LAA2	342	106	82	27	0	0	0	0	0	557
6	LAA2	290	113	60	35	0	0	0	0	0	498
7	LAA2	287	116	64	26	0	0	0	0	0	493
8	LAA2	507	233	119	46	0	0	0	0	0	905
HIGH SCHOOL : 10	LAA2	158	58	16	9	0	0	0	0	0	241

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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	Unsat	App B	Basic	Mastery	Adv					9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	LAA1	15	114	117	59	36	0	0	0	0	341
4	LAA1	13	112	128	112	58	0	0	0	0	423
5	LAA1	24	106	149	134	70	0	0	0	0	483
6	LAA1	16	84	121	158	90	0	0	0	0	469
7	LAA1	13	98	164	133	105	0	0	0	0	513
8	LAA1	30	112	151	155	121	0	0	0	0	569
HIGH SCHOOL : 10	LAA1	26	176	241	283	172	0	0	0	0	898

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Basic

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	6715	0	341	16	7072
4	6670	653	423	10	7756
5	6110	557	483	27	7177
6	5666	498	469	54	6687
7	4944	493	513	79	6029
8	4359	905	569	47	5880
HIGH SCHOOL : 10	2469	241	898	54	3662

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 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 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.

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Which assessment	Reasons for Exception
Math	There was one 3rd grader exempt due to unexcused absences.
Math	There were three 4th graders exempt due to unexcused absences and two 4th graders exempt due to mismatch between precoded material and IEP.
Math	There were seven 5th graders exempt due to unexcused absences.
Math	There were 31 6th graders exempt due to unexcused absences, one 6th grader exempt due to mismatch between precoded material and IEP, and one 6th grader exempt due to student completing the entire indicated test on another answer document.
Math	There were 42 7th graders exempt due to unexcused absences, three 7th graders exempt due to student completing the entire indicated test on another answer document and one 7th grader where the student received the precoded materials for test(s) which they have met requirements. For iLEAP, option 2 students are required to take only the subject they previously passed in LEAP.
Math	There were 34 8th graders exempt due to unexcused absences.
Math	There were 33 10th graders exempt due to unexcused absences.
Reading	There were two 3rd graders exempt due to unexcused absences.
Reading	There were three 4th graders exempt due to unexcused absences and two 4th graders exempt due to mismatch between precoded material and IEP.
Reading	There were six 5th graders exempt due to unexcused absences.
Reading	There were 24 6th graders exempt due to unexcused absences, one 6th grader exempt due to mismatch between precoded material and IEP, and one 6th grader exempt due to student completing the entire indicated test on another answer document.
Reading	There were 37 7th graders exempt due to unexcused absences, three 7th graders exempt due to student com completing the entire indicated test on another answer document and one 7th grader where the student received the precoded materials for test(s) which they have met requirements. For iLEAP, option 2 students are required to take only the subject they previously passed in LEAP.
Reading	There were 32 8th graders exempt due to unexcused absences.
Reading	There were 33 10th graders exempt due to unexcused absences.

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COMMENTS

LAA2 is administered to grades 4 - high school. Therefore, 3rd grade counts are reported as zero.

LAA2 is an alternate assessment scored against modified achievement standards, but is reported in Table 6 in "Alternate Assessment On Grade Level Standards".

(3C, 4D) Louisiana does invalidate tests for reasons such as plagiarism and erasures. If a test is invalidated, the lowest score (zero) is given to these students, which is then aggregated and included for reporting.

(5) Louisiana does not offer out of grade level assessment.

(6) Louisiana does not allow parental exemptions for statewide assessment.

(7) The following reasons were used to determine the absent count: long-term illness, short-term illness, family member dies and student is in protective custody.

(8) This count includes only students who were not tested and did not receive an accountability code. The lowest score (zero) is given for these students, which is then aggregated and included for reporting.