
F. Parent/Guardian Notification Letter

The No Child Left Behind Act requires that parents of students sampled for NAEP assessments be notified that their child has been selected and that participation is voluntary. NAEP has developed a sample Parent/Guardian Notification Letter (shown on the following page) for schools to use or modify as necessary. Schools are encouraged to print the letter on their school letterhead before sending it to parents. While signed consent is not a NAEP requirement (although some schools, districts, or states may require it), NAEP does require a dated copy of the Parent/Guardian Notification Letter that each school sends.

States, districts, or schools determine how parents are notified. In the fall, public schools received either a state-specific letter or the NAEP Parent/Guardian Notification Letter from the NAEP State Coordinator, and private schools may have received the NAEP Parent/Guardian Notification Letter from their gaining cooperation supervisor. You will also provide a copy of the appropriate Parent/Guardian Notification Letter to schools in the Preassessment Packet.

You are required to collect a dated copy of the Parent/Guardian Notification Letter before assessments can be conducted in the school.

More information on your responsibilities regarding the Parent/Guardian Notification Letter is provided in chapter 7.

Parent/Guardian Notification Letter

August 2007 PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: Please circle: “your child **may be/has been** randomly selected to take the assessment.”

(School Letterhead)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent schools across the Nation by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

NAEP has been given in schools nationwide for more than 30 years. You may have taken the assessment yourself when you were in school. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on _____ in (reading, mathematics, science, the arts—*select appropriate subject{s}*). Some of the science assessment activities will be presented on computers. Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to finish the assessment, and may omit any test question. While NAEP is voluntary, we depend on student participation to collect information on student achievement that will inform improvements in education. **Your child will represent many other students, so participation is very important.** However, if you do not want your child to participate, please notify me in writing by (insert date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: <http://nces.ed.gov/nationsreportcard>. If you have questions or would like to review a booklet that includes the background questions and sample assessment questions, please contact me at (insert telephone number) or via email at (insert email address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show what American students know and can do!**

Sincerely,

School Principal

G. Logistics Questionnaire

The Logistics Questionnaire is provided to schools in the Preassessment Packet. This document contains questions related to the assessment day logistics. In schools with age 13 students, these questions will be asked at the end of the preassessment visit, and in schools with age 9 or age 17 students, the school coordinator has the option of completing them ahead of time to make the visit shorter. If the school coordinator does not complete the questionnaire before the preassessment visit, the questions are reprinted in your QCB for you to ask the school coordinator during the visit.

<p>How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">NAEP 2007-2008 Long-Term Trend Logistics Questionnaire</p> <p style="text-align: center;"><i>Please complete the following questions to help us plan for the upcoming NAEP assessment in your school.</i></p> <p>On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?</p> <hr/> <hr/> <hr/> <p>We will wear our NAEP Identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?</p> <hr/> <hr/> <hr/> <p>Is there a room where the assessment team may work until it is time to go to the assessment locations?</p> <hr/> <hr/> <hr/> <p>Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?</p> <hr/> <hr/> <hr/> <p style="text-align: right;">(OVER)</p>
<p>How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?</p> <hr/> <hr/> <hr/>	
<p>So that we may be more sensitive to the needs of your school, you please tell us if there have been any traumas or events that have affected your school, students, or community in the past year?</p> <hr/> <hr/> <hr/>	
<p>Is there anything scheduled that might interfere with the assessment session, such as a fire drill or assembly?</p> <hr/> <hr/> <hr/>	
<p>Is there anything else that you think we should know about your school or students?</p> <hr/> <hr/> <hr/>	

H. NAEP Storage Envelope and “Destroy By” Postcard

1. NAEP Storage Envelope

The red NAEP Storage Envelope is used to store all NAEP documents at the school between the preassessment visit and the end of the school year.

A NAEP Storage Envelope will be provided to the school coordinator in the Preassessment Packet of materials. This envelope will stay at the school throughout the assessment process and will be used by you and the school coordinator to store various assessment related documents, such as Administration Schedules, Rosters, and completed school staff questionnaires. After the assessment, the school will retain the NAEP Storage Envelope with its contents until the end of the school year in case a need should arise for NAEP to refer to the contents during data processing and statistical analysis.

Detailed instructions for using the NAEP Storage Envelope are presented throughout the manual.

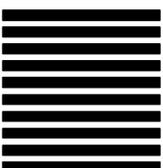
The image shows a NAEP Storage Envelope and a "Destroy By" Postcard. The envelope is dark grey with the NAEP logo and the text "STORAGE ENVELOPE" in large, bold letters. Below this, it says "(Use for Administration Schedule(s), Student List(s), and other assessment materials.)". There are fields for "School Coordinator:", "Your NAEP Representative:", and "Your NAEP Representative's Phone:". At the bottom left, it provides contact information for the NAEP Help Desk: "Phone: 1-800-283-NAEP (6237)" and "Email: NAEPHelp@Westat.com".

The "Destroy By" Postcard is a white card with a dashed border. It features the NAEP logo and the following information: "School ID 1 2 2 - 1 2 2 - 0", "School Name - Dixon Middle School", and "City, State - Oakland, IL 12345". It contains a section for recording destruction: "As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:" followed by a line for the date. Below this are fields for "Signed", "Title", and "Print Name".

At the bottom right of the envelope, there are fields for "Assessment Date & Time:", "Time NAEP Team will Arrive:", and a section titled "After June 1 or the end of your school year:" which includes a bulleted list of instructions: "• Complete the NAEP Return Postcard, • Remove the postcard from this envelope, • Mail the postcard, and, • Destroy the contents of this envelope."

2. “Destroy By” Postcard

When you prepare the NAEP Storage Envelope after the assessments are completed, you will record the school ID, school name, city, and state on the “Destroy By” postcard and staple it to the front of the NAEP Storage Envelope. After June 1 or by the end of the school year the school coordinator is instructed to complete the postcard and send it to Westat indicating that the contents of the NAEP Storage Envelope have been destroyed.

		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES</div> 
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"><p style="text-align: center;">BUSINESS REPLY CARD FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD</p><p style="text-align: center; font-size: small;">POSTAGE WILL BE PAID BY ADDRESSEE</p><p style="text-align: center;">NAEP C/O WESTAT 1650 Research Boulevard Rockville, MD 20850-9973</p></div>		
		

 <p style="text-align: center; font-size: small;">NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS</p>	<p>School ID <u>1 2 2 - 1 2 2 - 0</u></p> <p>School Name <u>Dixon Middle School</u></p> <p>City, State <u>Oakland, FL 12345</u></p>
<p>As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:</p>	
<p>_____</p> <p style="font-size: x-small;">(Date Destroyed)</p>	
<p>Signed _____</p> <p>Title _____</p> <p>Print Name _____</p>	

I. School Folder (and School Folder Transmittal Form)

The School Folder, shown below, contains the most critical set of documents in the assessment process. You will prepare a folder for each cooperating school in your assignment, with a set of contents tailored for that school.

There are three versions of the School Folder, one for each age. For easy identification, age 9 folders are blue, age 13 folders are green, and age 17 folders are yellow.

As you prepare each School Folder you will insert a School Folder Transmittal Form inside listing the folder's contents. The form is printed on three-part paper. It contains a list of materials that should be in the folder at the beginning of your assignment (described in chapter 7), and another list that shows the materials you need to include in the folder when you send it back to your field manager after all work for the school is complete (described in chapter 9).

More details on using the School Folder and its contents are provided in chapter 7.

The image shows three overlapping forms for NAEP 2008 School Folders, one for each age group: AGE 9, AGE 13, and AGE 17. Each form is titled "NAEP 2008 SCHOOL FOLDER - LTT" and includes the following sections:

- Header:** "AGE [9/13/17] NAEP 2008 SCHOOL FOLDER - LTT AGE [9/13/17]"
- Left Column:**
 - PLACE LABEL HERE
 - TERRITORY: REGION: AREA:
 - ASSESSMENT DATE:
 - SCHOOL TYPE (circle one): PUBLIC NONPUBLIC
 - SCHOOL NAME:
 - SCHOOL ID:
 - ADDRESS:
 - PRINCIPAL:
 - SCHOOL COORDINATOR:
 - PHONE:
 - FAX:
 - E-MAIL:
 - SESSION NUMBERS:
 - COMMENTS:
- Right Column (Top):**
 - SUPERVISOR:** Please complete the following information:
 - SUPERVISOR:
 - FIELD MANAGER:
 - STUDENT LIST TYPE (circle one): E-FILE FAXMAIL COLLECTED BY NSC
 - QUESTIONNAIRES REQUIRED FOR THIS SCHOOL:**
 - City:
 - SD Questionnaire
 - ELL Questionnaire
- Right Column (Bottom):**
 - PRE-ASSESSMENT INFORMATION:** Please complete this information before sending to your FIE:
 - PRE-ASSESSMENT DATE: TIME:
 - MAKEUP REQUIRED (circle one): YES NO REFUSED DATE:
 - NUMBER OF REGULAR SESSIONS:
 - NUMBER OF SEPARATE ACCOMMODATION SESSIONS:
 - NUMBER OF AAs:

At the bottom of the AGE 17 form, it says "SHIPMENT TRACKING ON BACK OF FOLDER".

School Folder Transmittal Form - LTT

School Name: _____

ID #: _____

Supervisor: Be sure the following documents are in this School Folder before visiting the school for the preassessment visit	Initial EACH ROW to indicate document is enclosed	Comments
Quality Control Booklet with label attached		
Original Administration Schedule for each session		
Preprinted Inclusion Worksheet, if applicable		
SD/ELL Roster of Questionnaires, if applicable		
Instructions for Sampling New Enrollees		
New Enrollee Listing Form		
Original List of All Students in the Grade Submitted for Sampling (E-File Roster)		
Field Sampling Line Numbers, if applicable		
Student Sampling Summary Report, if applicable		
School Certificate of Appreciation and Folder		
Preassessment Packet FedEx Airbill Receipt (if applicable)		
If Age 17: White name labels provided by Pearson for use on the Student Certificates		
Student Booklet ID labels (if sampled after 11/25/07)		
Nonpublic School Recruitment Documents, if applicable		
Supervisor: Be sure the following documents are in this School Folder before delivering it to the Field Manager after the assessment	Initial EACH ROW to indicate document is enclosed	Comments
Completed Quality Control Booklet		
Photocopy of each Administration Schedule (without names)		
Photocopy of the SD/ELL Roster (without names), if applicable		
Inclusion Worksheet (without names), if applicable		
Dated Parent Notification Letter sent by school		
Instructions for Sampling New Enrollees		
Student Sampling Summary Report, if applicable		
Signed Teacher Observer Letters, if applicable		
Signed Accommodation Teacher Letter, if applicable		
Completed Session Debriefing Forms (one per session)		
Field Sampling Line Numbers, if applicable		
Nonpublic School Recruitment Documents, if applicable		
Field Manager: Be sure all documents above are included before final shipment to the NAEP Warehouse. Include the following materials if applicable.	Initial to verify School Folder contains all required documents	Comments
Telephone Follow up QC Form, if applicable		
In-Person Observation Form, if applicable		
Field Manager: Be sure all documents above are included before final shipment to the NAEP Warehouse.	Initial to verify School Folder contains all required documents	Comments
I reviewed this School Folder and verify that all the information above is included.		

WHITE: *School Folder* GREEN: *FIELD MANAGER* YELLOW: *SUPERVISOR*

7/10/2007

J. Quality Control Booklet (QCB)

The Quality Control Booklet (QCB) is designed to be used as your guide throughout the assessment process at each school. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The QCB has been developed to ensure that accurate and consistent data are collected for each school.

The Critical Role of the QCB in the NAEP Process

You will insert a QCB in the School Folder for each of the schools in your assignment and use it to record all communication with the school coordinator. Each QCB will have a label on the front cover (shown on the following page) unique to the school. **It is a requirement of your job as a supervisor to complete a QCB for each age assessed in a school.** Information you record in the QCB will be keyed by a data entry team at the Westat home office and used to provide reports for the NAEP State Coordinators, National Center for Educational Statistics (NCES), Westat statisticians, and other home office staff. It is critical that you complete each QCB accurately and completely.

The QCB is organized into three parts:

- Part 1 contains checklists for all the preassessment activities and scripts for you to follow as you conduct the preassessment visit scheduling and confirmation telephone calls, the preassessment visits and the Assessment Booklet Preparation Record, used to evaluate each AA's preparation of the assessment booklets.
- Part 2 contains checklists and scripts for all assessment day activities including the Assessment Quality Control (QC) Record, used to evaluate the performance of each AA during assessment activities at the school; the Makeup Session Worksheet; and a questionnaire for conducting the School Coordinator Debriefing Interview after the assessment.
- Part 3 contains a checklist of all activities you must complete after assessment day.

Detailed instructions for using each of these parts are provided throughout the manual.

Quality Control Booklet Cover

**NAEP 2007-2008
QUALITY CONTROL BOOKLET
LONG-TERM TREND**

School Information

School ID #: 122-122-0 Region: FL Area: 1
 Assessment Date: 10/10
 School Name: DIXON MIDDLE SCHOOL
 School Address: 12399 EASTERN AVENUE
 OAKLAND, FL 12345
 Telephone # (309) 755-5234
 Principal: MARILYN BERNARD
 School Coordinator: SAM STEWART
 Telephone # (309) 755-2348
 Sessions:

 Student Sampling Summary Report? Check SCS

Contact Summary

PA Visit Conducted By:

Date PAV Completed:

Assigned AAs:

Schedule for Regular Assessment Sessions

Session #	# of Students	Date	Time	Location	Assigned AA

Schedule for Accommodation Sessions

Group #	# of Students	Date	Time	Location	Assigned AA

K. Administration Schedule

1. The Critical Role of the Administration Schedule in the NAEP Process

The Administration Schedule is a form used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links students selected for the NAEP sample to their demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities,
- the role of the Administration Schedule on assessment day, and
- the role of the Administration Schedule after the assessment.

The process can be seen on page 3.22 of this manual. A sample Administration Schedule is shown on page 3.27.

Role of the Administration Schedule During the Preassessment Activities

After the sample has been selected for each school, the student names and demographic data are either preprinted or written on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, you will review the student demographic data with the school coordinator and verify that the data are correct. You will also collect any missing student demographic data.



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, SD and/or ELL status, and NSLP status.

Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

After the preassessment visit, your team of AAs will use the Administration Schedule to prepare the assessment booklets.

The Role of the Administration Schedule on Assessment Day

The Administration Schedule, updated during the preassessment visit, will be used to distribute and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of refusals.

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (ETS). ETS will analyze them to link the scores and demographic data from the Administration Schedule to provide subgroup results for the nation and the states. The NAEP results for the nation include reports by gender, race/ethnicity, students classified as SD and/or ELL, and NSLP status.

Examples of how the Administration Schedule data were reported from the NAEP 2005 assessment are shown below.

Example of Reported Administration Schedule Data for 2005

	Grades	
	4	8
Score gaps		
Females - Males	6	10

Females Outscored Males in NAEP 2005 Reading

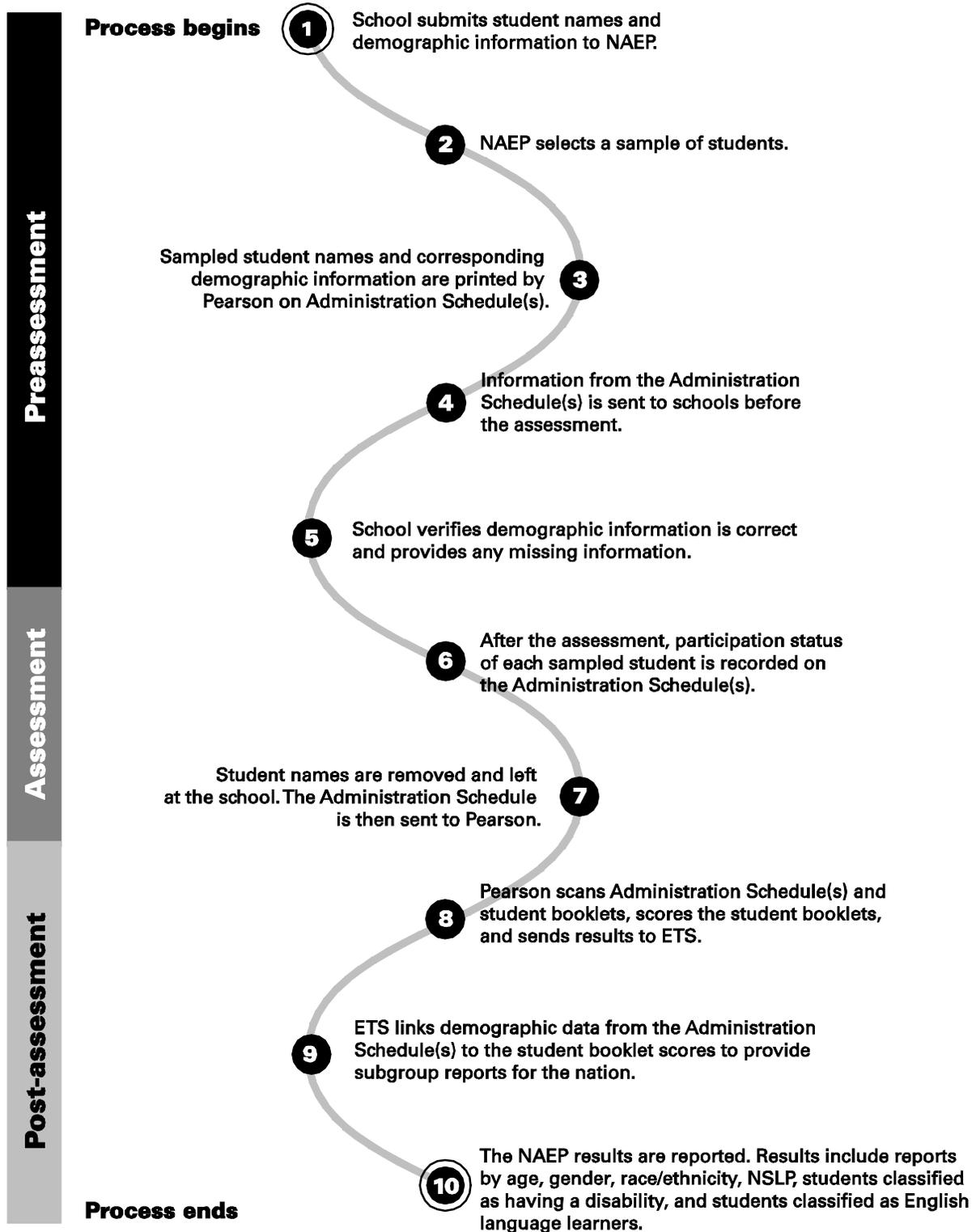
In 2005, female students scored higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year	
	'90	'05
Percent at or above Basic level, Black 4th Graders	18	73

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Quadrupled

The percentage of Black fourth-grade students at or above the Basic level in mathematics quadrupled from 18 percent in 1990 to 73 percent in 2005.

NAEP Administration Schedule Process



The NAEP School Identification (ID) Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.

The third digit is the age designation.

- 1 = Age 9
- 2 = Age 13
- 3 = Age 17

122-122-0

The fourth, fifth, and sixth digits are a sequential number within the state and age that identify originally sampled versus substitute schools:
 001-499 = Original
 501-999 = Substitute

The seventh digit indicates which project the school has been sampled for and whether public or nonpublic.

- 0 = Long-Term Trend, Public
- 1 = Arts, Public
- 2 = Field Test, Public
- 3 = Science Online, Public
- 5 = Long-Term Trend, Nonpublic
- 6 = Arts, Nonpublic
- 7 = Field Test, Nonpublic
- 8 = Science Online, Nonpublic

For example, a school with NAEP ID **4811010** is in Texas, age 9, number 101, original sampled public school for Long-Term Trend.

FIPS Code Definitions

<u>STATE</u>	<u>FIPS</u>	<u>STATE</u>	<u>FIPS</u>
AL	01	PA	42
AK	02	RI	44
AZ	04	SC	45
AR	05	SD	46
CA	06	TN	47
CO	08	TX	48
CT	09	UT	49
DE	10	VT	50
DC	11	VA	51
FL	12	WA	53
GA	13	WV	54
HI	15	WI	55
ID	16	WY	56
IL	17	DoD Int'l	58
IN	18	BIA	59
IA	19	DoD Dom	61
KS	20	PR	72
KY	21		
LA	22		
ME	23		
MD	24		
MA	25		
MI	26		
MN	27		
MS	28		
MO	29		
MT	30		
NE	31		
NV	32		
NH	33		
NJ	34		
NM	35		
NY	36		
NC	37		
ND	38		
OH	39		
OK	40		
OR	41		

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate that it is a Long-Term Trend session. This year all sessions include operational or pilot subjects.

Session	Subjects	Age	School type
LT	Reading/Mathematics	9,13,17	Public, Private

Next to the subject indicators will be two numerals—09, 13, or 17. This is the age indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a public school with age 13 students with two sessions would have two Administration Schedules: one Administration Schedule for session LT1301 and the second for session LT1302.

The Columns of the Administration Schedule

The chart below and the example Administration Schedule on the next page detail the purpose of each column on the Administration Schedule.

Column	Title	Use
A	Atten. (for "attendance")	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student's assessment booklet: "R" for reading, or "M" for mathematics.
E	Grade	To indicate each student's grade.
F	Birth Date	To indicate each student's month and year of birth.
G	Sex	To indicate each student's gender.
H	Race/Eth.	To indicate each student's race/ethnicity. The codes used in this column are printed in the upper left corner of the form.
I	School Lunch	To indicate each student's eligibility status in the National School Lunch Program (NSLP). The codes used in this column are printed in the upper left corner of the form.
J	SD	To indicate each student's disability status. The codes used in this column are printed in the upper left corner of the form.
K	Final SD Code	To record a student's SD status if it has changed since it was originally recorded.
L	ELL	To indicate each student's English language learner status. The codes used in this column are printed in the upper left corner of the form.
M	Final ELL Code	To record a student's ELL status if it has changed since it was originally recorded.

The Columns of the Administration Schedule (continued)

Column	Title	Use
N	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
O	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID #, which is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
P	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
Q	Accom. (for Accommodation) Code	To record each student's accommodation status.
R	Admin. Code	To record each student's participation status. The two-digit Administration Codes used in this column are listed along the right side of the Administration Schedule in column S.
S	Administration Codes	To reference the two-digit Administration Codes needed in column R.

This form must be completed in No. 2 pencil.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2007-2008 Long-Term Trend Administration Schedule

School #: 122-122-0 Age: 13
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas
Original session scheduled for: Wed., Oct. 10
Day/Date: Wed., Oct. 10
Time: 8:25
Location: Cafeteria
Makeup session scheduled for: _____
Day/Date: _____
Time: _____
Location: _____
If Makeup Needed: Makeup Held Makeup Not Held

Bundle #s: 1001, 1002
Session Number: LT1301

Original Sample: 32
Absent (Admin. Codes 41-43, 45 & 46): 2
Absent (Admin. Codes 48 & 49): 0
Absent (Admin. Codes 42 & 47): 0
Released New Student: 4
Released (Admin. Codes 40-44): 1
Withdrawn & brought back (Admin. Codes 1, 1A & 1B): 2
Student (Admin. Codes 40-49): 1
Assessed (Original Session): 0
Assessed (Makeup Session): 0
Assessed (Admin. Codes 40-49): 0
Assessed (Admin. Codes 48 & 49): 0
TOTAL ASSESSED: 36

Student Name	Grade	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Administration Codes
01 Abate, Mark	01 R	001 00293 4		01 1	ASSESSED IN ORIGINAL 10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session Incomplete 14 = Other, specify on cover
02 Alto, Susan	02 M	131 054006 9		02 2	ASSESSED IN MAKEUP 20 = In session full time 21 = No response in booklet 22 = In session part time 23 = Session Incomplete 24 = Other, specify on cover
03 Bates, Tim	03 R	002 005241 1		03 1	ABSENT 40 = Temporary 41 = Long-term 42 = Chronic absent 43 = Suspended 44 = Absent, did not attend 45 = Accommodation scheduling problem 46 = Parent refused 47 = Student refused 48 = Other, specify on cover 49 = Questionnaire returned by school
04 Bostwick, Carol	04 M	132 000043 8		04 1	OTHER 51 = Withdrawn/Outdated 52 = Unassigned book (wrong) 53 = Incomplete, never attended campus 54 = Incomplete, other 55 = Not in sample
05 Burns, Kimberly	05 R	003 006922 1		05 3	EXCLUDED - ON EXCLUSION 60 = SD - Cannot be assessed 61 = SD - Required accom. not provided 62 = ELL - Cannot be assessed 63 = ELL - Required accom. not provided 64 = SD & ELL - Cannot be assessed 65 = SD & ELL - Required accom. not provided 66 = ELL - Cannot be assessed 67 = ELL - Required accom. not provided 68 = ELL - Required accom. not available 69 = SD & ELL - Required accom. not available
06 Coleman, April	06 M	133 000841 2	053 679953 2	06 3	
07 Cruz, Marisol	07 R	004 043569 2		07 1	
08 Davis, Tyrone	08 M	134 005301 1		08 1	
09 Dempsey, Julia	09 R	005 210021 3		09 4 5 4	
10 Fairchild, Michael	10 M	135 210001 6		10 1	
11 Guzman, Pedro	11 R	006 073201 2		11 1	
12 Kwon, Sang	12 M	136 002407 7		12 1	
13 Lipky, Daniel	13 R	007 000031 9		13 1	
14 Lundy, Christina	14 M	195 076206 0		14 3	
15 Masters, Tina	15 R	008 076206 5		15 1	