



**H.R. 1 CONFERENCE REPORT PROPOSAL:**  
**ACCOUNTABILITY/ASSESSMENT HIGHLIGHTS**

- The federal government will require annual state assessments in math and reading in grades 3-8, and once in grades 10-12, by the 2005-2006 school year. All students must participate in these assessments.
- State assessments in science required beginning in the 2007-2008 school year.
- States must biannually test random samples of 4<sup>th</sup> and 8<sup>th</sup> grade students in math and reading using the National Assessment for Education Progress (NAEP).
- Assessment results must be disaggregated by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
- The federal government will provide funds to develop and administer state assessments and NAEP. For FY 2002, \$490 million is authorized, with each state receiving \$3 million and the remaining funds allocated to states based on the number of students in grades 3-8. If the federal appropriation does not cover the cost of the state assessments, states do not have to develop or implement the 3-8 assessments.
- States must develop a definition of Annual Yearly Progress (AYP) to have all students reach academic proficiency within 12 years, with no exceptions. States set the achievement bar based upon the scores of the state's lowest-achieving demographic group or the scores of its lowest-achieving schools, whichever would require a higher threshold.
- States must develop annual report cards, which include information on student achievement on state assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged), percentage of students not tested (also disaggregated), percentage of students who graduate within four years of starting high school, percentage of students who take advanced placement courses and the rate of passing advanced placement tests, professional qualifications of teachers and other information (dropout rates, class size by grade level) the state may choose to provide.