

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: **WI - WISCONSIN**

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

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	7769	58843
4	8352	60136
5	8487	60443
6	8949	63118
7	9345	65289
8	9608	67003
HIGH SCHOOL (SPECIFY GRADE:) 10	9744	72876

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

2005-2006

STATE: WI - WISCONSIN

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	6852	3555	0	0
4	7447	4510	0	0
5	7580	4996	0	0
6	8047	5413	0	0
7	8379	5639	0	0
8	8573	5767	0	0
HIGH SCHOOL : 10	8596	4612	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).

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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 :                   10	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).

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2005-2006

STATE: WI - WISCONSIN

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	850	115	735	435	0
4	844	60	784	522	0
5	861	49	812	542	0
6	839	52	787	460	0
7	870	34	836	538	0
8	902	27	875	574	0
HIGH SCHOOL : 10	799	27	772	500	0

<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).

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 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: WI - WISCONSIN

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	0	67
4	5	0	56
5	0	0	46
6	0	0	63
7	0	0	96
8	3	0	130
HIGH SCHOOL :	10		
	16	0	333

<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	Minimal	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WKCE-CRT	2644	816	2282	1110	0	0	0	0	0	6852
4	WKCE-CRT	2873	1083	2442	1049	0	0	0	0	0	7447
5	WKCE-CRT	3225	1258	2375	722	0	0	0	0	0	7580
6	WKCE-CRT	3733	1441	2280	593	0	0	0	0	0	8047
7	WKCE-CRT	3821	1711	2362	485	0	0	0	0	0	8379
8	WKCE-CRT	3778	2029	2416	350	0	0	0	0	0	8573
HIGH SCHOOL : 10	WKCE-CRT	4431	1908	2011	246	0	0	0	0	0	8596

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<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

2005-2006

STATE: WI - WISCONSIN

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Minimal	Basic	Proficient	Advanced						9B ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WAA-ELL	34	50	29	2	0	0	0	0	0	115
4	WAA-ELL	19	27	13	1	0	0	0	0	0	60
5	WAA-ELL	17	21	11	0	0	0	0	0	0	49
6	WAA-ELL	20	22	7	3	0	0	0	0	0	52
7	WAA-ELL	17	12	4	1	0	0	0	0	0	34
8	WAA-ELL	6	11	9	1	0	0	0	0	0	27
HIGH SCHOOL : 10	WAA-ELL	6	12	7	2	0	0	0	0	0	27

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 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: WI - WISCONSIN

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	PS-Minimal	PS-Basic	PS-Proficient	PS-Advanced						9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WAA-SwD	101	199	346	89	0	0	0	0	0	735
4	WAA-SwD	114	148	347	175	0	0	0	0	0	784
5	WAA-SwD	97	173	352	190	0	0	0	0	0	812
6	WAA-SwD	123	204	280	180	0	0	0	0	0	787
7	WAA-SwD	127	171	309	229	0	0	0	0	0	836
8	WAA-SwD	130	171	288	286	0	0	0	0	0	875
HIGH SCHOOL : 10		125	147	281	219	0	0	0	0	0	772

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PS-Proficient

<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.

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2005-2006

STATE: WI - WISCONSIN

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	6852	115	735	67	7769
4	7447	60	784	61	8352
5	7580	49	812	46	8487
6	8047	52	787	63	8949
7	8379	34	836	96	9345
8	8573	27	875	133	9608
HIGH SCHOOL : 10	8596	27	772	349	9744

<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  
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STATE: WI - WISCONSIN

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

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		7769	58843
4		8352	60136
5		8487	60443
6		8949	63118
7		9345	65289
8		9608	67003
HIGH SCHOOL (SPECIFY GRADE:)	10	9744	72876

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

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STATE: WI - WISCONSIN

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	6674	3378	0	0
4	7229	4310	0	0
5	7452	4870	0	0
6	8009	5365	0	0
7	8355	5614	0	0
8	8569	5749	0	0
HIGH SCHOOL : 10	8609	4619	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).

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STATE: WI - WISCONSIN

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 : 10	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).

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STATE: WI - WISCONSIN

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	1029	116	913	532	0
4	1050	56	994	667	0
5	999	42	957	623	0
6	871	28	843	505	0
7	896	18	878	561	0
8	916	12	904	604	0
HIGH SCHOOL : 10	778	11	767	512	0

<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).

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STATE: WI - WISCONSIN

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	0	66
4	5	0	68
5	0	0	36
6	0	0	69
7	0	0	94
8	3	0	120
HIGH SCHOOL : 10	16	0	341

<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	Minimal	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WKCE-CRT	1212	2099	2266	1097	0	0	0	0	0	6674
4	WKCE-CRT	1409	2074	2601	1145	0	0	0	0	0	7229
5	WKCE-CRT	1773	2082	2617	980	0	0	0	0	0	7452
6	WKCE-CRT	2056	2251	2953	749	0	0	0	0	0	8009
7	WKCE-CRT	2263	2251	3112	729	0	0	0	0	0	8355
8	WKCE-CRT	2353	2096	3379	741	0	0	0	0	0	8569
HIGH SCHOOL : 10	WKCE-CRT	3427	2568	1987	627	0	0	0	0	0	8609

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<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.

TABLE 6  
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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	Minimal	Basic	Proficient	Advanced						9B ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WAA-ELL	47	50	16	3	0	0	0	0	0	116
4	WAA-ELL	24	23	8	1	0	0	0	0	0	56
5	WAA-ELL	17	22	3	0	0	0	0	0	0	42
6	WAA-ELL	12	12	4	0	0	0	0	0	0	28
7	WAA-ELL	9	7	1	1	0	0	0	0	0	18
8	WAA-ELL	5	4	3	0	0	0	0	0	0	12
HIGH SCHOOL : 10		0	9	1	1	0	0	0	0	0	11

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **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  
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STATE: WI - WISCONSIN

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	PS-Minimal	PS-Basic	PS-Proficient	PS-Advanced						9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level								
3	WAA-SwD	121	260	441	91	0	0	0	0	0	913
4	WAA-SwD	114	213	483	184	0	0	0	0	0	994
5	WAA-SwD	108	226	450	173	0	0	0	0	0	957
6	WAA-SwD	114	224	351	154	0	0	0	0	0	843
7	WAA-SwD	124	193	344	217	0	0	0	0	0	878
8	WAA-SwD	118	182	349	255	0	0	0	0	0	904
HIGH SCHOOL : 10	WAA-SwD	116	139	285	227	0	0	0	0	0	767

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PS-Proficient

<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: WI - WISCONSIN

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	6674	116	913	66	7769
4	7229	56	994	73	8352
5	7452	42	957	36	8487
6	8009	28	843	69	8949
7	8355	18	878	94	9345
8	8569	12	904	123	9608
HIGH SCHOOL : 10	8609	11	767	357	9744

<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.

Please explain the difference between column 11 and the number reported in column 1, Section A.





