This mixed methods case study examined the effects of requiring students with special needs to take the same assessment as their same-aged peers. A significant difference in student performance on End-of-Course (EOC) exams was found at the state and local level when comparing students with special needs to students without special needs. Students with special needs expressed concerns with not performing well on EOCs, fear of not knowing or remembering concepts assessed, and not being smart enough to go on to college. Student self-esteem, classroom modifications, and assessment procedures of students with special needs were concerning to special educators. By acknowledging that each student performs at different levels, assessing students according to each student’s level of performance, and allowing students to experience success, the educational system will be leaving no child behind.