I. APPENDIX I TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Attachment Title (Click on Section)	Relevant Selection Criterion	Estimated Pages	Page #
Table of Contents	All	1	**1**
Sample State Letter to Districts LEA MOU Exhibit I NJ Tables to Districts	A (1) (ii)	25	**2**
Summary table of LEA plan commitment	(A)(1)(ii)	10	**27**
New Jersey Budget and Budget Narrative	(A)(2)(i)(d)	15	**37**
Letters of support	(A)(2)	4	**52**
NAEP and ESEA results[1]	(A)(3)	1	**53**
Common Core Memorandum of Agreement	(B)(1)(i)	3	**54**
Common Core Comprehensive List of Participating States	(B)(1)(i)	2	**58**
Common Core Copy of Standards[2]	(B)(1)(i)	16	**60**
International Benchmarking Report from NGA/CCSSO[3]	(B)(1)(i)	51	**78**
Copies of MOAs for Assessment Consortia	(B) (2)(i)	16	**130**
Number and names of states participating in each of the consortia	(B)(2)(ii)	4	**146**
Data Systems that Support America Competes Evidence SLDS Application	(C)(1)	42	**150**
List of Alternative Pathway providers for teachers and leaders, program descriptions and lists	(D)(1)(i,ii)	8	**192**
List of schools identified to participate	(E)(2)	1	**200**
Reference List	All	4	210

[1] Please note many sources were used to compile this information. They are available in a separate file through hyperlink.

[2] Please note the current copy on the latest draft of the Common Core Standards runs well over 200 pages and confidential. We opted to offer an excerpt as evidence rather than the whole document.

[3] This report is offered as evidence that the Common Core is internationally benchmarked

January 8, 2010

TO: Chief School Administrators and Charter School Lead Persons
FROM: Lucille E. Davy
RE: Update on *Race to the Top*

Thank you once again to all of you who participated in the meeting in Trenton on January 5. We appreciate all of the comments and feedback you have provided since our meeting. All of the information has been helpful to us as we finalize the details of this proposal for submission to the U.S. Department of Education.

As I promised, I am providing the electronic copy of the updated tables connected to each assurance for you to have and use as a resource when you are talking to your local education officials. These have been slightly revised and are no longer marked "draft." I call your attention to two substantive changes: (1) we have included a management component in the evaluation of principals; and (2) we have included a requirement that districts with turnaround schools evaluate the efficiency of their use of their facilities.

Some things to keep in mind when you are using this document.

1. The range of the total award to New Jersey is $200- $400 million. Your willing participation will have an impact on both the success of our application and the amount awarded.
2. Fifty percent of those funds will be distributed directly to eligible Title I LEAs.
3. The New Jersey Department of Education will be responsible for creating the resources to support the work of all of the participating districts with the remaining funds. The work will consist of creating resources, tools, and training for all participating districts.

A couple of logistics notes. If you were unable to join us Tuesday in person, we have two opportunities for you to participate in webinars in the next few days:

The first webinar will take place tomorrow morning, Friday, at 9:00 a.m.

Click on the link to this website:
https://wgen.webex.com/wgen/onstage/g.php?d=554284730&t=a;
Use this password: NJRTTT1-8

And call in using this teleconference #:
650-429-3300;
access code: 21331089

If you don't have computer access or are unable to connect to the webinar for any other reason, you can still call in and listen.

The other webex is scheduled for Monday at 3:00 p.m.

Website: https://wgen.webex.com/wgen/onstage/g.php?d=554041979&t=a;
Password: NJrttt1-11
Teleconference: 650-429-3300;
Access code: 21331089

As I mentioned Tuesday, I would urge you to consider gathering signatures and submitting a MOU for your district. This is a once in a lifetime opportunity for us to partner with you in creating systems and resources that will serve all of our children more effectively.

Keep your questions and comments coming and remember to look for updates on our ARRA homepage. http://www.state.nj.us/education/arra/

DRAFT New Jersey Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between New Jersey ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned or developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including those regarding the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II and all applicable laws or regulations;

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA or any of the enforcement measures that are detailed in 34 CFR section 80.43, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to be a Participating LEA as defined in the application and will implement those portions of the State Plan indicated in the State Plan, if the State application is funded,
4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon written mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

President of Local School Board (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK[1]

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans[2]	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

[1] Scope of work to be described in more detail after award

[2] For more details regarding topics and definitions described in Exhibit I, please refer to the complete application at http://www.ed.gov/programs/racetothetop/index.html and to the http://www.state.nj.us/education/arra/ for frequent updates.

STATE AND LEA RESPONSIBILITIES

ASSURANCE: ADVANCE STANDARDS AND ASSESSMENT

New Jersey's accomplishments, including the recent revision of our core curriculum standards in nine content areas, will serve as the foundation for our Race to the Top plan. The current process to review and update the New Jersey Core Curriculum Standards will serve as the catalyst for the alignment of curriculum, instruction, professional development, and assessment systems across the state from early childhood through high school. Building on the work already underway in New Jersey to assist with all aspects of standards implementation, the state will work with local leaders and national experts to create a "curriculum and assessment spine" – an integrated set of formative assessment tools, learning trajectories, and curricular exemplars. The spine will provide clear, concise, and consistent guidance to teachers about pedagogy and expectations for all children. We will surround the "curriculum and assessment spine" with a comprehensive program of in-person and on-line professional development, leverage a unifying technology platform, and provide collaborative time for teachers and school leaders to review and plan instruction based on real-time student data and collectively review student work. Our plan will include:

- **Assessment Practices that Support Instruction:** Building on the formative assessment pilot programs in over 250 New Jersey districts, we will provide educators with a broad array of approaches to assessment, embedded within standards-aligned curriculum, to provide instructionally relevant information for teachers to adapt instruction based on student needs. This balanced approach to assessment will support both assessment for learning *and* assessment of learning that focuses on the critical thinking, creativity, and problem solving skills necessary to master rigorous content standards. A technology system will support the creation and refinement of new formative items by teachers and use of a variety of approaches of assessment to help teachers plan instruction.

- **Evidence-Based Instructional Tools:** We will broadly disseminate suggested texts, tasks, teaching routines, and guidance for teachers with a focus on STEM. If the Common Core State Standards are adopted, the materials will be correlated to those standards, with a transition path from New Jersey's Core Curriculum Content Standards. We will provide new curriculum and instruction tools that specify desired pathways through subject matter to lead to mastery of the standards.

- **Summative Assessment:** If the Common Core Standards are adopted by the State Board, we will participate in a multi-state consortium to develop a summative assessment as part of the RTTT Standards and Assessment competition. By doing so we will leverage an economy of scale with respect to item development and implementation platform.

B. Standards and Assessments	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	
State Responsibilities	**LEA Responsibilities**

• Continue our commitment to align state standards with knowledge and skills needed for post-secondary education and the 21st century workplace.
• Complete plans leading to full consideration of the Common Core State Standards Initiative when completed and participation, if approved by the NJ State Board of Education, to develop high-quality literacy and mathematics standards and evaluate them upon release.
• Use the New Jersey Core Curriculum Standards and potentially the Common Core to develop, deploy, and continuously improve a curriculum and assessment spine of exemplar lessons and platform of curriculum-embedded formative assessment and interim assessments, known as the "Instructional Improvement System" (IIS).
  ○ Disseminate curriculum and instructional tools based on progressions of increasingly sophisticated concepts and knowledge applications for teachers to plan, adapt, and evaluate their own instruction based on student needs.
  ○ Continue to scale and expand access to high-quality instructional tools in STEM subjects that assist teachers in modeling classroom practice based on real-world STEM experiences.
  ○ Support the integration of standards, curriculum and assessment between early childhood education and K-12 grades within the IIS.
  ○ Build on formative assessment pilots to design an instructionally oriented approach to assessment including evidence-based classroom observation protocols, rubrics for assessing student work, and monitoring questions to check for student
	• Provide collaborative time for teachers and school leaders to review and plan instruction based on real-time student data and collectively review student work samples.
	• Partner with NJDOE and national experts to implement and continuously improve the curriculum and assessment spine.
	• Convene educators from across the LEA to create or modify exemplar lessons aligned to the LEA's own curriculum that embody high-quality pedagogy and challenging academic content.
	• Support the development and review of new exemplar lessons and associated curriculum-embedded formative assessment items by teachers.
	• Adopt the state IIS and train teachers and principals on its use. If, instead, a local assessment system is used, integrate it with the IIS to ensure seamless access to formative data to inform instruction.
	• Create and implement a plan to increase student enrollment in higher-level STEM course work.

B. Standards and Assessments	
understanding. ○ Develop and roll out a comprehensive professional development system to support changes to instructional practice necessary to ensure all students graduate ready for college and the 21st century workforce. ○ Support continuous improvement through teacher collaboration and lesson study. • Facilitate connections with teacher preparation programs to prepare new teachers to use the IIS. • Build on success of high quality early learning programs by supporting the local expansion of programs in high need areas for at-risk students.	• Expand existing early learning programs to reach high quality standards. • Allocate funds to increase access to high quality early learning programs for at-risk students.

ASSURANCE: DATA SYSTEMS TO SUPPORT INSTRUCTION

New Jersey will build upon our existing state data systems to enable more powerful use of data and collaboration to enhance insight and action at the classroom, school, district, and state level. We will expand our systems to include or integrate data from special education programs, limited English proficiency programs, early childhood programs, human resources, finance, health, postsecondary, and other relevant areas. We will also support true "instructional improvement" - planning classroom instruction based on formative assessment results. This expanded data set will be managed by a data governance organization to ensure that stakeholders are empowered in the use of data. We will ensure strict security and privacy requirements are met, including compliance with personally identifiable information requirements. Our plan includes the key components of an Instructional Improvement System (IIS) - collaboration, formative assessment, actionable reporting, and targeted instruction - and supplements this with goal-oriented management of the improvement process through performance management tools:

- **Instruction:** The New Jersey 21st Century Standards website to be released in February forms the linchpin of instruction in New Jersey connecting learning tools with a standards-aligned curriculum. Our proposal builds on that with a tool that supports teachers in action planning and targeted instruction. This system enables each teacher to develop personalized learning plans for students, based on summative and formative assessment data, and track the effect of the instructional plan over the course of the school year. The instructional tools will include curricular exemplars, online video support, and other teaching resources.

- **Assessment:** A formative assessment platform and item bank constitute key supports of the standards-aligned curriculum. The tools will allow educators to tailor formative assessments so that they are focused on observed student needs. Educators will be able to share items, assessments and student work relevant to classroom instruction. Allowing flexible collaborative development of instructional tools by teachers encourages the continuous improvement of the curriculum and assessment spine.

- **Reporting:** NJ SMART already provides statewide reporting on student performance. By incorporating a wider range of assessments and other data, focusing reporting to support the practices of the target audience - teachers, principals, administrators, and policy makers- and ensuring that the reports give relevant, actionable data, the results of assessments will be seen in context. These data are presented for individual students, classes, and cohorts, aggregated with historical data for the student population using both pre-configured and customizable reports. More sophisticated users will be able to access full ad hoc reporting facilities.

- **Performance Management:** Performance management will offer planning tools to manage goals, measure progress, and direct improvement: (a) at the administrator level, a tool targeted at collaborative school improvement programs offered through the existing State Portal; (b) at the educator level, tools for professional development aligned with the standards-aligned curriculum, building on the

Teacher Certification Database; and (c) at the student level, goal-oriented learning and career plans developed using the Personalized Learning Plan tool already being piloted at several schools.

C. Data Systems to Support Instruction	
(C)(3) Using data to improve instruction:	
(i) Use of local instructional improvement systems	
State Responsibilities	**LEA Responsibilities**
• Develop an Instructional Improvement System (IIS) and make it freely available to all participating LEAs. • In addition to the current Statewide High-Stakes Assessments and Learnia and other formative assessment pilots, develop a Formative Assessment platform to enable more frequent and focused evaluation of student performance and student needs. • Develop and review items in a Shared Item Bank, for formative and interim assessments. Items will be aligned with state standards and will provide schools with the tools they need. Teachers will be able to construct assessments focused on their classroom. • Calculate a Student Growth Model for all students based on the statewide assessments used for AYP and provide web applications to allow growth charts to be reviewed by stakeholders. • Provide a reporting tool with Google-speed user-specific views and dashboards, including goal-oriented reports with subscriptions and alerts. • Provide a standards and content website integrating collaboratively generated content with content such as video exemplar lessons, performance tasks, etc. based on the currently implemented New Jersey 21st Century Standards system. • Provide a standards-aligned Action Planning tool to help teachers target instruction to the needs of the individual student. • Provide a School Performance Management System integrating the existing State	• Ensure adoption and use of the IIS amongst LEA educators and stakeholders. • Integrate additional defined data elements, and enable SIF integration where applicable. • Fund local data integration and training costs costs for the system through RTTT and other funds. • Fund maintenance of any locally implemented customizations through RTTT and other funds. • Extend functionality and data integration to meet local needs where applicable, or fund the extension of functionality. • Align local learning and content management systems with standards where applicable. • Should the LEA make use of another Formative Assessment platform, provide regular updates of data from the platform

C. Data Systems to Support Instruction	
Portal with the business intelligence tools to enable alignment of district and school improvement plans. Key performance indicators will be made available through a dashboard, and planning documentation shared in a secure manner. • Provide a Professional Development System for targeted professional development based on formative and interim assessment results. Measure the efficacy of PD services by monitoring implementation fidelity and the impact on student performance. This will be used to target instructional content for teachers, classroom support activities, etc. • Deploy Personalized Learning Plan Tools as a part of the High-School Redesign project. These tools will allow guidance counselors, parents, and students to collaboratively develop learning, graduation, and career plans. • Enhance data collection to link the teacher to the student, and expand the range of available data and possible analyses, for example, by incorporating the adjusted-cohort graduation rate. • Provide Student Interchange Format (SIF) integration to simplify integration to the LEA Student Information Systems (SIS) systems, and meet the timeliness constraints of the RTTT definition of "rapid time." As well, provide an improved self-service file upload facility to reduce the burden on LEAs.	to the IIS. Enter into any required data sharing agreements with the state and vendors to allow for automated transfer.
(ii) Professional development on use of data	
State Responsibilities	**LEA Responsibilities**
• Provide in-person and on-line professional development on the use of the IIS; and • Operate and support Professional Learning Communities for school leaders, coaches, and professionals.	• Ensure teacher participation in in-person and on-line professional development related to the IIS, including substitute time; and • Participate in on-line professional learning communities.

C. Data Systems to Support Instruction	
(iii) Availability and accessibility of data to researchers	
State Responsibilities	**LEA Responsibilities**
• Publish clear guidelines on the use and protection of Personally Identifiable Information (PII) consistent with the Family Education Rights and Privacy Act (FERPA). • Publish clear guidelines on the use and protection of other confidential information at all levels. • Identify data elements to be extracted and the reporting schedule. • Publish clear guidelines for the provision of anonymized data to university-based researchers and/or the general public. Create anonymous data sets from IIS data to be used for research purposes. • Create and enter into any required data sharing agreements to support these activities.	• Follow all state guidelines for the use and protection of PII and other confidential data. • Enter into data sharing arrangements with the department, vendors and researchers to support these activities.

ASSURANCE: DEVELOP OUTSTANDING TEACHERS AND LEADERS

New Jersey has laid the foundation to support and develop a cadre of outstanding teachers and leaders with its efforts, including its Creating 21st Century Schools: The Statewide Systemic Model for Continuous Professional Learning and Growth. We will build upon New Jersey's blended model of professional learning that includes onsite and online opportunities. Our plan includes:

- **Consistent, Transparent Evaluation and Observation:** We will design and implement a comprehensive model of classroom observation and professional evaluation of both principals and teachers in a collaborative manner involving teachers, principals, higher education institutions and other stakeholders. The evaluation model will include multiple evidence-based empirical measures, of which student performance growth will be a significant component. New Jersey will convene a state-level design and review committee to engage teachers, principals, school leaders, and participating districts in the development and selection of performance metrics and of evidence-based classroom observation protocols.
- **Differential Professional Opportunities:** Professional development plans and other professional opportunities will be based on evaluation and performance data in participating LEAs. For additional responsibilities undertaken, commensurate compensation will be provided from state-level RTTT grant funds. We will also create a model to support aggregate analysis of student growth at the building level, and provide performance bonuses for all school-wide personnel.
- **Ensuring Effective Teaching and Equitable Distribution:** Both certification decisions (after a year of provisional teaching) and tenure decisions (after three years of teaching) will be explicitly determined based on the new evaluation results, which will include performance data. We will also promote the equitable distribution of effective teachers and principals by improving the pipeline of high-quality teachers and piloting or scaling programs to fill gaps in high-need districts and hard-to-staff subjects.
- **Instructionally Grounded Professional Development:** We will support teachers and principals with instructionally grounded professional development focused on content that teachers teach with onsite support from early childhood through high school. New Jersey will train and deploy a cadre of highly effective teachers as skilled content-focused instructional coaches to support collective study of lessons, student work and students' formative assessment data. Participating LEAs will modify school schedules to provide common planning time for teachers to collaborate through networks to continuously improve their practice, and receive relevant feedback from master teachers on their actual classroom delivery.

D. Great Teachers and Leaders	
(D)(2) Improving teacher and principal effectiveness based on performance:	
(i) Measure student growth	
State Responsibilities	**LEA Responsibilities**
• Establish technically and educationally sound measures of student growth including: ○ Build a year-to-year student academic growth metric that will be applied to all students; ○ Develop sound interim assessments to incorporate student intra-year performance; ○ Support school-level aggregation; ○ Account for growth beyond proficiency (as opposed to "growth to standard"); and ○ Use local assessments, methodologies, or measures of student learning to account for student growth in non-tested grades and subjects.	• Administer interim assessments to all students in tested grades and subjects. • Select and submit for review assessments, measures, or methodologies for attributing or calculating student growth for non-tested grades and subjects. • Review the measures of student growth in ways that lead to an increase in student learning.
(ii) Design and implement evaluation systems	
State Responsibilities	**LEA Responsibilities**
• Convene a design and review committee of local superintendents, principals, school leaders, teachers, representatives from institutions of higher education along with other stakeholders to develop a rigorous state-level principal evaluation system that: ○ Incorporates student growth data on state year-to-year assessments, performance on intra-year interim assessments aligned to LEA curriculum and is aggregated to the school building level (to comprise no less than 35% of the overall evaluation); ○ Includes measures of overall management effectiveness; ○ Requires evidence of high-quality implementation of evidence-based	• Participate in the review and comment process of the state-level evaluation design committee. • Establish required policy changes (including, if required, modifications to the LEA collective bargaining agreements) to support and use the revised evaluation system. • Commit time and experts to train principals on the evaluation system.

D. Great Teachers and Leaders	
classroom observation protocols, used both formally and formatively; ○ Evaluates the quality of professional support and professional development planning provided to teachers based on observations; ○ Aligns with national and New Jersey Professional Standards for Teachers and School Leaders; and ○ Allows for local determination of additional performance metrics, not to exceed 15% of the overall evaluation. • Convene a design and review committee of school leaders, teachers, supervisors, representatives from institutions of higher education and other stakeholders to develop a rigorous state-level teacher evaluation system that: ○ Incorporates student growth data on state year to year assessments along with performance on intra-year interim assessments, to comprise no less than 40% of the overall evaluation; ○ Requires evidence of high-quality classroom instruction, as measured by evidence-based classroom observation protocols; ○ Incorporates feedback from formative classroom observations and/or peer classroom observations; ○ Aligns with national and New Jersey Professional Standards for Teachers and School Leaders; and ○ Allows for local determination of additional performance metrics, not to exceed 15% of the total criteria weight.	
(iii) Conduct annual evaluations	
State Responsibilities	**LEA Responsibilities**
• Working in collaboration with the stakeholder design committee and national experts, establish criteria for annual evaluations that include: ○ Selection of a classroom observation protocol that has empirical evidence of reliability and validity to support the evaluation process; ○ At least 3 formal observations per year with provisional and untenured	• Commit principal, coach, and teacher time to training on and the implementation of the revised state-level evaluation system and classroom observation protocols. • Establish and implement clear evaluation

D. Great Teachers and Leaders	
teachers; 1 formal observation per year will be used with tenured teachers; and ○ Interim observations to be used formatively in planning and monitoring professional development. • Provide professional development to principals and coaches on the implementation of both the revised state-level evaluation system and the classroom observation protocols. • Partner with institutions of higher education and alternative certification programs to educate incoming teachers on the multiple measures involved with the state-level evaluation system. • Design and deploy training for highly effective experienced principals to act as mentor and evaluators for their peers.	criteria for decisions related to transition from provisional to standard teacher certification (at the end of the first year of teaching) and from untenured to tenured teacher (at the end of the third year of teaching).
(iv)(a) Use evaluations to inform professional development	
State Responsibilities	**LEA Responsibilities**
• Comprehensively review LEA evaluation results to target and design professional development programs to meet school leader and teacher needs. • Provide professional development plan management software as part of the Instructional Improvement System (IIS). • Provide training and support on the use of the professional development plan management software.	• Principals, in collaboration with content-focused instructional coaches, will be responsible for using each teacher's evaluation data, including student growth, formal observations, and formative observations, to establish personal professional development plans for that teacher. • Each principal will work with a mentor, an experienced principal who has completed a state-approved training program, to establish personal professional development plans based on evaluation data, including student growth, and teacher professional development needs.

D. Great Teachers and Leaders	
	• Use the statewide professional development system to monitor implementation fidelity, ensure high-quality services are delivered to meet teacher and student needs, and reflective of New Jersey's standards regarding professional development.
(iv)(b) Use evaluations to inform compensation, promotion, and retention	
State Responsibilities	**LEA Responsibilities**
• Create guidelines for evaluation criteria that qualify teachers for additional responsibilities and associated stipends or additional pay. • Develop rigorous and transparent criteria for a *school-wide* bonus for principals and teachers in schools that exceed school-level growth expectations. • Provide funding to support stipends and additional compensation for highly effective teachers taking on additional responsibilities.	• Use evaluation data when providing opportunities for teachers to take on additional responsibilities. Additional responsibilities will be aimed at improving the practice of all teachers in the school, district, or state, and will include commensurate compensation in the form of stipends or pay increases. Specific responsibilities could include: ○ Becoming an instructional coach to a team of teachers; ○ Leading one or more professional learning communities; ○ Mentoring one or more new teachers; ○ Training a student teacher; ○ Scoring of constructed response assessment items; and ○ Conducting reviews of LEA or school curriculum.
(iv)(c) Use evaluation to inform tenure and/or full certification	

D. Great Teachers and Leaders	
State Responsibilities	**LEA Responsibilities**
• Create guidelines for evaluation criteria for qualification of teachers for promotion from provisional status and attainment of tenure.	• Establish specific criteria for promotion of teachers from "provisional" status to standard certification status that take into account the multiple measures used in state evaluation. • Establish specific criteria for the tenuring of teachers that take into account the multiple measures used in the state evaluation system.
(iv)(d) Use evaluations to inform removal	
State Responsibilities	**LEA Responsibilities**
• Convene a state-level design and review committee including members from the state teacher associations to establish streamlined, transparent and fair procedures, consistent with the rigorous evaluation standards, to remove ineffective teachers and principals.	• Establish specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures used in the state evaluation system.
(D)(3) Ensuring Equitable distribution of effective teachers and principals:	
(i) High-poverty and/or high-minority schools	
State Responsibilities	**LEA Responsibilities**
• Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation programs to fill gaps in the availability of effective teachers. • Pilot and scale successful programs to serve high need urban school districts.	• Gather and maintain data on vacancies, recruitment, selection, staffing, and educator effectiveness. • Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development.

D. Great Teachers and Leaders	
(ii) Hard-to-staff subjects and specialty areas	
State Responsibilities	**LEA Responsibilities**
• Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation partners to fill gaps in the availability of effective teachers. • Pilot and scale successful programs to fill gaps in hard-to-staff subjects, such as the Progressive Science Initiative.	• Gather and maintain data on vacancies, recruitment, selection, staffing, and educator effectiveness. • Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development. • Recruit and select teachers from preparation and certification programs, including alternative certification programs that have proven to be effective.
(D)(5) Providing effective support to teachers and principals:	
(i) Quality professional development	
State Responsibilities	**LEA Responsibilities**
• Train and deploy a cadre of highly effective teachers as skilled, content-focused instructional coaches to support the collective study of lessons, student work, and students' formative assessment data. • Build on New Jersey's professional development systems to design and implement a blended professional development system that couples face-to-face professional development lead by content-focused instructional coaches with asynchronous and virtual learning environments. • By means of virtual and face-to-face environments, provide support for principals and teachers to learn from master teachers through real-time video, engage in a collaborative analysis of an exemplar unit's pedagogy and content. • Provide substantive content-focused professional development tools and	• Modify school schedules to provide common planning time by grade level or subject area for lesson study, collective review of student work, and review of students' formative assessment data. • Design and support professional learning communities focused on disciplinary content and charged with studying, applying, and reflecting on the implementation of content tools, lesson observations, and student work. • Evaluate professional development based on

D. Great Teachers and Leaders	
resources for school leaders and teachers on evidence-based pedagogical routines that have been demonstrated to have a large effect on student achievement.	student results and changes in classroom, school or leadership practices. • Create environments in which teachers and school leaders use instructionally relevant information to scaffold their instruction to support their students and select high-quality and effective instructional tools and approaches.
(ii) Measure effectiveness of professional development	
State Responsibilities	**LEA Responsibilities**
• Provide state level systems to track professional development offerings for teachers and principals, the fidelity of participation and evaluations of services. • In collaboration with districts, teachers, and national leaders, design transparent evaluations of professional services, such professional learning communities, which will measure the effectiveness of such programs on increasing student achievement and changing classroom practice.	• Track professional development in which teachers and principals are engaged, evaluations of the services provided, and impact on student achievement and classroom observation results. • Use effectiveness information to improve and scale professional development programs proven to be successful in meeting teacher and school leader needs.

ASSURANCE: TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

Building New Jersey's considerable accomplishments to date, we will continue to support LEAs in turning around the lowest achieving schools. We have identified the lowest-achieving schools based on standardized assessment data for all schools and persistence rates for high schools. An LEA may choose to implement any of the four intervention models supported by the U.S. Department of Education in a manner that is consistent with state law. Our plan includes:

- **Rigorous Expectations:** If a persistently low-performing school selects either transformation or turnaround, it will have up to three years in which to demonstrate measurable progress in academic achievement and graduation rates, if applicable. In the absence of sufficient progress, the school will be closed, reconstituted by the district, or restarted by an authorized charter school provider. These schools under new management will be required to serve up to 95% of the number of students enrolled in the closed school.

- **Planning Supports:** Where the district chooses to pursue transformation or turnaround, the state will facilitate the creation of a Needs Assessment Review Team that is led by a SEA staff member and includes both outside experts and district personnel. The team will review recent analyses of root causes or conduct a new root cause analysis. It will also evaluate the school's culture and climate to diagnose underlying factors such as student safety and attitudes about teaching and learning that may be impacting performance. Consideration must be given to social equity – ensuring equitable opportunities and support for all students to learn using many and varied approaches to achieve and demonstrate competence and mastery of standards. The Needs Assessment Review Team will recommend specific actions and programs to be implemented or eliminated to effect the greatest positive change in the shortest period of time.

- **Intensive Interventions:** Persistently low performing schools will institute comprehensive and substantive evidence-based reform designed to dramatically accelerate student achievement. State required and supported interventions will include a complete curriculum review with prescribed evidence based and tested exemplar units to fill any gaps, additional structured instructional time in the form of a longer school day and/or year coupled with additional compensation for teachers. Content-based staff training will be developed on the model of the current successful pilot in physics under the Progressive Science Initiative, providing intensive expert instruction for teachers in the skills necessary to teach specific courses. In addition, all schools will be expected to build on the comprehensive strategies recommended by The New Jersey High School Graduation Campaign report that recognizes struggling schools

are part of struggling communities and engages community stakeholders as partners in the improvement process. Network Turnaround Officers (NTO) will be assigned to serve as an instructional leader/coach and administrative advisor to 3-5 leaders of schools undergoing intervention. The NTO will serve on the Needs Assessment Review Team to develop the intervention strategies and will also monitor progress of his/her network schools against measurable benchmarks to improve both learning environments and academic achievement.

- **Support Network:** The NTOs and the turnaround principals will be trained in school turnarounds in a 4 week long summer principal academy. They will participate in state-wide collaboration with their peers to breakdown organizational silos, share successes and challenges in efforts to transform schools. These informal groups of turnaround experts will provide authentic and traditional research information, conduct site visits, and develop or adapt innovative models based on demonstrated effectiveness, taking into account long term sustainability and systematic change as critical success factors in the design and implementation of intervention programs.

E. Turning Around Struggling Schools	
(E)(2) Turning around the lowest-achieving schools	
State Responsibilities	**LEA Responsibilities**

• Develop clear guidance for LEAs to select appropriate intervention models outlined in the Race to the Top Guidance (restart, closure, transformation, and turnaround) that addresses the schools' root causes of low performance and takes into account the LEA's capacity to implement and monitor reforms.
• Create, implement and supervise comprehensive and substantive interventions to dramatically accelerate student achievement in persistently low performing schools including:
  ○ Establish Needs Assessment Review Team to analyze recent reviews, conduct new reviews (as required), and analyze school culture and climate.
  ○ Review alignment of school curriculum to state content standards to implement evidence-based exemplar lesson to fill identified gaps
  ○ Provide the principal with more operational flexibility (including
	• Lead in the selection of an intervention model for each of the lowest-performing schools identified by the State
	• Promote the use of data and resources to continually improve and streamline school interventions.
	• Implement 20% extended learning time according to State guidelines
	• Negotiate additional compensation for teachers in persistently low achieving schools for implementing extended learning time and other enhancements
	• Participate in selection of a Network Turnaround Officer and work with him/her to:

staffing, calendars/time, and budgeting) ○ Identify expert teachers to provide in-depth training and monitoring to a cadre of teachers who wish to work in STEM subjects ○ Provide professional development curriculum to support the use of the Curriculum and Assessment Spine. ○ Work with LEAs to hire/assign Network Turnaround Officers to oversee the intervention of 3-5 schools each and to serve as an administrative advisor to the principals. ○ Monitor extended learning time of 20% with 15% for students and 5% for additional professional development ○ Support additional compensation for teachers based on a longer school day and/or year • Support the fidelity of implementation for the schools that choose transformation or turnaround models by: ○ Encouraging the use of funds from multiple state and federal sources to sustain the reform ○ Supporting increased access to higher level STEM subjects and content-focused professional development ○ Working with experts to establish a set of incremental, measureable benchmarks to track school improvement ○ Monitoring the schools progress on measurable benchmarks including school climate and student academic achievement ○ Developing rigorous and transparent criteria for schools to demonstrate sufficient progress to continue their reform efforts ○ Setting a deadline for school closure in the absence of sufficient progress • Create School Renewal Zones that join the persistently low performing schools in collaborative work-groups within and across districts under the direction of the NTO ○ Support the engagement of community and local government in school improvement efforts	○ Coordinate with district leadership teams to monitor school progress against measurable benchmarks ○ Monitor personalized professional development plans • Allocate funds from multiple sources (state, federal, and other) to expand access to high quality pre-kindergarten programs for economically disadvantaged students who are not already being served • Work with State to establish Needs Assessment Review Teams that review prior assessments and school climate studies and recommend changes based on discovery of root causes of poor performance • Implements recommendations of Needs Assessment Review Teams consistent with State and Federal requirements of RTTT funding, including: • Launch new theme schools in School Renewal Zones with more focused curricula to better serve students with common need/interests • Review available space and provide opportunities for the creation of new charter or theme schools in available facilities • Send most qualified principals to Principal Leadership Academy for advanced training – particularly on school turnarounds

○ Design systems that allow schools access to data across services provided to students attending persistently low-performing schools ○ Create a principal's academy to provide targeted professional development for school leaders and NTOs with a focus on effective turnaround management ○ Train and deploy NTOs as instructional coaches and subject matter experts on turnarounds ○ Expand access for economically disadvantaged students to high quality pre-kindergarten programs • Encourage discontinuance of ineffective programs to streamline the schools' reform efforts towards the most successful interventions. • Support the district efforts to include stakeholders, institutions of higher education, and national experts in selecting, implementing and evaluating reform efforts • Support family and community engagement in school improvement efforts. • Review use of district facilities to identify opportunities for consolidation and reallocation of space for more efficient use by the district as a charter school or by an authorized successful CMO	

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Alexandria Twp	2	512	16	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Allendale Boro	2	891	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpha Boro	1	233	62	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alpine Boro	1	122	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Asbury Park City	5	1,701	1,397	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atlantic City	9	5,485	4,126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B
Atlantic Highlands Boro	1	228	30	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Audubon Boro	3	1,221	174	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Avon Boro	1	152	24	Y	Y	N	Y	N	N	N	N	B	Y	Y	N	N	N	N	A	Y	Y	Y	A
Barnegat Twp	6	2,803	617	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barrington Boro	2	534	100	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bass River Twp	1	106	36	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay Head Boro	1	103	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N
Beach Haven Boro	1	58	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belleville Town	9	4,045	1,453	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellmawr Boro	3	923	407	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belmar Boro	1	469	226	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	B	B	Y	Y	N
Bergenfield Boro	7	2,997	764	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Bernards Twp	6	5,027	52	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Beverly City	1	151	96	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Black Horse Pike Regional	3	3,585	761	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y
Bloomingdale Boro	3	514	58	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomsbury Boro	1	94	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boonton Twp	1	475	14	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	A
Bound Brook Boro	5	1,283	768	Y	Y	N	Y	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bradley Beach Boro	1	225	122	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	B	N	N	Y	N	N
Brick Twp	12	8,311	1,406	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgeton City	7	4,162	3,697	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Bridgewater-Raritan Reg	11	7,874	528	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y
Brielle Boro	1	657	23	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brigantine City	2	650	243	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Brooklawn Boro	1	188	89	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Burlington City	5	1,336	639	Y	Y	N	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burlington Co Vocational	2	1,498	521	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	A
Burlington Township	4	3,565	577	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Butler Boro	3	989	109	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y	Y
C.R.E.A.T.E. Cs	1	354	318	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Califon Boro	1	145	4	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	B	Y	Y	Y	Y	Y	Y
Camden Academy Charter Hs	1	392	327	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden City	32	9,737	8,141	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden County Vocational	2	1,390	976	Y	N	N	Y	Y	Y	Y	Y	Y	A	A	A	A	A	A	A	A	A	A	Y
Camden'S Pride Charter Schhol	1	126	118	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden'S Promise Cs	1	399	346	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carteret Boro	5	3,316	2,010	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Jersey College Prep Cs	1	261	116	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charter~Tech High School	1	250	112	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Cherry Hill Twp	19	9,513	1,187	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Chesterfield Twp	1	435	27	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	A
City Of Orange Twp	10	3,672	3,292	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clayton Boro	3	1,100	465	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clearview Regional	2	2,191	171	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	A
Cliffside Park Boro	5	2,209	1,123	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clifton City	17	9,428	3,408	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Clinton Twp	4	1,440	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	N
Collingswood Boro	7	1,623	483	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cranbury Twp	1	525	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cranford Twp	7	3,285	111	Y	Y	N	Y	Y	Y	Y	B	B	B	B	B	B	B	B	B	B	B	B	B
Cumberland Co Vocational	1	404	210	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D.U.E. Season Cs	1	494	429	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	A	Y	Y	Y	A
Deal Boro	1	87	0	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Deerfield Twp	1	317	146	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	B	B	Y
Delanco Twp	2	342	94	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Delaware Twp	1	404	18	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Delaware Valley Regional	1	870	24	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	A	Y	Y	A
Denville Twp	3	1,662	33	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	N	Y	Y	Y	N
Deptford Twp	9	3,578	1,126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dover Town	5	2,592	1,825	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Downe Twp	1	136	47	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N
Dumont Boro	5	2,528	257	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	A
Eagleswood Twp	1	112	27	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	B	B	Y	Y	A

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
East Amwell Twp	1	428	30	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
East Brunswick Twp	11	7,764	782	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
East Greenwich Twp	2	863	70	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	N	Y	Y	Y	Y
East Newark Boro	1	218	173	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Orange	20	7,951	5,559	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Orange Community Cs	1	486	394	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
East Windsor Regional	6	4,497	1,074	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastampton Twp	1	608	112	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Eatontown Boro	4	895	280	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	N	N	Y	Y	Y	N
Edgewater Boro	1	515	69	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	A	Y	Y	A
Edison Twp	17	12,778	1,840	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Egg Harbor City	2	359	283	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmwood Park	5	1,988	632	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Emily Fisher Cs Of Adv. Studie	1	350	331	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Englewood City	6	2,035	1,313	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Essex Co Voc-Tech	4	1,788	1,559	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	A
Ewing Twp	5	3,232	1,013	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fair Haven Boro	2	874	7	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Fairfield Twp	1	455	291	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fairview Boro	3	910	748	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Farmingdale Boro	1	117	14	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	A	A	Y	Y	A
Flemington-Raritan Reg	6	3,190	233	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Fort Lee Boro	6	3,224	474	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Twp	3	1,257	277	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Twp	9	6,568	2,161	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freehold Boro	3	1,134	743	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N
Freehold Twp	8	3,894	232	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	Y	A
Frenchtown Boro	1	120	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	N
Galloway Community Cs	1	289	173	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garfield City	9	3,518	1,918	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Gateway Regional	1	710	142	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	A
Gibbsboro Boro	1	211	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glassboro	5	1,785	696	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B
Gloucester City	3	1,522	912	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Gloucester Co Vocational	1	868	137	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Gloucester Twp	11	6,434	1,754	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Greater Egg Harbor Reg	2	3,263	869	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N
Greater Newark Cs	1	177	149	Y	Y	N	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Green Brook Twp	2	867	29	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwich Twp	2	448	99	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y
Hackensack City	7	4,282	2,143	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haddon Heights Boro	4	1,245	160	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haddonfield Boro	5	2,083	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haledon Boro	1	878	558	Y	Y	N	Y	Y	Y	Y	Y	Y	B	B	B	B	B	B	B	B	Y	Y	Y
Hamilton Twp	23	10,988	2,988	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y
Hammonton Town	4	2,761	790	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hanover Twp	4	1,391	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	A
Harding Township	1	275	5	Y	Y	N	Y	Y	N	N	N	Y	N	N	Y	Y	N	N	N	N	Y	Y	N
Hardyston Twp	2	625	65	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N
Harrison Town	4	1,689	1,273	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	N	A	A	Y	Y	A
Hasbrouck Heights Boro	4	1,458	111	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Hawthorne Boro	5	2,040	352	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Hazlet Twp	8	2,800	266	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Hudson Regional	1	332	72	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	Y
High Point Regional	1	1,017	68	Y	Y	N	Y	Y	Y	Y	Y	B	B	Y	Y	B	Y	Y	B	B	Y	Y	B
Highlands Boro	1	123	60	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	N	A	Y	Y	Y	A
Hillsborough Twp	9	6,445	380	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	B	Y	Y	B
Hoboken Cs	1	266	90	Y	Y	N	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holland Twp	1	565	28	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	N
Hope Academy Cs	1	180	162	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y
Hopewell Valley Regional	6	3,387	73	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Howell Twp	13	5,687	562	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	N
Hunterdon Central Reg	1	2,602	123	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	Y	A
Irvington Township	12	6,015	3,801	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Twp	10	8,219	948	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Twp	8	3,053	296	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jersey City	37	22,178	16,342	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Keansburg Boro	4	1,250	812	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Kearny Town	7	4,867	2,096	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y
Keyport Boro	2	939	358	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Kingwood Twp	1	404	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	B	N	N	Y	Y	N
Kinnelon Boro	4	1,972	33	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kittatinny Regional	1	1,012	54	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	A	Y	Y	Y	A
Lacey Twp	6	3,972	684	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakehurst Boro	1	327	139	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeland Regional	1	1,024	102	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lambertville City	1	128	26	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Lavallette Boro	1	131	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Lawnside Boro	1	219	144	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Lawrence Twp	7	3,389	540	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	A	A
Leap Academy University Cs	1	765	632	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Learning Community Cs	1	459	149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	A
Lebanon Boro	1	76	2	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	Y	Y
Lebanon Twp	2	663	26	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Leonia Boro	3	1,550	165	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Lincoln Park Boro	2	778	114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y	A
Lindenwold Boro	4	1,865	1,233	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linwood City	2	793	49	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Little Egg Harbor Twp	2	1,303	488	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Little Ferry Boro	2	811	216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y
Little Silver Boro	2	714	6	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Lodi Borough	7	2,836	1,427	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Logan Twp	2	784	114	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B
Long Beach Island	2	188	40	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N
Long Branch City	7	3,700	2,709	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lopatcong Twp	2	804	77	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lower Cape May Regional	2	1,206	491	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Boro	5	1,988	136	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N
Mainland Regional	1	1,349	231	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Manchester Twp	5	2,755	670	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mansfield Twp	2	622	32	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	A	A	Y	Y	Y	Y	Y
Mantua Twp	3	1,242	151	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manville Boro	4	1,065	399	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Maria L. Varisco-Rogers Cs	1	287	248	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	N
Matawan-Aberdeen Regional	6	3,407	784	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Maywood Boro	2	807	146	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	A	A	N	N	A
Medford Lakes Boro	2	480	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mercer County Vocational	4	360	62	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	N	A	A	Y	Y	A
Middle Twp	4	2,199	614	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middlesex Co Vocational	5	1,328	560	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Milford Boro	1	82	9	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Millville City	9	4,557	2,642	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mine Hill Twp	1	276	74	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monmouth Co Vocational	7	2,020	152	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	Y	A
Montclair Town	11	5,721	890	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moonachie Boro	1	209	84	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Morris School District	9	4,044	957	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Arlington Boro	2	318	37	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N
Mount Ephraim Boro	2	372	83	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Olive Twp	6	4,127	401	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mullica Twp	2	578	222	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
N Hunt/Voorhees Regional	2	2,501	51	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
National Park Boro	1	246	65	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Neptune City	1	345	114	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y
Neptune Twp	7	3,269	1,518	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Milford Boro	4	1,799	197	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	A
Newark City	72	32,512	25,599	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Bergen Twp	7	6,508	3,774	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
North Haledon Boro	2	635	65	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N
North Plainfield Boro	5	2,810	1,415	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N
North Warren Regional	1	912	42	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N
Northern Burlington Reg	2	1,542	153	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	B	Y	A	A	Y	A
Northern Highlands Reg	1	1,175	5	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	A
Northern Valley Regional	2	2,259	6	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northfield City	2	943	149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y
Norwood Boro	1	552	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	A	A	Y	Y	A
Oaklyn Boro	1	372	103	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ocean City	3	1,774	294	Y	Y	N	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N
Ocean County Vocational	7	1,328	230	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Ocean Gate Boro	1	139	71	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Ocean Twp	5	3,563	588	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ocean Twp	2	411	105	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oceanside Cs	1	319	263	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	B	B	Y	Y	Y	Y	Y
Old Tappan Boro	2	800	7	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Oldmans Twp	1	166	35	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palisades Park	2	1,330	467	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Paramus Boro	8	3,588	116	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Passaic City	16	10,060	8,753	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Passaic Co Manchester Reg	1	668	390	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paul Robeson Humanities Cs	1	212	176	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paulsboro Boro	3	1,012	610	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y
Pemberton Twp	11	3,770	1,742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pennsgrove				Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pennsville	5	1,529	324	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Pequannock Twp	5	2,053	69	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	A
Phillipsburg Town	7	2,791	1,161	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Hill Boro	4	1,562	684	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y
Pinelands Regional	2	1,463	418	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pitman Boro	5	1,265	162	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Pittsgrove Twp	4	1,484	391	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainfield City	15	5,592	4,033	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasantville City	6	2,640	1,896	Y	Y	N	Y	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plumsted Twp	4	1,534	189	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pohatcong Twp	1	314	51	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	N	N
Point Pleasant Beach Boro	2	774	79	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N
Point Pleasant Boro	4	2,660	194	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pompton Lakes Boro	4	1,511	170	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	A	Y	Y	Y	A
Princeton Regional	6	2,951	327	Y	Y	N	Y	Y	N	Y	N	N	N	N	N	N	N	N	N	N	Y	Y	N
Prospect Park Boro	1	715	541	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N
Queen City Academy Cs	1	216	148	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Quinton Twp	1	286	111	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ramapo-Indian Hill Reg	2	2,009	18	Y	Y	N	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Randolph Twp	6	4,680	264	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Red Bank Boro	2	739	586	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Red Bank Regional	1	958	133	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Ridgefield Boro	4	1,472	239	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Ringwood Boro	4	1,081	102	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochelle Park Twp	1	422	38	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	A
Rockaway Twp	6	2,195	191	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Roosevelt Boro	1	70	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	Y	Y
Roselle Boro	7	2,308	1,527	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roxbury Twp	7	3,752	311	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Rumson-Fair Haven Reg	1	841	6	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Runnemede Boro	3	710	188	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Saddle River Boro	1	192	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scotch Plains-Fanwood Reg	8	4,665	198	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Shore Regional	1	614	19	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shrewsbury Boro	1	433	3	Y	Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N
Somerdale Boro	1	379	145	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Somerset Co Vocational	1	686	125	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Somerset Hills Regional	3	1,850	109	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Somerville Boro	3	2,024	507	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Brunswick Twp	10	7,945	624	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	Y
South Harrison Twp	1	327	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Hunterdon Regional	1	280	17	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Orange-Maplewood	9	5,573	951	Y	Y	N	Y	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	N
South River Boro	4	2,062	754	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Southern Regional	2	2,530	350	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	A	Y	Y	A
Spotswood Boro	4	1,572	180	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	A	Y	Y	Y	Y
Springfield Twp	1	261	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	A	Y	Y	A
Stafford Twp	5	2,001	308	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stockton Boro	1	34	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Summit City	7	3,411	374	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sussex County Cs For Technolog	1	150	29	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	A	A	Y	Y
Sussex-Wantage Regional	3	1,180	191	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	A
Swedesboro-Woolwich	4	1,438	120	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tabernacle Twp	2	763	72	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	Y	A
Team Academy Charter School	1	1,045	835	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Teaneck Twp	7	3,289	950	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N
Tewksbury Twp	2	724	8	Y	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	N	N	N	Y	Y	N

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
The Red Bank Cs	1	173	63	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y
Toms River Regional	18	15,028	2,762	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	A
Trenton City	22	9,374	6,661	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trenton Community Cs	1	600	541	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	B	Y	Y	Y	Y	Y	Y	Y
Tuckerton Boro	1	222	93	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Union City	13	8,928	8,157	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Union County Teams Cs	1	216	130	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Union County Vocational	5	1,417	299	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Twp	2	469	9	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Upper Pittsgrove Twp	1	333	51	Y	Y	N	Y	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Upper Saddle River Boro	3	1,183	0	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	A
Upper Twp	3	1,294	169	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N
Village Cs	1	357	263	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vineland City	17	7,980	4,963	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
W Windsor-Plainsboro Reg	10	8,833	318	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Wall Twp	7	3,625	318	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Wallington Boro	3	1,059	262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Warren Twp	5	1,887	10	Y	Y	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Washington Twp	11	7,432	936	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	A	Y	Y	Y	A
Watchung Boro	2	642	2	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watchung Hills Regional	1	1,772	26	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y	A
Waterford Twp	3	774	172	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
Weehawken Twp	3	1,000	539	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Amwell Twp	1	237	8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	A	Y	Y	A
West Long Branch Boro	2	519	29	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	B
West Milford Twp	8	3,369	247	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	A	Y	Y	Y	A
West New York Town	8	5,437	4,371	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Orange Town	11	5,523	1,702	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	A
Westfield Town	10	5,363	81	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westville Boro	1	266	104	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Wharton Boro	2	580	288	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willingboro Twp	8	3,573	1,625	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winfield Twp	1	105	30	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Woodbine Boro	1	148	117	Y	Y	N	Y	B	B	B	B	Y	Y	Y	Y	Y	Y	Y	B	B	B	B	B
Woodbury City	4	1,287	685	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Woodbury Heights Boro	1	209	31	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodcliff Lake Boro	2	745	4	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	N
Woodland Park	3	945	280	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A
Woodland Twp	1	121	20	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodlynne Boro	1	330	280	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodstown-Pilesgrove Reg	3	1,403	210	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	A
Wyckoff Twp	5	2,115	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	A

Legend	
Y	Yes
N	No
A	Not Applicable
B	Blank

	LEA Demographics			Signatures on MOUs		
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)
Academy Charter High School	1	180	131	Y	Y	
Bayonne City	12	7,543	4,129	Y	Y	N
Berkeley Twp	4	1,684	405	Y	Y	N
Bloomfield Twp	10	5,127	1,993	Y	Y	Y
Bogota Boro	3	1,006	432	Y	Y	N
Boonton Town	4	992	252	Y	Y	N
Cape May Cty. Vocational				Y	Y	N
Capital Prep Charter School	1	278	238	Y	Y	N
Central Regional	2	1,622	385	Y	Y	N
Fair Lawn Boro	9	3,946	336	Y	Y	N
Franklin Twp	3	1,257	277	Y	Y	
Galloway Twp	7	2,974	1,097	Y	Y	N
Greenwich Twp	1	62	10	Y	Y	N
Guttenberg Town	1	875	701	Y	Y	N
Hamilton Twp	3	2,668	1,080	Y	Y	N
Hampton Twp	1	363	39	Y	Y	N
Haworth Boro	1	443	1	Y	Y	N
Hillside Twp	6	2,661	1,451	Y	Y	N
Ho Ho Kus Boro	1	590	1	Y	Y	N
Holmdel Twp	4	2,887	77	Y	Y	N
Hopewell Twp	1	467	119	Y	Y	N
Island Heights Boro	1	105	8	Y	Y	N
Kingsway Regional	2	1,921	138	Y	Y	N
Lakewood Twp	6	4,340	3,981	Y	Y	N
Little Falls Twp	3	792	69	Y	Y	N
Lower Twp	4	1,314	685	Y	Y	N
Lumberton Twp	4	1,340	133	Y	Y	N
Mahwah Twp	6	2,989	140	Y	Y	
Mansfield Twp	2	622	32	Y	Y	
Mendham Boro	2	597	11	Y	N	N
Middletown Twp	17	8,771	682	Y	Y	N
Monmouth Beach Boro	1	290	3	Y	Y	N
Montgomery Twp	5	4,715	92	Y	Y	N
Morris Hills Regional	2	2,393	252	Y	Y	N
Mount Olive						
New Brunswick						

New Hanover Twp	1	120	51	Y	Y	N
Nutley Town	7	3,498	229	Y	Y	N
Oakland Boro	4	1,479	50	Y	Y	N
Oceanport Boro	2	592	30	Y	Y	N
Oradell Boro	1	707	2	Y	Y	N
Paterson City	40	20,857	17,880	Y	Y	N
Penns Grv-Carney'S Pt Reg	5	1,862	1,165	Y	Y	N
Perth Amboy City	8	8,088	6,785	Y	Y	Y
Pleasantech Academy Cs	1	516	341	Y	Y	
Roselle Park Boro	5	1,727	530	Y	Y	N
Rumson Boro	2	837	0	Y	Y	Y
Rutherford Boro	5	2,198	42	Y	Y	
Sea Girt Boro	1	142	0	Y	Y	N
Secaucus Town	4	1,789	398	Y	Y	N
Springfield Twp	1	261	20	Y	Y	
Tenafly Boro	6	3,069	41	Y	Y	N
Union Beach	1	605	237	Y	Y	N
Union Co Ed Serv Comm	3	136	129	Y	Y	N
Union Twp	2	469	9	Y	Y	
Voorhees Twp	5	2,770	228	Y	N	N
Wanaque Boro	2	834	147	Y	Y	N
Washington Twp	11	7,432	936	Y	Y	
Wenonah Boro	1	226	4	Y	Y	N
West Deptford Twp	5	2,693	460	Y	Y	Y
Wildwood City	3	601	445	Y	Y	N
Clinton-Glen Gardner	1	447	24	Y	Y	N

NEW JERSEY RACE TO THE TOP BUDGET

BUDGET PART I: BUDGET SUMMARY

Budget Part I: Summary Budget Table Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	$1,515,000	$1,903,800	$1,767,876	$1,032,234	$6,218,910
2. Fringe Benefits	$364,478	$425,542	$407,953	$300,462	$1,498,434
3. Travel	$47,110	$57,991	$52,969	$30,370	$188,440
4. Equipment	$6,750,000	$9,000,000	$6,750,000		$22,500,000
5. Supplies	$146,354	$154,954	$123,754	$50,854	$475,916
6. Contractual	$31,055,376	$21,046,128	$19,026,816	$11,701,100	$82,829,421
7. Training Stipends					
8. Other	$20,418	$20,439	$20,512	$20,586	$81,956
9. Total Direct Costs (lines 1-8)	$39,898,736	$32,608,855	$28,149,880	$13,135,606	$113,793,076
10. Indirect Costs	$19,819	$19,895	$20,152	$19,540	$79,406
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	$9,425,000	$16,325,000	$20,887,500	$20,275,000	$66,912,500
13. Total Costs (lines 9-12)	$49,343,554	$48,953,749	$49,057,533	$33,430,146	$180,784,982
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	$49,343,554	$48,953,749	$49,057,533	$33,430,146	$180,784,982
15. Total Budget (lines 13-14)	**$98,687,108**	**$97,907,499**	**$98,115,065**	**$66,860,292**	**$361,569,964**

The total budget for New Jersey's Race to the Top plan is $362M with $181M (50%) paid directly to eligible LEAs as required under the terms of the program. We have provided detailed budgets for the $181M to be allocated for state level programs or sub-granted to the LEAs for approved Race to the Top programs. The budget will be flat over the first three years at about $98M per year, and fall to $67M in the final year.

The largest component, $83M, of the state level budget is for third party contracts (row 6). Of this, $52M will be allocated for instructional improvement systems; $16M will go to teacher and administrator training on new systems, curricula and assessments; $8M will be spent on curriculum and assessment development; and the remaining $7M will be allocated for expert consulting services in school turnarounds, growth model development and teacher evaluations.

BUDGET PART II: (A)(2)(i) CAPACITY TO IMPLEMENT

Budget Part II: Project-Level Budget Table **Project Name:** NJ Race to the Top - Program Management & Reporting Office **Associated with Criteria:** (A)(2)(i) - Capacity to Implement **Evidence for selection criterion (A)(2)(i)(d)**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$265,000	$270,300	$275,706	$281,220	$1,092,226
2. Fringe Benefits	$92,353	$94,200	$96,084	$98,005	$380,641
3. Travel	$11,000	$11,000	$11,000	$11,000	$44,000
4. Equipment					
5. Supplies	$11,000	$6,000	$6,000	$6,000	$29,000
6. Contractual					
7. Training Stipends					
8. Other	$11,896	$11,917	$11,990	$12,064	$47,868
9. Total Direct Costs (lines 1-8)	$391,248	$393,417	$400,780	$408,290	$1,593,734
10. Indirect Costs	$13,694	$13,770	$14,027	$14,290	$55,781
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	**$404,942**	**$407,186**	**$414,807**	**$422,580**	**$1,649,515**

The NJDOE will establish a small program office to manage its Race to the Top program. The program office will manage the entire budget and all reporting. It will also oversee staff whose costs are allocated to data systems, professional development and school turnarounds. An organization chart for the program office is included in the appendix, after this budget.

1) Personnel

The program office will be staffed by one director at an annual salary of $115K, one finance manager at $90K and an assistant at $60K. We have budgeted annual salary increases of 2%

2) Fringe Benefits

Fringe benefits for all NJDOE employees are calculated at 35% of base salary.

3) Travel

Travel is estimated at $11,000 per year of which $4,000 is for in state travel reimbursable at $0.31 per mile and $7,000 for out of state travel for conferences and meetings.

4) Supplies

Consumable office supplies are budgeted at $500 per month, or $6,000 per year. A personal computer will be expensed for each of the three employees in year one, totaling $5,000.

8) Other Expenses

Other expenses total about $12,000 per year and consist of telephone usage at $1,170 per year per employee; technology at $1,004 per year per employee; copying at $500 per employee per year and 1% direct administration costs.

10) Indirect Costs

Indirect costs are applied at 3.5% of direct costs and total about $14,000 per year. The indirect cost rate is per the NJDOE's agreement as approved by the U.S. Education Department.

BUDGET PART II: (B)(3) STANDARDS AND ASSESSMENTS

Budget Part II: Project-Level Budget Table					
Project Name: NJ Race to the Top - Standards & Assessments					
Associated with Criteria: (B)(3) Supporting the transition to enhanced standards and high-quality assessments					
Evidence for selection criterion (B)(3)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$1,993,200	$3,060,860	$2,590,940	$543,400	$8,188,401
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$1,993,200	$3,060,860	$2,590,940	$543,400	$8,188,401
10. Indirect Costs					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	$2,500,000	$2,500,000	$2,500,000	$2,500,000	$10,000,000
13. Total Costs (lines 9-12)	**$4,493,200**	**$5,560,860**	**$5,090,940**	**$3,043,400**	**$18,188,401**

New Jersey has allocated a total of $18.2M for developing and implementing our curriculum and assessment spine.

6) Contractual

The state will invest $8.2M of this in development and licensing of exemplar curricula including lessons and formative and interim assessments in four subject areas in each of grades K-12. Development is budgeted at $56,000 per subject for grades K-5 and between $80,000 and $108,000 per subject for grades 6-12, totaling $4M. An additional $400,000 is budgeted for lesson customization after the initial development.

Interim assessment development is budgeted at $30,000 for each of the four subjects for all thirteen grades, totaling $1.6M. An additional $1.2M will be spent in years 2-4 on interim assessment item refresh. We expect four years of items to provide a sufficient base for a permanent item bank.

Lastly, New Jersey will purchase one teacher evaluation kit per school at $500 each or $600,000 for 1,200 schools.

Estimates for curriculum development were provided by a reputable contractor affiliated with a leading education research program at a major university.

12) Supplemental Funding for Participating LEAs

New Jersey will invest $10M spread evenly over four years to implement a high quality early childhood education curriculum and pay for associated materials. The program will serve 8,300 children in 111 LEAs, costing about $1,200 per child.

BUDGET PART II: (C)(3) USING DATA SYSTEMS TO IMPROVE INSTRUCTION

Budget Part II: Project-Level Budget Table **Project Name:** NJ Race to the Top - Data Systems **Associated with Criteria:** (C)(3) Using data to improve instruction **Evidence for selection criterion (C)(3)**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$175,000	$178,500	$182,070	$185,711	$721,281
2. Fringe Benefits	$61,250	$62,475	$63,725	$64,999	$252,448
3. Travel					
4. Equipment	$6,750,000	$9,000,000	$6,750,000		$22,500,000
5. Supplies	$14,854	$14,854	$14,854	$14,854	$59,416
6. Contractual	$20,975,000	$10,785,000	$10,535,000	$9,335,000	$51,630,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$27,976,104	$20,040,829	$17,545,649	$9,600,564	$75,163,146
10. Indirect Costs					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	**$27,976,104**	**$20,040,829**	**$17,545,649**	**$9,600,564**	**$75,163,146**

The NJDOE is budgeting $75M over the four year period for the development and rollout of a comprehensive Information Improvement System (IIS). Most of the development will take place in the first two years and be non-recurring. Licensing and operating costs of about $10M per year will continue after the fourth year and will be assumed by the LEAs.

1) Personnel

Two data systems professionals will be assigned to the Race to the Top project for the four years. A manager with a starting salary of $100K and a business analyst at $75K will receive annual increases of 2%

2) Personnel

Fringe benefits of 35% will apply to these salaries.

4) Equipment

We have budgeted $450 per tablet computer for 50,000 teachers to be purchased over the first three years of the project for a total of $22.5M. The purchase will include an extended warranty

of 3 years to minimize annual maintenance costs. The LEAs will be expected to pay for replacements as necessary after the four years of the program.

5) Supplies

Supplies are budgeted at $7,427 per person per year for computer equipment, phones, copying and consumables.

6) Contractual

A total of $52M is budgeted for software development, integration, licensing and operations, based on estimates provided by a third party technology development vendor. Approximately $22M of this is for non-recurring software development and integration fees. The balance of $30M covers software licenses and systems operations at a rate of about $10M per year.

BUDGET PART II: (D)(2) IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE

Budget Part II: Project-Level Budget Table **Project Name:** NJ Race to the Top - Teachers & Leaders - Evaluation and Compensation **Associated with Criteria:** (D)(2) Improving teacher and principal effectiveness based on performance **Evidence for selection criterion (D)(2)**					
Budget Categories	**Project Year 1** **(a)**	**Project Year 2** **(b)**	**Project Year 3** **(c)**	**Project Year 4** **(d)**	**Total** **(e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$900,000	$600,000	$600,000	$600,000	$2,700,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$900,000	$600,000	$600,000	$600,000	$2,700,000
10. Indirect Costs					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	$5,175,000	$12,075,000	$17,250,000	$17,250,000	$51,750,000
13. Total Costs (lines 9-12)	**$6,075,000**	**$12,675,000**	**$17,850,000**	**$17,850,000**	**$54,450,000**

New Jersey proposes investing $54M on school performance awards and the development and implementation of a new performance-based teacher and leader evaluation system.

6) Contractual

The NJDOE proposed to contract with a teacher and principal evaluation consulting firm for four years at a cost of $600,000 per year to help manage the implementation of New Jersey's new evaluation system. We estimate that the work will require a team of two experts at $1,500 per day, working five days per week for 40 weeks per year.

New Jersey will spend an additional $300,000 on consulting services in the first year to develop and pilot the new evaluation system.

12) Supplemental funding for LEAs

At $52M, school performance awards represent the second biggest expenditure in the Race to the Top budget. This amount will grow from $5.2M in year one to $17M in years three and four, as more schools qualify for the incentive program based on adopting the new evaluation system. We anticipate that in each year of the program 10% of qualifying teachers will each be awarded $3,000 based on academic performance growth of their school. These awards will be paid to 1,500 teachers in year one, 3,500 in year two and 5,000 teachers in each of years three and four.

The second biggest portion, $67M, will be paid to participating LEAs in the form of supplemental funding for specific uses (row 12). Nearly 80% of this money, $52M, will be allocated for school performance awards. We anticipate paying $3,000 to every teachers and professional administrator in the top 10% of participating schools based on academic growth. Of the remaining $15M, two thirds will be allocated to early childhood education at a rate of $2.5M per year to pay for implementation and materials to support a higher quality curriculum for 8,300 children. One third, $5M, will fully fund seven Network Turnaround Officers for the first two years and partially fund them for years three and four.

The third largest expenditure, $22.5M, will be on tablet computers for all 50,000 participating teachers to be used in the classroom for instruction and formative assessments (row 4). These purchases will be spread out over three years as the software systems are developed to provide educational services on these devices.

Although 378 LEAs representing over 1,600 schools have volunteer to participate in New Jersey's Race to the Top program, we expect only 1,200 schools to meet our requirements for active participation in the first four years. Our budgets therefore assume serving these 1,600 schools along with 600,000 students and 50,000 teachers.

BUDGET PART II: (D)(5) PROVIDING EFFECTIVE SUPPORT

TO TEACHERS AND PRINCIPALS

Budget Part II: Project-Level Budget Table **Project Name:** NJ Race to the Top - Professional Development **Associated with Criteria:** (D)(5) - Providing effective support to teachers and principals **Evidence for selection criterion (D)(5)**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$985,000	$1,363,200	$1,216,464	$469,793	$4,034,457
2. Fringe Benefits	$179,510	$236,875	$215,513	$104,173	$736,071
3. Travel	$32,110	$42,991	$37,969	$15,370	$128,440
4. Equipment					
5. Supplies	$120,500	$134,100	$102,900	$30,000	$387,500
6. Contractual	$4,983,176	$5,977,068	$4,677,676	$599,500	$16,237,420
7. Training Stipends					
8. Other	$6,348	$6,348	$6,348	$6,348	$25,392
9. Total Direct Costs (lines 1-8)	$6,306,644	$7,760,582	$6,256,870	$1,225,184	$21,549,280
10. Indirect Costs	$3,500	$3,500	$3,500	$2,625	$13,125
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	**$6,310,144**	**$7,764,082**	**$6,260,370**	**$1,227,809**	**$21,562,405**

The New Jersey Race to the Top program includes extensive professional development for teachers and leaders totaling $21.5M. Two of the biggest professional development programs are training all teachers and leaders on the new curriculum and assessment spine at a cost of $6.8M and on the Information Improvement System, budgeted at $11.8M.

1) Personnel

The $4.0M budgeted for professional development personnel include $160K in salaries for a training manager at $100K and an administrative assistant at $60K, with salary escalations of 2% per year. A total of $3.4M will cover salaries of $64K each for part-time instructors who will deliver most of the training on the curriculum and assessment spine. We anticipate needing 11 instructors in year one, 16 in year two, 14 in year three and four in the final year of the program.

2) Fringe benefits

Fringe benefits are budgeted at 35% for both of the full time employees in the training management department and the part-time instructors.

3) Travel

The total travel budget of $128K over four years is largely driven by costs for instructors who are expected to charge about $16 per training-day for automobile usage including tolls and parking for a total of $100K. The remaining $28K is budgeted at $7K per year for the training management team - $5K for in state and $2K for out of state travel for conferences and meetings.

5) Supplies

The $387K in supplies will pay for instruction materials at $50 per teaching day totaling $324K; laptop computers and projectors for each of the 16 instructors at $3,000 per instructor; $3,500 for two computers and a copier for the training manager and the assistant; and $3,000 per year in office materials and other consumables.

6) Contractual

The NJDOE has budgeted $16M for contractual professional development services. Of this total, $11.8M is for training on the Instructional Improvement Data system spread out over the first three years with 40% of this spent in year two and 30% in each of years one and three. An additional $2.4M will be paid to the curriculum and assessment vendor for training and monitoring New Jersey's part-time trainers. The NJDOE will contract with a call center vendor at a rate of $350K per year to support users on the new systems. Lastly, $644K is budgeted for the three week principal academy in year one calculated at 50 principals x 3 weeks x $3,330 per week for the first year and 10% of that amount to send 5 principals to similar programs in years two through four.

8) Other

Other expenses totaling $6,348 per year will cover the annual per person costs for phones at $1,170, technology at $1,004 and copying at $1,000 for each of the two people in the Race to the Top training management department.

10) Indirect costs

Indirect costs are calculated at the lesser of $875 or $3.5% for each of the four contracts per year.

BUDGET PART II: (E)(2)(ii) TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

Budget Part II: Project-Level Budget Table **Project Name:** NJ Race to the Top - Turning Around Struggling Schools **Associated with Criteria:** (E)(2)(ii) - Turning around the lowest-achieving schools **Evidence for selection criterion (E)(2)(ii)**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$90,000	$91,800	$93,636	$95,509	$370,945
2. Fringe Benefits	$31,365	$31,992	$32,632	$33,285	$129,274
3. Travel	$4,000	$4,000	$4,000	$4,000	$16,000
4. Equipment					
5. Supplies					
6. Contractual	$2,204,000	$623,200	$623,200	$623,200	$4,073,600
7. Training Stipends					
8. Other	$2,174	$2,174	$2,174	$2,174	$8,696
9. Total Direct Costs (lines 1-8)	$2,331,539	$753,166	$755,642	$758,168	$4,598,515
10. Indirect Costs	$2,625	$2,625	$2,625	$2,625	$10,500
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	$1,750,000	$1,750,000	$1,137,500	$525,000	$5,162,500
13. Total Costs (lines 9-12)	**$4,084,164**	**$2,505,791**	**$1,895,767**	**$1,285,793**	**$9,771,515**

The NJDOE proposes a $9.8M budget for supporting the turnaround of the state's lowest performing schools. Just over $5M will be paid out to those districts with turnaround schools to help fund salaries and benefits for seven Network Turnaround Officers. An additional $4M is budgeted for consulting services for needs assessment reviews, school climate surveys and reviewing annual reports compiled by each turnaround school. The balance will pay for one turnaround manager at the NJDOE.

1) Personnel

One school turnarounds manager at the DOE will be paid a salary of $90,000 with annual increases of 2%.

2) Fringe Benefits

Fringe benefits will apply to the school turnarounds manager at a rate of 35%.

3) Travel

We estimate annual travel costs at $4,000 since it will likely be all in state.

6) Contractual

A total of $4.1M has been allocated for three 4-year contracts. The Needs Assessment Review Team will include two consultants who will spend two weeks working on each of 26 turnaround schools in the first year. They will each be paid $7,500 per week and are expected to charge $2,000 per week in travel. They will be hired in subsequent years for one fifth of the time, assuming other schools are slated for turnarounds. Fees will total $1.6M over the four years. The same formula will apply to two consultants hired for school climate assessments, doubling the total to $3.2M. The balance of $900K is budgeted for ongoing turnaround school report review. It anticipates hiring three consultants for a period of eight weeks each year to review 26 school turnaround reports and recommend actions for the following year. The consultants will be paid $7,500 per week plus $2,000 per week in travel, totaling $228K per year.

8) Other

Other costs are $1,170 per year for telephone service and $1,004 for technology per year for the turnarounds manager.

10) Indirect Costs

A total of $2,625 in indirect contract management costs is applied to each of the three consulting contracts based on the $875 annual limit.

12) Supplemental Funding for Participating LEAs

NJDOE will help defray the costs of school turnarounds management by covering 100% of the cost of seven Network Turnaround Officers for the first two years, estimated at $250,000 per NTO. This support will decline to 65% in year three and 30% in year four.

BUDGET PART III: DIRECT FUNDING TO LEAs

In accordance with the guidelines of the Race to the Top grant, 50% of the funds awarded by the ED will be paid directly to participating LEAs in proportion to their Title I allocations. This money can only be used for qualified programs under New Jersey's plan including:

- Extended learning time for schools in turnaround or transformation
- Salaries and expenses for Network Turnaround Officers
- Extra teacher, leader and administrator time spent on Race to the Top programs
- Technology upgrades required to integrate with the expanding longitudinal data system
- Technology required to enhance or increase access or usage of the IIS
- Classroom materials needed for implementing the curriculum and assessment spine
- Expansion of early childhood programs as approved by the NJDOE
- Management and reporting on the use of Race to the Top funds

Each LEA receiving Race to the Top funds must submit an annual budget for approval by the NJDOE at the beginning of each year. They must also file a year-end financial and performance review demonstrating that the funds were spent according to the approved budget and, where applicable, reporting on the effectiveness of the programs supported by the funds.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ●
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _07/01/2001_ To: _06/30_/2011__

Approving Federal agency: _X_ED ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

3. If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

New Jersey School Boards Association

413 West State Street • P.O. Box 909 • Trenton, NJ 08605-0909 • Telephone: 609.695.7600 • Toll-Free: 888.88NJSBA • Fax: 609.695.0413

January 14, 2009

Lucille E. Davy
Commissioner of Education
New Jersey State Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Davy:

The New Jersey School Boards Association endorses New Jersey's Race to the Top grant application. The proposal includes innovative strategies to expand educational opportunity, to improve the evaluation of teachers, and to continue our state's progress in closing the academic achievement gap.

- **Standards & Assessments** – Our Association, which includes 588 local school districts and 37 charter school associate members, is a long-time supporter of standards-based education. We are enthusiastic about the proposal, reflected in New Jersey's grant application, which will integrate the standards into a comprehensive database of high-quality lessons and in-class assessments.

- **Data Systems** – Technology provides access to the growing body of knowledge that our teachers need to keep lessons current and instruction relevant. The grant application proposes the use of Web and mobile technology as a gateway to content developed by nationally recognized experts.

- **Great Teachers & Leaders** – NJSBA was an early proponent of New Jersey's statewide database for student academic records. Our state's grant application would include analysis of student achievement data to enhance accountability among school staff while, at the same time, identifying and rewarding our best teachers and school leaders. It would also enable local school districts to provide effective professional development aimed at advancing student achievement.

- **Turning Around Struggling Schools** – Every effort must be made to improve academic achievement in persistently low-performing schools. The grant application calls for implementation of innovative strategies to change the culture of these schools and provide essential opportunity for their students.

The New Jersey School Boards Association urges the United States Department of Education to consider how students, particularly those most at risk academically, socially and economically, would benefit from the innovative strategies contained in our state's Race to the Top grant application and to act favorably on the proposal.

Sincerely,

Marie S. Bilik
Executive Director

Rowan University

Commissioner Lucille E. Davy
State of New Jersey
Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

RE: Support for the *New Jersey Race to the Top* Application

Dear Commissioner Davy,

We are pleased to confirm our support of and commitment to the New Jersey Department of Education's application for *Race to the Top* funds. We believe that your proposed approach to reform, with its intensive focus on higher quality teaching and learning, is both timely and critical. As a nationally accredited college of education, we understand the need for *developing* and *assessing* clear, high standards; using *data systems* to inform and improve teaching and learning; working continuously on enhancing the *quality* of classroom teaching and school leadership; and working closely *with* persistently low performing schools to collectively improve student achievement. We are further encouraged by your proposal to create a curriculum-driven, comprehensive technology system that integrates assessment data, instructional resources, and on-demand teaching tools.

We are hopeful that New Jersey is awarded these funds and look forward to continued collaboration with the Department of Education and our P-12 school partners.

Sincerely,

Carol A. Sharp

Carol A. Sharp, Ph.D.
Dean
College of Education

College of Education
Education Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701
856-256-4750
856-256-4918 fax

Rec 1/14/10

Hunterdon County
Educational Services Commission
ESC Academy at Tewksbury
51 Sawmill Road
Lebanon, NJ 08833
phone: (908) 439-3703
fax: (908) 439-3701
www.hcesc.com

January 8, 2010

New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500
Attn. Ms. Willa Spicer, Deputy Commissioner

Dear Deputy Commissioner Spicer:

As the Superintendent of the Hunterdon County Educational Services Commission (HCESC), I write this letter in support of the NJDOE application Race to the Top (RTTT.) The HCESC is not a Title 1 eligible school district; however, the Administrative Team along with our Board of Directors supports the NJDOE efforts to improve our State's performance in the four key areas discussed at our session with Commissioner Davy on January 5th.

Implementing clearer, higher standards and related assessments; using data systems to inform and improve teaching and learning; improving the quality of classroom teaching and school leadership; and turning around persistently low performing schools are initiatives that are shared by the entire educational community in Hunterdon County. The HCESC would welcome the opportunity to work, in tandem, with other LEAs in the implementation of said initiatives under the guidance of our Executive County Superintendent of School, Dr. Gerald Vernotica.

I commend the efforts of Commissioner Davy and yourself for your unwavering dedication to the students of New Jersey and wish you luck in your attempt to bring the needed resources to our State.

Sincerely,

Dennis J. Cox

Dennis J. Cox, Superintendent

c: Dr. Gerald Vernotica
Charles Miller
Corinne Steinmetz

EVIDENCE FOR (A)(3)

Demonstrating Significant Progress and Closing Gaps (click to access file)

- New Jersey Assessment of Knowledge and Skills
- New Jersey Eighth Grade Proficiency Test
- NAEP
- New Jersey High School Proficiency Test

NJ

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

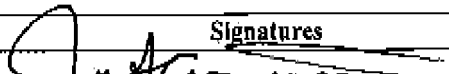
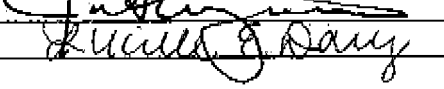
  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

	Signatures	
Governor:		5/18/09
Chief State School Officer:		5/18/09

Participating States in Common Core

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina

South Dakota
Tennessee
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Common Core Standards Excerpt

1. **Introductory Pages 1-11(English Language Arts K-12, 122 Pages)**
    a. **Sample Standard English Language Arts Kindergarten, 8 pages**
2. Documents not included:
    a. Exemplars of Reading Text Complexity and Quality, ELA 6–12, Pages-142
    b. Exemplars of Reading Text Complexity and Quality, K–5, Pages-158
    c. Appendix C: Samples of Student Writing, Pages-73
    d. Exemplars of Reading Text Complexity and Quality, History/Science 6–12, Pages-65
    e. Literacy Standards for History and Science, Pages , 53 Pages

English Language Arts

K–12

Introduction

The *Standards for English Language Arts K–12* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of English language arts (ELA) standards. Its companion document, *Standards for Literacy in History and Science 6–12*, extends the same principle to communication skills in other content areas. The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The *Standards* also draw upon the most important international models as well as research and input from numerous sources, including scholars, assessment developers, professional organizations, and educators from kindergarten through college. In their design and content, the *Standards* represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the *Standards* are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was to be included in the document only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a twenty-first-century, globally competitive society. As new and better evidence emerges, the *Standards* will be revised accordingly.

The *Standards* are an extension of a prior initiative led by CCSSO and NGA to develop college and career readiness (CCR) standards in reading, writing, and speaking and listening as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, served as a touchstone for the present work. While the format, structure, content, and purpose of that earlier document differ in some ways from this document, the basic aims and concepts are clearly connected. The main difference is that while the earlier CCR document defined a goal toward which education efforts should aim—college and career readiness for all students—the current document describes the progressive development of skills and understandings across the grades necessary for all students to reach that goal. Just as feedback on the September 2009 CCR draft has greatly influenced the design and development of the K–12 standards, so too will the response to the K–12 standards help guide subsequent revisions to the CCR standards. In their final forms, both documents—CCR and K–12—will be tightly aligned and mutually supporting.

While the *Standards* treat college and career readiness for all students as the end point—an ambitious goal in its own right—many students will reach this point before the end of high school. For them, advanced work in literature, composition, language, history, science, and so on should be available. It is beyond the scope of the *Standards* to describe what such advanced work should consist of, but it needs to provide the next logical step up from the college and career readiness baseline established here.

As a natural outgrowth of meeting the charge to define college and career readiness, the *Standards* also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students must demonstrate have broad applicability outside of the classroom or workplace. The *Standards* insist upon the sort of close, attentive reading that is at the heart of understanding and appreciating the aesthetics of literature. They require the sort of critical reading that is necessary to sift carefully through the staggering amount of information available today in print and online. They demand the sort of wide, deep, and thoughtful engagement with high-quality literary and informational text that builds knowledge, enlarges experience, and broadens world views. They mandate the sort of cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, they promote the development of skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key design considerations

A blend of cross-cutting and specific standards

The Reading, Writing, and Speaking and Listening strands include two levels of standards. The cross-cutting Core Standards are the same across the two *Standards* documents, their commonality emphasizing the broad responsibility within the school for meeting the standards and also facilitating schoolwide professional development. Then there are specific Standards that are unique to a given content area, which respects the particular demands of reading, writing, speaking, and listening in ELA and in other disciplines.

A focus on results rather than means

The *Standards* define what all students must learn, not everything that teachers are allowed to teach. By focusing on required achievements, the *Standards* leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. The *Standards* require, for example, that all students be able to produce writing in a variety of situations, including those that allow time for revision. The *Standards* do not, however, specify a particular writing process that students must use (although certain elements common to process-writing approaches, particularly revision, are embedded in the requirements). Teachers are thus freed—and obligated—to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for those assignments that allow for multiple drafts. Similarly, the *Standards*, with their emphasis on observable outcomes, do not enumerate various metacognitive strategies that students may need to use to monitor and direct their thinking and learning.

Shared responsibility for literacy

The *Standards for English Language Arts K–12* and the *Standards for Literacy in History and Science 6–12* together establish the requirement that instruction in reading, writing, speaking, listening, and language use be a shared responsibility. The *Standards* present reading instruction in K–5 as fully integrative, including a rich blend of narratives, drama, poetry, and informational text. ELA-specific instruction in grades 6 and above includes fiction, poetry, and drama but also a particular form of informational text: literary exposition and argument (e.g., speeches, essays, and historical documents with significant cultural importance and literary merit). Teachers in other content areas must use their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language use in their respective field. Progress toward college and career readiness and building a rich knowledge base require that at least half of the reading students do must focus on history, science and related disciplines. This distributed approach honors the unique place of English language arts instruction in literacy development while ensuring that students have communication skills tailored to the demands of other disciplines. It also reflects the reality that students must communicate effectively in a wide range of disciplines, not just ELA.

Grade bands to describe growth, grades to focus instruction

Evidence consulted in creating the *Standards* suggests that beyond the earliest grades, major developments in students' literacy skills typically occur across spans of grades rather than within individual grades. This document stays true to that evidence by organizing standards after grade 3 into multiyear bands (grades 4–5, 6–8, 9–10, and 11–CCR). At the same time, the work of educating students does proceed on a day-to-day, year-to-year basis. Any standards document must therefore provide guidance to educators on what each year's instruction and assessment should look like. To make the grade specific focuses for instruction clear, after the descriptions of the standards in each area of ELA, we provide a one page summary of the grade specific focuses for each grade from fourth grade onwards, including how the grade specific focus in each area relates to the grade band requirements. The Standards offer that focus through several grade-specific elements:

- Single-grade standards in many areas of kindergarten and grades 1, 2, and 3
- Text complexity expectations in Reading, beginning at grade 2
- Areas of focus in Writing, beginning at grade 4

- Areas of focus in the Conventions section of Language Development, beginning at grade 4

Research and media skills integrated into the standards as a whole

To be ready to meet the challenges of the twenty-first century, students need a mix of the communication skills that have served literate people for millennia and new competencies necessary in an information- and media-saturated world. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, report on, and create a high volume and extensive range of print and nonprint texts in media forms old and new. Just as the need to research and to consume and produce media are embedded into every element of today's curriculum, so too are the associated skills and understandings embedded throughout the *Standards* rather than treated separately. Web links to sample media texts are included selectively among the reading text exemplars in Appendix B to reinforce the point that print and online materials can be used together instructionally to enhance students' understanding.

An integrated model of English language arts

Although the *Standards* divide the English language arts into Reading, Writing, Speaking and Listening, and Language Development strands for conceptual purposes, the processes of communication are in theory and practice an undivided whole. As illustrated in the graphic that introduces each grade or grade band and as embodied in the content of the standards themselves, reading, writing, speaking, listening, and language development are tightly interrelated and often reciprocal.

Central features of the document

Reading and Literature: Text complexity and the growth of comprehension

As students advance through the grades, they must be able to handle independently texts of steadily increasing complexity and be able to gain more from what they read. Beginning formally at grade 2, the *Standards* specify what proportion of texts students read should be within grade band and, at some grades, above grade band. (Additional material in Appendix A of the *Standards* defines and explains text complexity in more detail.) Whatever texts they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text. This means, for example, finding and making an increasing number of connections among ideas and between texts; considering a wider range of textual evidence; and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. The *Standards* place growing demands on students' comprehension at each higher grade or grade band to ensure that all students are college- and career-ready readers no later than the end of high school.

Writing and Research: Text types, grade-level focuses, and research

While some writing skills, such as the ability to reflect audience, purpose, and task in what one writes, are important for many types of writing, others are more properly part of writing in specific text types: narrative, informative and explanatory text, and argument. Beginning at grade 4, the *Standards* specify the sorts of writing over extended and shorter timeframes that students in each grade must be able to produce in response to sources. Although conducting research calls upon reading, speaking, listening, and language skills, writing is typically central to analyzing information and presenting findings. The *Standards* pair writing and research to signal that close connection.

Speaking and Listening: Flexible communication

Including but not limited to skills necessary for formal presentations, the Speaking and Listening strand requires students to develop a range of broadly useful oral communication and interpersonal skills: listening attentively, participating productively, exchanging information, and speaking effectively. Students must learn to sift through and evaluate multiple points of view; listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas; and, where appropriate, reach agreement and common goals through teamwork.

Language Development: Conventions and vocabulary

The Conventions standards in the Language Development strand include the essential "rules" of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. Thus, standards pertaining to grammar and usage, mechanics, and the fundamentals of language and writing are accompanied by standards on word choice and style. The Vocabulary standards focus both on understanding words and their nuances and on acquiring new words through conversation and reading and by being taught them directly. Rather than require that students use one particular skill or another to determine a word's meaning, the Vocabulary standards insist only that students get the proper meaning, with the means (context, word analysis, and so on) to be chosen flexibly based on the situation.

Appendices

The *Standards* include a range of supporting materials that help explain and enrich the main document:

- Appendix A contains a model of text complexity, including both qualitative and quantitative measures of how easy or hard a text is to read, as well as supplementary statements about instruction in writing, language conventions, and vocabulary
- Appendix B consists of text exemplars at all grades/bands to illustrate appropriate complexity and quality in the text types required by the Reading standards
- Appendix C consists of annotated writing samples to show how grade- or grade-band-appropriate writing embodies the relevant Writing standards

Student Practices in Reading, Writing, Speaking, Listening, and Language Use

The following Student Practices in reading, writing, speaking, listening, and language use undergird and help unify the rest of the *Standards*. The Student Practices are not themselves standards: every idea introduced here is subsequently represented in one or more places within the larger document. They are, rather, the "premises"—broad statements about the nature of college and career readiness in reading, writing, speaking, listening, and language use—that underlie the individual standards and cut across the various sections of the document.

* * *

As students progress toward being college and career ready, they exhibit with increasing fullness and regularity the following capacities in their reading, writing, speaking, listening, and language use:

1. They demonstrate independence as readers, writers, speakers, listeners, and language users.

Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions, build on others' ideas, and articulate their own ideas. They apply language conventions without prompting. On their own, they determine the meaning of words in context and acquire and use new words.

2. They build strong content knowledge.

Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the discipline-specific expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. They respond to the varying demands of audience, task, purpose, and discipline.

Students consider their reading, writing, speaking, listening, and language use in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

4. They comprehend as well as critique.

Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. They privilege evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. They care about precision.

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. They craft and look for structure.

Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. They use technology strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

9. They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are diverse settings in which people from often widely divergent backgrounds must learn and work together. They actively seek to understand other perspectives and cultures through reading and listening. They do not simply adopt other points of view as their own but rather evaluate them critically and constructively. Literature can play a special role in expanding students' horizons in this way: through reading great classic and contemporary works, students can vicariously inhabit worlds and experiences much different than their own.

English Language Learners

The *Standards* articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare students to be college and career ready. English language learners (ELLs) must be held to the same high standards expected of students who are already proficient in English. However, because these students are acquiring English language proficiency and content area knowledge concurrently, some students will require additional time and all will require appropriate instructional support and aligned assessments.

ELLs are a heterogeneous group with differences in ethnic background, first language, socio-economic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires adjusting instruction and assessment in ways that consider these factors. For example ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. On the other hand, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. As they become acculturated to US schools, ELLs who are newcomers will need sufficiently scaffolded instruction and assessments to make sense of content delivered in a second language and display this content knowledge.

While some ELLs are economically and educationally advantaged, this is not the case for many of these students. Moreover, once in the U.S., the majority of ELLs attend high poverty schools with high percentages of other ELLs. These schools often lack the resources and capacity needed to help ELLs reach high academic standards. However, schools and districts can be assisted in providing a positive learning environment that capitalizes on the linguistic and cultural diversity of the student body.

To help ELLs meet high academic standards in reading, writing, speaking, listening and language use it is essential that ELLs have access to:

- The requisite coursework to prepare them for post-secondary education or the workplace;
- Coursework that is made comprehensible for students learning content in a second language, through specific pedagogical techniques and additional resources;
- Teachers, as well as school-level and district personnel, who are well prepared and qualified to support English-language learners;
- Well designed opportunities for classroom discourse and interaction to enable ELLs to develop communicative strengths in language arts
- Speakers of English who know the language well enough to provide the ELLs with models and support; and
- Ongoing assessment and feedback to guide learning.

It is also worth noting that instruction for these students is additionally guided by language proficiency standards that language arts teachers can use in conjunction with the English language arts standards to help ELLs become fully proficient and literate in English.

Access for Students with Disabilities

The *Standards* articulate rigorous expectations in the areas of reading, writing, speaking, listening, and language use in order to prepare students to be college and career ready. These standards identify the knowledge and skills students must acquire in order to be successful. Research shows that students with disabilities are capable of high levels of learning and should not be limited by low expectations and watered down curriculum. The vast majority of this population of students, including students with intellectual impairments,[1] *can* achieve proficiency when they receive high-level instruction and accommodations. It is imperative that these highly capable students—regardless of their disability—are held to the same expectations articulated in the Core Standards as other students.

However, *how* these high standards are taught is of the utmost importance in reaching students with special needs. When acquiring the knowledge and skills represented in the Core Standards, students with disabilities may need accommodations[2] or—in exceptional cases—modified goals, incorporated in an individualized education program (IEP),[3] to help them access information or demonstrate their knowledge. In instances when a standard asks students to perform actions they are physically incapable of, students will need to be presented with alternative options to demonstrate similar knowledge and skills within the range of their abilities. Accommodations based on individual needs allow students of all disability levels to learn within the framework of the *Standards*.

Meeting English Language Arts (ELA) Standards

Reading, writing, speaking, listening, and language use standards—given the nature of the standards themselves—often require accommodations for students with disabilities. For example, a standard that calls for "listening" should be interpreted to include reading sign language. "Speaking" should be read broadly to include "communication" or "self-expression." "Reading" should allow for students' use of Braille, screen reader technology, or other assistive devices to demonstrate comprehension skills. In a similar vein, "writing" should not preclude the use of a scribe, computer, or speech-to-text technology. With appropriate accommodations and support, students with all levels of disabilities can participate in the general education curriculum and achieve grade-level proficiency with regard to the ELA content and skills articulated in the *Standards*.

In short, while the *Standards* set and retain high expectations for all students, they may need to be translated and occasionally modified to apply appropriately to students with disabilities, including all levels of intellectual impairment. Promoting a culture of high expectations for all students is a fundamental goal of the *Standards*. Achieving this goal requires the inclusion of students with disabilities.

---

[1] Less than two percent of the population of all students and less than 20% of the population of students with disabilities.

[2] See the Council of Chief State School Officers, (2003). *Training District and State Personnel on Accommodations: A Study of State Practices, Challenges, and Resources* at http://www.ccsso.org/publications/details.cfm?PublicationID=221 for further explanation and evidence around accommodations.

[3] According to the Individuals with Disabilities Act (IDEA), an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

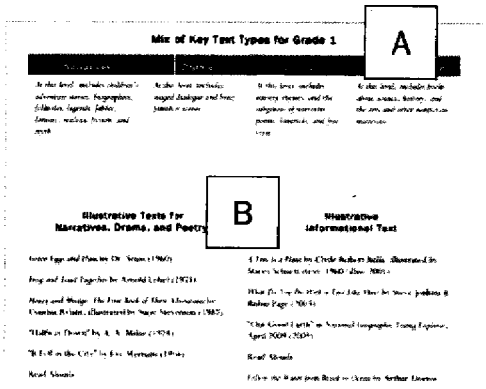
How to Read This Document

The *Standards* are divided into an ELA-specific document (*Standards for English Language Arts K–12*) and a literacy document for history and science (*Standards for Literacy in History and Science 6–12*). The ELA document includes standards for and examples of history and science reading in K–5.

The ELA-specific document is organized by grade (kindergarten and grades 1, 2, and 3) and grade band (grades 4–5, 6–8, 9–10, and 11–CCR). The *Standards for Literacy in History and Science* are organized by grade band (grades 4–5, 6–8, 9–10, and 11–CCR). Each grade/band is divided into strands—Reading, Writing, Speaking and Listening, and Language Development.

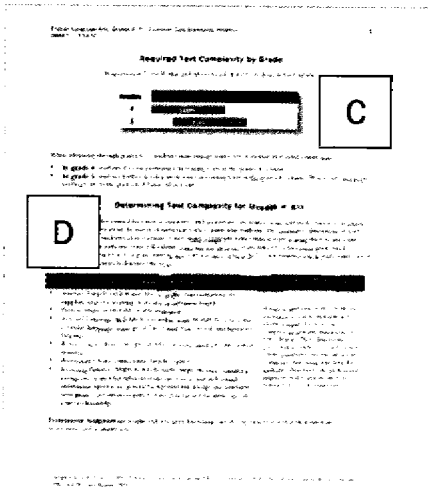
While all strands contain standards statements, each strand also has its own specific features.

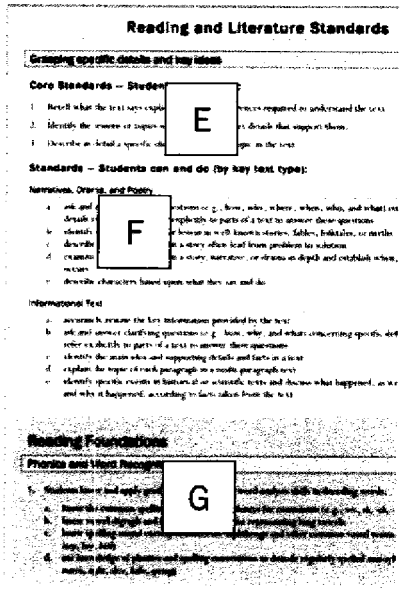
Reading and Literature (ELA) / Reading (History / Science)



Kindergarten and grade 1 begin with the **mix of key text types (A)**, which identifies the genres and subgenres of reading material appropriate for each grade. This is followed by a list of **illustrative texts (B)** in the key text types. This list is suggestive of the sorts of texts appropriate for the grade in terms of complexity and quality; excerpts appear in Appendix B.

Grades 2, 3, 4–5, 6–8, 9–10, and 11–CCR include this information immediately after a graphic specifying **required text complexity by grade (C)**—in brief, the proportion of texts within and above grade band that students must read each year. (For example, 70% of the texts that grade 3 students read should come from the grades 2–3 text complexity band, while the other 30% should come from the grades 4–5 band.) An overview of the method for **determining text complexity (D)** in the particular grade band follows. (A fuller treatment is provided in Appendix A.)

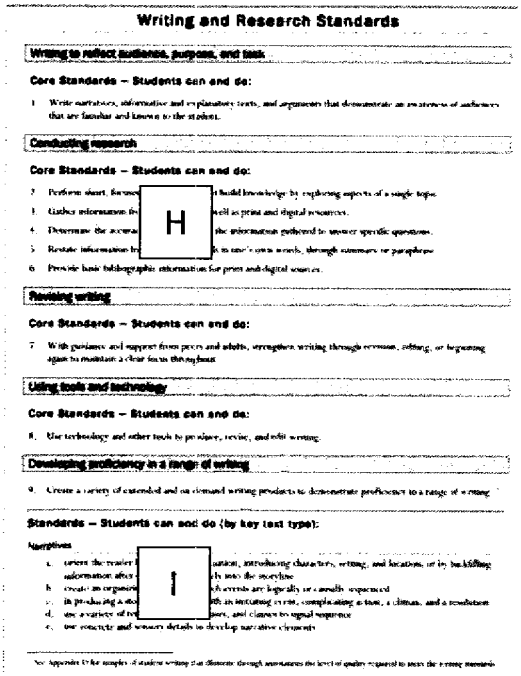




All grades/bands organize standards under a number of boxed subheadings (e.g., "Grasping specific details and key ideas"). The standards at all grade levels are divided into cross-cutting **Core Standards (E)**, which are numbered and applicable to many types of reading, and more specific **Standards (F)**, which are lettered and organized by text type (e.g., "Narratives, Drama, and Poetry"). Kindergarten and grades 1, 2, and 3 also include boxed sections of **reading foundations (G)**, which enumerate basic concepts of print and other foundational skills in reading that very young students must acquire.

Writing and Research

Cross-cutting **Core Standards (H)**, which are numbered and apply to many types of writing, are organized under a number of boxed subheadings (e.g., "Writing to reflect audience, purpose, and task"). **Standards (I)** specific to writing in particular text types—narrative, informative and explanatory text, and argument—are lettered and follow in a separate section. In kindergarten through grade 5, writing arguments takes the form of opinion writing, hence the parenthetical notation next to "Arguments" in those grades/bands.

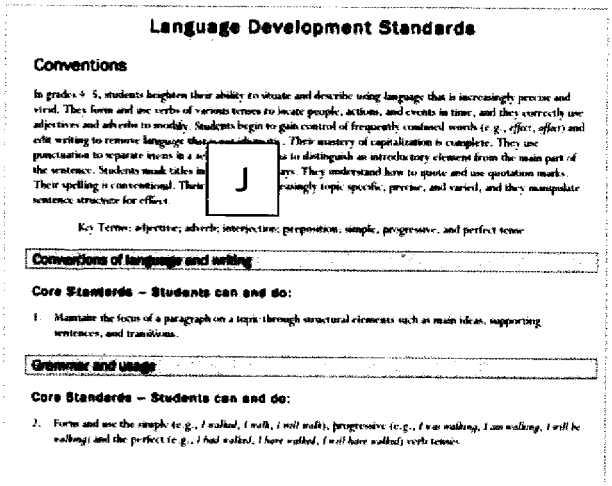


Speaking and Listening

Cross-cutting **Core Standards**, which are numbered and apply to speaking and listening in many situations, are grouped with lettered **Standards**, which set requirements for speaking and listening in key communication (e.g., "Presentation of Ideas and Information").

Language Development

This strand is organized differently in the ELA and history/science documents. The ELA strand comprises two full sections: Conventions and Vocabulary. Each section includes numbered **Core Standards** organized under a number of boxed subheadings (e.g., "Mechanics") and introduced by a brief summative paragraph and list of **key terms (J)** intended to be taught explicitly in grade-appropriate ways. ELA Vocabulary consists of three subsections—determining the meaning of words, understanding the nuances of words, and acquiring vocabulary—under each of which numbered Core Standards appear. Language Development in the history/science document consists of the summative paragraphs for Conventions and all of the Vocabulary section found in ELA except for nuances in word meaning.

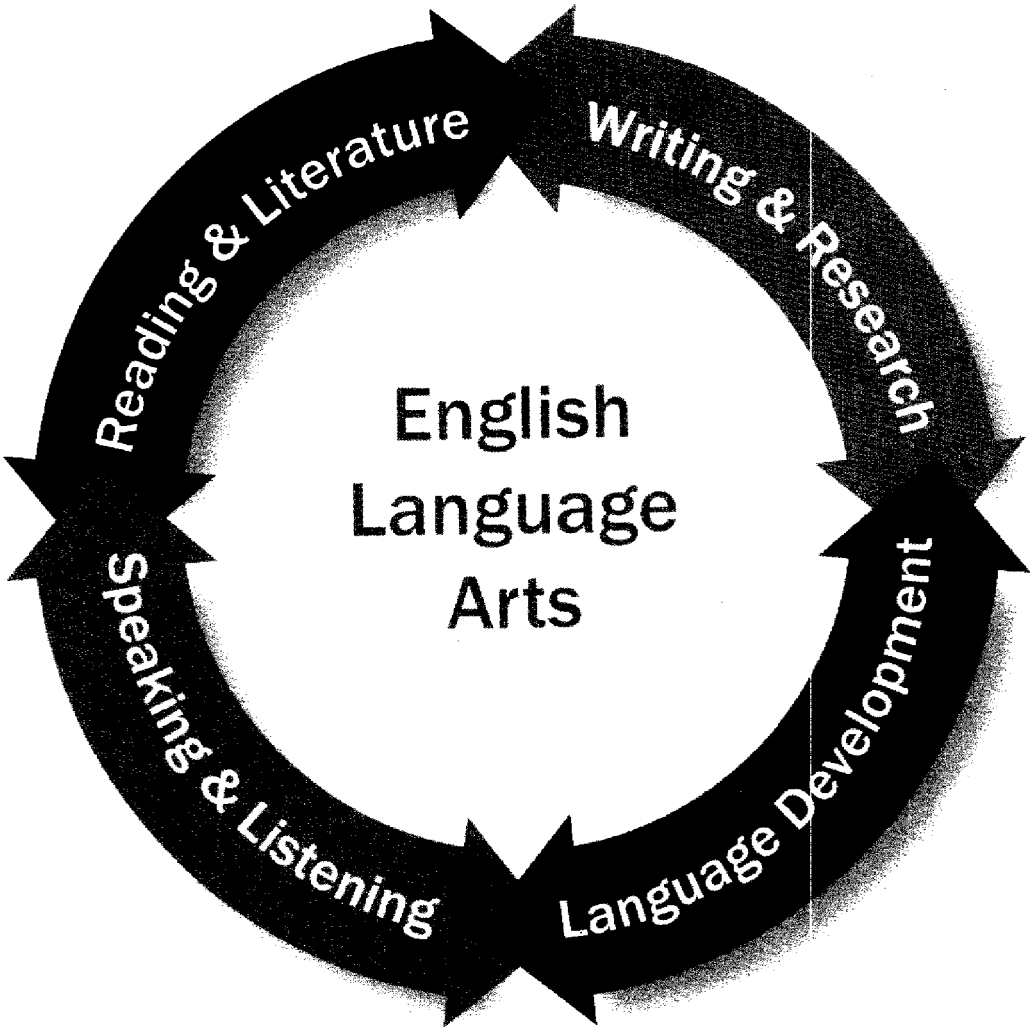


Focus for Instruction

Beginning with grade 4, a page summarizing grade-level responsibility, including grade-specific areas of focus, is provided to help distinguish responsibilities within multiyear bands.

English Language Arts

Kindergarten



Mix of Key Text Types for Kindergarten

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue and brief familiar scenes.*	*At this level, includes nursery rhymes and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials.*

Illustrative Texts for Narratives, Drama, and Poetry[4]

Are You My Mother? by P.D. Eastman (1960)

Put Me in the Zoo by Robert Lopshire (1960)

"Mix a Pancake" by Christina Rosetti (1986)

Wouldn't You?" by John Ciardi (1986)

Illustrative Informational Texts

My Five Senses by Aliki (1962)

Read Alouds:

Amazing Whales! by Sarah L. Thomson (2005)

The Year at Maple Hill Farm by Alice and Martin Provensen (1978)

[4] See Appendix B for other texts illustrative of Kindergarten-Grade 1 text complexity. This list includes read-alouds.

Reading and Literature Standards[5]

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Retell key details and information drawn from the text.
2. Explain the subject of the text or the problem the characters face.
3. Answer questions about characters and events that take place in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. retell the beginnings, middles, and endings of stories
b. ask and answer questions about details of a text
c. identify the problems that characters face in a story and the lessons learned
d. identify the feelings of characters and the reasons for their actions
e. differentiate between realistic and fantastical elements within a story

Informational Text

a. restate key information (e.g., events, subject, ideas) from a text
b. ask and answer questions about details of a text

Reading Foundations

Print Concepts

1. Students demonstrate understanding of the organization and basic features of print.
   a. identify basic features and conventions of books and other written texts (e.g., front cover, back cover, title, author)
   b. understand that print is left to right, top to bottom, and page by page
   c. understand that words are separated by spaces in print
   d. recognize and name all upper- and lowercase letters of the alphabet

Linguistic Awareness

2. Students gain awareness of spoken words, syllables, and phonemes.
   a. recognize, recite, and produce rhyming words
   b. count, pronounce, blend, and segment syllables in spoken words
   c. recognize, blend, and segment onset and rimes of spoken words (*/g/ - /at/*; */b/ - /ack/*)
   d. count or place tokens for individual words in spoken phrases or simple sentences
   e. orally blend and segment individual phonemes in simple, one-syllable words
   f. demonstrate phonemic awareness by isolating and pronouncing the initial and final phonemes (sounds) in three-phoneme /CVC/ words without consonant blends (e.g., */sun/*, */save/*, */hem/*)
   g. add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., */at/* → */sat/* → */mat/* → */map/*)

[5] The expectation is that students can fulfill these standards with texts they read independently as well as texts that are read aloud to them.

Observing craft and structure

Core Standards — Students can and do:

4. Identify the meanings of words and phrases as they are used in the text.
5. Identify important parts or sections of texts.
6. Compare and contrast characters or events from different stories.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. identify words and phrases that suggest feelings or appeal to the senses
b. identify similarities in beginning and ending sounds of words in children's poems and songs
c. identify parts of a story and parts of a poem as well as sections of informational picture books and tell how they are different
d. identify common characteristics of folktales and fairy tales, including their use of rhyme, rhythm, and repetition
e. participate (e.g., react, speculate, read along, act out) when familiar texts are read aloud
f. compare and contrast characters or events from different stories written by the same author or written about similar subjects

Informational Text

a. identify basic text features and what they mean, including titles and subtitles, table of contents, and chapters

Reading Foundations, continued

Phonics and Word Recognition

3. Students know and apply grade-level phonics and word analysis skills in decoding words.
   a. demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
   b. identify which letters represent the five major vowels and know the long and short sound of each
   c. blend letter sounds to decode short-vowel CVC words (e.g., *can, map, ran*)
   d. read at least 25 very high frequency words by sight (e.g., *of, to, he, she, is, do, does*)

Developing Fluency

4. Students read with sufficient accuracy and fluency to support comprehension.
   a. read rebus and preprimer texts with purpose and understanding
   b. demonstrate increased accuracy and fluency on successive readings of a text

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Use text illustrations to predict or confirm what the text is about.
8. Identify words in a text that link ideas and events together.
9. Identify who is telling a story or providing information in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. use pictures, illustrations, and context to make predictions about and confirm story content
b. identify words in a story that link events together (e.g., *first/second*, *then*, *next*, *before/after*, *later*, *finally*)
c. identify who is the speaker in a story or poem

Informational Text

a. identify words that link ideas together (e.g., *also*, *in addition*, *for example*, *but*)
b. identify the author and sources of information when provided by the text

Developing habits for reading text

Core Standards — Students can and do:

10. Begin to read independently and/or with a partner, sustaining effort necessary to build understanding.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and opinions that communicate to a familiar, known audience.

Conducting research

Core Standards — Students can and do:

2. Gather information from experiences or provided text sources.

Revising writing

Core Standards — Students can and do:

3. With specific guidance, add details to strengthen writing through revision.

(b)(6)

Benchmarking for Success:

Ensuring U.S. Students Receive a World-Class Education

A report by the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc.

(b)(6)

National Governors Association
Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

Council of Chief State School Officers
The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Achieve, Inc.
Created by the nation's governors and business leaders, Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary success. At the 2005 National Education Summit, Achieve launched the American Diploma Project (ADP) Network, a coalition that has grown to 34 states, educating nearly 85% of public school students in the United States. The ADP Network is committed to aligning high school expectations with the demands of college, career and life. To learn more about Achieve, visit www.achieve.org.

Copyright 2008, NGA, CCSSO, and Achieve. Copies of this publication are available from:

National Governors Association
444 N. Capitol Street NW, Suite 267
Washington, DC 20009
202-624-5300
www.nga.org

(b)(6)

Benchmarking for Success:

Ensuring U.S. Students Receive a World-Class Education

A report by the National Governors Association,
the Council of Chief State School Officers, and Achieve, Inc.

(b)(6)

Table of Contents

Foreword 1

Acknowledgements 2

International Benchmarking Advisory Group 3

I. Executive Summary 5

II. The Need for Action 9

A Skills-Driven Global Economy 9
Education for Economic Growth 10
The Equity Imperative 12
Other Countries Pulling Ahead 16

III. Five Steps Toward Building Globally Competitive Education Systems 23

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive. 24

Action 2: Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states. 26

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world. 27

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices. 30

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy. 31

Addressing the Equity Imperative 34

IV. The Federal Role 37

V. Conclusion 39

Appendix A: Countries Participating in International Assessments 41

Endnotes 42

Foreword

We are living in a world without borders. To meet the realities of the 21st century global economy and maintain America's competitive edge into the future, we need students who are prepared to compete not only with their American peers, but with students from all across the globe for the jobs of tomorrow.

States have voluntarily taken the lead in developing standards-based education, but policymakers lack a critical tool for moving forward—international benchmarking. This report is intended to help states take the next steps toward ensuring that American students receive a world-class education that positions them to compete and innovate in the 21st century.

International benchmarking will help state policymakers identify the qualities and characteristics of education systems that best prepare students for success in the global marketplace. The stakes are high, and improving our educational system will require commitment and insight not just from state leaders but many other stakeholders as well. With this in mind, the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. have joined to provide to states a roadmap for benchmarking their K-12 education systems to those of top-performing nations.

The partners' recommendations were informed by an International Benchmarking Advisory Group consisting of education experts representing education institutions, the business community, researchers, former federal officials, and current state and local officials. The Advisory Group's expertise and experience helped the partners identify the need for international comparisons and provide guidance for benchmarking state education system practices in areas such as standards, accountability, educator workforce, and assessments. The partner organizations will work with states to develop and implement these recommendations.

Governors recognize that new economic realities mean it no longer matters how one U.S. state compares to another on a national test; what matters is how a state's students compare to those in countries around the globe. America must seize this moment to ensure that we have workers whose knowledge, skills, and talents are competitive with the best in the world.

Governor Janet Napolitano
Arizona

Governor Sonny Perdue
Georgia

Craig R. Barrett
Chairman of the Board
Intel Corporation

Co-Chairs, International Benchmarking Advisory Group

Acknowledgements

This report was researched and written by Craig D. Jerald, president of Break the Curve Consulting in Washington, D.C.

At the National Governors Association Center for Best Practices, Ilene Berman, program director in the education division, and Dane Linn, director of the education division, supervised the project. Leadership and staff of the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. played instrumental roles in the project. The following individuals provided useful guidance and feedback in the development of the report: Achieve, Inc. President Mike Cohen and Vice President for Advocacy and Outreach Sandy Boyd; NGA Executive Director Ray Scheppach, NGA Center Director John Thomasian, NGA Communications Director Jodi Omear, Senior Communications Manager Christopher Cashman, and Education, Early Childhood and Workforce Committee Director Joan Wodiska; CCSSO Executive Director Gene Wilhoit, Deputy Executive Director Scott Montgomery, Legislative Director Scott Frein, and Communications Director Kara Schlosser. Within the NGA Office of Communications, Publications and Communications Manager Andrea Brachtesende provided editing and design assistance.

The partner organizations extend special thanks to the members of the International Benchmarking Advisory Group who offered valuable insights, useful data, and timely review of earlier drafts. The partners also acknowledge the contributions of governors' staff and chief state school officers to the report.

The Bill & Melinda Gates Foundation and GE Foundation generously supported the preparation of this publication.

International Benchmarking Advisory Group

To develop this report, the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. invited national, state, and local education and policy leaders to serve on an International Benchmarking Advisory Group. The Advisory Group provided the three partner organizations with valuable insights and helped frame this bipartisan Call to Action. They collectively support the recommendations herein for internationally benchmarking state K-12 education systems.

Co-Chairs:

Governor Janet Napolitano, Arizona
Governor Sonny Perdue, Georgia
Craig R. Barrett, Chairman of the Board, Intel Corporation

Members:

Steven A. Ballmer, Chief Executive Officer, Microsoft Corporation

Governor Donald L. Carcieri, Rhode Island

Mitchell Chester, Commissioner of Education, Massachusetts Department of Elementary and Secondary Education

Christopher Edley, Jr., Dean and Professor of Law, University of California–Berkeley

Chester E. Finn, Jr., President, Thomas B. Fordham Institute

Beverly L. Hall, Superintendent, Atlanta Public Schools

James B. Hunt, Jr., Chairman, the James B. Hunt, Jr. Institute for Educational Leadership and Policy at the University of North Carolina–Chapel Hill and former Governor of North Carolina

Kati Haycock, President, The Education Trust

Dwight Jones, Commissioner of Education, Colorado Department of Education

Governor Tim Kaine, Virginia

Janet Murguía, President and Chief Executive Officer, National Council of La Raza

Thomas Payzant, Professor of Practice, Harvard Graduate School of Education

Charles B. Reed, Chancellor, California State University

Richard W. Riley, Senior Partner with EducationCounsel LLC, former U.S. Secretary of Education, and former Governor of South Carolina

Andreas Schleicher, Head of the Indicators and Analysis Division, Directorate for Education, Organisation for Economic Co-Operation and Development

William H. Schmidt, University Distinguished Professor, Michigan State University

Vivien Stewart, Vice President for Education, Asia Society

Phillip Uri Treisman, Executive Director, The Charles A. Dana Center at the University of Texas at Austin

Bob Wise, President, Alliance for Excellent Education and former Governor of West Virginia

(b)(6)

I. Executive Summary

I. Executive Summary

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as "international benchmarking," has become a critical tool for governments striving to create world-class education systems.

In American education, "benchmarking" often simply means comparing performance outcomes or setting performance targets (or "benchmarks"). But in business and among education leaders in other countries, it means much more. The American Productivity and Quality Center puts it this way: "Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them."

Countries and states have good reason to make the effort. Technological, economic, and political trends have combined to increase demand for higher skills while heightening competition for quality jobs. Rule-bound jobs on factory floors and in offices are being automated and outsourced. The world's knowledge-and-innovation economy favors workers who have postsecondary education or training, strong fundamental skills in math and reading, and the ability to solve unfamiliar problems and communicate effectively.

At the same time, new technologies and corporate strategies have opened the global labor market to billions of people from places like Eastern Europe, India, China, and Brazil who had been left out. An increasing variety of work tasks can be digitized and performed nearly anywhere in the world. More jobs are going to the best educated no matter where they live, which means that Americans will face more competition than ever for work.

International trade agreements, such as China's membership in the World Trade Organization in 2001, have hastened this transformation. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today's world exports at $12.5 trillion, nearly 20 percent of world GDP.

The global economy is here to stay, with recent research suggesting that it is evolving and its impact intensifying at a stunning pace. "Globalization is happening faster than people think," says Vivek Wadhwa, Wertheim Fellow at Harvard Law School's Labor and Worklife program and Duke University Executive in Residence. His recent research shows that companies are no longer just outsourcing production but are farming out *innovation* as well. "Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago," he says.

Education is a tremendously important lever for ensuring competitiveness and prosperity in the age of globalization, albeit not the only one. Recent economic studies show that high skills lead to better wages, more equitable distributions of income, and substantial gains in economic productivity. Higher math performance at the end of high school translates into a 12 percent increase in future earnings. If the United States raised students' math and science skills to globally competitive levels over the next two decades, its GDP would be an additional 36 percent higher 75 years from now.

The race is on among nations to create knowledge-fueled innovation economies. In Singapore, Germany, China, Brazil, Korea, and other countries around the world, educational improvement is viewed as a critical part of that mission. Nations and states are therefore working hard to benchmark their education systems to establish a solid foundation for economic development in the 21st century. Some are finding innovative ways to measure their students' progress internationally. Others are examining high-performing and fast-improving nations to learn about best practices that they then adapt or adopt to improve their own systems.

American education has not adequately responded to these new challenges. The United States is falling behind other countries in the resource that matters most in the new global economy: human capital. American 15-year-olds ranked 25th in math and 21st in science achievement on the most recent international assessment conducted in 2006. At the same time, the U.S. ranked high in inequity, with the third largest gap in science scores between students from different socioeconomic groups.

The U.S. is rapidly losing its historic edge in educational attainment as well. As recently as 1995, America still tied for first in college and university graduation rates, but by 2006 had dropped to 14th. That same year it had the second-highest college dropout rate of 27 countries.

State leaders already are deeply engaged in efforts to raise standards, advance teaching quality, and improve low-performing schools. International benchmarking provides an additional tool for making that process more effective, offering insights and ideas that cannot be garnered solely from looking within and across state lines. To that end, the partner organizations and International Benchmarking Advisory Group call on state leaders to take the following actions:

State leaders also should tackle "the equity imperative" by creating strategies for closing the achievement gap between students from different racial and socioeconomic backgrounds in each of the action steps above. Reducing inequality in education is not only socially just, it's essential for ensuring that the United States retain a competitive edge.

Research shows that education systems in the United States tend to give disadvantaged and low-achieving students a watered down curriculum and place them in larger classes taught by less qualified teachers—exactly opposite of the educational practices of high-performing countries.

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Action 2: Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.

The federal government can play an enabling role as states engage in the critical but challenging work of international benchmarking. First, federal policymakers should offer funds to help underwrite the cost for states to take the five action steps described above. At the same time, policymakers should boost federal research and development (R&D) investments to provide state leaders with more and better information about international best practices, and should help states develop streamlined assessment strategies that facilitate cost-effective international comparisons of student performance.

As states reach important milestones on the way toward building internationally competitive education systems, the federal government should offer a range of tiered incentives to make the next stage of the journey easier, including increased flexibility in the use of federal funds and in meeting federal educational requirements and providing more resources to implement world-class educational best practices. Over the long term, the federal government will need to update laws to align national education policies with lessons learned from state benchmarking efforts and from federally funded research.

Nations around the world are facing a new education imperative, and many are seizing the historical moment to provide their citizens with better opportunities and stronger economies.

America must seize this moment too, with states leading the way. Many states already are working hard to improve standards, teaching quality, and accountability, but policymakers lack a critical tool—international benchmarking.

The U.S. can take pride in many aspects of its education system, from the high performance of its teenagers on international civics tests to the strength of its higher education institutions.

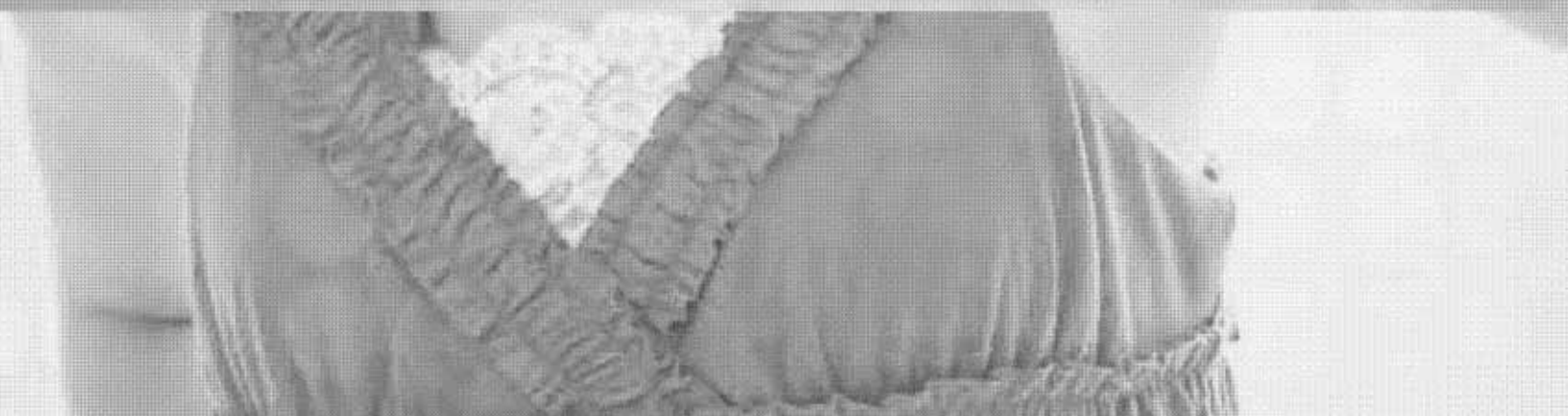
But if state leaders want to ensure that their citizens and their economies remain competitive, they must look beyond America's borders and benchmark their education systems with the best in the world. The state mandate to educate all students remains, but the world that students will enter after school has changed.

For Andreas Schleicher, head of the Indicators and Analysis Division at the Organisation for Economic Co-Operation and Development's Directorate for Education, the case for adopting a global view to improving education is undeniable:

> It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.

(b)(6)

II. The Need for Action



II. The Need for Action

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as "international benchmarking," has become a critical tool for governments striving to create world-class education systems.

In American education, "benchmarking" often simply means comparing performance outcomes or setting performance targets (or "benchmarks"). But in business and among education leaders in other countries, it means much more: Comparing outcomes to identify top performers or fast improvers, learning how they achieve great results, and applying those lessons to improve one's own performance. The American Productivity and Quality Center puts it this way: "Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them."[1]

A Skills-Driven Global Economy

Governments have good reason to benchmark and improve their education systems. Technological, economic, and political trends have increased demand for higher skills while heightening competition for quality jobs. In the U.S., outsourcing and automation have dramatically altered the mix of jobs in the labor force. The proportion of American workers in blue-collar and administrative support jobs plummeted from 56 percent to 39 percent between 1969 and 1999, and the share of jobs requiring more education and specialized skills—work that is managerial, professional, and technical in nature—increased from 23 percent to 33 percent over the same period.[2]

Skill demands *within* jobs are rising as well. A study that analyzed typical tasks in the American workplace found that routine manual and cognitive tasks that follow a set of prescribed rules are rapidly being taken over by computers or workers in other countries. But more sophisticated tasks are on the rise, specifically those that require workers to "bring facts and relationships to bear in problem solving, the ability to judge when one problem-solving strategy is not working and another should be tried, and the ability to engage in complex communication with others," along with "foundational skills" in math and reading.[3]

Technology is changing not just how work gets done, but also where it can be done. Advances in telecommunications allow companies to digitize work tasks and products so that jobs can be performed virtually anywhere in the world. And new management software has enabled firms to shift from "vertical" production—where all tasks are done in sequence in the same place—to "horizontal" production in which tasks are carved up and shipped out to wherever they can be done best and cheapest. The result, according to a blue-ribbon commission report released last year, "is a world in which it is just as easy to create work teams on four continents as it is to create work teams composed of people from four divisions of the same firm located in the same city."[4]

While all these changes took place, political and economic developments opened the doors of this new global economy to more than a billion new workers from Russia, Eastern Europe, China, India, and other developing countries who now compete for jobs with those in developed nations. Harvard economist Richard Freeman calls this "The Great Doubling" of the global workforce. At first, low-skilled, low-paying jobs were outsourced to these workers, but now some higher skilled jobs—from analyzing X-rays to tutoring high school students to preparing tax returns—are migrating abroad, too.[5] The twin forces of globalization and computerization mean that any job reducible to a set of scripted rules is vulnerable to outsourcing or automation.[6]

International trade agreements, such as China's membership in the World Trade Organization in 2001, have sped this transformation along. Although some firms have long had global links, globalization is now pervasive: More nations are joining the marketplace, more goods and services are traded globally, and more of the production process is interconnected in a worldwide supply web. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today's world exports at $12.5 trillion, nearly 20 percent of world GDP.[7]

Recent research suggests that globalization is not only here to stay, it is evolving and intensifying at a rapid pace. In June, Harvard and Duke University researchers published the first in a series of studies documenting how corporations are no longer just outsourcing production; they are beginning to outsource *innovation* as well. For example, big pharmaceutical companies such as Merck, Eli Lilly, and Johnson & Johnson are relying on India and China not only for manufacturing and clinical trials, but also for advanced research and development. As a result, scientists in those countries are rapidly increasing their ability to innovate and create their own intellectual property; the global share of pharmaceutical patent applications originating in India and China increased fourfold from 1995 to 2006.[8]

"Globalization is happening faster than people think," says Vivek Wadhwa, the researcher and former entrepreneur who led the study. "Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago."[9] Wadhwa's team is finding the same kind of rapid change in a wide range of industries—from telecommunications and computer networking to aerospace and computers. Indeed, the National Academy of Engineering recently noted that nearly all of the top 20 U.S.-based semiconductor companies have opened design centers in India, nine of them since 2004.[10] "Our take is that the global technology landscape has changed dramatically over the last decade," says Wadhwa, "and that we're at the beginning of a new wave of globalization."[11]

Education for Economic Growth

As a result of these trends, American workers are competing not only with skilled workers here, but with those living in far-away places. Labor economists Frank Levy and Richard Murnane argue that "over the long run, better education is the best tool we have to prepare the population for a rapidly changing job market."[12] Studies show that higher math performance at the end of high school translates into substantially higher future earnings; an increase of one standard deviation in math scores translates into a 12 percent boost in wages.[13] Family income for households headed by someone with a college degree grew by nearly 40 percent from 1973 to 2006, compared with less than 6 percent for families headed by someone with only a high school diploma.[14]

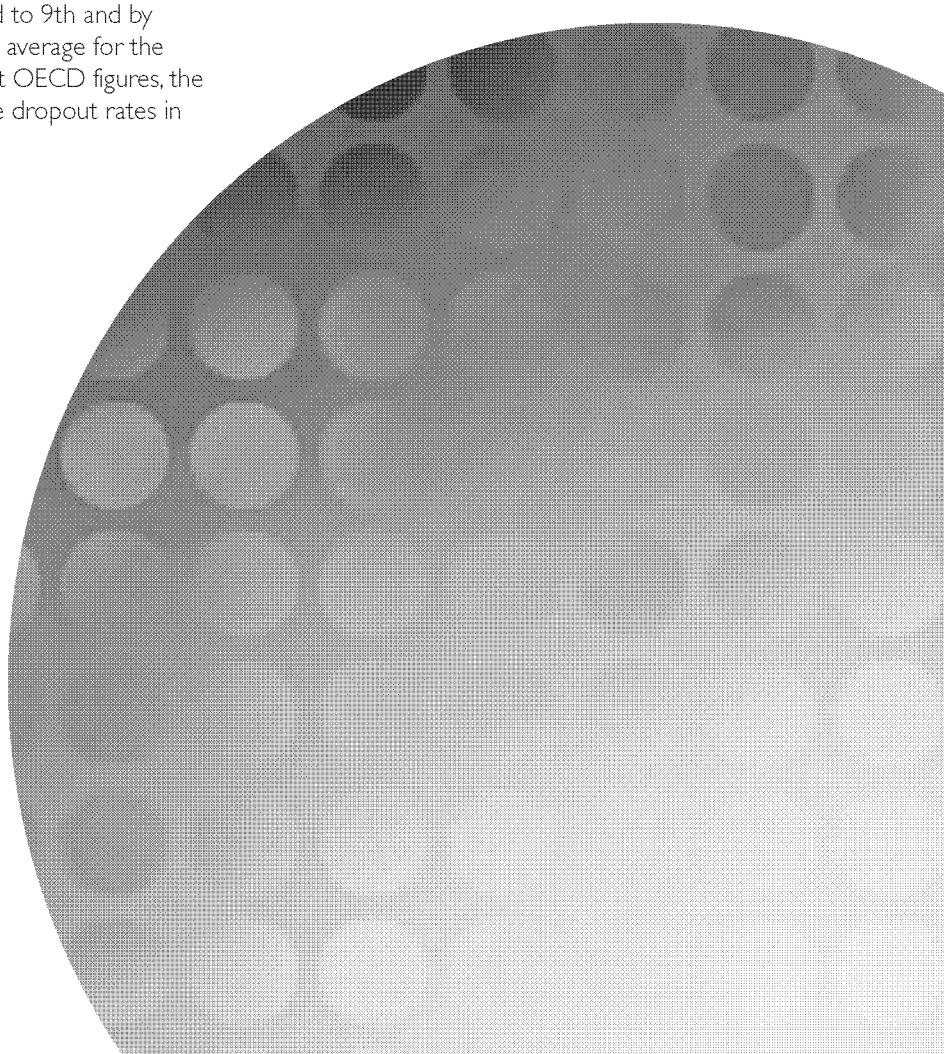
Fortune may favor the prepared mind, but it also favors the prepared *place*—whether that place is a nation, a region, or an individual state. To lay a solid foundation for widespread economic growth, governments around the world are adopting policies aligned with a 21st century economy that is increasingly knowledge-fueled, innovation-driven, and global in scope. The Organisation for Economic Co-Operation and Development (OECD) estimates that each additional year of schooling among the adult population raises a nation's economic output by between 3 percent and 6 percent.[15] New studies by Stanford economist Eric Hanushek and others have found strong evidence that high skills lead to elevated individual wages, a more equitable distribution of income, and substantial gains in economic productivity.[16]

Indeed, Hanushek estimates that if the U.S. improved enough to become a top-performing nation on international assessments between 2005 and 2025, by 2037 its GDP would be an additional 5 percent higher than if skills stayed the same. Improving human capital pays off even more handsomely over a longer time horizon: By 2080, America's GDP would be *36 percent higher* than would be the case if the U.S. remained mediocre in math and science.[17]

The implications are clear: In today's world, high wages follow high skills, and long-term economic growth increasingly depends on educational excellence. Unfortunately, American education has not adequately responded to these challenges. As other countries seize the opportunity to improve their education systems so their citizens can benefit from new economic opportunities, the United States is rapidly losing its leading edge in the resource that matters most for economic success: human capital.

Four decades ago America had the best high school graduation rate in the world, but by 2006 it had slipped to 18th out of 24 industrialized countries.[18] For most of the 20th century, the U.S. set the standard for quality in higher education—and, in many respects, it still does. But other countries learned from our success and are now catching up or pulling ahead. As recently as 1995 America was still tied for first in the proportion of young adults with a college degree, but by 2000 it had slipped to 9th and by 2006 to 14th—below the OECD average for the first time.[19] According to the latest OECD figures, the U.S. has one of the highest college dropout rates in the industrialized world.[20]

Even if the U.S. improves its high school and postsecondary graduation rates, it will be difficult if not impossible to maintain its historic dominance in the supply of educated workers. Already, America's share of the world's college students has dropped from 30 percent in 1970 to less than half that today.[21] And because of their sheer size, China and India will surpass both Europe and the United States in the number of secondary and postsecondary graduates produced over the next decade.[22] Many experts have concluded that since the U.S. can no longer compete in *quantity* of human capital, it will have to compete in *quality* by providing its young people with the highest level of math, science, reading, and problem-solving skills in the world.



But so far American education has not adequately responded to the skills challenge either. Out of 30 industrialized countries participating in the OECD's Programme for International Student Assessment (PISA) in 2006, the U.S. ranked 25th in math and 21st in science achievement (**Figure 1**). The performance gap between the United States and top-performing nations is huge: American students lag about a full year behind their peers in the countries that perform best in mathematics.[23] Even our "best and brightest" cannot compete with excellent students elsewhere. According to the OECD, "the United States does not just have more students performing badly—it also has many fewer students performing well."[24] America's best math students performed worse than the best math students in 22 other OECD nations. Moreover, only 1.3 percent of U.S. 15-year-olds performed at the highest PISA level in mathematics, while among the top 10 countries the share of high performers was three to seven times as large.[25]

American students seemed to perform better on the most recent Trends in International Mathematics and Science Study (TIMSS), conducted in 2003. For example, fourth-graders scored "above average" in mathematics among participating countries while eighth-graders scored either above average or about average depending on the calculation.[26] However, when compared only with more developed nations that are America's economic competitors, U.S. performance on TIMSS looks more like its performance on PISA. In 2005, the American Institutes for Research (AIR) analyzed a group of industrialized nations participating in both TIMSS and PISA; among that group, U.S. students consistently performed below average across international assessments. "U.S. performance is below the 12-country average at both low- and high-skill levels and low and high-levels of item difficulty."[27]

American students tend to perform better on international assessments of reading than they do in math and science. But U.S. 15-year-olds perform only about average among industrialized countries, and fourth graders' reading scores have stagnated while other countries have made sizeable gains. "Reforms aimed at improving reading achievement seem to have propelled Russia, Hong Kong, and Singapore from middle to top rankings [on the Progress in International Reading Literacy Study (PIRLS)]," *Education Week* reported last year, "even as U.S. performance stood still."[28]

Moreover, a 2003 PISA assessment of students' ability to solve real-world problems found that fewer than half of U.S. 15-year-olds are analytical problem-solvers who can communicate well about solutions. Among 29 industrialized nations, the U.S. had the fifth highest percentage of very weak problem-solvers and the sixth lowest percentage of strong problem-solvers.[29] Such results suggest that U.S. schools not only are failing to provide many students with strong foundational skills in subjects like math and science, but they also are not providing enough students with the broader skills that the modern workplace increasingly demands.

Schools also must find ways to provide students with the "global awareness" that the globalization of work requires.[30] To collaborate on international work teams, manage employees from other cultures and countries, and communicate with colleagues and clients abroad, Americans will need to know and understand much more about the rest of the world than they do now.[31] "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and [to] produce an informed citizenry," the National Academy of Sciences warned last year.[32]

The Equity Imperative

Some might argue that it is enough to produce the next generation of elite "rocket scientists" who can invent new technologies and spur innovation. There is a widespread belief that providing America's top students with a world-class education is the single most important way to boost economic growth. This notion is often paired with a conviction that focusing on educational equity for all sacrifices excellence for the few who are already advanced. But these are myths. Our national commitment to closing achievement gaps is not only compatible with a global competitiveness agenda, it is essential for realizing that agenda.

Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries

Programme for International Student Assessment (PISA)

Average is measurably higher than the U.S.

Average is measurably lower than the U.S.

Mathematics (2006)		Science (2006)		Reading (2003)		Problem Solving (2003)	
Rank	*Score*	*Rank*	*Score*	*Rank*	*Score*	*Rank*	*Score*
1 Finland	548	1 Finland	563	1 Finland	543	1 Korea	550
2 Korea	547	2 Canada	534	2 Korea	534	2 Finland	548
3 Netherlands	531	3 Japan	531	3 Canada	528	3 Japan	547
4 Switzerland	530	4 New Zealand	530	4 Australia	525	4 New Zealand	533
5 Canada	527	5 Australia	527	5 New Zealand	522	5 Australia	530
6 Japan	523	6 Netherlands	525	6 Ireland	515	6 Canada	529
7 New Zealand	522	7 Korea	522	7 Sweden	514	7 Belgium	525
8 Belgium	520	8 Germany	516	8 Netherlands	513	8 Switzerland	521
9 Australia	520	9 United Kingdom	515	9 Belgium	507	9 Netherlands	520
10 Denmark	513	10 Czech Republic	513	10 Norway	500	10 France	519
11 Czech Republic	510	11 Switzerland	512	11 Switzerland	499	11 Denmark	517
12 Iceland	506	12 Austria	511	12 Japan	498	12 Czech Republic	516
13 Austria	505	13 Belgium	510	13 Poland	497	13 Germany	513
14 Germany	504	14 Ireland	508	14 France	496	14 Sweden	509
15 Sweden	502	15 Hungary	504	15 United States	495	15 Austria	506
16 Ireland	501	16 Sweden	503	16 Denmark	492	16 Iceland	505
17 France	496	17 Poland	498	17 Iceland	492	17 Hungary	501
18 United Kingdom	495	18 Denmark	496	18 Germany	491	18 Ireland	498
19 Poland	495	19 France	495	19 Austria	491	19 Luxembourg	494
20 Slovak Republic	492	20 Iceland	491	20 Czech Republic	489	20 Slovak Republic	492
21 Hungary	491	21 United States	489	21 Hungary	482	21 Norway	490
22 Luxembourg	490	22 Slovak Republic	488	22 Spain	481	22 Poland	487
23 Norway	490	23 Spain	488	23 Luxembourg	479	23 Spain	482
24 Spain	480	24 Norway	487	24 Portugal	478	24 United States	477
25 United States	474	25 Luxembourg	486	25 Italy	476	25 Portugal	470
26 Portugal	466	26 Italy	475	26 Greece	472	26 Italy	469
27 Italy	462	27 Portugal	474	27 Slovak Republic	469	27 Greece	448
28 Greece	459	28 Greece	473	28 Turkey	441	28 Turkey	408
29 Turkey	424	29 Turkey	424	29 Mexico	400	29 Mexico	384
30 Mexico	406	30 Mexico	410				
OECD average	498	*OECD average*	500	*OECD average*	494	*OECD average*	500

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

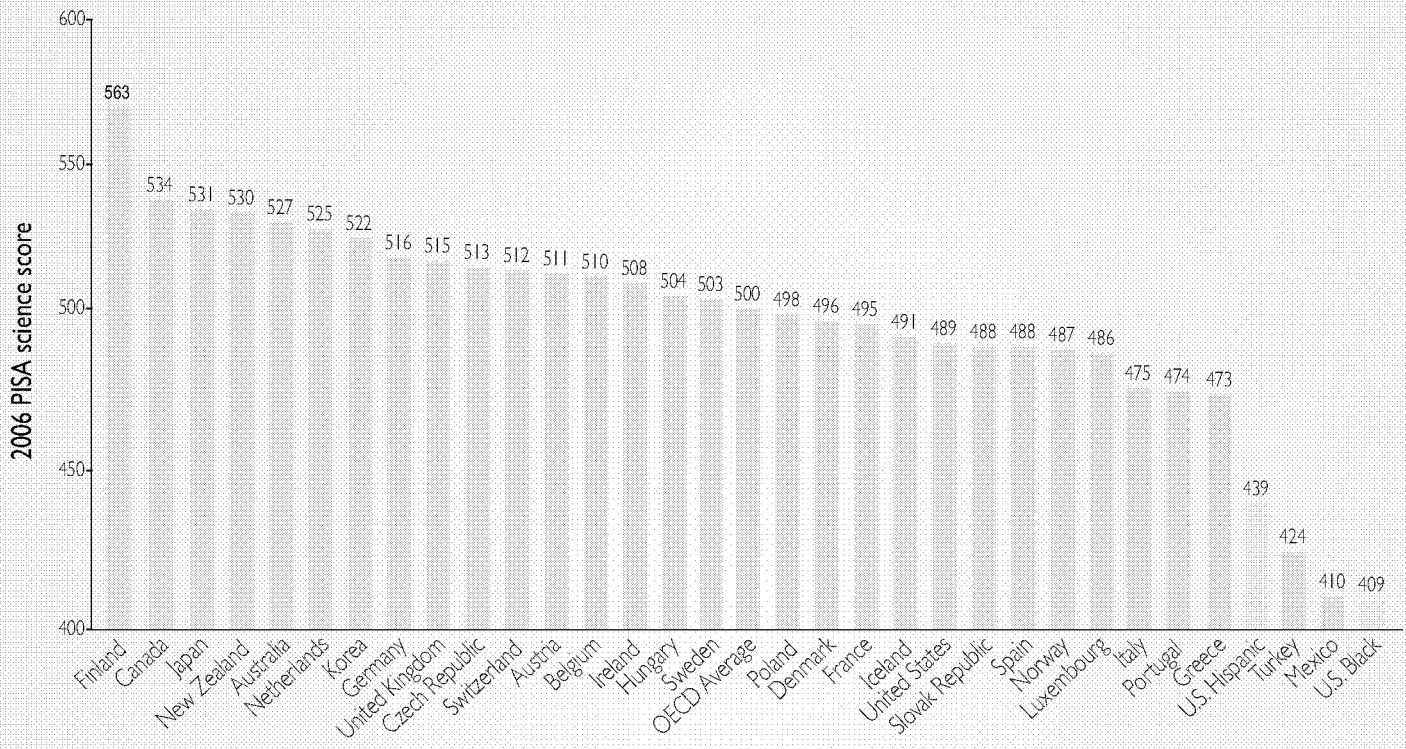
Recent studies offer compelling evidence that educational equity is just as important for economic competitiveness as it is for social justice. Hanushek and colleagues specifically analyzed economic data to answer this question: "Which is more important for growth—having a substantial cadre of high performers or bringing everyone up to a basic level of performance?" They found that to truly maximize growth, it is not enough to produce a high-achieving elite; a nation's economic success also depends on closing achievement gaps to ensure that all students attain a solid foundation of knowledge and skills.[33] Another recent study of 14 developed countries concluded that "increasing the average level of literacy will have a greater effect on growth than increasing the percentage of individuals who achieve high levels of literacy skills."[34]

But the U.S. has a long way to go before it achieves that goal. While American 15-year-olds rank in the *bottom-third* of developed nations in overall performance in math and science, they rank in the *top-third* when it comes to gaps between students from different family backgrounds.[35] In fact, the difference in science scores between students from different socioeconomic backgrounds is bigger in the United States than in almost any other country.[36] Fortunately, international assessments also show that it is possible to realize high average performance alongside more equitable performance. Across several continents, countries like Japan, Korea, Finland, and Canada demonstrate that students from disadvantaged backgrounds need not automatically perform poorly in school.[37]

Learning how some countries achieve performance that is both higher and more equitable has tremendous implications in this country given America's long-term demographic outlook. Demographers now predict that "minorities" will constitute the majority of schoolchildren by 2023 and of working-age Americans by 2039.[38] In 2006, U.S. Hispanic 15-year-olds performed below the average of every OECD country except Turkey and Mexico in science literacy, and black students performed even worse (**Figure 2**).[39] America cannot remain competitive if half of its population graduates from high school so poorly prepared that it is unable to thrive in the global knowledge economy. States that plan to grow their economies *must* find ways to close their achievement gaps.

Of course, some critics of international assessments claim that America's disappointing performance is inevitable precisely because of its demographic challenges. But the data do not support such beliefs: Overall, U.S. 15-year-olds are slightly above the international average when it comes to families' social, economic, and cultural status.[40] The problem is that America's education system does a poor job supporting students and offering equal learning opportunities. According to OECD, in 2006, the U.S. ranked fourth out of 30 countries in the relative *impact* that socioeconomic background had on students' PISA science achievement.[41] Another recent study measuring the impact of family background on TIMSS results found a similar pattern: "The U.S. falls in the top quarter of the most unequal countries."[42]

Figure 2: U.S. Minority Performance Below Averages of Most Industrialized Nations



Source: Baldi, S., Y. Jin., M. Skemer, P.J. Green, and D. Herget. Highlights from PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context. Washington, DC: U.S. Department of Education, National Center for Education Statistics, December 2007, pp. 6 & 15.

Other Countries Pulling Ahead

America's global position is slipping not because U.S. schools are getting worse. Rather, America is losing ground because its educational outcomes have mostly stagnated while those in other countries have surged. Nations that formerly lagged far behind the U.S. have caught up with and in some cases even surpassed it.

Korea, for instance, has gone from well behind to significantly ahead of the United States in high school attainment in just a few generations—an education triumph that has helped fuel the country's tremendous progress (**Figure 3**). In 1960, Mexico's economic productivity was twice as large as Korea's, but by 2003 Korea's GDP was twice as large as Mexico's. According to the World Bank, "the contribution of knowledge … was a key factor in Korea's miracle of rapid economic growth."[43]

Other countries have made rapid strides in building competitive knowledge-and-innovation economies. "At the end of World War II, a single nation stood atop Mount Innovation, and it was the United States," notes former Harvard Business School professor John Kao in his 2007 book *Innovation Nation*. "Now, powerful new climbers have emerged to challenge U.S. supremacy. … Some may be surprising—Brazil, Denmark, Estonia, Finland, New Zealand, Singapore, and Taiwan."[44] *Not* surprisingly, some of those same nations also top the list of countries achieving high performance or seeing big gains on international assessments.

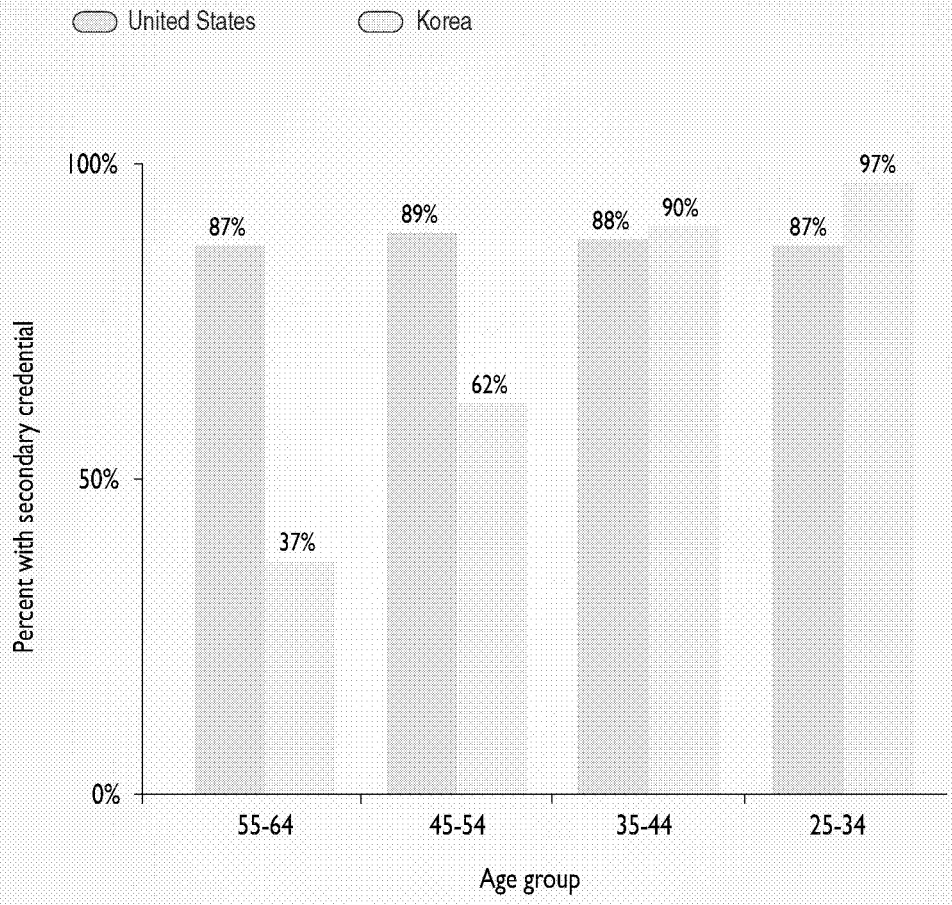
"Young Chinese, Indians, and Poles are not racing us to the bottom," *New York Times* columnist Thomas Friedman observed in 2005. "They do not want to work for us; they don't even want to be us. They want to dominate us—in the sense that they want to be creating the companies of the future …."[45]

These governments are giving their people an edge by making major efforts to improve K-12 education. Between 2000 and 2006, Poland increased its PISA reading achievement by 29 points—almost a year's worth of learning—while decreasing the proportion of achievement variation across schools from 51 percent to 12 percent. Improving average skills while decreasing the achievement gap is no accident: Poland's major education reforms are now bearing fruit.[46]

Some countries are working hard to compare their performance internationally and to use those comparisons to drive improvement. Mexico plans to link its national assessment to PISA and has set presidential targets for 2012 and for 2030. Brazil has benchmarked every secondary school against PISA so that each one receives two scores—one benchmarked to the national metric and one benchmarked to PISA. The goal is to have all Brazilian secondary schools achieving at the international average by 2021. "Instead of spending years complaining that they don't do well, they turned it around to talk about what to do about it and to measure progress," says Andreas Schleicher, head of the Indicators and Analysis Division at OECD's Directorate for Education.[47]

Many nations are going beyond performance to benchmark their policies and practices with the world's top performers—and making major strategic changes as a result. When Germany received disappointing results on the PISA 2000 assessment, leaders commissioned a team of experts from high-performing and innovative countries to investigate best practices and provide advice. In 2003, the German government launched a $4.6 billion package of education reforms, including a program to expand learning time by introducing 10,000 all-day schools across the country.[48] And by 2004, Germany's 16 *Länder* (states) began to adopt common, jointly developed "national education standards"—something that previously had been considered politically daunting if not impossible.[49]

Figure 3: Korea's Education Advancement



Source: Organisation for Economic Co-Operation and Development. Education at a Glance 2008. Paris: OECD, September 2008, p. 43, Table A1.2a.

Germany is not alone in its response to international assessment results. A recent evaluation of the policy impact of PISA found that the assessment has had a major influence on educational policy and practice in many OECD countries, most notably on educational standards and curricula as well as on systems of evaluation and accountability.[50]

Countries have responded to TIMSS and PIRLS results as well. A 2005 study found that 10 out of 18 developing nations had changed their science curricula in response to the TIMSS 1999 results, and eight had changed their math curricula—including "relocating into grade 8 topics that had been taught later."[51] Hong Kong's reading reforms, which boosted its fourth-grade PIRLS achievement from significantly below the U.S. to significantly above it, were enacted in response to disappointing results on the 2001 assessment.[52] Singapore's impressive math and science performance on TIMSS assessment is hardly a mistake; rather, the outcomes resulted from major education reforms the country launched in response to poor performance on the Second International Science Study (a precursor of TIMSS) in the mid-1980s.[53]

Vivien Stewart, vice president of the Asia Society, says she is often impressed by the openness and eagerness of education leaders in other countries to learn from and apply international best practice. "Singapore is currently at the top and China is rapidly improving and India is just beginning to improve, but they are all very interested in using international best practices," she says. "China, before it engages in any reforms, will send teams to examine best practices around the world. Although this is mostly done at the national level, it's increasingly done at the province level too. China is doing this with a vengeance because they traditionally have been cut off from the rest of the world, and they want to catch up quickly. A lot of the Chinese curriculum reforms are based on looking at systems in other parts of the world."[54]

China's educational efforts are well matched with its economic aspirations. In 2006, the country's Eleventh Five-Year-Plan put technological innovation squarely at the center, emphasizing the need to develop a "rich talent base" and calling for the government to "cultivate talents with creativity and completely improve our capacity of self-innovation so top universities in China will become an important force for the establishment of an innovation nation."[55] A July 2008 study found that the University of California, Berkeley had been displaced by not one but two Chinese universities as the top undergraduate feeder institutions for U.S. Ph.D. programs.[56] In addition, while America could once expect talented foreigners studying here to stay and contribute to the U.S. economy after graduation, foreign-born specialists educated in this country are increasingly returning home to take advantage of new economic opportunities in their own countries.

Many other regions and nations are working to benchmark and improve education to attract high-skilled, high-paying jobs. In 2000, the European Union (EU) heads of state adopted the goal of becoming "the most competitive and dynamic knowledge-based economy in the world," encouraging member nations to introduce a host of education and other reforms. Since then, the EU has adopted educational goals that are internationally benchmarked, and publishes an annual report that allows national leaders to compare results within Europe as well as with the U.S. and other countries around the world. The 2008 edition emphasizes the critical role of international benchmarking: "All Member States can learn from the best performers in the Union. . . . This is why the Council asked for the three best performing countries (leaders) in specific policy areas to be identified."[57]

Such attitudes stand in stark contrast to the United States, which so far has largely ignored the international benchmarking movement in education. "The U.S. education system in general is very introverted," observes Sir Michael Barber, a former top education official in Great Britain who now focuses on international benchmarking at McKinsey and Company, a global management consulting firm.[58] The U.S. participates in far fewer international benchmarking studies than do many other countries, especially compared with those working hardest to improve. In June, a group of governors attending an NGA- and Hunt Institute-sponsored seminar on educational competitiveness learned that the U.S. is the only OECD country with a federal-style education system where most state leaders have no regular and reliable information to compare student performance internationally.

Barber argues that will need to change if the U.S. wants to remain competitive. "All around the world," he says, "governments are seeking insights into how to improve education systems, and many understand that the only way for a country or a state to keep up globally is to look at what's happening with best practice around the world."[59]

Of course, the U.S. education system has strengths as well as weaknesses, and plenty to teach other countries. For example, U.S. ninth-graders scored well above average on the 1999 Civic Education Study, ranking sixth out of 28 countries overall and first in students' ability to critically interpret political information. Moreover, the U.S. was one of only two countries whose students scored above average not only in civics content, but also on measures of positive civic engagement and attitudes.[60] Clearly, educators in emerging democracies can look to the U.S. for lessons in how to prepare students for active civic engagement.

Many countries also find much to admire about America's higher education system and reforms around the globe have been informed by the U.S. "You have created a public-private partnership in tertiary education that is amazingly successful," Singapore's Education Minister Tharman Shanmugaratnam told *Newsweek* in 2006. "The government provides massive funding, and private and public colleges compete, raising everyone's standards." Moreover, some Asian countries have looked to U.S. schools for ideas on how to encourage innovation and risk taking. "America has a culture of learning that challenges conventional wisdom, even if it means challenging authority," says Shanmugaratnam. "These are the areas where Singapore must learn from America."[61]

But the U.S. cannot afford to rest on its past accomplishments. The global knowledge economy is here, and if state leaders want to ensure that their citizens can compete in it, they must seize the initiative, looking beyond America's borders and benchmarking their education systems with the best in the world. The state mandate to educate all students remains, but the world that schools are preparing students for has changed—and will continue to change—dramatically.

OECD's Schleicher says the case for adopting a global perspective on improving education is undeniable:

> It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.[62]

Myths and Realities about International Comparisons

Myth: *Other countries test a more select, elite group of students.*

Reality: That might have been true for early international assessments, but it is no longer true today. According to Jim Hull, who examined international assessments for the National School Boards Association, "Since the 1990s, due to better sampling techniques and a move by more countries to universal education, the results represent the performance of the whole student population, including students who attend public, private, and vocational schools, students with special needs, and students who are not native speakers of their nation's language."[63]

While the U.S. still sets a relatively high age for compulsory education among OECD nations, that does not automatically translate into higher rates of school enrollment. U.S. enrollment rates in primary and secondary education are the same as or below those in other industrialized nations. For example, among OECD member nations, the U.S. ranks only 22nd in school enrollment of 5- to 14-year-olds and 23rd in enrollment of 15- to 19-year-olds.[64]

Moreover, on the most recent PISA assessment, OECD member nations on average tested a *higher* proportion of 15-year-olds than did the U.S. (97 percent versus 96 percent of those enrolled in schools, and 89 percent versus 86 percent of the entire 15-year-old population), which refutes the idea that the U.S. was disadvantaged by testing a broader population.[65] While no assessment is perfect, PISA, TIMSS, and PIRLS all have tight quality-control mechanisms, including very strict and transparent guidelines for sampling students and administering assessments. All exclusions must be thoroughly documented and justified, and total exclusions must fall below established thresholds.

Myth: *The U.S. performs poorly because of poverty and other family factors.*

Reality: According to the U.S. Department of Education, the U.S. looks about average compared with other wealthy nations on most measures of family background.[66] Among the OECD's 30 member nations, U.S. 15-year-olds are slightly *above* the international average on a composite index of economic, social, and cultural status (ESCS); only 11 percent of U.S. students fall within the lowest 15 percent of the ESCS internationally.[67] Moreover, America's most affluent 15-year-olds ranked only 23rd in math and 17th in science on the 2006 PISA assessment when compared with affluent students in other industrialized nations.[68] In fact, when the OECD uses statistical methods to estimate how PISA scores would look if the ESCS index were equalized across all countries—a leveling of the playing field—U.S. performance actually looks *worse* rather than better.[69]

This is not to say that demographics are unimportant in American schools: The U.S. ranks high in the impact that family background has on student achievement (fourth out of 30 countries),[70] in part because its education system does a particularly poor job supporting students and equalizing learning opportunities. For example, a 2006 study published in the *European Journal of Political Economy* found that out of 18 developed nations, the U.S. is the only country where weaker students are more likely to be enrolled in larger classes.[71] Another study found that the U.S. has one of the largest gaps in access to qualified teachers between students of high and low socioeconomic status.[72]

Myth: *Cultural factors prevent U.S. students from performing as well as those in other nations, particularly Asian countries.*

Reality: U.S. 15-year-olds reported spending *more* time on self study or homework in science, math, and reading than did students on average across the 30 OECD nations taking the 2006 PISA assessment, including those in Japan and, except for math, in Korea.[73] Moreover, high-performing nations and states can be found all over the world, not just in Asia. For example, the five top-scoring nations in the 2006 PISA science assessment were located on four different continents, reflecting a range of cultures: Europe (Finland), North America (Canada), Asia (Japan), and Oceania (New Zealand and Australia).

Singapore is often singled out for its top performance on the TIMSS math assessment, which some say must be due to an unusually strong work ethic. But that belief was challenged in a 2005 study by the American Institutes for Research (AIR): "Singaporean students are hardworking, but if Singapore's success is attributable only to work ethic, how can we account for the fact that its high achievement is a comparatively recent development? On the Second International Science Study in the mid-1980s, Singaporean fourth graders scored only 13th out of 15 participating nations, and Singaporean eighth graders did no better than their U.S. counterparts .... In response to these poor scores, Singapore's Ministry of Education re-engineered and strengthened the education system, reforming both the science and mathematics curriculum."[74]

Countries such as Finland, Korea, and Hong Kong have achieved major improvements in learning outcomes over time without changing their national cultures. In fact, as recently as the mid-1980s Finnish students performed only about average among OECD nations on tests used at the time.[75] Hong Kong instituted numerous reading reforms that boosted its fourth-graders' performance from significantly below the U.S. in 2001 to significantly above it in 2006.[76]

Of course, cultural attitudes can play a role in achievement. Studies conducted in the 1980s found that mothers and students in some Asian countries were likely to attribute success in math more to effort than to innate ability, while the reverse was true for Americans.[77] But experimental studies have shown that students' beliefs can be changed in ways that positively impact learning; the National Mathematics Panel recommended that such strategies be used more widely in American classrooms.[78]

Myth: *Other countries are less diverse.*

Reality: The U.S. is a diverse nation, but that diversity should not prevent states from improving student achievement. Among the 11 other OECD countries that like the U.S. had more than 10 percent immigrant students, all of them performed higher in math and nine performed higher in science.[79] And Singapore, which scored at the top of the most recent TIMSS math assessment, is not as homogeneous as many assume. According to the 2005 AIR report, "Arguments about Singapore's homogeneity are not persuasive. ... Singapore has three major ethnic groups. About three-fourths of Singapore's population is Chinese, but almost a quarter is Malay or Indian. Like the United States, Singapore experienced serious ethnic strife in the 1960s."[80]

Cultural homogeneity has been cited as a factor in Finland's high achievement in that it lends itself to a great deal of agreement about education and education reform. But Finland's success also is attributable to very different educational policies and practices in areas like teacher recruitment and student support.[81]

Myth: *Wealthier countries spend more than the U.S. on education.*

Reality: The U.S. is wealthier and spends more on education than most other countries. Among the OECD's 30 member nations, the U.S. ranks highest in GDP per capita and second highest in educational expenditures.[82] A report on the U.S. economy published by OECD last year observed, "On average, and relative to other OECD countries, U.S. students come from well-educated, wealthy families and ... go to schools that are unusually well-financed. Given any of these factors, U.S. students might be expected to be among the world leaders."[83] However, while the U.S. ranks high in education spending, it ranks only near the middle of OECD nations in its "effort" to fund education when expenditures are compared with wealth (gross national product).[84]

Myth: *U.S. attainment rates cannot be compared with other countries' because the U.S. tries to educate many more students.*

Reality: The U.S. does rank higher than average on access to higher education, but that does not explain its very low college-completion rates. While America's entry rate for four-year and advanced postsecondary programs exceeds the OECD average by 10 percentage points (64 percent to 54 percent), its college "survival rate" trails the OECD average by 17 points (54 percent to 71 percent).[85] According to OECD, "Comparatively high drop out rates in the United States are [negatively] contributing to the United States' relative standing against other countries" in educational attainment.[86]

Myth: *Education does not really affect the economy anyway. A Nation at Risk warned that America's economy would suffer, but that never happened.*

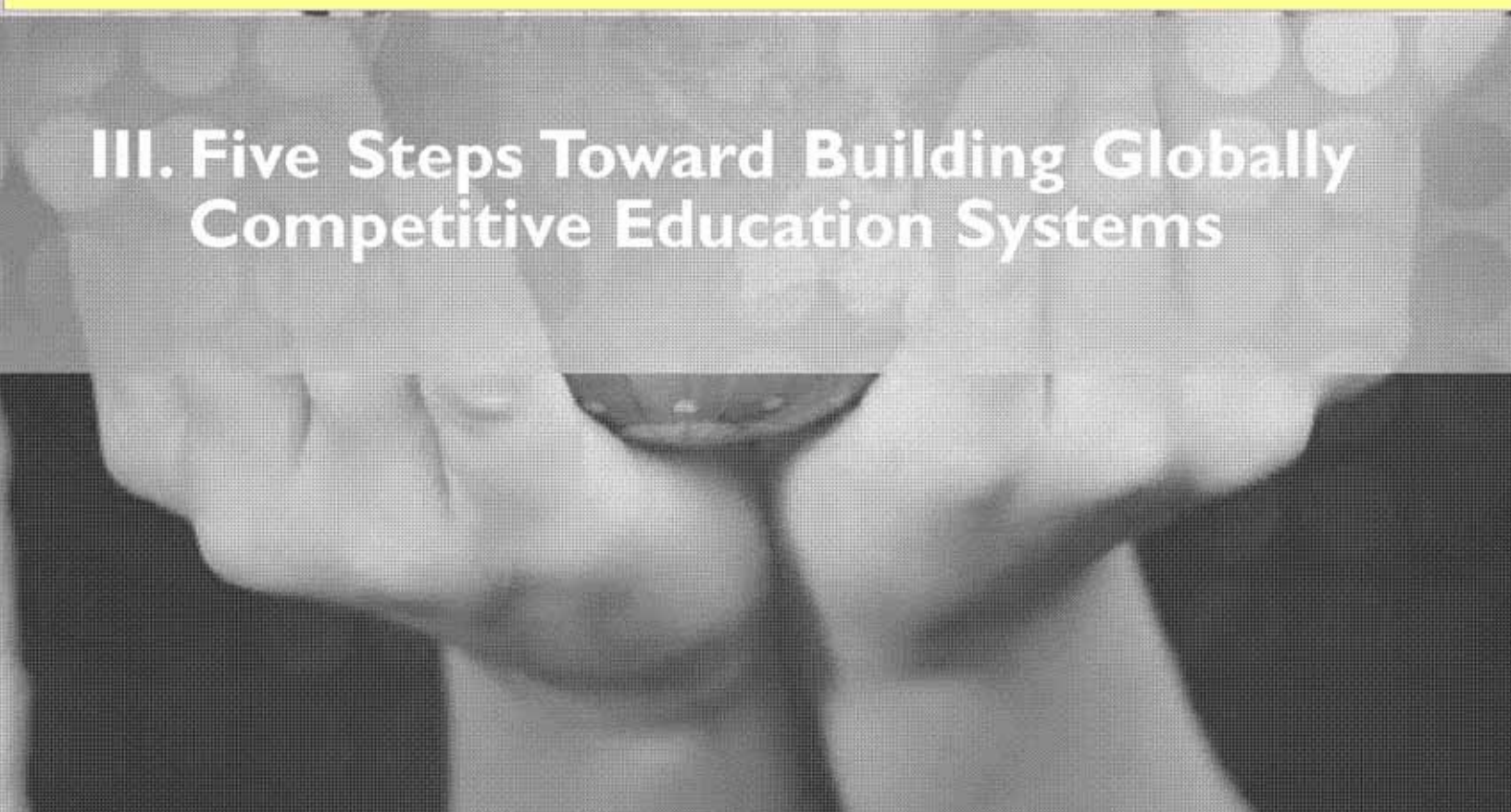
Reality: While *A Nation at Risk* erred in linking the recession of the early 1980s to educational stagnation (other factors such as the business cycle are more important over the short term), the report was correct that improving education is critical to America's economic competitiveness. New research based on extensive data from many countries over several decades confirms that cognitive skills as measured by international tests strongly influence long-term economic growth.[87]

Other factors matter too, of course. In fact, America's historic advantages in other areas have made up for its students' mediocre skills and allowed the U.S. to grow its economy without significantly improving its schools. First, the sheer size of the U.S. and its much earlier investment in mass secondary and postsecondary education gave it a significant numerical advantage in human capital. Second, its open and agile economy, flexible labor markets, and intellectual property protections enabled industry to make better use of the human capital available.[88]

But those historic advantages are eroding as other countries imitate the U.S. example. America already has lost its lead in educational attainment, and many countries are instituting economic reforms. "Eventually, our competitors will narrow our economic lead as they learn how to create their own versions of agility and scale," says economist Anthony Carnevale. "At that point, the competition will really come down to who has the best human capital."[89]

(b)(6)

III. Five Steps Toward Building Globally Competitive Education Systems



III. Five Steps Toward Building Globally Competitive Education Systems

States have both the authority and the responsibility to provide students with a high-quality education, and state leaders *already* are deeply engaged in efforts to raise standards, improve teaching quality, and help low-performing schools and students improve. For example, 34 states now belong to the American Diploma Project Network, an initiative dedicated to making sure that every high school graduate is prepared for college or work. In those states, governors, state superintendents of education, business executives, and college leaders are working to improve high school standards, assessments, and curricula by aligning expectations with the demands of postsecondary education and work.

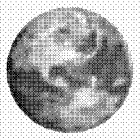
International benchmarking provides an additional tool for making every state's existing education policy and improvement process more effective, offering insights and ideas that cannot be garnered by examining educational practices only within U.S. borders. State leaders can use benchmarking to augment their "database of policy options" by adding strategies suggested by international best practice to the range of ideas already under consideration. Indeed, international benchmarking should not be a stand-alone project, but rather should function as a critical and well-integrated component of the regular policy planning process.

The following action steps were carefully chosen to help states focus their efforts on the policy areas that have both a high impact on student performance and also a high potential for best practice learning—in other words, where existing research has shown significant differences in how high-performing nations or states organize education compared with traditional approaches in most U.S. states. However, this should not be viewed as a static checklist. Benchmarking is a process of discovery as well as adaptation, and state leaders should keep an open mind as they collect information on practices abroad to expand their policy toolkits.

For example, action steps two through four address the major elements of what can be thought of as the "instructional delivery system"—the people, tools, and processes that translate educational expectations into teaching and, ultimately, into learning for students. Other countries have shown that all of these elements can be tightly aligned and focused through systematic reform, so they should not be considered in isolation. And because benchmarking is meant to broaden the policy lens, revealing lessons that might not be apparent in a limited state or national context, state leaders should be attuned to all the ways that other nations are delivering instruction more efficiently and effectively—from educational technology to school finance to governance.

Finally, higher education leaders should be asked to join international benchmarking efforts as full participants so existing initiatives are better coordinated with pre–K-12 and higher education policies through P-16 councils and other mechanisms. For example, higher education plays a key role in the recruitment and training of teachers and an increasingly important role in ensuring that high school graduation standards reflect college- and career-readiness requirements. Partnering with higher education also will facilitate a robust discussion about college graduation rates, which are very low in the United States and have contributed to the erosion of America's preeminence in higher education. Since the responsibility probably lies both with K-12 preparation and with higher education practice, leaders from both sectors should work together to ensure that attainment rates are internationally competitive.

The Action Steps



Action 1: *Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.*

Research has revealed striking similarities among the math and science standards in top-performing nations, along with stark differences between those world-class expectations and the standards adopted by most U.S. states. According to Bill Schmidt, a Michigan State University researcher and expert on international benchmarking, standards in the best-performing nations share the following three characteristics that are not commonly found in U.S. standards:

Focus. World-class content standards cover a smaller number of topics in greater depth at every grade level, enabling teachers to spend more time on each topic so that all students learn it well before they advance to more difficult content. In contrast, state content standards in the U.S. typically cover a large number of topics in each grade level—even first and second grade. U.S. schools therefore end up using curricula that are "a mile wide and an inch deep."

Rigor. By the eighth grade, students in top-performing nations are studying algebra and geometry, while in the U.S., most eighth-grade math courses focus on arithmetic. In science, American eighth-graders are memorizing the parts of the eye, while students in top-performing nations are learning about how the eye actually works by capturing photons that are translated into images by the brain.[90] In fact, the curriculum studied by the typical American eighth-grader is two full years behind the curriculum being studied by eighth-graders in high-performing countries.[91]

Coherence. Math and science standards in top-performing countries lay out an orderly progression of topics that follow the logic of the discipline, allowing thorough and deep coverage of content. In contrast, standards in many U.S. states resemble an arbitrary "laundry list" of topics, resulting in too much repetition across grades. "In the United States the principle that seems to guide our curriculum development is that you teach everything everywhere," says Michigan researcher Schmidt, "because then somehow somebody will learn something somewhere."[92]

To upgrade state standards, leaders will be able to leverage the Common State Standards Initiative, an upcoming joint project of NGA, CCSSO, Achieve, the Alliance for Excellent Education, and the James B. Hunt, Jr. Institute for Educational Leadership and Policy. The initiative will enable all states to adopt coherent and rigorous standards in K-12 math, reading, and language arts that are fully aligned with college and career expectations and also internationally benchmarked against leading nations. Achieve is developing an important tool for the initiative: a set of voluntary, globally competitive reference standards based on the existing American Diploma Project (ADP) framework. Because of how it was originally developed, the ADP framework *already* reflects the skills necessary to succeed in college and in well-paying jobs in today's labor market. Achieve is now working to further calibrate the framework to reflect international expectations as well as recent research on college and career readiness.

A key goal of the initiative will be to ensure that standards reflect all three of the critical dimensions exemplified by high-performing nations—not only rigor but also focus and coherence. In a study published last year, Schmidt and a colleague found that trying to cover too many topics per grade clearly has a negative influence on student learning, even when the order of topics is otherwise coherent. At the eighth-grade level, the researchers found "a decrease of fifty in the number of intended topics and grade combinations would predict an increase in achievement of almost three-fourths of a standard deviation. … The amount of 'clutter' created by covering too many topics … must be kept small."[93] Therefore, the internationally benchmarked common core of standards should not be seen as an addition to existing standards, but rather the foundation for states to establish rigorous standards that also are fewer and clearer (**Figure 4**).

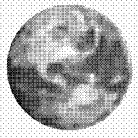
Figure 4: Mathematics Topics in Content Standards of 21 States

Topic	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Whole number meaning	●	●	●	●	⊙	○		
Whole number operations	●	●	●	●	⊙	○		
Measurement units	⊙	●	●	⊙	●	●	●	⊙
Common fractions	○	⊙	⊙	⊙	●	⊙	○	○
Equations and formulas	○	○	⊙	⊙	⊙	●	●	●
Data representation and analysis	●	●	●	●	●	●	●	⊙
2-D geometry: basics	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Polygons and circles	●	●	●	●	●	●	●	⊙
Perimeter, area and volume		○	○	○	⊙	●	●	⊙
Rounding and significant figures								
Estimating computations	○	○	⊙	⊙	⊙	⊙	⊙	⊙
Properties of whole number operations	○	○	○	○				
Estimating quantity and size			○					
Decimal fractions			○	⊙	⊙	⊙	○	○
Relationship of common and decimal fractions				○	○	○		
Properties of common and decimal fractions								
Percentages					○	⊙	⊙	○
Proportionality concepts						⊙	○	
Proportionality problems						⊙	⊙	⊙
2-D coordinate geometry			○	⊙	○	○	○	⊙
Geometry: transformations	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Negative numbers, integers, and their properties						○	⊙	○
Number theory					⊙	○	○	○
Exponents, roots and radicals						○	○	●
Exponents and orders of magnitude							○	○
Measurement estimation and errors	○	○	⊙	○	⊙	⊙	⊙	○
Constructions w/ straightedge/ruler and compass								
3-D geometry	●	●	●	⊙	●	⊙	●	⊙
Congruence and similarity					○	⊙	⊙	○
Rational numbers and their properties						⊙	⊙	○
Patterns, relations, and functions	⊙	●	●	●	⊙	●	●	●
Slope and trigonometry								

○ Intended by 67 percent of the 21 states
⊙ Intended by 83 percent of the 21 states
● Intended by *all* of the 21 states

Bold yellow line shows content coherence typical of top-performing countries

Source: Schmidt, W.H., C.H. Wang, and C.C. McKnight. Curriculum Coherence: An Examination of U.S. Mathematics and Science Content Standards from an International Perspective. Journal of Curriculum Studies 37, no. 5, 2005, pp. 525-559. (p. 541, Figure 4)



Action 2: *Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.*

Research shows that top-performing countries support rigorous, coherent standards with a wide range of tightly aligned instructional tools—from assessments to classroom curriculum materials. In the U.S., while each state retains its own authority to make decisions in those areas, states can more efficiently reflect international best practice by working cooperatively on ways to upgrade those elements of their standards-based education systems.

Assessment offers a good example. Top-performing countries administer assessments that are more rigorous and better aligned with standards than the tests U.S. students typically take. For example, AIR found that Singapore's math assessments expect greater rigor and depth in mathematical knowledge; to test that knowledge, they employ fewer multiple choice questions and more problems that require multistep solutions and finding unknowns. In fact, Singapore's sixth-grade assessment proved more challenging than the eighth-grade math tests given in seven states as well as the eighth-grade National Assessment of Educational Progress.[94]

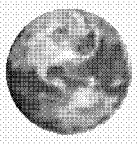
Such assessments typically are more expensive to develop and administer than the multiple-choice exams commonly used in the U.S. However, states can save time and money by sharing resources and expertise to develop high-quality voluntary assessments or a common pool of assessment items. That kind of collective effort also can ensure the availability of voluntary assessments or assessment items that are aligned with the internationally benchmarked standards to be developed through the Common State Standards Initiative.

The same is true when it comes to the components of the curriculum. Schmidt and colleagues found that the coherence typical of math standards in high-performing countries "is translated into textbooks, workbooks, diagnostic tests for teacher use, and other classroom materials that enable teachers to bring the curriculum into the classroom in a relatively consistent, effective way. In turn, the curriculum serves as an important basis for the nation's preservice teacher education and for ongoing professional development."[95]

While textbooks are only one of many kinds of instructional tools, they usefully illustrate the power of state collaboration to address international best practice. Researchers have found that U.S. textbooks, compared with those used in high-performing countries, are less aligned with standards and much less focused and coherent in the topics they cover. "If you look at U.S. textbooks," Schmidt and colleagues observe, "you'll find there is no textbook in the world that has as many topics as our mathematics textbooks, bar none."[96] For example, common elementary math textbooks in the U.S. cover almost twice as many topics per grade as do Singapore's. As a result, math textbooks in Singapore expect students to complete about one thorough lesson on a single topic per week, while U.S. students are expected to complete about one lesson on a narrowly focused topic each day.[97]

The problem is not simply a lack of focus and coherence in individual state standards, but also a lack of agreement *across* state standards. Publishers of math textbooks market them nationally by cramming them with enough topics to cover states' widely divergent standards. The Common State Standards Initiative partly solves this problem by providing a more focused and coherent set of expectations around which to develop textbooks and digital media. By working in concert to address concerns about length, focus, and coherence with commercial publishers, states can ensure that new expectations for textbooks, digital media, and other instructional materials are being addressed by the industry.

Finally, states can pool resources to develop entirely new tools, such as replacement units or diagnostic assessments that align with internationally benchmarked standards. In doing so, leaders should collaborate to ensure that curriculum supports take advantage of the newest technologies, including multimedia strategies, to support instruction. Harvard Business School professor Clayton Christensen predicts that by 2019 half of all high school courses will be delivered online.[98] Some research indicates that countries are pursuing a wide range of strategies and goals to encourage the use of computers and information technology for instruction, suggesting that there might be much to learn in this area from international benchmarking.[99]



Action 3: *Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.*

Beyond establishing world-class educational standards, high-performing nations also adopt policies to ensure that students receive the best instruction possible. Recent studies have identified major differences in how top-performers and fast-improvers recruit, train, and support their teachers and school leaders compared with the policies in place in most U.S. states. Tackling these challenges can yield big dividends. Studies by U.S. researchers have found that assigning students to strong teachers for three years in a row can boost their test scores by as much as 50 percentile points above what they would gain with three ineffective teachers in a row.[100]

According to a study by Sir Michael Barber and Mona Mourshed of McKinsey and Company, the best-performing nations begin by recruiting top talent to the teaching profession: Korea recruits from the top 5 percent of graduates, Finland the top 10 percent, and Singapore the top 30 percent. The McKinsey researchers found that some countries accomplish this by setting a high initial bar and limiting access to teacher training to prevent an oversupply of candidates—especially weak ones—which, along with other strategies, raises the status of the profession and aids in recruitment.[101] "Finns have come to cherish good educators as Texans do ace quarterbacks," Kao writes in *Innovation Nation*.[102]

In contrast, the U.S. teacher pipeline seems to discourage individuals with competitive academic skills from entering and remaining in the profession. College students with high SAT and ACT scores are less likely to train to become teachers, less likely to take a teaching job, and less likely to stay in the classroom after a few years.[103] The likelihood that a highly talented female in the top 10 percent of her graduating class would become a teacher shrank by half, from about 20 percent to about 10 percent, between 1964 and 2000.[104]

Top-performing nations and provinces also use a range of strategies to provide teachers with excellent training and ongoing professional development—both of which are mostly mediocre in the United States. An international study released last year by the International Association for the Evaluation of Educational Achievement (IEA) and Michigan State University found that college students preparing to be teachers have weaker knowledge of mathematics and take less rigorous math courses than those in other countries. "What's most disturbing is that one of the areas in which U.S. future teachers tend to do the worst is algebra, and algebra is the heart of middle school math," say Bill Schmidt, who directed the study.[105]

Top-performing nations are going well beyond recruitment and initial training to build a 21st century teaching force, however. According to Schleicher and Stewart, "These countries are abandoning the traditional factory model, with teachers at the bottom of the production line receiving orders from on high, to move toward a professionalized model of teachers as knowledge workers. In this model, teachers are on a par with other professionals in terms of diagnosing problems and applying evidence-based practices and strategies to address the diversity in students' interests and abilities."[106] Such countries recognize that quality of classroom instruction is the most critical element of any education system, and they work to build cultures that combine high expectations with strong support and empowerment of teachers.

However, bolstering teacher professionalism does not mean asking teachers to create everything from scratch. Korea's Institute for Curriculum and Evaluation operates a Teaching and Learning Center that offers information about the national curriculum; promotes aligned instructional practices; and provides educators with a wide range of teaching materials, guidelines, and assessment tools.[107] The New Zealand Ministry of Education has supported development of tools for formative assessment, including Assessment Tools for Teaching and Learning, which can be used to assess literacy and numeracy of upper elementary and lower secondary students, as well as national curriculum exemplars in all subject areas. Teachers use the tools to evaluate the impact of instruction on student learning and adjust teaching to better meet students' needs.[108]

Based on conversations with many local educators across the United States, Education Trust President Kati Haycock underscores that benchmarking efforts should consider the immediate concerns of classroom teachers: "What do the leading countries do with children who arrive behind? What is international best practice for improving the performance of language minorities? How do teachers differentiate instruction without losing sight of rigorous standards?"[109] Since educators ultimately will be responsible for ensuring that students meet the new globally competitive standards, policymakers should take care to incorporate such questions into their benchmarking research.

Top nations and states also focus on developing excellent school leaders and charge principals with ensuring that teachers provide consistently high-quality instruction. The state of Victoria in southeastern Australia recently implemented an intensive strategy to improve educational leadership that has been dubbed "cutting edge" by international experts. The strategy is closely aligned with the state's comprehensive effort to improve schools and includes a rigorous principal selection process; mentoring programs for new principals and a coaching program for experienced ones; a "balanced scorecard" approach to principal performance management; an accelerated program for high-potential leaders; and a program to develop high-performing principals. The government has established 19 separate leadership-development opportunities, each firmly rooted in research and best practice (**Figure 5**).[110]

Singapore's approach to developing leaders is widely admired too. Singapore screens prospective school leaders using a rigorous process and then provides a six-month training program run by the National Institute of Education. The program includes management and leadership courses from leading executive training programs; one day per week spent in schools to come up with innovative solutions to practical problems; group projects; two-week overseas placements with major corporations; and rigorous evaluation.[111] Great Britain recently revamped its national approach to developing principals based on a careful study of that model.[112]

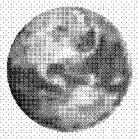
Sir Michael Barber emphasizes that there are important lessons for improving teaching and leadership that can be adapted and applied across nations—and vigorous policy efforts can result in rapid improvements. When the British government surveyed adults aged 24 to 35 in the year 2000 about switching jobs, teaching ranked 92nd out of 150 career choices. But in a follow-up survey conducted in 2005, after improvements to teacher training coupled with a vigorous marketing campaign, teaching came out on top.[113] "Our benchmarking suggests that the same broad policies are effective in different systems irrespective of the cultural context in which they are applied," Barber and Mourshed conclude in their report.[114] U.S. state leaders could learn much from such examples; particularly during the current economic downturn, there might be many adults with strong content backgrounds who could be induced to switch to a career in teaching.

In the U.S., costs related to human capital account for the vast majority of education spending. The goal for international benchmarking should be to ensure the most effective and efficient use of funds for preparation, recruitment, training, ongoing development, and support. This will require a careful examination of how higher education institutions and systems in top-performing countries are structured to encourage young people to enter the teaching field and prepare them to become quality instructors at the elementary and secondary level.

Figure 5: Leadership Development Opportunities in Victoria, Australia

Name of Programme	Open to	Description	Aspirant leaders	Assistant principals	Principals
Master in School Leadership	All after 5 years teaching	Taught modules, in-school elements and mentoring or shadowing; 2 years	√	√	√
Building capacity for improvement	Teams of teachers	Briefing, residential and day workshops, coaching support and feedback; 1 year	√	√	√
Building the capacity of school leadership teams	School leadership teams	Three-day residential, action research in school, 3 coaching sessions, follow-up workshop; 1 year	√	√	√
Leading across effective small schools	Small school teams	Three 1-day forums, action learning project, Web-based support, mentor with small school experience; 1 year	√	√	√
Leading in effective schools (strategic planning)	High potential leaders	Briefing, preparatory activities and 360-degree feedback, two workshops, 4 coaching sessions and ongoing e-mail contact; 1 year	√	√	
Preparing for leadership	Experienced teachers	Two-day conference, four-day workshops, background reading, pre- & post-programme 360-degree feedback, school based project, shadowing; 1 year	√		
Leading for student learning	Expert teachers	Five days workshops, reading and data collection, 360-degree feedback, peer learning groups; 1 year	√		
Leading professional learning	Professional development coordinators	One year part-time programme	√	√	
Scholarships for postgraduate study	Postgraduate teachers	Range of postgraduate courses	√	√	
Eleanor Davies school leadership programme	Female leading teachers / APs	Five months including mentoring, reading, seminars, school based project	√	√	
Leaders in the making	Assistant principals	One year with workshops and strategic planning project	√	√	
Stepping up to the principalship	Assistant principals	One year, including data-collection, workshop, shadowing, reviews		√	
Educational leadership: shaping pedagogy	APs and principals	One year, including preparation, intensive workshop, review, feedback, action planning		√	√
Human leadership: developing people	APs and principals	One year, development and implementation of a professional learning plan		√	√
Technical leadership: thinking and planning strategically	APs and principals	One year, including strategic planning project		√	√
Mentoring for first time principals	First time principals	One year			√
Coaching to enhance the capabilities of experienced principals	Experienced principals	One year with assigned coach			√
Development programme for high performing principals	Principals	Over a two-year period including contribution to system development and individual professional development			√
Building the capacity of the principals of small schools	Principals of small schools	One year			√
Teachers professional leave	All teachers	30 days	√		

Source: Matthews, P., H. Moorman, and D. Nusche. In Pont, B., D. Nusche, and D. Hopkins (Eds.), Improving School Leadership, Volume 2: Case Studies on System Leadership. Organisation for Economic Co-Operation and Development, Paris: OECD, 2008, pp. 179–213. (p. 196, Box 7.5)



Action 4: *Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.*

Top-performing nations exhibit a wide range of different approaches to the functions commonly defined in the U.S. under the rubric of "accountability." But recent research suggests that such nations share several key strategic priorities and employ a broader range of tools for managing those priorities than is evident in this country.

First, most high-performing nations use multiple mechanisms to monitor school performance, including annual student assessments in key grades and whole-school reviews or "inspections." Such inspections evaluate the performance of a school against a broad set of criteria, including, but not limited to, student achievement and also examine the school *practices* that contribute to student results. Inspections take many different forms in different countries, including annual reviews conducted by an external agency; annual self evaluations complemented by an external review every few years; and self reviews coupled with external reviews on a much more occasional basis, often initiated by schools themselves.[115] New York City recently adopted a system of school inspections based on the British model.[116]

One advantage of such an approach is that leaders can more precisely diagnose the root causes of underperformance and, consequently, better match interventions with specific needs. According to a benchmarking report commissioned by Achieve for the state of Ohio, the British system "takes account of each school's day-to-day working and its capacity for change. . . . When [the Office for Standards in Education] finds poor student outcomes and poor quality leadership, for instance, it calls for stronger measures than it would for a school with bad test scores but competent leadership."[117]

Second, some top-performing countries have adopted policies to ensure that every student succeeds by monitoring students' progress and intervening to prevent them from falling too far behind. In Finland, every school employs "special education teachers" who receive additional training to provide individual or small-group support to students who need it, mainly in Finnish language arts and mathematics. On average, about 30 percent of students receive such additional help every year, sometimes even the best students. The goal is to identify any student who is having difficulty at a particular point in time and get that student caught up and able to handle a rigorous classroom curriculum.[118]

In Singapore, schools use a national examination to identify upper elementary grade students who are having difficulty in math. Those students then receive special instruction based on an adapted curriculum framework taught by trained Mathematics Support Teachers. Importantly, they also receive about 30 percent *more* math instruction than their peers so that they can cover the same rigorous content, only at a slower pace.[119]

According to Schleicher and Stewart, many of the countries that perform well on PISA have established strong norms and mechanisms to support students. Teachers in such countries "don't have the option of making students repeat the school year—retention is not permitted—or transferring students to schools with lower performance requirements," they say. "Even where retention or transfers are technically possible, incentive structures for teachers and schools encourage teachers to address and solve challenges rather than hand them to others."[120]

Moreover, a thoughtful approach to accountability can help ensure that students experience a curriculum consistent with state standards and also that academic expectations do not vary too much across schools and classrooms. Even though Finland has an educational culture that greatly values the autonomy granted to local educators, its government recently tightened the national core curriculum after evaluations revealed too many gaps between students' classroom grades and their assessment results. "Another reason for the new approach is the fact that students use their final school reports in basic education when applying to upper secondary education institutions," says Reijo Laukkanen of the Finnish National Board of Education. "Thus, the new rules also safeguard the equality of students."[121]

Finally, top-performing nations balance accountability with greater school autonomy. A number of studies based on PISA, TIMSS, and PIRLS have found that students perform better in systems that give schools greater freedom to hire and reward teachers, purchase supplies and make other school-specific budget allocations, and choose curriculum materials and teaching methods.[122] Those studies also show that decentralization works best when it is combined with various forms of accountability. According to one team of researchers, the positive impact of school autonomy coupled with choice and accountability amounts to more than one-and-a-half grade-level equivalents on the PISA assessment.[123]

In general, however, there is still much to learn about forms of accountability in other nations. One area that states might examine closely as part of their benchmarking work is how other nations use assessment for accountability. What kinds of assessments do they administer in which grades and subjects? What content and skills do those tests measure? What kinds of questions do they use—multiple choice or more open-ended problems? How are assessments scored? And how are the results published and used for accountability purposes?

Action 5: *Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.*

As states establish world-class standards and adopt other policies based on international best practice, leaders will want information on whether students are benefiting from the changes and are meeting higher expectations. "States are no longer competing with just the states next door but with countries around the world," argues Vivien Stewart. "Their students are competing with students in Singapore, Shanghai, and Salzburg; it's important to have a sense of whether they are being prepared to thrive in a global, knowledge-based economy."[124] Over time such data also can help prevent newly upgraded, internationally benchmarked state standards from slipping back below globally competitive levels.

In most industrialized countries with a federal-style education system, state leaders already have access to that kind of information because most take part in PISA at state levels and some also participate in TIMSS. In the U.S., governors and chief state school officers would welcome the opportunity to compare student performance internationally. However, state leaders are concerned about the number of tests students already are required to take for various purposes as well as the costs of administering additional assessments. Currently the U.S. is characterized by an overly cumbersome and fragmented testing system in which the federal government, states, districts, and schools together administer many different assessments to meet a wide variety of purposes.

Therefore, states can best address this action step through cooperative action to find a streamlined and cost-effective solution for generating international student achievement comparisons. Since all states already are required to participate in the National Assessment of Educational Progress (NAEP), leaders can use their collective leverage to work with the National Assessment Governing Board (NAGB) to explore the feasibility of upgrading NAEP to yield results that are comparable with existing international assessments such as TIMSS, PIRLS, and PISA. The strategy should permit states to secure representative school-level samples to analyze the relationship between school-level practices and student achievement, which in turn would enable leaders to craft policies promoting more widespread use of effective practices.

Adapting NAEP to yield internationally comparable results will be easier to accomplish in the case of TIMSS and PIRLS. TIMSS is more closely aligned with NAEP, and they both assess students in math and science in grades four and eight. Similarly, PIRLS tests students in reading in grade four, though a recent U.S. Department of Education study found that PIRLS incorporates easier reading passages than NAEP while also assessing some kinds of reading tasks that NAEP does not.[125]

Since PISA assesses 15-year-olds in participating nations, NAGB would need to explore how to adjust NAEP samples to include a comparable group of young people, as well as how to incorporate the more open-ended assessment items that characterize PISA. (PISA relies on "constructed response" items over multiple choice questions by a margin of two to one, while the reverse is true for TIMSS and NAEP.[126]) However, many consider PISA to be an important complement to TIMSS and PIRLS because, while the majority of countries participating in TIMSS are low-

and middle-income countries, PISA focuses on the lead industrialized countries that are the main economic competitors of the United States (**Appendix A, pg. 41**). In addition, PISA assesses students near the end of compulsory education on whether they can *apply* what they have learned in math, science, and reading to solve real-world problems.

Governors, chief state school officers, and other leaders also should work to develop assessments that indicate whether students are on track for college readiness. The best example of such an initiative is California's Early Assessment Program (EAP), a collaborative effort among the California State Board of Education, the California Department of Education, and California State University (CSU). EAP allows students to take an additional component of the Grade 11 California Standards Test in reading and mathematics. The results provide an "early warning" that signals the student's college-readiness status; students who meet the benchmark are exempt from having to take the CSU placement test, which is normally given to students after they enroll.[127] Fourteen states in the American Diploma Project Network are developing a common end-of-course exam for Algebra II that is intended to serve the same purpose.

Of course, each state has the authority to make its own decisions regarding assessment and leaders always can choose to administer one or more of the existing international tests. For many policymakers, the most significant difference between TIMSS and PISA is in the type of content and skills each assesses. According to an analysis by the U.S. Department of Education, "TIMSS and NAEP appear to have the most in common, with a focus on material that is more likely to be taught through the school curriculum than PISA, which is more situation and phenomena-based. … TIMSS and PISA differ in a number of respects, including a greater focus on factual knowledge in mathematics and science in TIMSS than in PISA, and a greater focus on problem solving and the critical evaluation of information in PISA than in TIMSS. Moreover, PISA has a greater focus on data analysis, statistics and probability in mathematics than either TIMSS or NAEP [**Table 1**]."[128]

Some U.S. states already have participated in the TIMSS assessment, including Massachusetts and Minnesota in 2007. The IEA and the U.S. Department of Education are working to develop cost models for various levels of state participation in the next administrations of TIMSS and PIRLS in 2011. While no U.S. state has yet participated in PISA, most federal education systems around the world—including Australia, Belgium, Canada, Germany, Italy, Mexico, Spain, Switzerland, and the United Kingdom—have worked with OECD to report PISA results for states or provinces. Across OECD nations, state-level results are generated using a variety of strategies, offering U.S. states several proven models to consider.

A few nations and states have experimented with approaches that do not require students to take the full international assessment every few years. One option is to embed a selection of PISA or TIMSS items into existing state assessments. Another is to generate a statistical "link" using NAEP tests that can then be used to estimate state PISA or TIMSS performance. Such options are less expensive, and in practice are less burdensome on schools that must administer the tests, but what they save in dollars, time, and effort, they sacrifice in depth of data, since policymakers will not be able to dig beneath overall averages.

In addition to achievement, state leaders should gather information to compare educational *attainment* with top-performing and fast-improving nations, starting with indicators published by the OECD in its annual *Education at a Glance* report. Many of the raw data necessary are already collected by federal statistical agencies. For the OECD's 2008 report, the United States provided comparable data on the following key indicators:

- Percentage of 25- to 34-year-olds who have attained at least a high school degree;
- Percentage of 25- to 34-year-olds who have attained a postsecondary degree;
- Upper secondary graduation rate;
- Postsecondary entry rate;
- Postsecondary graduation and completion rates; and
- Number of postsecondary science degree holders per 100,000 employed among 25- to 34-year-olds.

Finally, state leaders should create an explicit plan to ensure that their investment yields more than a new set of numbers—including a strategy for communicating the results; a strategy for analyzing the results to dig beneath averages and identify significant patterns, strengths, and weaknesses; and the designation

Table 1. The Three Major International Assessments

	PISA	TIMSS	PIRLS
Sponsor	Organisation for Economic Co-Operation and Development	International Association for the Evaluation of Educational Achievement	International Association for the Evaluation of Educational Achievement
Grades or ages tested	15-year-olds	Fourth and eighth graders	Fourth graders
Subjects tested	Math, science, and reading every three years; special problem solving assessment in 2003	Math and science	Reading
Content tested	Ability to apply math, science, and reading to solve real-world problems	Attainment of knowledge and skills in math and science curriculum	Reading comprehension skills
Testing cycle	Every 3 years	Every 4 years	Every 5 years
Last administration	2006	2007	2006
Next administration	2009	2011	2011
Cost for state participation	2009: $250,000 to $550,000 depending on level of participation	2007: $600,000 for full participation including *both* 4th and 8th grades, or $350,000 for a full sample in just one grade 2011: To be determined	2011: To be determined
Type of test questions	About two-thirds constructed response and one-third multiple choice	About one-third constructed response and two-thirds multiple choice	About one-half constructed response and one-half multiple choice
Sub-topics for which scores are reported	**Math (2003):** Quantity; space and shape; change and relationships; uncertainty **Science (2006):** Overall knowledge; knowledge about earth and space; knowledge about living systems; knowledge about physical systems; identifying scientific issues; explaining phenomena scientifically; using scientific evidence **Reading (2000):** Retrieving information; interpreting texts; reflection and evaluation	**Math:** Grade 4–Number; patterns and relationships; measurement; geometry; data. Grade 8–Number; algebra; measurement; geometry; data **Science:** Grade 4–Life science; physical science; earth science. Grade 8–Life science; chemistry; physics; earth science; environmental science	Reading for literary purposes; reading for informational purposes; retrieving and straightforward inferencing; interpreting, integrating, and evaluating
Technical alignment with NAEP: Can scores be equated to NAEP?	Little alignment; not enough to crosswalk scales and scores	Significant alignment; enough for some researchers to crosswalk scales and scores*	Unknown
Nations participating	*Please refer to Appendix A for a complete list of countries participating in each.*		

* See for example Phillips, G. W. (2007). *Chance Favors the Prepared Mind: Mathematics and Science Indicators for Comparing States and Nations.* Washington, DC: American Institutes for Research.

of an agency or agencies responsible for collecting additional information and making recommendations for improvement.

Addressing the Equity Imperative

Rather than addressing equity as an isolated action step, state leaders should approach it as an overarching or "interdisciplinary" imperative as they tackle each of the action areas described above. Recent research shows that other nations arrange their education systems more equitably. For example, the U.S. falls short across the following dimensions:

- An opportunity gap in access to qualified teachers that is among the largest in the world;[129]
- The only country where lower performing students and children with less-educated parents are likely to be taught in *larger* classes;[130] and
- Math teachers less likely than those in high-performing countries to include conceptual strategies along with basic computation for low-achieving students.[131]

In other words, education systems in the United States tend to give disadvantaged and low-achieving students a watered down curriculum in larger classes taught by less qualified teachers—*exactly the opposite of what high-performing countries do.*

States could greatly improve their repertoire of policy strategies for promoting academic equity by examining specific strategies in other countries. Korea, for example, has two major policies for encouraging more equal access to qualified teachers. First, teachers are rotated within districts on a regular basis every five years. Second, the government offers educators a wide range of attractive incentives to teach in remote areas and regions with disadvantaged populations, including smaller class size, less in-class teaching time, salary stipends, the chance to choose the next school placement, and a competitive advantage when seeking administrative positions.[132]

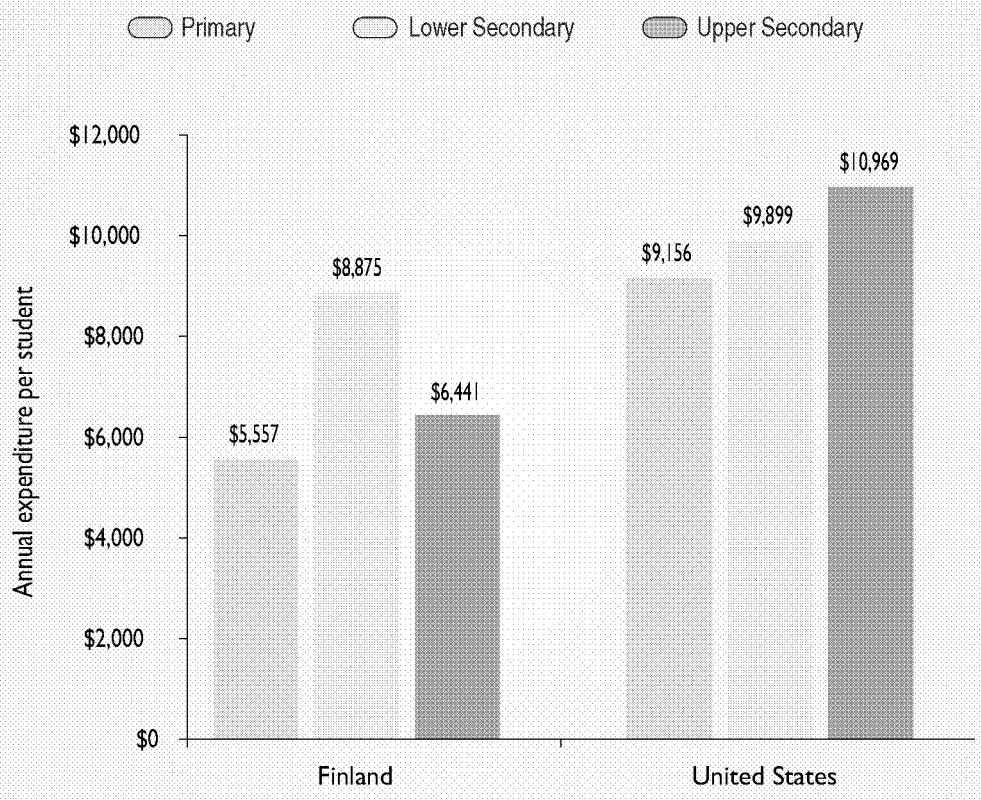
Many high-performing countries also provide intensive, targeted academic supports to students, such as the Finnish and Singaporean intervention strategies described above. The Finnish example is particularly interesting in that it is one of four overlapping "layers" of intensifying interventions for students who fall behind. The first line of attack is formed by regular classroom teachers who receive intensive training to deal with diverse learning challenges through teacher preparation internships, which might deal with "students performing at different levels to the special needs of immigrant children to more difficult cases of fetal alcohol syndrome or attention deficit hyperactivity disorder."[133]

The second line of attack is made up of classroom teaching aides who often work with individuals or small groups of students, followed by the highly trained "special education" teachers described above. Finally, students whose lack of progress is due to family or social difficulties outside of school can be referred to "multi-disciplinary teams."[134] According to a recent case study by the OECD, "Overall, these approaches to minimizing the number of students falling behind display two features: intensification (providing more time by more instructors) and alternative approaches (rather than 'more of the same') ... But they do so in consistent ways, working with the classroom teacher on the specific subjects students are having trouble with, rather than relying on a grab bag of after-school programs and tutoring efforts randomly distributed by grade levels and subjects."[135]

Such supports continue through lower secondary education, including a "class teacher" who follows a particular group of students for three years to monitor individual progress.[136] Indeed, when Finland ended early tracking of students and moved toward a more equitable system in the 1980s, leaders realized that lower secondary education would be a problem spot in the pipeline where vulnerable students might fall off track, so they specifically targeted greater funding toward the lower secondary grades—and continue to do so today (**Figure 6**).[137]

Some would argue that the U.S. cannot learn from Finland because it is a more equitable country socially and economically. However, it is telling that Finland's commitment to equity does not stop at the schoolhouse door; rather, the education system itself has been carefully constructed to maximize equity and ensure consistently high levels of performance for all students. According to an OECD report on educational equity best practices published last year, "Many countries could usefully follow the successful Finnish approach to learning difficulties, offering a sequence of intensifying interventions which draw back into the mainstream those who fall behind."[138]

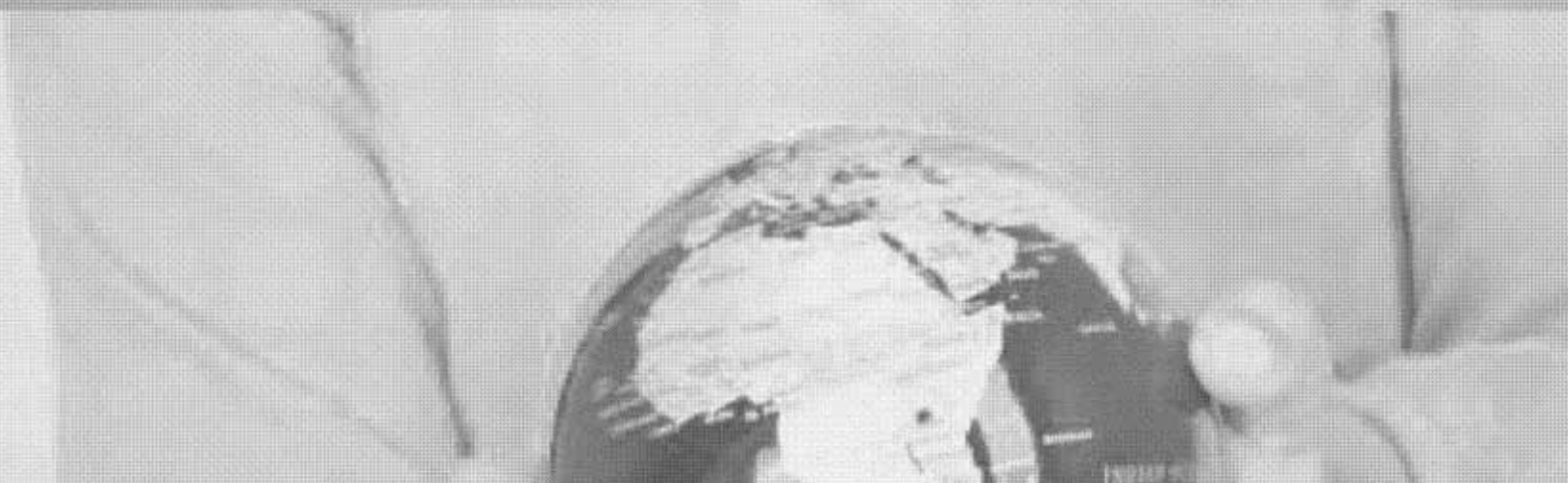
Figure 6: Finland Targets Funds Toward Lower Secondary Where Needs Are Greatest



Source: Organisation for Economic Co-Operation and Development. Education at a Glance 2008. Paris: OECD, September 2008, p. 219, Table B1.1a. Figures represent annual expenditure on educational institutions per full-time equivalent students for all services in 2005, in equivalent U.S. dollars converted using purchasing power parity for gross domestic product.

(b)(6)

IV. The Federal Role



IV. The Federal Role

If benchmarking were only about measuring and comparing outcomes, the federal government might be able to play a leading role. However, because benchmarking is also—and most critically—about improving policy, states must take the lead. States have primary authority over the policy areas that other nations are most eager to benchmark and improve: standards, assessments, curriculum, and the education workforce. States already have led in raising standards, with 16 having adopted a common core of college- and career-ready expectations in math and reading for high school graduation.

The United States is not alone in this regard. Countries such as Canada, Australia, Germany, and Spain have federal-style education systems where states retain a great deal of authority over education. And in many of those countries, states are taking a leading role in benchmarking educational performance and policies. For example, the public outcry over mediocre results on the 2000 PISA assessment led to a historic new partnership between Germany's federal government and its 16 *Länder* (states), with the *Länder* taking responsibility for the establishment of shared education standards and assessments for schools across the nation while the federal government provided support for those and other state reforms.

America can learn from that example, too: While states must take the lead, the federal government can help. And the federal government can do that best by playing an *enabling* role grounded in a new vision for the historic state–federal partnership in education—one that is *less* restrictive and mandate-driven and *more* encouraging of innovation. As states take on the important work of benchmarking their education systems to the best in the world, the federal government can assist states in specific ways at each stage of the journey:

- As soon as possible, the federal government should offer new funding or allow existing funds to be used to help underwrite the cost for states to take the five action steps described above related to standards and assessment, curriculum, human capital, and accountability.
- At the same time, the federal government should increase its own investment or focus existing resources toward better research and development in this area to provide state leaders with more and better information about tools for benchmarking and international best practice in education. For example, the U.S. Department of Education should:
  1) Support efforts to collect and share international achievement and attainment data relevant to states; help state leaders identify good comparison nations or provinces for benchmarking; and collect and disseminate information about best practices of high-performing and fast-improving nations and provinces around the world; and
  2) Convene a technical advisory committee on assessment to make recommendations for generating internationally benchmarked results by state without adding significantly to costs and testing time. The committee should disseminate useful technical information about existing assessments, share policy options for improving and streamlining state assessment systems, and review the feasibility of adapting NAEP to generate international comparisons as described above.
- As states reach important milestones on the way toward building internationally competitive education systems, the federal government should offer a range of tiered incentives to make the next stage of the journey easier. With accountability at the core for greater results, such incentives could include:
  1) Increased flexibility in the use of federal funds;
  2) Increased flexibility in meeting requirements of existing federal education laws so that states are not thwarted in their efforts to adapt and adopt international best practices; and
  3) Additional funds to help states implement world-class practices.
- Over the *long term*, the federal government should change existing federal laws to align national education policies with the lessons learned from state benchmarking efforts and from federally funded research.

Over time, the combination of better information, additional support, and more flexibility for innovation would greatly accelerate state progress in developing and implementing world-class education systems. And that, in turn, will benefit all Americans, safeguarding U.S. economic security and ensuring continued prosperity in the new global economy.

(b)(6)

V. Conclusion

V. Conclusion

Other nations have benefited from America's historic example by expanding educational opportunities for their own citizens. Now it is time for U.S. leaders to ensure that Americans develop the skills they need to compete—and help the U.S. remain competitive—in a rapidly changing world.

The federal government can help, but states must lead. They must look beyond their borders and America's shores to fully understand how to benchmark expectations for student learning. They must significantly broaden the policy lens by drawing lessons from the highest performing, most equitable, and fastest advancing nations and states around the globe and adapting the very best educational practices to incorporate here at home.

If states in other countries can shape the response to the global education imperative, states in America must do so as well. And state leaders have both the authority and an obligation to ensure that students attend globally competitive schools and school districts. America cannot maintain its place in the world—economically, socially, or culturally—unless all of its students gain the skills that allow them to compete on a global scale. The United States will only achieve true international competitiveness when state education policies and institutions are restructured to meet 21st century realities.

(b)(6)

Appendix A: Countries Participating in International Assessments

Appendix A: Countries Participating in International Assessments

Table reflects the most recent test year for which participation information is available.

	PISA 2009	TIMSS 2007 4th	TIMSS 2007 8th	PIRLS 2006
Africa				
Algeria		X	X	
Botswana			X	
Djibouti		X		
Egypt			X	
Ghana			X	
Morocco		X	X	X
South Africa			X	X
Tunisia	X	X	X	
Asia				
Azerbaijan	X			
Bahrain			X	
Chinese Taipei	X	X	X	X
Dubai (UAE)	X			
Hong Kong SAR	X	X	X	X
Indonesia	X		X	X
Iran, Islamic Republic		X	X	X
Israel	X		X	X
Japan	X	X	X	
Jordan	X		X	
Kazakhstan	X			
Korea, Republic of	X		X	
Kuwait		X	X	X
Kyrgyzstan	X			
Lebanon			X	
Macao-China	X			
Malaysia			X	
Mongolia		X	X	
Oman			X	
Palestinian Authority			X	
Qatar	X	X	X	X
Saudi Arabia			X	
Shanghai (China)	X			
Singapore	X	X	X	X
Syria			X	
Thailand	X		X	
Turkey	X		X	
Uzbekistan			X	
Yemen		X		
South America				
Argentina	X			
Brazil	X			
Chile	X			
Colombia	X	X	X	
Dominican Republic	X			
Panama	X			
Peru	X			
Trinidad and Tobago	X			
Uruguay	X			
Oceania				
Australia	X	X	X	
New Zealand	X	X		X

	PISA 2009	TIMSS 2007 4th	TIMSS 2007 8th	PIRLS 2006
Europe				
Albania	X			
Armenia		X	X	
Austria	X	X		X
Belgium	X			X
Bosnia & Herc			X	
Bulgaria	X		X	X
Croatia	X			
Cyprus		X	X	
Czech Republic	X	X	X	
Denmark	X	X		X
England	X	X	X	X
Estonia	X			
Finland	X			
France	X			X
Georgia			X	X
Germany	X	X		X
Greece	X			
Hungary	X	X		X
Iceland	X			X
Ireland	X			
Italy	X	X	X	X
Latvia	X		X	X
Liechtenstein	X			
Lithuania	X	X	X	X
Luxembourg	X			X
Macedonia, Republic of				X
Malta		X		
Moldova, Republic of	X	X	X	X
Montenegro, Republic of	X			
Netherlands, The	X	X		X
Norway	X	X	X	X
Poland	X			X
Portugal	X			
Romania	X		X	X
Russian Federation	X	X	X	X
Scotland	X	X	X	X
Serbia, Republic of	X		X	
Slovak Republic	X	X		X
Slovenia	X	X	X	X
Spain	X		Basque	X
Sweden	X	X	X	X
Switzerland	X			
Ukraine		X	X	
North America				
Belize				
Canada	X	X	X	X
El Salvador		X	X	
Honduras		X	X	
Mexico	X			
Trinidad and Tobago				X
United States	X	X	X	X
Totals	*68*	*40*	*55*	*40*

Source: National Center for Education Statistics and Organisation for Economic Co-Operation and Development.

Endnotes

1 Webb, R. Benchmarking Definitions. *APQC's Benchmarking Blog*, February 3, 2006, http://apqcbenchmarking.blogspot.com/2006_02_01_archive.html.

2 Levy, F., and R. J. Murnane. *The New Division of Labor: How Computers Are Creating the Next Job Market.* Princeton, NJ: Princeton University Press, 2004, pp. 39–44.

3 Ibid, p. 6. The analysis in question could not directly measure task changes within jobs, only changes related to the shifting mix of jobs, so it actually underestimated the extent to which skill demands are increasing across the economy.

4 National Center on Education and the Economy. *Tough Choices for Tough Times: The Report of the New Commission on the Skills of the American Workforce.* Washington, DC: National Center on Education and the Economy, 2007, p. 19.

5 Friedman, T. L. *The World Is Flat.* Farrar, Straus & Giroux, New York, 2005.

6 Levy, F., and R. J. Murnane. How Computerized Work and Globalization Shape Human Skill Demands. In Suarez-Orozco, M. M. (Ed.), *Learning in the Global Era: International Perspectives on Globalization and Education.* Berkeley, CA: University of California Press, 2007.

7 National Governors Association. *Innovation America: A Final Report.* Washington, DC: National Governors Association, 2007, p. 2.

8 Wadhwa, V., B. Rissing, G. Gereffi, J. Trumpbour, and P. Engardio. *The Globalization of Innovation: Pharmaceuticals.* Kansas City, MO: The Ewing Marion Kauffman Foundation, June 2008, p. 11.

9 Ewing Marion Kauffman Foundation. "Innovation Is Rapidly Globalizing: India and China Are Becoming Centers of Pharmaceutical R&D Says Kauffman Foundation Study," news release, June 11, 2008, Kansas City, MO.

10 National Academy of Engineering Committee on the Offshoring of Engineering. *The Offshoring of Engineering: Facts, Unknowns, and Potential Implications (Free Executive Summary).* Washington, DC: National Academies Press, Washington, DC, 2008, p. 1. Available at: http://www.nap.edu/catalog/12067.html.

11 Wadhwa, V. Losing Our Lead in Innovative R&D. *Business Week*, June 10, 2008. Available at: http://www.businessweek.com/technology/content/jun2008/tc20080610_151383.htm.

12 Levy, F., and R. J. Murnane. *The New Division of Labor*, p. 155.

13 In these studies, "high math performance" is defined as a one standard deviation increase in scores on standardized assessments. Hanushek, E. A., and L. Woessmann. The Role of Cognitive Skills in Economic Development. *Journal of Economic Literature* 46, no. 3, September 2008, pp. 607–68 (p. 617).

14 Mortenson, T. Average Family Income by Educational Attainment of Householder 1967 to 2006. *Postsecondary Education OPPORTUNITY*, no. 185, November 2007, pp. 14–16 (p. 15).

15 Organisation for Economic Co-Operation and Development. *Education at a Glance: OECD Indicators 2006.* Paris: OCED, 2006, p. 154.

16 Hanushek and Woessmann. *The Role of Cognitive Skills in Economic Development*, p. 657.

17 Ibid, 648–50.

18 Organisation for Economic Co-Operation and Development. *Education at a Glance 2008.* Paris: OECD, September 2008, p. 65, Table A2.1.

19 Ibid, p. 87, Table A3.2.

20 Ibid, p. 98, Table A4.1.

21 Freeman, R. B. *Does Globalization of the Scientific/Engineering Workforce Threaten U.S. Economic Leadership?* Cambridge, MA: National Bureau for Economic Research, June 2005, p. 4.

22 Schleicher, A., and V. Stewart. Learning from World-Class Schools. *Educational Leadership* 66, no. 2, October 2008, pp. 44–51 (p. 50, Figure 2: Graduation Projections).

23 Organisation for Economic Co-Operation and Development. *Economic Survey of the United States 2007.* Paris: OECD, May 2007, p. 100.

24 Ibid, p. 115.

25 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data.* Paris, December 2007 (p. 230, Table 6.2c and p. 227, Table 62a). "Best" math students are defined as those performing at the 95th percentile of the performance distribution in each country. "Performed worse" is defined as lower mean achievement based on statistically significant difference at 95 percent confidence level.

26 Eighth-graders scored above average when the average is calculated as the mean score across participating countries. However, a reanalysis by the co-directors of the TIMSS and PIRLS International Study Center, which oversaw the assessment, revealed that "using an approach dependent on participating countries has caused the international average to shift with each assessment." Based on a scale that is stable over time, American eighth-graders performed "about the same as the TIMSS scale average." See Mullis, I. V. S., and M. O. Martin (2007). TIMSS in Perspective: Lessons Learned from IEA's Four Decades of International Mathematics Assessments. In Loveless, T. (Ed.), *Lessons Learned: What International Assessments Tell Us About Math Achievement.* Washington, DC: Brookings Institution Press, 2007, pp. 9–36.

27 Ginsburg, A., G. Cooke, S. Leinwand, J. Noell, and E. Pollack. *Reassessing U.S. International Mathematics Performance: New Findings from the 2003 TIMSS and PISA.* Washington, DC: American Institutes for Research, November 2005, pp. iv–v.

28 Manzo, K. K. (2007, December 5). America idles on international reading test. *Education Week, 27*(14), p. 11.

29 Organisation for Economic Co-Operation and Development. *Problem Solving for Tomorrow's World: First Measures of Cross-Curricular Competencies from PISA 2003.* Paris, OECD, 2004, p. 144, Table 2.1.

30 Stewart, V. Becoming Citizens of the World. *Educational Leadership* 64, no. 7, April 2007, pp. 8–14.

31 Committee for Economic Development. *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security.* Washington, DC: Committee for Economic Development, 2006, pp. 1–2.

32 National Academy of Sciences Committee to Review the Title VI and Fulbright-Hays International Education Programs. *International Education and Foreign Languages: Keys to Securing America's Future (Free Executive Summary).* Washington, DC: National Academies Press, 2007, p. 1.

33 Hanushek, E. A., D. T. Jamison, E. A. Jamison, and L. Woessmann. Education and Economic Growth. *Education Next* 8, no. 2, Spring 2008, pp. 62–70 (pp. 68–69).

34 Coulombe, S., and J. F. Tremblay. Literacy and Growth. *Topics in Macroeconomics* 6, no. 2, 2006: article 4, p. 23.

35 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 1: Analysis.* Paris: OECD, December 2007, p. 58, Figure 2.11c; and p. 318, Figure 6.20b.

36 Schleicher, A., and V. Stewart. Learning from World-Class Schools, p. 47.

37 Ibid, p. 48.

38 Roberts, S. In a Generation, Minorities May Be the U.S. Majority. *New York Times*, April 14, 2008.

39 Baldi, S., Y. Jin, M. Skemer, P. J. Green, and D. Herget. *Highlights from PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context.* Washington, DC: U.S. Department of Education, National Center for Education Statistics, December 2007, pp. 6, 15.

40 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data.* Paris: OECD, December 2007, p. 45, Table 2.6.

41 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 1: Analysis.* Paris: OECD, December 2007, p. 184, Figure 4.6.

42 Schutz, G., H. W. Ursprung, and L. Woessmann. Education Policy and Equality of Opportunity. *KYKLOS* 61, no. 2, pp. 279-308 (p. 292).

43 The World Bank. *Korea as a Knowledge Economy: Evolutionary Process and Lessons Learned (overview of report).* Washington, DC: World Bank, 2006, p. 1.

44 Kao, J. *Innovation Nation: How America Is Losing Its Innovation Edge, Why It Matters, and What We Can Do to Get It Back.* New York: Simon & Shuster, 2007, p. 53.

45 Friedman, T. L. *The World Is Flat.* New York: Farrar, Straus & Giroux, 2005, p. 256.

46 Viadero, D. PISA Results Scoured for Secrets to Better Science Scores. *Education Week* 27, no. 17, Jan. 9, 2008, p. 10.

47 Personal interview with Andreas Schleicher in Washington, DC, June 24, 2008.

48 Deutsche Welle. Germany Moves to All-Day Schools. May 12, 2003. Available at: http://www.dw-world.de/dw/article/0,2144,864144,00.html.

49 Ertl, H. Educational Standards and the Changing Discourse on Education: The Reception and Consequences of the PISA Study in Germany. *Oxford Review of Education* 32, no. 5, November 2006, pp. 619–634.

50 Organisation for Economic Co-Operation and Development. *External Evaluation of the Policy Impact of PISA.* Paris: OECD, 2008.

51 Elley, W. B. How TIMSS-R Contributed to Education in Eighteen Developing Countries. *Prospects* 35, no. 2, June 2005, pp. 199–212 (p. 203).

52 Hegarty, S. F. *Statement by Dr. Seamus F. Hegarty, Chairperson, International Association for the Evaluation of Educational Achievement (IEA): Why PIRLS Is Important.* TIMSS & PIRLS International Study Center, Boston College, Nov. 28, 2007, p. 2.

53 Ginsburg, A., G. Cooke, S. Leinwand, J. Noell, and E. Pollack. *Reassessing U.S. International Mathematics Performance: New Findings from the 2003 TIMSS and PISA.* Washington, DC: American Institutes for Research, November 2005, p. 8.

54 Telephone interview with Vivien Stewart, June 20, 2008.

55 DeHann, R. L., and K. M. V. Narayan. *Education for Innovation: Implications for India, China, and America.* Rotterdam, The Netherlands: Sense Publishers, 2008, p. 3.

56 Mervis, J. Top Ph.D. Feeder Schools Are Now Chinese. *Science* 321, no. 5886, July 2008, p. 185.

57 Commission of the European Communities. *Progress Towards the Lisbon Objectives in Education and Training: Indicators and Benchmarks 2008.* Brussels, Belgium: Commission of the European Communities, 2008.

58 Telephone interview with Sir Michael Barber, June 23, 2008.

59 Ibid.

60 Torney-Purta, J., R. Lehmann, H. Oswald, and W. Schulz. *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen.* Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement, 2001, pp. 7, 15.

61 Zakaria, F. We All Have a Lot to Learn. *Newsweek,* Jan. 9, 2006. Available at: http://www.newsweek.com/id/47366.

62 Organisation for Economic Co-Operation and Development. *Education at a Glance: OECD Indicators 2006.* Paris: OECD, 2008, p. 18.

63 Hull, J. *International Assessments and Student Achievement: Archived Chat.* Available at: http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2481343/k.F068/Archived_chat_International_assessments_and_student_achievement.htm.

64 Organisation for Economic Co-Operation and Development. *Education at a Glance 2008.* Paris: OECD, 2008, p. 343, Table C2.1 and p. 345, Table C2.3.

65 Schleicher, A. *Benchmarking Internationally: The Need Confronts Reality.* Presentation at the ECS National Forum on Education Policy in Austin, Texas, July 2, 2008 (slide 26). PowerPoint slides available at http://www.ecs.org/html/meetingsEvents/NF2008/NF2008_resources.asp.

66 National Center for Education Statistics. *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments.* Washington, DC: U.S. Department of Education, April 2006. The United States had a higher than average rate on only one characteristic studied—the proportion of students in single-parent families.

67 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 1: Analysis.* Paris: OECD, December 2007, p. 184, Figure 4.6, column 4.

68 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data,* Paris: OECD, December 2007, p. 157, Table 4.11. Affluent students are defined as those in the top quarter of their respective countries on an OECD composite index of economic, social, and cultural status.

69 Ibid, p. 184, Figure 4.6, column 1.

70 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 1: Analysis.* Paris: OECD, December 2007, p. 184, Figure 4.6, column 3. The impact refers to 2006 PISA science scores. Researchers have found that the United States ranks high on impact of social background on TIMSS scores as well. See, for example, Schutz, G., H. W. Ursprung, and L. Woessmann. Education Policy and Equality of Opportunity, p. 292.

71 West, M. R., and L. Woessmann. Which School Systems Sort Weaker Students into Smaller Classes? International Evidence. *European Journal of Political Economy* 22, no. 4, 2006, pp. 944–68.

72 Akiba, M., G. K. LeTendre, and J. P. Scribner. Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. *Educational Researcher* 36, no. 7, October 2007, pp. 369–87.

73 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data.* Paris: OECD, December 2007, pp. 191–93, Table 5.17.

74 Ginsburg, A., S. Leinwand, T. Anstrom, E. Pollock, and E. Witt. *What the United States Can Learn from Singapore's World-Class Mathematics System.* Washington, DC: American Institutes for Research, January 2005, p. 8.

75 Schleicher, A. *The Economics of Knowledge: Why Education Is Key for Europe's Success.* Brussels, Belgium: The Lisbon Council, 2006, p. 9.

76 Hegarty, S. F. *Statement by Dr. Seamus F. Hegarty,* p. 2.

77 Stevenson, H., and J. Stigler. *The Learning Gap.* New York: Summit Books, 1992.

78 National Mathematics Advisory Panel. *The Final Report of the National Mathematics Advisory Panel.* Washington, DC: U.S. Department of Education, March 2008, p. 31.

79 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data.* Paris: OECD, December 2007, p. 114, Table 4.2c.

80 Ginsburg, A., S. Leinwand, T. Anstrom, and E. Pollock. *What the United States Can Learn from Singapore's World-Class Mathematics System,* p. 8.

81 Välijärvi, J., P. Kupari, P. Linnakylä, P. Reinikainen, S. Sulkunen, J. Törnroos, and I. Arffman. The Finnish Success in PISA – And Some Reasons Behind It 2. Finland: Institute for Educational Research, University of Jyväskylä, 2007.

82 Organisation for Economic Co-Operation and Development. *PISA 2006 Volume 2: Data.* Paris: OECD, December 2007, p. 45, Table 2.6.

83 Organisation for Economic Co-Operation and Development. *Economic Survey of the United States 2007.* Paris: OECD, May 2007, pp. 100–101.

84 Organisation for Economic Co-Operation and Development. *Education at a Glance 2008.* Paris: OECD, 2008, p. 223, Table B1.4.

85 Organisation for Economic Co-Operation and Development. *Education at a Glance 2007.* Paris: OECD, September 2007, p. 294, Table C2.4 and p. 72, Table A3.6.

86 Organisation for Economic Co-Operation and Development. *Education at a Glance 2006: OECD Briefing Note for the United States.* Paris: OECD, September 2006, p. 3.

87 For the most recent overview of such research, see Hanushek, E. A., and L. Woessmann. The Role of Cognitive Skills in Economic Development.

88 Carnevale, A. P. Education and the Economy: If We're So Dumb, Why Are We So Rich? *Education Week* 24, no. 21, February 2, 2005, pp. 40-41, 52.

89 Ibid, p. 41.

90 Schmidt, W. Comments during panel discussion at the Hunt Institute and National Governors Association Governors Education Symposium. Cary, North Carolina, June 9, 2008.

91 Schmidt, W. The Role of Curriculum. *American Educator* 23, no. 4, Fall 2005. Available at: http://www.aft.org/pubsreports/american_educator/issues/fall2005/schmidt.htm.

92 Schmidt, W. Comments during panel discussion at the Hunt Institute and National Governors Association Governors Education Symposium.

93 Schmidt, W., and R. T. Houang. Lack of Focus in the Mathematics Curriculum: Symptom or Cause? In *Lessons Learned: What International Tests Tell Us about Math Achievement* (T. Loveless, ed.), Washington, DC: Brookings Institution Press, 2007, pp. 65–84 (pp. 77–78).

94 Ginsburg, A., S. Leinwand, T. Anstrom, and E. Pollock. *What the United States Can Learn from Singapore's World-Class Mathematics System.*

95 Schmidt, W., R. Houang, and L. Cogan. A Coherent Curriculum: The Case of Mathematics. *American Educator* 26, no. 2, Summer 2002, pp. 10–26, 47 (p. 19).

96 Ibid, p. 12. The finding is based on an examination of textbooks in 37 countries.

97 Ginsburg, A., S. Leinwand, T. Anstrom, and E. Pollock. *What the United States Can Learn from Singapore's World-Class Mathematics System*, pp. 41–42.

98 Christensen, C. M., and M. B. Horn. How Do We Transform Our Schools? *Education Next* 8, no. 3, Summer 2008, pp. 13–19.

99 Wagemaker, H. *Highlights of Findings from Major International Study on Pedagogy and ICT Use in Schools.* 2006. Available at: http://www.utdanningsdirektoratet.no/upload/Forskning/Internasjonale_undersokelser/sites2006_presentasjon.pdf.

100 Haycock, K. Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap. *Thinking K-16* 3, no. 2, 1–14, Summer 1998, p. 3. Based on Sanders, W. L., and J. C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996, p. 9, Table 1.

101 Barber, M., and M. Mourshed. *How the World's Best-Performing School Systems Come Out on Top.* London: McKinsey and Company, September 2007. See also Wang, A. H., A. B. Coleman, R. J. Coley, and R. P. Phelps. *Preparing Teachers Around the World.* Educational Testing Service, Princeton, NJ, May 2003. That earlier study also found that high-performing countries tend to "frontload" quality control, using higher stakes filters at earlier points in the teacher pipeline than is typical in the United States. Some countries also used quality control "backstops" later in the pipeline by requiring rigorous probationary induction periods during which teachers are not guaranteed permanent posts. In contrast, the United States used a high-stakes filter at only one of eight possible points in the teacher pipeline—initial certification.

102 Kao, J. *Innovation Nation,* p. 85.

103 Education Week. *Quality Counts 2000: Who Should Teach?* Bethesda, MD, 2000. The findings are based on an *Education Week* analysis of data from the federal Baccalaureate and Beyond study.

104 Corcoran, S., W. N. Evans, and R. Schwab. Women, the Labor Market, and the Declining Relative Quality of Teachers. *Journal of Policy Analysis and Management* 23, no. 3, 2004, pp. 449–70.

105 Michigan State University. "MSU Study Finds that U.S. Middle School Teachers Are Ill-Prepared," news release, Dec. 11, 2008, Lansing, MI.

106 Schleicher, A., and V. Stewart. Learning from World-Class Schools, p. 49.

107 Organisation for Economic Co-Operation and Development. *Teachers Matter: Attracting, Developing and Retaining Effective Teachers.* Paris: OECD, 2005, p. 202.

108 Organisation for Economic Co-Operation and Development. *Formative Assessment: Improving Learning In Secondary Classrooms.* Paris: OECD, 2005, pp. 38-39.

109 E-mail communication from Kati Haycock, November 12, 2008.

110 Matthews, P., H. Moorman, and D. Nusche. Building a Leadership Capacity for System Improvement in Victoria, Australia. In Pont, B., D. Nusche, and D. Hopkins (Eds.), *Improving School Leadership, Volume 2: Case Studies on System Leadership.* Paris: Organisation for Economic Co-Operation and Development, 2008, pp. 179–213.

111 Barber, M., and M. Mourshed. *How the World's Best-Performing School Systems Come Out on Top.*

112 Barber, M. Comments during presentation at the Hunt Institute National Governors Association Governors Education Symposium, Cary, North Carolina, June 8, 2008.

113 Barber, M. Comments during presentation at the Hunt Institute National Governors Association Governors Education Symposium.

114 Barber, M., and M. Mourshed. *How the World's Best-Performing School Systems Come Out on Top*, p. 16.

115 Ibid, pp. 36–37.

116 Archer, J. British Inspectors Bring Instructional Focus to N.Y.C. *Education Week*. May 16, 2006, Available at: http://www.edweek.org/ew/articles/2006/05/17/37inspect.h25.html.

117 Achieve, Inc. *Creating a World-Class Education System in Ohio*. Washington, DC: Achieve, Inc., 2007, p. 64.

118 Barber, M., and M. Mourshed. *How the World's Best-Performing School Systems Come Out on Top*, p. 38.

119 Ginsburg, A., S. Leinwand, T. Anstrom, and E. Pollock. *What the United States Can Learn from Singapore's World-Class Mathematics System*, pp. 34-35.

120 Schleicher, A., and V. Stewart. Learning from World-Class Schools, p. 49.

121 Laukkanen, R. Finnish Strategy for High-Level Education for All. In Soguel, N. C., and P. Jaccard (Eds.), *Governance and Performance of Education Systems*, 2008, pp. 305–24 (p. 318).

122 See, for example, Woessmann, L. International Evidence on School Competition, Autonomy, and Accountability: A Review. *Peabody Journal of Education* 82, no. 2–3, June 2007, pp. 473–97; and Fuchs, T., and L. Woessmann. What Accounts for International Differences in Student Performance? A Re-examination using the PISA Data. *Empirical Economics* 32, no. 2–3, 2007, pp. 433–64.

123 Woessmann, L., E. Ludemann, G. Schutz, and M. R. West. *School Accountability, Autonomy, Choice, and the Level of Student Achievement: International Evidence from PISA 2003*. OECD Education Working Paper No. 13. Paris: Organisation for Economic Co-Operation and Development, Dec. 21, 2007, p. 1.

124 Telephone interview with Vivien Stewart, June 20, 2008.

125 Stephens, M., and M. Coleman. *Comparing PIRLS and PISA with NAEP in Reading, Mathematics, and Science (Working Paper)*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2007.

126 Hutchison, D., and I. Schagen. Comparisons between PISA and TIMSS: Are We the Man with Two Watches? In Loveless, T. (Ed.), *Lessons Learned: What International Assessments Tell Us about Math Achievement*. Washington, DC: Brookings Institution Press, 2007, pp. 227–61 (p. 238).

127 For more information, visit the Early Assessment Program (EAP) Web site at http://www.calstate.edu/EAP.

128 Gonzales, P., J. C. Guzmán, L. Partelow, E. Pahlke, L. Jocelyn, D. Kastberg, and T. Williams. *Highlights from the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005). Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2004, pp. 101–3.

129 Akiba, M., G. K. LeTendre, and J. P. Scribner. Teacher Quality, Opportunity Gap, and National Achievement in 46 countries. *Educational Researcher 36*, no. 7, October 2007, pp. 369–87.

130 West, M. R., and L. Woessmann. Which School Systems Sort Weaker Students into Smaller Classes? International Evidence. *European Journal of Political Economy* 22, no. 4, 2006, pp. 944–68.

131 Desimone, L. M., T. Smith, D. Baker, and K. Ueno. Assessing Barriers to the Reform of U.S. Mathematics Instruction from an International Perspective. *American Educational Research Journal* 42, no. 3, Fall 2005, pp. 501–35 (p. 524).

132 Kang, N. H., and M. Hong. Achieving Excellence in Teacher Workforce and Equity in Learning Opportunities in South Korea. *Educational Researcher* 37, no. 4, May 2008, pp. 200–207.

133 Grubb, N., H. M. Jahr, J. Neumüller, and S. Field. *Equity in Education Thematic Review: Finland Country Note*. Paris: Organisation for Economic Co-Operation and Development, 2005, p. 20.

134 Ibid, pp. 19–20.

135 Ibid, p. 20.

136 Ibid, p. 20.

137 Laukkanen, R. Finnish Strategy for High-Level Education for All. In Soguel, N. C., and P. Jaccard (Eds.), *Governance and Performance of Education Systems*. The Netherlands: Springer Publishing, 2008, pp. 305–24 (p. 312).

138 Field, S., M. Kuczera, and B. Pont. *No More Failures: Ten Steps to Equity in Education*. Paris: Organisation for Economic Co-Operation and Development, 2007, p. 109.

National
Governors
Association
1908 - 2008

Leadership, Advocacy, Service
CCSSO
The Council of Chief State
School Officers

Achieve

MOSAIC

Multiple Options for Student Assessment and Instruction Consortium

Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and New Jersey ("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: **The consortium states will adopt the Common Core Standards.** Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: **The consortium states will develop and build professional development materials around the instructional integration of Common Core standards.** This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: **The consortium states will have access to a computerized system that will provide opportunities for districts to** load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state's persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the "total package" consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: "Total Package"** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.

- **Level Two: "Partner"** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)

- **Level Three: "Associate"** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.

2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature _____ Date 1/5/10

Willa Spicer _____ Deputy Commissioner

Print Name Title

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

_____ _____

Official State Designee Date

_____ _____

Print Name Title

Please email this signed page by January 5, 2010 to

lynette.russell@dpi.wi.gov and pat.roschewski@nebraska.gov

or fax to

(Fax) 608.266.8770 and (Fax) 402.471.4311

****PLEASE email this signed page only by January 5, 2010****

ASSESSMENT CONSORTIUM
MEMORANDUM OF AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, and Virginia (collectively the "Participating States" or "Assessment Consortium").

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding ("Common Core Standards"); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA.. In particular, the Lead State shall:

a. Direct and oversee meetings of the Assessment Consortium and set the agendas.

b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.

c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum,. However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.

d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.

e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.

f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state's use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby.

e. Counterparts. This Contract maybe executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF COLORADO

By:_____

Name:_____
Title:_____
Date:_____

STATE OF FLORIDA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF ILLINOIS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF INDIANA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF LOUISIANA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF MASSACHUSETTS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF MINNESOTA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF NORTH CAROLINA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF OHIO

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF PENNSYLVANIA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF VIRGINIA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF NEW JERSEY

By:_____

Name: Willa Spicer
Title: Deputy Commissioner
Date: January 8, 2010

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and New Jersey ("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments.** Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning</u> and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature _____ Date 1/8/10

Willa Spicer Print Name

Deputy Commissioner Title

New Jersey Department of Education

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

States participating in the MOSAIC consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5th, 2010	Participating
Hawaii	December 31st, 2009	Participating
Idaho	December 22nd, 2009	Participating
Iowa	January 5th, 2010	Participating
Kansas	January 5th, 2010	Participating
Kentucky	January 5th, 2010	Participating
Maryland	January 5th, 2010	Participating
Michigan	January 4th, 2010	Participating
Minnesota	January 8,2010	Participating
Mississippi	January 5th, 2010	Participating
Missouri	January 5th, 2010	Lead
Montana	January 7th, 2010	Participating
Nebraska	January 6th, 2010	Lead
New Jersey	January 5th, 2010	Participating
North Dakota	January 5th, 2010	Participating
Ohio	January 6th, 2010	Participating
Oregon	January 6th, 2010	Participating
Pennsylvania	January 8th, 2010	Participating
South Carolina	January 6th, 2010	Participating
South Dakota	January 4th, 2010	Participating
Tennessee	January 5th, 2010	Participating
Utah	January 5th, 2010	Participating
Washington	January 4th, 2010	Participating
Wisconsin	January 6th, 2010	Lead
Wyoming	January 4th, 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC*	**25**	

* As of 1/8/2010

State- Signed MOA Assessment Consortium

Arkansas
Colorado
Florida
Illinois
Indiana
Louisiana
Massachusetts
Minnesota
New Jersey
North Carolina
Ohio
Pennsylvania
Virginia

STATE - Signed Balanced Assessment MOU

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Illinois
Indiana
Georgia
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
Nebraska
New Hampshire
New Jersey
North Carolina
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina

South Dakota
Tennessee
Utah
Washington DC
West Virginia
Wisconsin
Wyoming

Project Narrative

A. Need for Project

On August 9, 2007, the America COMPETES Act (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science Act) became Public Law. This law proscribed twelve elements for statewide longitudinal data systems. They are the following:

Twelve America COMPETES Data Elements

1. A unique statewide student identifier
2. Student-level enrollment, demographic, and program participant information
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs
4. The capacity to communicate with higher education data systems
5. An audit system assessing data quality, validity and reliability
6. Yearly state assessment records of individual students
7. Information on students not tested, by grade and subject
8. A teacher identifier system with the ability to match teachers to students
9. Student-level transcript information, including courses completed and grades earned
10. Student-level college readiness scores
11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

The grant and funding opportunities of the American Recovery and Reinvestment Act of 2009 (ARRA) further reinforced the predominance of these twelve elements. First, Secretary of Education Arne Duncan asked governors to sign Letters of Assurance in April 2009 that they had embraced these elements as goals for their data systems. Next, the grant and funding opportunities under ARRA were structured in a nested fashion so that states must demonstrate their progress and plans toward these data elements. For instance, demonstrated or planned progress toward these data elements is a necessary component of the State Fiscal Stabilization Fund (SFSF), Part Two application. And submitting a SFSF Part Two application is a program requirement for the Race to the Top Application. Furthermore, this particular grant opportunity (State Longitudinal Data Systems) now provides states with the opportunity to compete for funding to support the implementation of the twelve elements.

Additionally, this grant opportunity also specifies seven data system capabilities. They are the following:

Seven Data System Capabilities

1. Examine student progress over time, from preschool through postsecondary and into the workforce.
2. Be interoperable by using standard data structures, data formats and data dictionaries.
3. Link student data with teachers.
4. Match teachers with information about their certification and teacher preparation programs.
5. Enable data to be easily generated for continuous improvement and decision-making.
6. Ensure the quality and integrity of the data contained in the system.
7. Provide the state with the ability to meet federal reporting requirements.

New Jersey has been working on these elements and capabilities for many years. We have sought funding from the Institute for Education Sciences in each of the three prior funding opportunities, but have not been successful in any of those competitions. Nonetheless, we have worked on our own toward these goals, investing more than $15M of state funds in our longitudinal data system, called New Jersey Standards Measurement and Resource for Teaching (NJ SMART). Our efforts began over three years ago with pilot data submissions and resulted in a process where every public school student received a unique student identifier in 2007. We now collect nearly 80 data elements through a web-based portal from over 650 school districts and charter schools for every student from pre-Kindergarten through adult high school. Among those data elements are information about enrollment, graduation, transfer, dropout, special education status, and a host of demographic information. Additionally via the unique student identifier, we have connected this data to our statewide annual assessments (including our regular assessments, our alternate assessments, and our English Language Learners assessments), garnering information about student achievement outcomes, students not tested, and relationships between and among student demographic variables and special education classifications and placements (See Appendix A for more detail about NJ SMART's current capabilities and functionality).

We have also established robust partnerships with other state agencies, such as the New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services and the New Jersey Department of Children and Families. These partnerships allow us to maintain current information on students as they move in and out of the auspices of these agencies and preserve the longitudinal record of some of the most transient of our student population. Additionally, the New Jersey Department of Education itself houses our state's Early Childhood Program. This structure has enabled us to assign unique student identifiers to children the moment that they enter a public preschool, a partnering preschool provider, or Head Start program.

Furthermore, our system design incorporated the need to gather data from all of our school districts and charter schools, regardless of their type. In addition to regular school districts, this interoperability allows us to collect data from our Special Services School Districts, Educational Services Commissions, County Vocational Schools, Adult Education schools, private-schools for

the disabled, clinics and hospitals, and for students in out-of-state schools in 21 different states: Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Tennessee, Texas, Utah, and Virginia.

As a result of these efforts, we have now assigned over 1.6 million unique student identifiers since 2007. Approximately 1.4 million of those are active, current students with the remaining students representing both graduates and dropouts.

Other accomplishments to-date include the following:

- ✓ Deploying and training district personnel in the use of a web-based tool called Edanalyzer. This tool allows school districts and charter schools to view and analyze state assessment data longitudinally, by demographic sub-groups, by assessment cluster areas, and by program participation such as Special Education, Limited English Proficient or Former Limited English Proficient.

- ✓ Piloting local data marts. Local data marts allow school districts to bring together data that are currently stored in a variety of locations into one integrated warehouse, located at the district, to allow district staff access to linked student data including the state assessments and district-level formative and summative assessment data.

- ✓ Sun-setting our separate and duplicative special education enrollment collection and sourcing our federal reporting for Special Education EDEN/EDFacts from NJ SMART.

- ✓ Conducting parallel collections with NJ SMART and our legacy collections. We have just conducted such a parallel collection for our fall enrollment count and budgeting process and are planning for parallel collections in June 2010 for Career and Technical Education, Special Education Exiting survey, an expanded Homeless collection and a Truancy collection. After each parallel collection, we will analyze and identify the variance between the collections and make a decision to either sun-set the separate collection or modify the NJ SMART collection to increase data quality.

- ✓ Establishment of a department-wide governance structure for NJ SMART that includes representatives from all divisions and offices that collect, analyzes, and report student-level data. The Steering Committee, made up of Assistant Commissioners and Directors representative of all key NJDOE stakeholders meets weekly to manage the on-going development, data governance, and resultant policy implications of NJ SMART. Once a month our external vendor for the development of NJ SMART, Public Consulting Group (PCG) leads this meeting. Additionally, more frequent, topic specific meetings occur among data stewards and managers to plan for the transition of separate collections to NJ SMART. As PCG has a local office, they also frequently attend these meetings.

Statement of Needs

While New Jersey's data system has grown since the first grant application, the state has struggled to keep pace with the demands of the federal government and the needs of local districts and the state department staff for usable and accurate data for accountability and decision-making. During the time the New Jersey Department of Education was producing a single unique identifier for each student, other states were collecting high school course selections and grades, releasing data about students' college and work decisions – past and present – and linking teachers with student performance across a wide variety of indicators. Other states have succeeded in meeting the twelve elements in the America COMPETES Act and achieving the seven capabilities set forth in this grant announcement. It is now New Jersey's time.

In October 2009, NJDOE hosted an external review team from the Council of Chief State School Officers and the Center for Educational Leadership and Technology. Their extensive report, based on interviews with NJDOE staff and district personnel, includes eight specific recommendations for the development of our longitudinal data system. They are the following:

- Design a comprehensive data system to meet needs of both the SEA and LEAs.
- Standardize the data collection and reporting processes among the districts and state programs.
- Provide users with interactive tools to access data in the warehouse.
- Develop structured reports for frequently used data.
- Establish written procedures on accessibility and usage of data within the system.
- Establish security procedures that will ensure the confidentiality of the data.
- Incorporate all of the educational data submitted by school districts into one unified system.
- Publish a single data dictionary that serves all federal and state programs.

In articulating the Project Outcome statements below, we sought to integrate these recommendations with our own assessment of progress toward meeting the twelve data elements and seven system capabilities. As described in detail in Section B and illustrated in Table One (and more fully in Appendix C), each Project Outcome addresses specific needs or limitations in our current system.

First, we have a critical need to connect NJ SMART data elements to post-secondary data sets such as the National Student Clearinghouse and Wage Records. But, we must also make the data usable by a wide variety of audiences, particularly school and district administrators engaged in long term planning or seeking quick 'feedback' information about the success of their academic interventions, programs to prevent drop out, and the success of their students after graduation. As New Jersey is deeply engaged in a process to implement more rigorous graduation requirements and content area assessments, more and better data is required to inform instructional and policy decisions. Outcome 1 below captures these needs by building new modules within NJ SMART to capture post-secondary data and present these data in an easily usable fashion, such as structured reports as suggested by CCSSO/CELT's review.

Outcome 1: Develop new tools and functionality within NJ SMART to create better visibility of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Second, as all states do, NJDOE collects a significant amount of information related to school and district staffing including teaching assignment, credentialing program, and highly qualified status. Outcome 2 speaks to our need to move this data collection into NJ SMART so that we are capable of linking teacher data with our student collections. Additionally, we must also begin to collect student-level course taking information. This is particularly timely as New Jersey is seeking to implement end-of-course assessments as part of its efforts to transform High School education. For example, after fully implementing this work, New Jersey will be able to compare grades earned with outcomes on statewide end-of-course assessments.

Outcome 2: Build a teacher-student-course module to link teacher to student-level data.

Third, as noted in the CCSSO/CELT review, NJDOE currently runs approximately twenty separate data collections, each with its own data definitions. From these collections, we work to submit the nearly 90 EDEN/EDFacts files required yearly. As these collections are separate and do not interface with NJ SMART – or typically with each other – the data collected is often redundant and contradictory. Outcome 3 speaks to our need to move all student-level data collections into NJ SMART so that we are able to source all appropriate EDEN/EDFacts files from NJ SMART, reduce the data reporting burden currently placed on school districts, and achieve higher levels of data quality.

Outcome 3: Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Fourth, while we have conducted training of NJ SMART's EDanalyzer tool across the state, our own analysis indicates that our most active users are generally central office administrators. Outcome 4 speaks to our need to expand data analysis capabilities to school personnel through extensive professional development, on-line training tools, and facilitated learning sessions. Put simply, we have a critical need to enable school personnel to connect the use of data to district, school, and instructional and individual student improvement. This is particularly important as we seek to add more sophisticated measures of student progress, such as growth scores, to EDanalyzer.

Outcome 4: Expand the capacity of NJDOE, district and school personnel to use data to diagnose impediments to higher levels of student achievement and to choose solutions for school reform.

Fifth, in the initial stages of the development of EDanalyzer and NJ SMART, we chose to focus on providing student data as quickly as possible to school and district personnel who were in the position to use the data to inform local practice and policy. Outcome 5 speaks to our need to expand the use of data beyond school and district personnel in order to engage a much wider

group of education stakeholders including parents, advocacy organizations, and state level policy makers. Following the recommendations of the CCSSO/CELT review team, this work must also include guaranteeing student privacy, establishing procedures for access, and providing interactive tools for users.

Outcome 5: Expand the use of data among education stakeholders.

Table one below shows New Jersey's current status toward meeting the proscribed America COMPETES data elements or system capabilities. If the data element or system capability is not yet fully implemented, the table also indicates in which Project Outcome the plan for full implementation is described. Appendix C provides a more detailed version of this table by Outcome and Task.

Table One: Crosswalk of Elements/Capabilities and Project Outcomes.

Element/Capability	Current Status	Proposed for Full Implementation in Project Outcomes
Element 1: A unique statewide student identifier	Fully implemented	
Element 2: Student-level enrollment, demographic, and program participant information	Partially implemented	Outcome 3
Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs	Partially implemented	Outcome 1
Element 4: The capacity to communicate with higher education data systems	Partially implemented	Outcome 1
Element 5: An audit system assessing data quality, validity and reliability	Partially implemented	Outcomes 1, 2, 3, 4, and 5
Element 6: Yearly state assessment records of individual students	Fully implemented	
Element 7: Information on students not tested, by grade and subject	Fully implemented	
Element 8: A teacher identifier system with the ability to match teachers to students	Under development	Outcome 2
Element 9: Student-level transcript information, including on courses completed and grades earned	Under development	Outcomes 1 and 2
Element 10: Student-level college readiness scores	Partially implemented	Outcome 3
Element 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Under development	Outcome 1
Element 12: Other information determined necessary	Under	Outcome 1

to address alignment and adequate preparation for success in postsecondary education	development	
Capability 1: Examine student progress over time, from preschool through postsecondary and into the workforce.	Partially implemented	Outcomes 1, 4 and 5
Capability 2: Be interoperable by using standard data structures, data formats and data dictionaries.	Partially implemented	Outcomes 1, 2 and 3
Capability 3: Link student data with teachers.	Under development	Outcome 2
Capability 4: Match teachers with information about their certification and teacher preparation programs.	Under development	Outcome 2
Capability 5: Enable data to be easily generated for continuous improvement and decision-making.	Partially implemented	Outcomes 1, 2, 4, and 5
Capability 6: Ensure the quality and integrity of the data contained in the system.	Partially implemented	Outcomes 1, 2, 3, 4, and 5
Capability 7: Provide the state with the ability to meet federal reporting requirements.	Partially implemented	Outcomes 1, 2 and 3

As illustrated in Table One, we have fully accomplished three of the twelve elements – establishment of a unique statewide student identifier, yearly assessment records of individual students, and information about non-tested students.

An additional six of the twelve elements and five of the capabilities have been partially implemented. In many instances, we simply need to expand the number of data elements currently in our system, such as specific program participation information. In other instances, we need to partner with providers of other data sets, such as the National Student Clearinghouse, the College Board or the Mid-Atlantic Consortium of Wage Records, to conduct single-source uploads of postsecondary and labor market information into NJ SMART. Additionally, while we have developed tools for the analysis of data within our warehouse, we want to significantly deepen the understanding and use of data in decision making by expanding our reports and dashboard functionality as well as building the data use capacity of our multiple stakeholder groups. Finally, while our previous development of NJ SMART has included efforts to ensure the quality and interoperability of our data system, we are mindful that with any expansion of our data elements or functionality that we will also need to expand these efforts as well.

For the remaining four elements and two capabilities, our efforts at implementation are underway. Our work toward these elements consists largely of two interrelated tasks, but requires that we build new functionality within our system: First, we need to develop a teacher module that relies on unique teacher identifiers and connects teachers to their preparation programs, current teaching assignments, as well as Highly Qualified status. Second, we need to develop a transcript module to collect course taking and grades earned information. And lastly, we need to link these two modules in a way that links teachers to the courses that they teach and to the students that are in those courses.

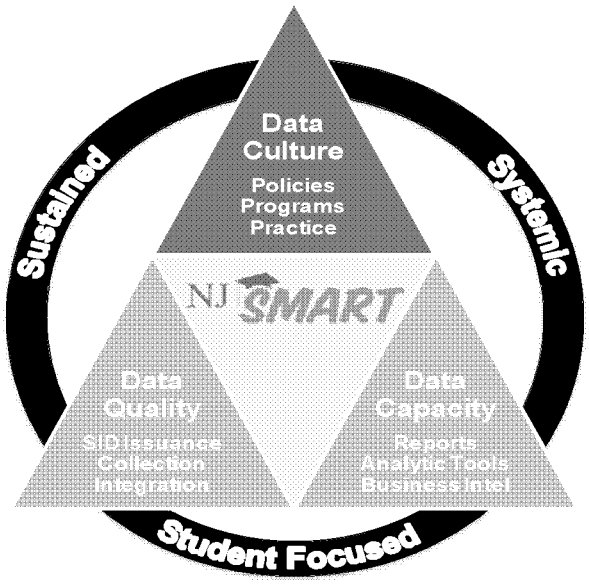
To these ends, this application proposes both new and expanded functionality of NJ SMART. If funded, we believe we can accomplish all of this work within the three-year grant time frame

given the strong fundamentals in the design of our system, the high level of commitment within our department and in the state, the robust partnerships that we have established outside the NJDOE, and our exemplary working relationship with our vendor, PCG.

B. Project Outcomes Related to System Requirements and Implementation

All of our project outcomes fit within our overall vision for NJ SMART, which is to

> ***Provide the data quality and capacity needed to build and support a culture of systemic and sustained data use at the state, district, school, and classroom levels that will ultimately lead to academic success for all New Jersey students.***



NJ SMART Vision

In our vision, data quality makes up one of the foundation elements and includes being able to track students longitudinally throughout the state through a unique student identifier, collecting and cleaning multiple data elements, and integrating the data within an infrastructure that is robust and extendible. The Project Outcomes outlined in this application will enhance NJ SMART data quality by adding additional data modules such as graduation and discipline, connecting NJ SMART data to data from other agencies, adding teacher and class information, and introducing growth data.

Data capacity makes up the other foundation element in our vision and is focused on providing data from the system in meaningful ways that encourage collaborative inquiry and rich data analysis through tools such as pre-defined reports and NJ SMART's ad hoc analysis tool EDanalyzer. The Project Outcomes outlined in this application will enhance NJ SMART data capacity by building out the suite of district/school-focused reports to include growth data, data from the proposed graduation and discipline modules, teacher-level reports, and post-graduation reports. Dashboards that track key performance indicators will give principals and district

administrators quick access to targeted information. Additionally, data capacity will be enhanced at the State level by expanding EDEN/EDFacts reporting capability and providing a business intelligence tool for NJDOE users to be able to engage in ad hoc analysis of all data in the system. Our outcomes also expand data capacity to include making data available to researchers and the public via analysis tools and dashboards.

Resting on the foundations of data quality and data capacity is data culture, where data are being used at all levels in New Jersey to inform decisions about policy, educational programs, instructional practice, and student placement. The Project Outcomes outlined in this application will build on New Jersey's existing data culture by providing thoughtful and rich professional development opportunities in the areas of using the technology, organizing for data use, and actually using data to inform decisions. Professional development will be supplemented with online toolkits that will provide district and school-level data users with protocols, templates, activities, sample agendas, and case studies.

The following pages describe our five proposed Project Outcomes with related tasks and sub-tasks.

Outcome 1 Develop new tools and functionality within NJ SMART to create better visibility and usability of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Task 1.1 Construct a Student Growth Module. Calculate and populate NJ SMART and EDanalyzer with student-level growth percentile scores that demonstrate relative growth from one test year to another at the student-level, enabling school and district personnel to study the progress of individual students and individual schools. To-date, the NJDOE has investigated the use of growth models and their acceptance by USDE in pilot forms. We have begun testing Colorado's Growth Model in a limited form for analytical purposes with one cohort of students in NJ SMART.

Sub-task 1.1.a Extract data, identify cohorts and perform statistical analyses to extend the calculation and analysis of student-level growth percentile scores to all cohorts of test takers.

Sub-task 1.1.b Populate NJ SMART with student-level scores to allow schools and districts to conduct independent analyses through our existing EDanalyzer tool. Incorporate growth metrics into existing pre-defined reports. Deploy student-level growth percentile scores as part of a newly designed Key Performance Indicators Dashboard (See Task 5.4).

Task 1.2 Develop a Graduation Module to enable districts to track high school students by NCLB graduation cohort with regard to classes taken, end-of-course exam outcomes, credits earned (See Task 2.2) and an early warning system to identify students at risk of dropping out (potentially modeled after Louisiana's Dropout Early Warning System).

To-date, the NJDOE has identified NCLB graduation cohorts within NJ SMART as each student is reported as enrolled in ninth grade for the first time.

Sub-task 1.2.a Develop a report module that presents district users with a roster of each NCLB cohort with data elements to indicate the student's current membership status (active or inactive) in the district and whether a student's transfer to another public NJ school district has occurred. For those students with an inactive status who have not transferred to another public school district in NJ, the roster information would also indicate the exit code used by the district as well as identify those students as those requiring additional documentation to qualify as 'transfers out' under NCLB guidelines. The roster of those students requiring additional verification will be acted on by NJDOE during district monitoring processes.

Sub-task 1.2.b Present data to enable districts to identify a student's progress toward graduation, such as course credits and grades received and 'end-of-course' exam scores.

Sub-task 1.2.c Identify those students who are at risk of dropping out by calculating a risk score for individual students, revised yearly, based on student-level measures such as eighth grade assessment outcomes, high school credits earned to-date, attendance, disciplinary actions, and student demographics such as Limited English Proficiency and Special Education status.

Task 1.3 Create a Discipline Module. Integrate the existing NJDOE Violence and Vandalism Reporting module into NJ SMART. We currently collect this information in a separate collection tool. We are proposing to interface this collection with the NJ SMART portal so that incidences, actions taken, and services provided can be integrated into analyses of attendance and progress toward graduation.

Task 1.4 Develop a Postsecondary Module to allow the tracking of students into post-secondary institutions and the workforce.

Sub-task 1.4.a Partner with the National Student Clearinghouse to provide enrollment, progress toward degree, degrees earned, and a transcript exchange program.

Sub-task 1.4.b Partner with the Mid-Atlantic Consortium of Wage Records, housed at the University of Maryland to conduct student matching of records, extraction of wage and employment data, and the loading of such data into NJ SMART.

Sub-task 1.4.c Partner with New Jersey's Commission on Higher Education to collect student-level remedial course work information.

Outcome 2 Build a Teacher-Student-Course module to link teacher to student-level data. To-date, New Jersey has assigned all certificated staff unique identifiers that are not tied to social security numbers. Our current staff collection utilizes this identifier and gathers data regarding teaching assignment, years of experience, salary, and Highly Qualified Status through a legacy DOS system. Another system handles requests and validation for Certificates and Licensing from teacher preparation programs and school districts. Neither of these systems interface with NJ SMART.

Task 2.1 Transition existing staff collections to NJ SMART portal.

Sub-task 2.1.a Build upon existing data collections with additional staff data elements as specified in the National Education Data Model (NEDM) as well as identified in EDEN/EDFacts file specifications. Integrate data from Certificates and Licensing system into NJ SMART through single source uploads using unique teacher identifier as the primary key. Create data definitions, a file layout, and appropriate business rules relating to certification, preparation programs, job codes and NCLB requirements.

Sub-task 2.1.b Begin pilot collection through NJ SMART portal.

Sub-task 2.1.c Conduct variance analyses between existing staff collections and new collections.

Sub-task 2.1.d Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Sub-task 2.1.e Sun-set existing systems after variance analyses indicate high levels of data quality.

Task 2.2 Build a Course Module to capture course taking and grades earned by each student as well as teaching assignments of each teacher; this module will interact with the Graduation Module (see Task 1.2) and the determination of a student's early warning status.

Sub-task 2.2.a Map current course codes to NCES course coding in all New Jersey school districts. Structure guidance to districts and provide support to districts and their vendors during the transition period.

Sub-task 2.2.b Develop submission technical specifications, pilot collection, and modify collection based on user feedback.

Sub-task 2.2.c Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Sub-task 2.2.d Develop the ability to send transcripts to higher education institutions.

Task 2.3 Update report functionality in NJ SMART to create "Class Rosters" by linking NCES course code plus section identifiers and students (using unique student identifies) and teachers (using unique teacher identifiers).

Outcome 3 Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Task 3.1 Define new data elements, validation rules, and data handbook. As we undertake this work, we intend to leverage existing data handbooks and validation rules provided by the National Education Data Model (NEDM) and EDEN/EDFacts in a way that affords us the opportunity to collaborate with other states or participate in other emerging national efforts.

Sub-task 3.1.a Add "Membership" data elements such as the number of days a student is present in school, the number of days absent when school is in session, the number of possible school days, and the number of absences considered by the LEA to be truant absences; approximately four data elements. These data are currently gathered in two separate collections that do not interface with NJ SMART.

Sub-task 3.1.b Add "NCLB Title I School Choice" data elements such as whether a student applied to transfer and whether the transfer took place; approximately four data elements. NJDOE currently does not collect this data at a student level. Moving it into NJ SMART would give us the ability to track choice program participants and analyze their educational outcomes in addition to meeting EDEN reporting requirements.

Sub-task 3.1.c Add additional "English Language Learners" data elements such as home/native language, LEP program type, and Title III participant status; approximately four data elements. NJDOE currently collects this information in several different collections, some of which are at a student level.

Sub-task 3.1.d Add additional "Immigrant" data elements, such as the date of first entry into a United States school and program participation under Title III, approximately three data elements. NJDOE currently conducts a separate collection for these data elements that is not at a student level.

Sub-task 3.1.e Create a Career and Technical Education collection within NJ SMART. NJDOE's current Career and Technical Education collection is at present a separate collection that is not tied to NJ SMART thus requiring duplication of effort by school districts as they provide NJDOE with data elements that are already part of NJ SMART, such as a student's race and ethnicity as well as assessment outcomes. We anticipate that moving this collection to NJ SMART will require the addition of

twelve data elements, such as the identification of a career concentration, the status toward completion of the concentration, and whether a vocational assessment was administered.

Sub-task 3.1.f Add additional "Migrant" data elements such as Priority for Services, Last Qualifying Move, and Migrant Service Type. These data elements are currently collected at a student level by an external vendor but are not yet uploaded into NJ SMART. We anticipate that adding these data elements to NJ SMART will require an additional twelve data elements.

Sub-task 3.1.g Add additional "Homeless" data elements such as Unaccompanied Youth Status, Primary Nighttime Residence, and Services Received. NJDOE has been collecting a single data element to indicate Homeless status for several years but needs to expand NJ SMART with an additional four data elements in order to sun-set its separate Homeless collections.

Sub-task 3.1.h Add "Neglected and Delinquent Program" data elements, such as the type of program a student participated in and an indication of the services received. NJDOE currently collects this data in a separate collection that is not at a student level. We anticipate that adding this data to NJ SMART will require the creation of six new data elements.

Sub-task 3.1.i Add "Special Education Exiting" data elements to NJ SMART end of year collection. While the NJ SMART system is used to collect Special Education enrollment information, NJDOE has not yet begun collecting the end-of-year Special Education Exiting information such as the date that special education services ended or the reason why a student left special education. We are planning to pilot a collection of the additional two data elements needed in June 2010.

Sub-task 3.1.j Add "Technological Literacy" data elements to NJ SMART. NJDOE currently collects this information for fourth and eighth graders at a school level. We would like to collect this information at a student level and through NJ SMART by creating two new data elements.

Sub-task 3.1.k Add "SAT and AP Test Taking" information. NJDOE currently purchases this information at a student level from the College Board. We are proposing in this application that we then load this data into NJ SMART, using our matching algorithms. This would necessitate the creation of new data elements in NJ SMART as well as new programming in EDanalyzer to make this information available to school districts.

Sub-task 3.1.l Add "Multiple Measures of Student Achievement," up to twenty data elements, to allow districts and charter schools to upload the results of locally designed assessments or benchmark assessments.

Task 3.2 Develop new file formats and reporting infrastructure.

Task 3.3 Conduct parallel submissions and quality assurance analyses, comparing existing collections with new collections.

Task 3.4 Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Task 3.5 Sun-set existing systems after variance analyses indicate high levels of data quality.

Task 3.6 Build a common directory platform for user and Meta data management to serve as serve as the central repository of school codes and types, addresses and contact information, and access rights/roles for individual users as well as groups.

Sub-task 3.6.a Identify, procure, and configure commercial off the shelf Directory software.

Sub-task 3.6.b Incorporate existing security model for district school and teacher roles.

Task 3.7 Pilot School Interoperability Framework (SIF) with select districts to better accommodate alternative means of data collection by leveraging technology automation and standardized protocols. These efforts will enable us to better address the diversity of access and understanding of technology that current exists among the submitters of data, who are often administrative assistants or secretaries to the superintendent.

Sub-task 3.7.a Identify, procure, and configure commercial off the shelf Zone Integration Server.

Sub-task 3.7.b Develop application programming interface (API) enabling NJ SMART integration with SIF standardized data interfaces.

Sub-task 3.7.c Select and manage pilot districts to integrate SIF data exchange with district Student Information Systems. Conduct parallel data submissions and analyze variance for data quality and integrity.

Outcome 4 Expand the capacity of NJDOE, district and school personnel to use data to inform policy decisions, diagnose impediments to higher levels of student achievement, and

to choose solutions for school and instructional reform, modeled after the Consortium on Chicago Schools Research.

Task 4.1 Develop training modules specific to the use of technologies in NJ SMART. Topics include using district and school reports; using EDanalyzer, and conducting ad hoc analysis utilizing the business intelligence tool. Each training model to include pilot workshops, the development of an on-line course module, and revisions to the modules based on user feedback. Basic user training has already been conducted throughout New Jersey, but this training needs to be enhanced and made available online in perpetuity.

Sub-task 4.1.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.1.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Task 4.2 Promote the practice of the use of data by district teams and schools. Develop modules specific to the establishment of data teams in districts and schools as well as building the capacity of district personnel to serve as data coaches and district data stewards to establish and maintain high quality data. Each module to include pilot workshops, the development of on-line course modules, revisions to the modules based on user feedback, and toolkits that will include protocols, templates, activities, sample agendas, and case studies.

Sub-task 4.2.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.2.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Sub-task 4.2.c Develop Toolkit materials and publish online. Pilot Toolkits and revise from pilot feedback.

Task 4.3 Connect the use of data to district, school, and instructional and individual student improvement. Develop professional development modules specific to using data to manage programs, policies and accountability; using data for district and school improvement planning; using data for instructional improvement; and using data for student improvement planning. Each module to include pilot workshops, the development of on-line course modules, revisions to the modules based on user feedback, and toolkits that will include protocols, templates, activities, sample agendas, and case studies.

Sub-task 4.3.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.3.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Sub-task 4.3.c Develop Toolkit materials and publish online. Pilot Toolkits and revise from pilot feedback.

Task 4.4 Develop tools to manage training and professional development programs, including course registration, infrastructure for online modules, and feedback/course evaluation.

Sub-task 4.4.a Develop business requirements for a training and professional development management and course delivery systems.

Sub-task 4.4.b Build or procure, install, and test the system.

Task 4.5 Identify and train NJDOE staff that can serve as facilitators in district-specific trainings where the liaison uses web based training modules to turnkey the training to school personnel.

Sub-task 4.5.a Develop curriculum outlines and train-the-trainer materials.

Sub-task 4.5.b Train pilot group of NJDOE staff. Revise materials and curriculum from pilot feedback.

Outcome 5 Expand the use of data among education stakeholders.

Task 5.1 Deploy a "Business Intelligence Tool" based upon OLAP analysis cubes that will allow stakeholders to conduct simplified ad hoc school and district level analyses of student outcomes via the internet.

Sub-task 5.1.a Conduct professional development for NJDOE users and provide technical support for users (see Task 4.1).

Task 5.2 Enhance NJDOE's external partnerships with researchers from universities, colleges and other organizations by forming a Research Consortium, akin to the Consortium on Chicago School Research.

Sub-task 5.2.a Build a research data mart for use by scholars that strips identification components from data, following FERPA guidelines.

Sub-task 5.2.b Allow downloads through a research-specific graphical user interface (GUI).

Task 5.3 Create public and community analysis tools.

Sub-task 5.3.a Specify the set of data elements, the suppression rules, strip data of identifying elements, and build a public-specific graphical user interface (GUI).

Sub-task 5.3.b Deploy the GUI on the NJDOE homepage to allow members of the community at large to easily access or conduct simple analyses of school and district level data.

Task 5.4 Create district and school dashboards that integrate data across NJ SMART submissions, assessment data, and statistical calculations to present key student performance indicators in an easily understood manner.

Sub-task 5.4.a Integrate the dashboard with existing NJSMART reports functions and NJDOE district monitoring protocols.

C. Timeline for Project Outcomes

In this section, we present our timeline for the completion of our five proposed outcomes. Although the timeline represents an ambitious undertaking, we believe, given our successful work to-date, that we can implement the five proposed outcomes within the three year period of the grant. As mentioned above, a significant portion of this work can be accomplished by a straightforward expansion of the number of data elements collected. As these data elements have become increasingly better specified as the result of other states' efforts, EDEN/EDFacts, and the National Education Data Model, we are in a position to leverage this existing work. As the proposed new functionality, specifically the creation of the link between teacher and student and course, also relies on our existing portal, data collection process, and help desk infrastructure, we also believe it is possible extend our current system in order to be fully implemented within three years.

For each outcome, NJDOE will take the lead role of articulating appropriate policy, specifications, and requirements while our vendor will develop and implement the new functionality within NJ SMART. Other partnerships, as needed, are described below specific to each outcome.

As NJDOE has not received any grant funding to-date to support the development of NJ SMART, no risk of duplication of efforts exists. As explained herein, the development of NJ SMART has proceeded with the use of state funds and through a contractual agreement with an external vendor. The contract with our vendor runs through August 2010. This contract specifies the issuance of unique student identifiers and the collection of 75 data elements in addition to maintaining the system. If this application is successful, we intend to contract for the current

maintenance role played by our vendor (as other parts of the contract are now fully realized) using state funds and expand the development role using funds from this grant competition.

For each outcome, task and sub-task below we specify a date that work will be initiated and completed. Please see the Budget Narrative for a fully specified work plan by Outcome, Task and Sub-task.

Outcome 1 Develop new tools and functionality within NJ SMART to create better visibility and usability of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes. Work to begin in May 2010 and conclude by August 2011.

Task 1.1 Construct a Student Growth Module. Initiation of efforts May 2010, completion October 2010; support on-going.

Sub-task 1.1.a Extract data, identify cohorts and perform statistical analyses to extend the calculation and analysis of student-level growth percentile scores to all cohorts of test takers. Initiation of efforts May 2010, completion August 2010; yearly from May to August thereafter.

Sub-task 1.1.b Populate NJ SMART with student-level scores to allow schools and districts to conduct independent analyses through our existing EDanalyzer tool. Initiation of efforts May 2010, completion of modifications to EDanalyzer October 2010; support for dynamic report execution to be ongoing for the period of the grant.

Task 1.2 Develop a Graduation Module. Initiation of efforts May 2010, completion August 2011, modifications as needed thereafter.

Sub-task 1.2.a Develop a report module that presents district users with a roster of each NCLB cohort. This work is currently underway, to be completed by August 2010.

Sub-task 1.2.b Present data to enable districts to identify a student's progress toward graduation. To be deployed July 2011.

Sub-task 1.2.c Calculate a 'risk score' for individual students. May – June 2010.

Task 1.3 Create a Discipline Module. Initial process definition work to begin in May 2010 and conclude by August 2010. Deployment of the module to be completed by April 2011.

Task 1.4 Develop a Postsecondary Module. Initiation of work in May 2010, uploading of data completed by December 2010, reports functionality completed by May 2011, helpdesk support and project management throughout the period of the grant.

Sub-task 1.4.a Partner with the National Student Clearinghouse. Exchange of uploading of student data to be completed by December 2010 and yearly thereafter.

Sub-task 1.4.b Partner with the Mid-Atlantic Consortium of Wage Records. Exchange of uploading of student data to be completed by December 2010 and yearly thereafter.

Sub-task 1.4.c Partner with New Jersey's Commission on Higher Education. This work is ongoing. Data to be exchanged yearly by November.

Outcome 2 Build a Teacher-Student-Course module to link teacher to student-level data. Initial business process definition work has begun; statewide student and teacher level collections to be completed by November 2011.

Task 2.1 Transition existing staff collections to NJ SMART portal. Work has begun, completion of statewide collection in November 2011.

Sub-task 2.1.a Build upon existing data collections with additional staff data elements. This work has begun and will conclude by October 2010.

Sub-task 2.1.b Begin pilot collection through NJ SMART portal. April to May 2011.

Sub-task 2.1.c Conduct variance analyses between existing staff collections and new collections. June 2011.

Sub-task 2.1.d Deploy collection across all of New Jersey's districts and charter schools. October – November 2011.

Sub-task 2.1.e Sun-set existing systems after variance analyses indicate high levels of data quality. October 2012.

Task 2.2 Build a Course Module to capture course taking and grades earned by each student as well as teaching assignments of each teacher. Work to begin in July 2010 and be completed by October 2011.

Sub-task 2.2.a Map current course codes to NCES course coding in all New Jersey school districts. July – October 2010.

Sub-task 2.2.b Develop submission technical specifications, pilot collection, and modify collection based on user feedback. Initial business process definition to be completed by September 2010, modifications as needed thereafter.

Sub-task 2.2.c Deploy collection across all of New Jersey's districts and charter schools. October 2011.

Sub-task 2.2.d Develop the ability to send transcripts to higher education institutions. December 2010.

Task 2.3 Update report functionality in NJ SMART to create "Class Rosters" by linking NCES course code plus section identifiers and students (using unique student identifies) and teachers (using unique teacher identifiers). October 2011.

Outcome 3 Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data. Work has begun on defining the new data elements. The dates listed in Task 3.1 below indicate when each new data element will be collected for the first time.

Task 3.1 Define new data elements, validation rules, and data handbook. Work has begun on defining the new data elements, expected to conclude by November 2010.

Sub-task 3.1.a Add "Membership" data elements. June 2010.

Sub-task 3.1.b Add "NCLB Title I School Choice" data elements. June 2011.

Sub-task 3.1.c Add additional "English Language Learners" data elements. August 2010.

Sub-task 3.1.d Add additional "Immigrant" data elements. June 2011.

Sub-task 3.1.e Create a Career and Technical Education collection within NJ SMART. June 2010.

Sub-task 3.1.f Add additional "Migrant" data elements. June 2011.

Sub-task 3.1.g Add additional "Homeless" data elements. June 2010.

Sub-task 3.1.h Add "Neglected and Delinquent Program" data elements. June 2011.

Sub-task 3.1.i Add "Special Education Exiting" data elements. June 2010.

Sub-task 3.1.j Add "Technological Literacy" data elements. June 2010.

Sub-task 3.1.k Add "SAT and AP Test Taking" information. October 2010.

Sub-task 3.1.l Add "Multiple Measures of Student Achievement." Capability enabled October 2010.

Task 3.2 Develop new file formats and reporting infrastructure. This task will occur approximately six months before the expected collection of the data elements, as noted above.

Task 3.3 Conduct parallel submissions and quality assurance analyses, comparing existing collections with new collections. This task will be completed within four months of the expected collection of the data element, as noted above.

Task 3.4 Deploy collection across all of New Jersey's districts and charter schools. Please see dates as noted in Task 3.1.

Task 3.5 Sunset existing systems after variance analyses indicate high levels of data quality. This task will be completed within four months of the expected collection of the data element, as noted above.

Task 3.6 Build a common directory platform for user and Meta data management. This work would begin in November 2010 and be completed by August 2011.

Sub-task 3.6.a Identify, procure, and configure commercial off the shelf Directory software. November 2010.

Sub-task 3.6.b Incorporate existing security model for district school and teacher roles. December 2010 – August 2011.

Task 3.7 Pilot School Interoperability Framework (SIF) with select districts. This work will begin in August 2011 and be completed by January 2012.

Sub-task 3.7.a Identify, procure, and configure commercial off the shelf Zone Integration Server. August 2011.

Sub-task 3.7.b Develop application programming interface (API) enabling NJ SMART integration with SIF standardized data interfaces. August 2011.

Sub-task 3.7.c Select and manage pilot districts to integrate SIF data exchange with district Student Information Systems. August 2011 – January 2012.

Outcome 4 Expand the capacity of NJDOE, district and school personnel to use data to inform policy decisions, diagnose impediments to higher levels of student achievement, and to choose solutions for school and instructional reform, modeled after the Consortium on Chicago Schools Research. This work will extend the entire length of the grant period.

Task 4.1 Develop training modules specific to the use of technologies in NJ SMART. May – December 2010.

Task 4.2 Promote the practice of the use of data by district teams and schools. May – December 2010.

Task 4.3 Connect the use of data to district, school, instructional and individual student improvement. May – December 2010.

Task 4.4 Develop tools to manage training and professional development programs. May 2010 – May 2013.

Task 4.5 Identify and train NJDOE staff that can serve as facilitators in district-specific trainings. April 2011 – May 2013.

Outcome 5 Expand the use of data among education stakeholders. May 2010 and ongoing throughout the grant period.

Task 5.1 Deploy a "Business Intelligence Tool" based upon OLAP analysis cubes that will allow stakeholders to conduct simplified ad hoc school and district level analyses of student outcomes via the internet. May to December 2010.

Sub-task 5.1.a Conduct professional development for NJDOE users and provide technical support for users (see Task 4.1). January to July 2011, with update training in January-February of each succeeding year.

Task 5.2 Enhance NJDOE's external partnerships with researchers from universities, colleges and other organizations by forming a Research Consortium, akin to the Consortium on Chicago School Research. January 2011.

Sub-task 5.2.a Build a research data mart for use by scholars that strips identification components from data, following FERPA guidelines. August 2010.

Sub-task 5.2.b Allow downloads through a research-specific graphical user interface (GUI). December 2010 – January 2011.

Task 5.3 Create public and community analysis tools. July 2010 – August 2011.

Sub-task 5.3.a Specify the set of data elements, the suppression rules, strip data of identifying elements, and build a public-specific graphical user interface (GUI). July 2010.

Sub-task 5.3.b Deploy the GUI on the NJDOE homepage to allow members of the community at large to easily access or conduct simple analyses of school and district level data. December 2010 – January 2011.

Task 5.4 Create district and school dashboards that integrate data across NJ SMART submissions, assessment data, and statistical calculations to present key student performance indicators in an easily understood manner. January 2011 – July 2011.

Sub-task 5.4.a Integrate the dashboard with existing NJSMART reports functions and NJDOE district monitoring protocols. January 2011 – July 2011.

D. Project Management and Governance Plan

Current Management and Governance of NJ SMART

The oversight of NJ SMART is currently the joint responsibility of the Office of Information and Educational Technology (IT) and the Office of Research and Evaluation (R&E). The director of IT reports directly to the Chief of Staff who reports to the Commissioner of Education; while the director of R&E reports to the Deputy Commissioner who reports to the Commissioner. IT takes the lead in overseeing the technical development of the system, including its architecture, functionality, and interoperability with other data collections while also exercising oversight over project timelines, benchmarks and budgeting. R&E takes the lead on developing new data dictionaries, overseeing the crosswalk between EDEN files and current data collections, and ensuring that all educational stakeholders have access to the type of data – and in its most easily usable form – that will inform local and state decisions. The partnership between IT and R&E allows for development decisions to be made collaboratively while ensuring that both technical and educational concerns are addressed in a coordinated manner.

The operation and on-going maintenance of NJ SMART is performed by our external vendor, Public Consulting Group (PCG), under the direction of NJDOE. PCG is a management consulting firm founded in 1986 to offer public policy development, service delivery and design, rate setting, cost accounting, revenue maximization financial management, operations improvement, planning, strategy implementation, and other management advisory services to

government and private health and human service providers. At present, PCG is also working with four other states on streamlining their education-related federal reporting, implementing professional development for education stakeholders, and utilizing student growth scores among other tasks.

PCG provides support to public school districts, charter schools, and the vendors of districts' that use student-level information systems. For each collection from districts and charter schools, PCG – in collaboration with the NJDOE – publishes a data dictionary, a file format, and memos to the district's NJ SMART point of contact. Those initial pieces of communication are followed by collection or topic specific WebEx sessions, open to all districts. Additionally, PCG also manages the NJ SMART Help Desk that takes inquires via a toll free phone line or email. During the last few days that the NJ SMART portal is open for a collection, the number of Help Desk inquires can reach 300 in one day.

Within the NJDOE, a NJ SMART Steering Committee was formed three years ago to provide guidance from all program areas that work with student data and exercise oversight of the project work plan and budget. All assistant commissioners and appropriate directors participate in these weekly meetings to discuss on-going operation, plans for development, and analyses of collections. All major decisions, projects, and expenditures related to the data collection and reporting processes and infrastructure must go before this group for review and approval. Additionally, PCG leads a meeting of the Steering Committee once a month to present status information from recent collections, report out on development milestones, and otherwise keep the Steering Committee informed regarding feedback from districts and charter schools.

Within the NJDOE, we have developed a Data Steward Working Group among all program offices and programmers who work with any type of data that is required as part of EDEN/EDFacts. The mission of the Working Group is to collaborate across all in-house data collections and NJ SMART on issues of data definitions, streamlining collections, and partnering in EDEN/EDFacts submissions. A lead data steward has been assigned to each EDEN file and appropriate 'data element stewards' have also been identified for the instances in which data elements for a single EDEN file must be pulled from multiple program areas.

To ensure that all necessary areas within the NJDOE are aware of progress, the director of R&E makes quarterly presentations regarding the development of NJ SMART to meetings of the Executive County Superintendents. In New Jersey, each of our counties have an Executive County Superintendent who oversees the local school districts and charter schools in his/her county. These individuals then present this information to the superintendents of school districts at 'Roundtable' meetings. This type of communication ensures that both the NJ SMART point of contact and district superintendent (who are likely not the same individual) are kept up to date on upcoming changes. Also as a particular collection unfolds, PCG and the Executive County Superintendents work together to garner a 100% response from districts and charter school by utilizing NJDOE's county offices of education to prod late submitters into action.

External Collaborators and Partners

As NJ SMART was developed, NJDOE reached out to various external state agencies and partners. Collaborating state agencies have included the following: New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services, the New Jersey Department of Children and Families, Head Start, an association of Private Schools, and the New Jersey Department of Labor.

Additionally, as each new portion of development was undertaken, NJDOE and its vendor, Public Consulting Group, conducted focus groups among district and charter school stakeholders. For example, in working to develop EDanalyzer and our Reports Functionality, focus groups among districts identified the nearly three dozen 'Essential Questions' that district administrators would like to be able to easily ask of their data – perhaps with a single click!

Proposed Management and Governance

The work proposed herein will necessitate building a broader collaboration among education stakeholders as the next stages of development represent a significant expansion of the system in terms of the number of data elements in the system, the complexity of the data analyses available, and the required external partnerships in order to access new data sets. Additionally, with the expansion of NJ SMART, we will be in a position to answer important questions that ultimately lead to more informed policy and practice at the state, district, and school levels. Five types of governance structures are therefore proposed:

- Maintain the internal organization of the NJDOE's oversight of NJ SMART. The collaboration between IT and R&E is working well, leading to development decisions that are fully informed from both the technical and programmatic points of view. The NJ SMART Steering Committee should continue to be comprised of directors and assistant commissioners who meet weekly to discuss the implementation of new development and functionality within NJ SMART as well as plan for the sun-setting of duplicative data collections. Additionally, the Data Steward Working Group should continue to meet to discuss new development and collections as they are undertaken.

- Expand and extend vendor contract to undertake the work proposed herein.

- Build upon our existing collaboration with other state agencies by bringing together appropriate assistant commissioners and directors to implement data sharing across agencies.

- Engage district and school personnel in ongoing work groups to guide development decisions and implementation. Rather than forming one advisory council, we propose to establish work groups related to the Project Outcomes and Tasks proposed herein so as to engage as many NJ SMART users in the process as is feasible.

- Develop a Governor's P-20 Research Consortium to collaboratively set a research agenda that will inform statewide policy decisions. This consortium should include members

from collaborating state agencies, research colleges and universities, and other educational stakeholders.

Key Project Staff

Please note: At this time, New Jersey state government is in a transition from the administration of Governor Jon Corzine to Governor-elect Chris Christie. As evidenced in Appendix D, Governor-elect Christie has expressed his strong support for this application. However, it is possible that the NJDOE organizational structure maybe reorganized so that the individuals and reporting relationships described in this narrative are altered.

NJDOE Staff

Project Sponsor: Deputy Commissioner

The NJDOE Deputy Commissioner will oversee all aspects of this proposal's implementation. While the Project Lead and Project Contract Manager will regularly report to the Deputy Commissioner on the project's status, recommendations from the NJ SMART Steering Committee will also flow directly to the Deputy Commissioner for his/her action.

Project Lead: Dr. Bari Anhalt Erlichson

Dr. Erlichson joined the NJDOE in 2008 and formally began as the director of the newly constituted Office of Research and Evaluation (R&E) in January 2009. As the mission of the R&E Office is to provide decision makers at the school, district and state level with data that informs policy making and practice, Dr. Erlichson assumed responsibility of the programmatic development of NJ SMART in January 2009. The establishment of the R&E Office within the NJDOE at a time of great budgetary constraints illustrates the NJDOE's commitment to the ongoing development of NJ SMART and to the greater use of data at all levels of decision making within the education system.

Prior to joining the NJDOE, Dr. Erlichson conducted several external studies of school and school districts under contract to the NJDOE. Her work was also supported by foundations while at Montclair State University and as a professor at Rutgers University. She has published widely on issues such as school reform implementation, federal policy analysis, and the roles of various education stakeholders, such as school boards. She holds a doctorate in political science from Stanford University and a master's degree in Educational Administration from the School of Education at Stanford University.

Dr. Erlichson's role in this project will account for 75% of her time, as an in-kind contribution, and will include the following:

- Overseeing the development of new data dictionaries;
- Ensuring the alignment of new collections to the National Education Data Model, EDEN/EDFacts and CCSSO's emerging LEARN consortium and Common Core;
- Planning for the deployment of new collections in terms of scheduling;

- Structuring partnerships with and communication to school districts;
- Conducting the variance analyses between new and legacy collections and making recommendations as to sun-setting of legacy collections;
- Chairing the NJDOE NJ SMART Steering Committee and working internally with program offices on data collections;
- Serving as a member of the Governor's P-20 Research Consortium; and
- Traveling to IES, EIMAC and EDFacts meetings.

Project Contract Manager: Mr. Jack Moticha

Mr. Moticha joined the NJDOE in November 1997. Mr. Moticha became the NJDOE's Acting CIO in January 2009. Prior to assuming this role, Mr. Moticha served as the Manager of all Legacy Applications within the department, including all distributed data collection systems as well as educational aid systems.

Mr. Moticha's role in this project will account for 10% of his time, as an in-kind contribution, and will include the following:

- Overseeing the development of the contracts related to this work;
- Overseeing the completion and timeliness of development benchmarks and deliverables;
- Managing the interoperability of legacy data collections to NJ SMART; and
- Directing the ongoing process of vendor invoicing.

IT Project Manager: Mr. Mark Falchek

Mr. Falchek joined the department in May 2000. His responsibilities since that time have included the management of the technical staff that develop and maintain the web-based systems and collections as well as performing as a liaison to the State Office of Information Technology and technology vendors for projects contracted outside the NJDOE.

Mr. Falchek's role in this project will account for 75% of his time, funded by this grant. Many of his existing responsibilities will be transferred to other NJDOE employees so that he will be able to undertake the following under the guidance of the Project Lead:

- Overseeing the architectural design of NJ SMART, including the increased functionality of EDanalyzer, the reports functions, and the development of the new modules;
- Overseeing the development of system software;
- Developing timelines for development;
- Allocating IT staff resources as necessary to support program offices in participating in analyses of NJ SMART variance analyses;
- Continuing to serve as the EDEN Coordinator; and
- Traveling to IES, EIMAC and EDFacts meetings.

Business Systems Analyst: Ms. Lorraine Clapper

Ms. Clapper officially joined the NJDOE in 2005, but served the department 'on loan' from a school district beginning in 2003. While serving in that role, Ms. Clapper participated in the earliest stages of development of NJ SMART including the development of the unique student identifier and the original vendor certification process. Since joining the department, Ms. Clapper has taken on the role of the "Chief Data Steward" and EDEN/EDFacts liaison. In these roles, she convenes meetings of Data Stewards and programmers who prepare EDFacts files for her submission to EDFacts. She also serves as the support technician for district-level web user administrators. Ms. Clapper holds a master's degree in Organization and Management with a Specialization in Leadership.

Ms. Clapper's role in this project will account for 75% of her time, funded by this grant. Many of her existing responsibilities will be transferred to other NJDOE employees so that she will be able to undertake the following under the guidance of the IT Project Manager and Project Lead:

- Collaborating with vendor to determine a business process flow of the data collections;
- Overseeing the development of business and validation rules for newly created or expanded data elements;
- Maintaining meta data for schools and districts;
- Ensuring the interoperability of NJ SMART with EDEN/EDFacts;
- Assisting in the sun-setting of legacy data collections; and
- Traveling to IES, EIMAC and EDFacts meetings.

Public Consulting Group Partners

Project Lead: Michelle Simmons, Ph.D.

Dr. Simmons is a Manager in PCG's Oakland, California office with overall responsibility for PCG Education's West Coast engagements. Dr. Simmons has nine years of experience in public sector consulting in the education services industry. She was the project founder and manager for NJ SMART, the comprehensive state data warehouse, student level reporting, and longitudinal data analysis project for the state of New Jersey for four years. For NJ SMART she led the initial student level data collection efforts, including coordinating training for 635 districts on data requirements and submission procedures. She has worked collaboratively with NJDOE to develop comprehensive data policies addressing local, state and federal data requirements. Dr. Simmons has additional expertise in special education information management and school-based Medicaid reimbursement projects. She has program negotiation, strategy, and program implementation experience in the states of Michigan, Illinois, Tennessee, New Jersey, California, Kansas, Nevada, and Texas, in administrative claiming, random moment time study methodology, fee for service billing, special education information management systems, and data warehouse and analysis tools.

Senior Project Manager: Trevor Selby

Mr. Selby is a Senior Consultant directing the day to day operations for the Princeton, New Jersey office. In this capacity, Mr. Selby manages NJ SMART, New Jersey's statewide longitudinal data system as well as the statewide schools Medicaid claiming contract. Mr. Selby brings not only expert knowledge of state and federal education data guidelines, but operational and technical experience working on a state longitudinal data system and with New Jersey's 635 LEAs. This includes detailed knowledge of unique student identification systems, data collection and validation processes, EDFacts file submissions, the National Governors Association high school graduation calculation, end user training, and analytic tool support. Prior to his employment at PCG, Mr. Selby worked for Educational Testing Service, directing several statewide summative assessment systems and as a lead software engineer in several Silicon Valley startups. Mr. Selby earned a Bachelor of Science degree in Computer Science from Duke University and a Masters of Business Administration from New York University.

IT Project Manager: Greg Nadeau

Mr. Nadeau is a Manager in PCG's Boston, Massachusetts office with overall responsibility for leading PCG's Education Data Analytics services. Mr. Nadeau has over sixteen years experience leading state longitudinal data systems, eight on the public side as Chief Information Officer of the Massachusetts Department of Education, and eight in the private sector, consulting with private companies, education organizations and states. Mr. Nadeau served on the Board of Directors of the School Interoperability Framework Association (SIFA) and as an expert consultant to the Council of Chief State School Officers (CCSSO). In 2001, Mr. Nadeau created and led the US Open e-Learning Consortium, a 14-state USED-funded project. The primary objective of the consortium was to harvest released high-stakes, assessment items to create a pool for low-stakes interim assessments. He is currently working with CCSSO to establish a new national consortium called the Learning and Education Resource Network (LEARN) designed to harness Race to the Top and the $250M State Education Data Systems grants in the ARRA stimulus package.

Professional Development Project Manager: David Ronka

Mr. Ronka, a Manager with Public Consulting Group, Inc (PCG), is the Executive Director of PCG's Center for Resource Management (PCG-CRM), based out of Portsmouth, New Hampshire. Mr. Ronka has 15 years of public sector experience, including consulting with school districts and working with educational data systems. He has designed and delivered professional development for adult learners in many contexts and settings, including the use of data to better inform instructional decision making and the use of technology in schools. He currently teaches a graduate course on data use to participants in the Boston Public Schools Principal Fellowship Program. Additionally, he has implemented educational data management systems for school districts around the country and has helped schools identify and develop data reports that target specific improvement goals. Mr. Ronka earned his Bachelor of Arts and Bachelor of Science from Tufts University. He earned his Masters of Education from the

Harvard Graduate School of Education and is an active member of Harvard's Data Wise Project, a group of researchers that works with educators around the country to help them implement effective methods of using data to improve student achievement. Mr. Ronka has served as a Teaching Fellow for the Data Wise weeklong summer institute, has presented as a guest lecturer at Harvard, and served as a coach for Getting Started with Data Wise, an online course for school leaders presented through Harvard's WIDE World. Mr. Ronka is a contributing author of *Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning* (Edited by Boudett and Steele, Harvard Education Press, 2007). Prior to PCG, Mr. Ronka served for 6 years in the Navy as a Civil Engineer Corps officer.

Director of Technology: Joseph Tabcharani.

Mr. Tabcharani is the Director of Technology and Operations for PCG Education, located in PCG's Montreal, Canada office. Mr. Tabcharani has 8 years of experience consulting with school districts and working with educational data systems and 15 years of project management experience. He has implemented educational data warehouse systems for school districts in Canada and the United States. Mr. Tabcharani earned his Bachelors and Masters degrees in Electrical Engineering from Washington University in St Louis. He earned his Masters in Business Administration from McGill University in Montreal. He is an active member of the MUGs group which hosts all current customers with the PCG data warehouse solution in the province of Ontario in Canada.

Software Development Manager: Neil Marlowe

Mr. Marlowe is the Software Development Manager in PCG's Windsor, Connecticut office. Mr. Marlowe has over 20 years of experience in the IT field which includes working on Microsoft's financial data warehouse. He has managed the development and implementation of many web based and data warehouse software product. He has also managed the development and implementation of key web-based reporting solution for PCG. Mr. Marlowe brings a wealth of software engineering expertise and best practices with an emphasis on data warehousing. Mr. Marlowe also has extensive experience with different Software Development Lifecycle methodologies and best practices.

Technical Project Manager: Jennifer Clark

Ms. Clark is a Technical Project Manager located in PCG's Windsor, Connecticut office. Ms. Clark joined the PCG team in 2006 bringing more than 16 years of experience in customer service, business analysis, and project management. Ms. Clark has extensive experience in technology and data analysis. Ms. Clark received a Bachelor of Science in General Business from Western New England College.

New Jersey Statewide Longitudinal Data System
Application for Funding, December 4, 2009

New Jersey's efforts to build a longitudinal data system – New Jersey Standards Measurement and Resource for Teaching (NJ SMART) – began in earnest in 2007 with the assignment of unique student identifiers to every public school student in the state. Despite significant progress since then, our work is only just beginning. Of the twelve America COMPETES data elements and the seven system capabilities articulated in the Request for Applications, we have fully accomplished three of the twelve elements – establishment of a unique student identifier, yearly uploads of student assessment records, and information about non-tested students. An additional six of the elements and five of the capabilities have been partially implemented. For the remaining four elements and two capabilities, our efforts at implementation are underway.

In many instances, we simply need to expand the number of data elements currently in our system. In other instances, we need to partner with providers of other data sets, such as the Mid-Atlantic Consortium of Wage Records. Additionally, we need to significantly deepen the understanding and use of data in decision making by expanding our reports and dashboard functionality as well as building the data use capacity of our multiple stakeholder groups. We also need to develop a teacher module that relies on unique teacher identifiers and connects teachers to their preparation programs and current teaching assignments and students. To fully implement the twelve elements and seven system capabilities, we seek funding to support these five outcomes:

Outcome 1: Develop new tools and functionality within NJ SMART to create better visibility of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Outcome 2: Build a teacher-student-course module to link teacher to student-level data.

Outcome 3: Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Outcome 4: Expand the capacity of NJDOE, district and school personnel to use data to diagnose impediments to higher levels of student achievement and to choose solutions for school reform.

Outcome 5: Expand the use of data among education stakeholders.

To these ends, this application proposes both new and expanded functionality of NJ SMART. If funded, we believe we can accomplish all of this work within the three year grant period given the strong fundamentals in the design of our system, the high level of commitment within our department and in the state, and the robust partnerships that we have established.

NJ RTTT APPENDIX I

		Year One	Year Two	Year Three	Total
1	personnel	$152,000.00	$155,000.00	$160,000.00	$467,000.00
2	fringes*	$53,200.00	$54,250.00	$56,000.00	$163,450.00
3	travel	$7,500.00	$10,500.00	$10,500.00	$28,500.00
4	equipment	$0.00	$0.00	$0.00	$0.00
5	supplies	$7,427.00	$9,970.00	$10,567.00	$27,964.00
6	contractual	$8,026,080.00	$4,815,648.00	$3,210,432.00	$16,052,160.00
7	construction	$0.00	$0.00	$0.00	$0.00
8	other	$9,498.00	$9,719.00	$9,924.00	$29,141.00
9	total direct (1-8)	$8,255,705.00	$5,055,087.00	$3,457,423.00	$16,768,215.00
10	indirect costs**	$8,912.00	$8,380.00	$8,645.00	$25,937.00
11	training stipends	$0.00	$0.00	$0.00	$0.00
12	**Total costs (9-11)**	**$8,264,617.00**	**$5,063,467.00**	**$3,466,068.00**	**$16,794,152.00**

fringe rate*	35.0%		
federal indirect cost rate**	3.5%		
Indirect base	$254,625.00	$239,439.00	$246,991.00
Other	$220,127.00	$229,720.00	$237,067.00

Salary	$152,000.00	$155,000.00	$160,000.00
Fringe	$53,200.00	$54,250.00	$56,000.00
Supplies	$7,427.00	$9,970.00	$10,567.00
Contract	$25,000.00	$0.00	$0.00
Other	$4,812.00	$5,033.00	$5,238.00
Travel	$7,500.00	$10,500.00	$10,500.00
Telephone Fee	$1,755.00	$1,755.00	$1,755.00
Tech Fee	$1,506.00	$1,506.00	$1,506.00
DOE Direct Fee	$1,425.00	$1,425.00	$1,425.00
Indirect Base	$254,625.00	$239,439.00	$246,991.00
	-$25,000.00	$0.00	$0.00
	-$9,498.00	-$9,719.00	-$9,924.00
Other	$220,127.00	$229,720.00	$237,067.00

Appendices A

A1: NJ SMART Capabilities and Functionality

A2: Letter of Support from Vendor

Appendix A1: NJ SMART Capabilities and Functionality

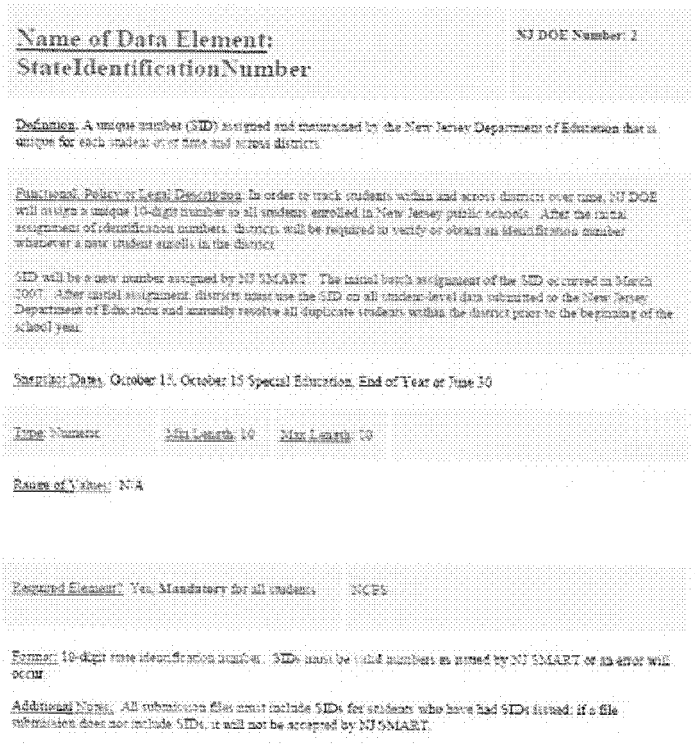
New Jersey Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive data warehouse, student level data reporting, and unique statewide identification (SID) system. The NJ SMART EDanalyzer tool integrates state assessment data, providing Local Education Agencies (LEAs) access to reports that allow for easy monitoring and comparison of critical performance measures.

While NJ SMART provides access to an unlimited number of users from each LEA, the LEA is responsible for designating their users and their users' roles. Within the system, several types of roles are present which provide varying levels of access to student data. For example, a 'school principal' role is only able to view the identifying data of the students that are in his/her building. The LEA must assign the roles to their users in a way that is consistent with the LEA's own FERPA policies.

Additionally, the LEA also designates a NJ SMART point of contact who receives communication directly from NJ SMART regarding system announcements, upgrades and enhancements, and upcoming deadlines and trainings.

Data Collected

NJ SMART currently collects over 60 data elements on each student, each element with their own specified values and validation rules directly from LEAs. The element details are outlined in a published handbook for each submission.



Name of Data Element:
StateIdentificationNumber

NJ DOE Number: 2

Definition: A unique number (SID) assigned and maintained by the New Jersey Department of Education that is unique for each student over time and across districts.

Functional, Policy or Legal Description: In order to track students within and across districts over time, NJ DOE will assign a unique 10-digit number to all students enrolled in New Jersey public schools. After the initial assignment of identification numbers, districts will be required to verify or obtain an identification number whenever a new student enrolls in the district.

SID will be a new number assigned by NJ SMART. The initial batch assignment of the SID occurred in March 2007. After initial assignment, districts must use the SID on all student-level data submitted to the New Jersey Department of Education and annually resolve all duplicate students within the district prior to the beginning of the school year.

Snapshot Dates: October 15, October 15 Special Education, End of Year or June 30

Type: Numeric Min Length: 10 Max Length: 10

Ranges of Values: N/A

Required Element? Yes, Mandatory for all students NCES:

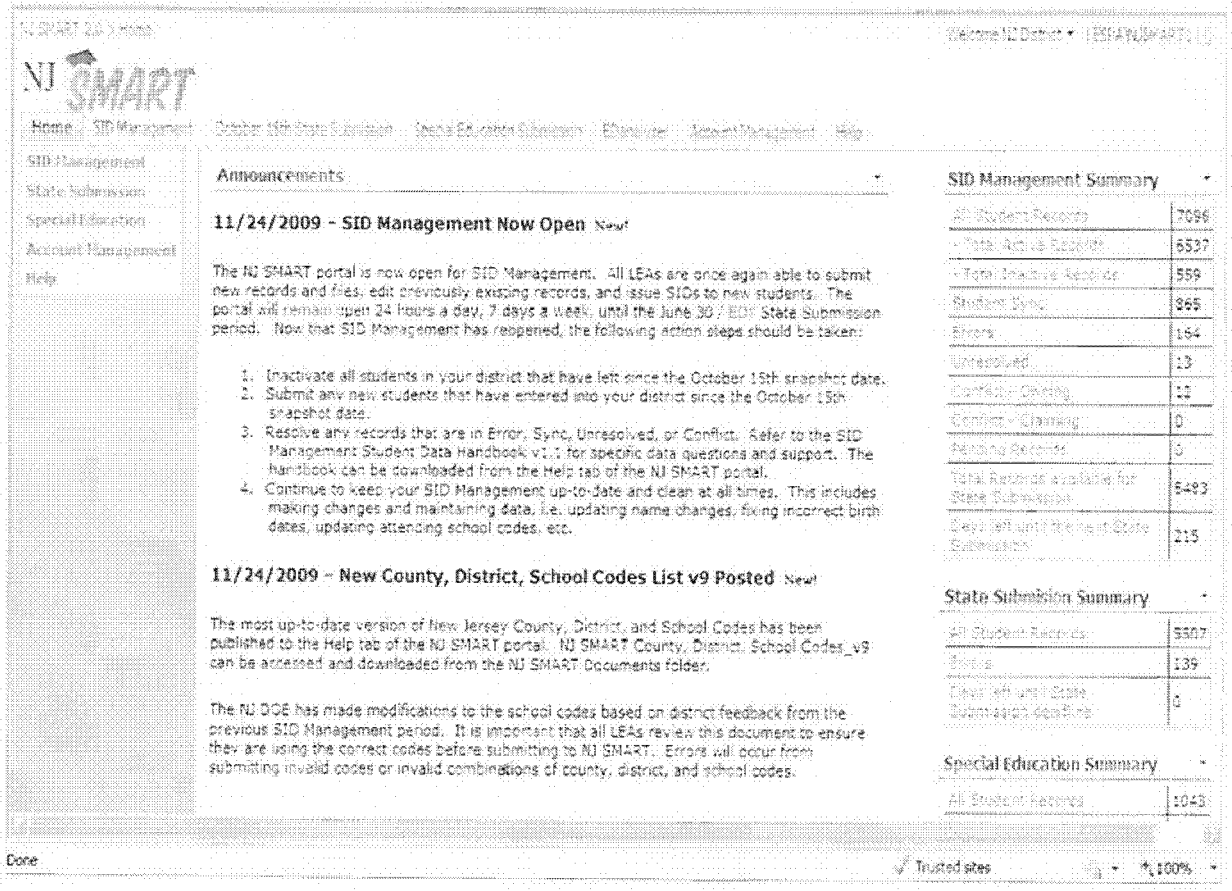
Format: 10-digit state identification number. SIDs must be valid numbers as issued by NJ SMART or an error will occur.

Additional Notes: All submission files must include SIDs for students who have had SIDs issued; if a file submission does not include SIDs, it will not be accepted by NJ SMART.

Home page

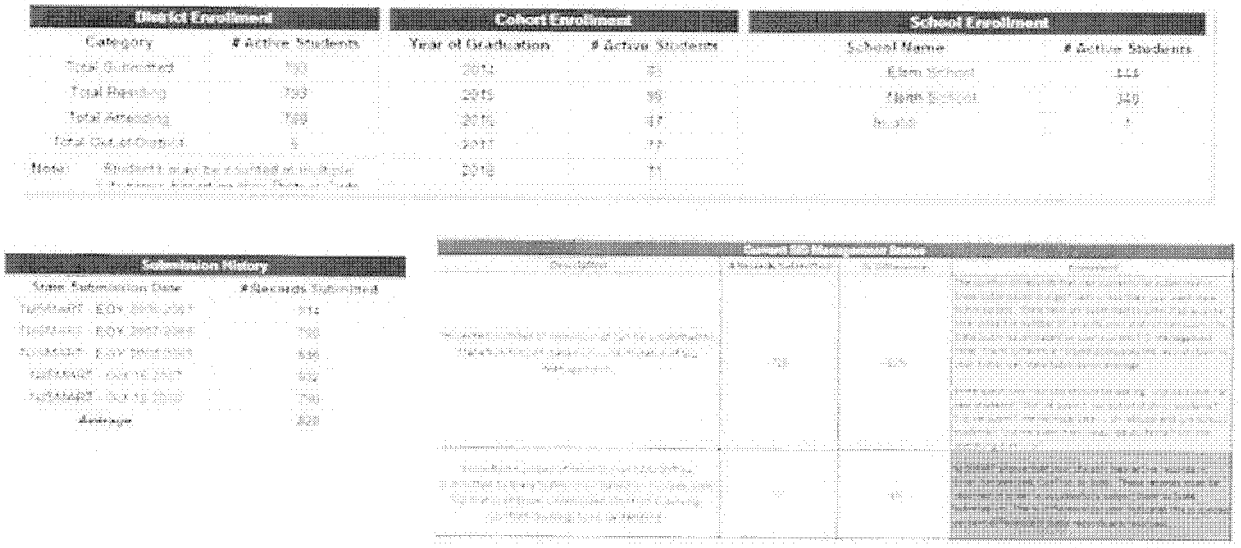
When a user first logs in, he/she lands on the NJ SMART Home page. This page provides the user with current announcements, a district summary status for each data submission, tab access to the data submissions, and access to EDanalyzer. Each page within the NJ SMART portal has a consistent look and feel for ease of use. As detailed in the Project Narrative, NJ SMART conducts four uploads of data files each year and provides for real time management of a LEA's student file. The first file to be submitted at the beginning of each school year is called SID Management. This file contains student-level information which enables NJ SMART to ensure that each student has a unique identifier. The second and third files, State Submission and Special Education Submission, are submitted in October – November each year to reflect the district's enrollment status as of October 15th. The State Submission occurs again in July to reflect the district's enrollment as of June 30th. The Home page provides counts of student records that are error free, an indication of what type of errors exist in a student record, and an indication of how many days remain before the next submission.

The Home page also allows real time management of student records through its SID Management tab. This allows LEAs to keep their student records current to reflect the transfers in and out of the district. For example, a student is considered Active in the district when they are enrolled in a particular school. If the student moves from the district, the district updates the student's status to Inactive using a particular exiting code to reflect the student's transferring intentions, such as moving to another district. Districts are required to inactivate their students within ten days of receiving a notice of transfer. When the student arrives in a new district, the new district is now capable of retrieving the student's record and reporting the student as Active in their district. In this way, NJ SMART enables all longitudinal data regarding a child to be moved from one district to another.



SID Summary Report

The SID Management page contains a link to a SID Management Summary Report. This report provides a detailed breakdown of the LEA's current SID Management data by school attending and cohort year. Additionally, the report compares current student counts to student counts submitted in past submissions. Based on the status of the students, the report will include a projected number of students that are ready to be submitted for the State Submission and Special Education Submission.



District Enrollment		Cohort Enrollment		School Enrollment	
Category	# Active Students	Year of Graduation	# Active Students	School Name	# Active Students
Total Submitted	[illegible]	2014	[illegible]	Elem School	[illegible]
Total Residing	[illegible]	2015	[illegible]	Ninth School	[illegible]
Total Attending	[illegible]	2016	[illegible]	Invalid	[illegible]
Total Out-of-District	[illegible]	2017	[illegible]		
Note: Students may be counted in multiple [illegible]		2018	[illegible]		

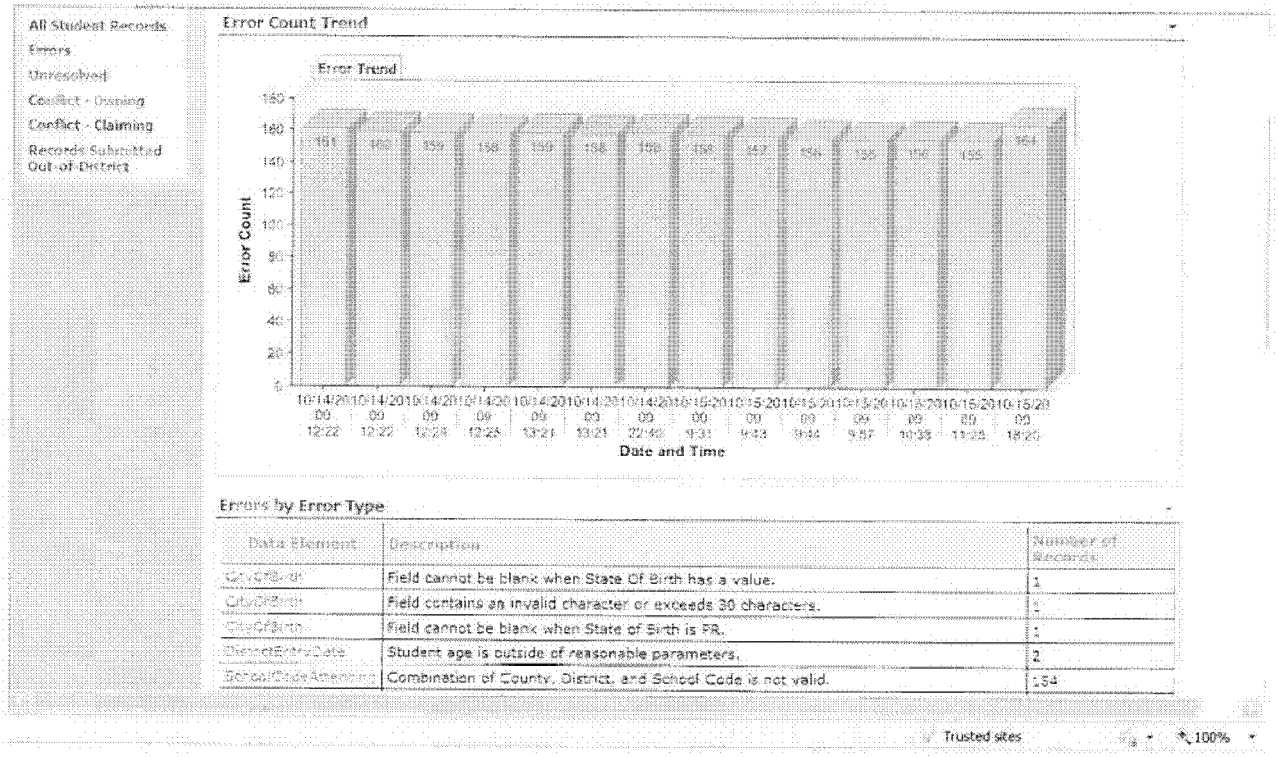
Submission History	
State Submission Date	# Records Submitted
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
Average	[illegible]

Current SID Management Status			
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Note: School names have been removed for purposes of this illustration.

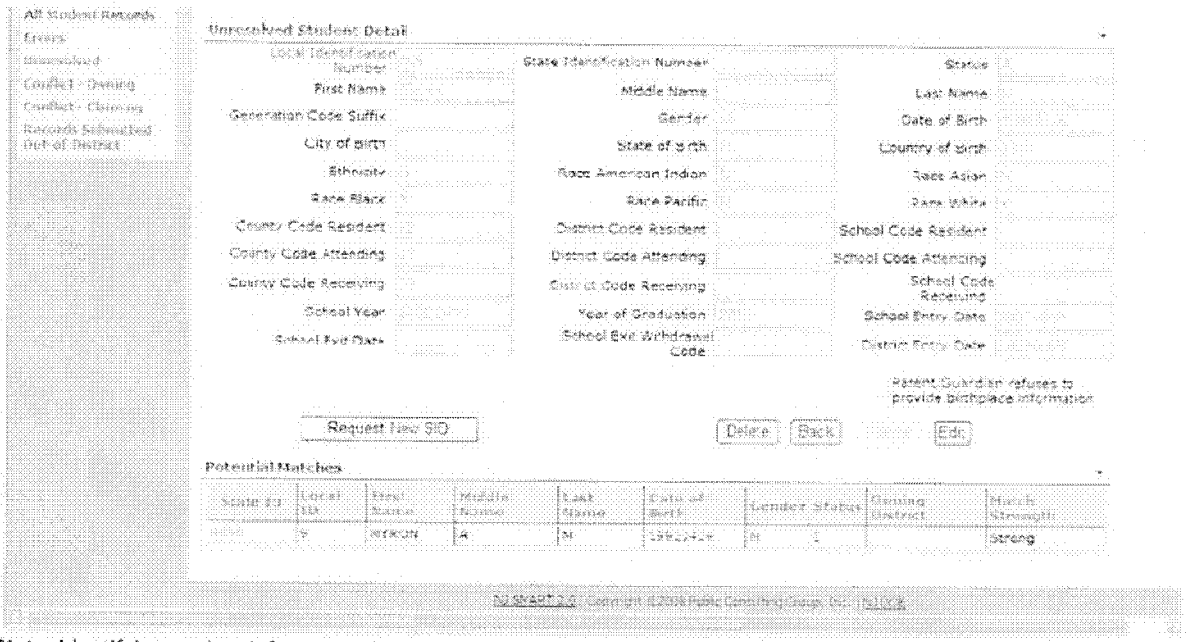
Errors page

Each file uploaded by an LEA is run through a data validation process to identify areas to improve data quality. The Errors page contains a bar graph tracking the number of records in error, detailed descriptions of each error, and a list of students that have an error. As the screen shot below illustrates, the data validation process includes checking the data for formatting and valid values in addition to running the data through a series of business rules. For example, when LEAs enter the code of a school as where the student is attending, these codes are checked against a central header file to ensure that the school is in fact open and part of the NJDOE's EDEN directory.



Unresolved page

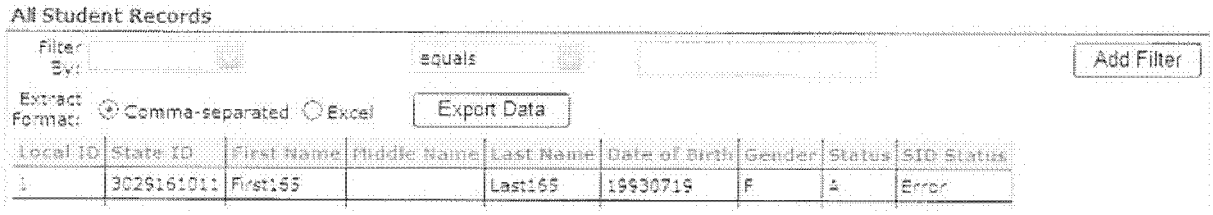
After a record passes data validation, the student is processed for a unique SID number. Students that cannot be uniquely identified will be displayed on the Unresolved page, where the LEA can make a determination as to whether the student should keep an existing SID or receive a new SID. LEAs must resolve all student records and correct all errors associated with a student prior to NJ SMART accepting the student as part of the district's submission. In this way, data quality is ensured during the submission process as errors are identified and corrected as file uploads occur.



Note: Identifying student information has been removed for purposes of this illustration.

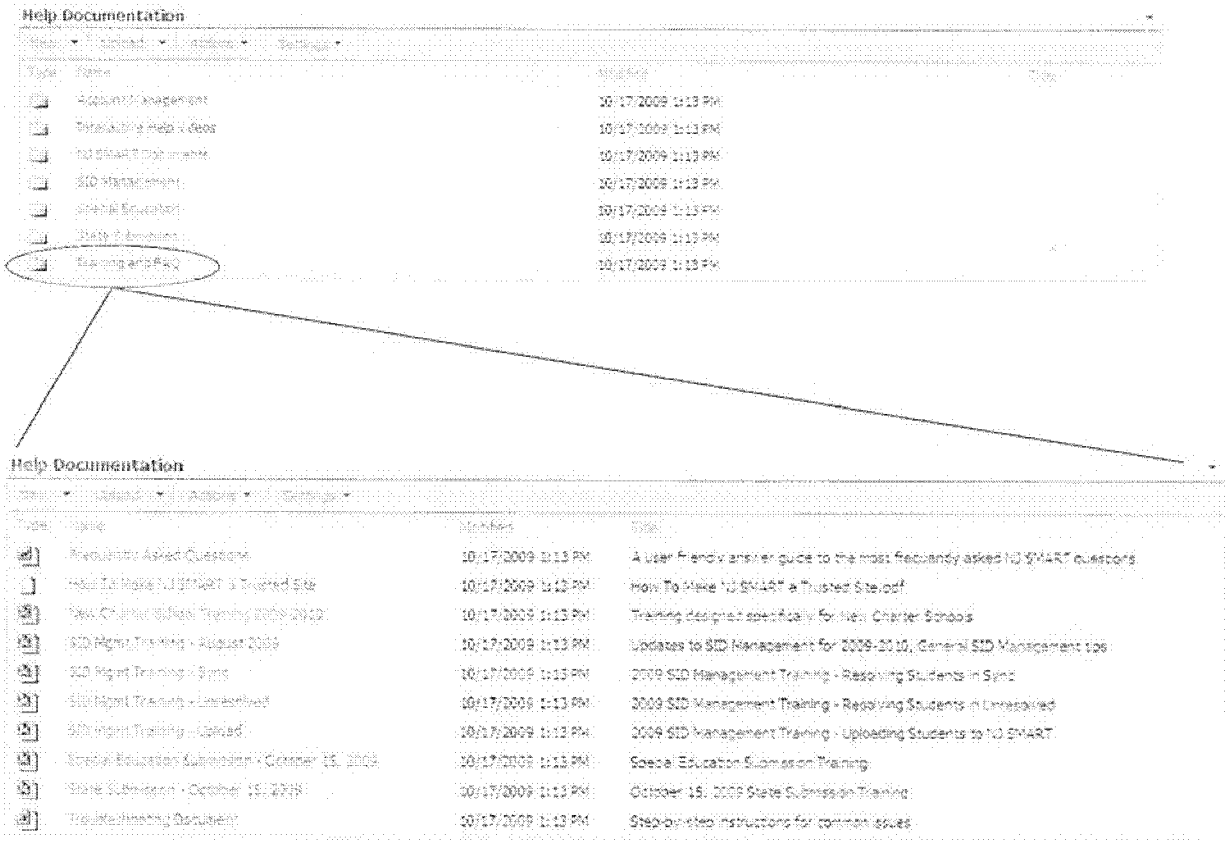
Filter and Export

Any page that contains student lists allows the user to filter and export the data. Filtering the data helps the LEA focus on resolving a particular record, and also assists in locating a SID number for a student in their LEA. The export function not only is a means for updating a student file for the NJ SMART system, but also can be imported into the local student information system so that manual data entry is not necessary.



Help

An LEA can also access a Help page directly in NJ SMART to easily view instructional web videos, file templates, data element handbooks, user guides, and frequently asked questions.

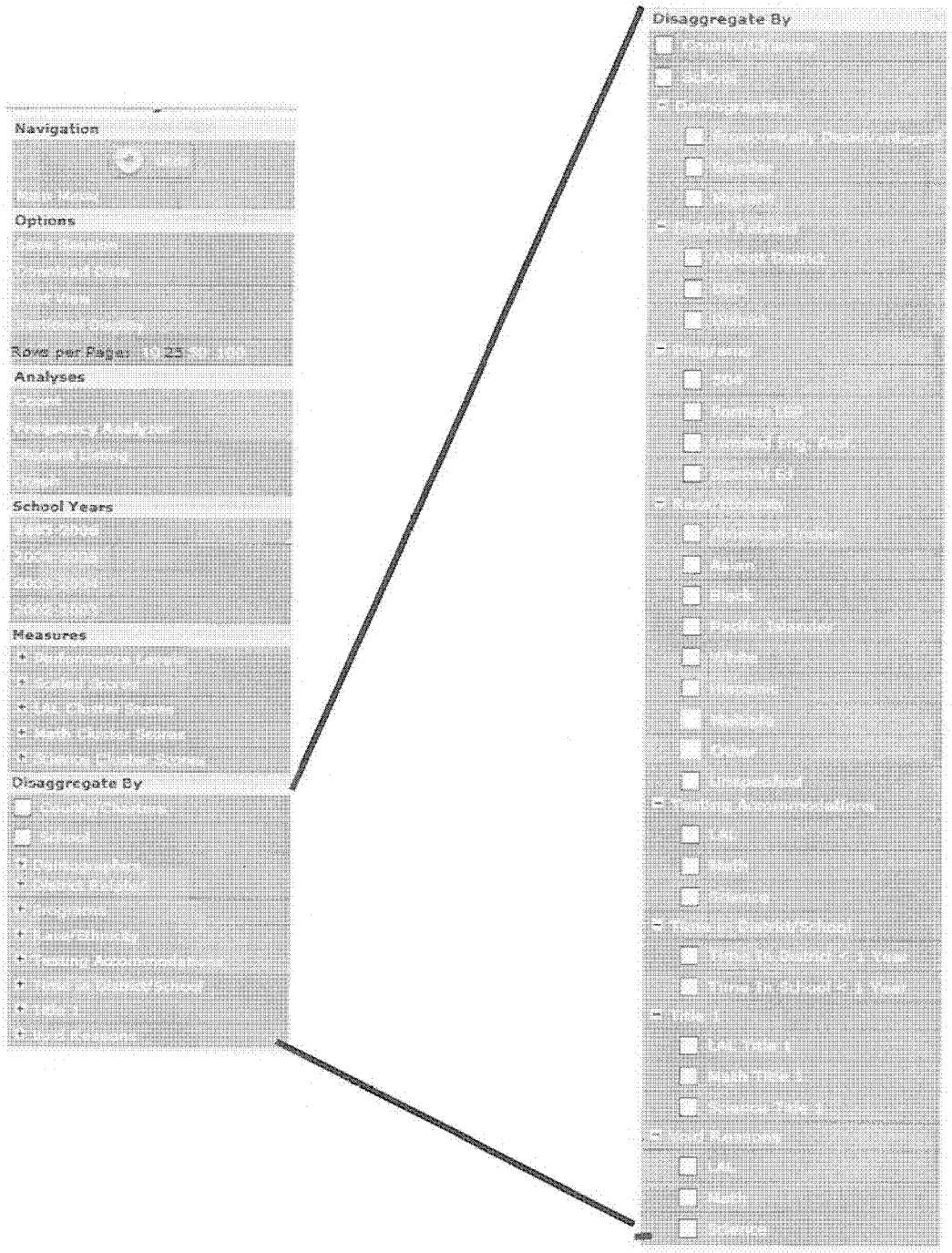


EDanalyzer

As mentioned in the Project Narrative, NJ SMART has an analytics tool called EDanalyzer. After issuing unique student identifiers to every student in New Jersey in 2007, we uploaded the prior ten years of state assessments and matched them with student level records where appropriate. With over 10 years of state assessment data loaded, EDanalyzer provides LEAs the ability to do meaningful data analysis without the need for extensive technical training. Data sets can be filtered, sorted, and disaggregated with a click of the mouse. NJ SMART has provided EDanalyzer training across the state to school and district staff.

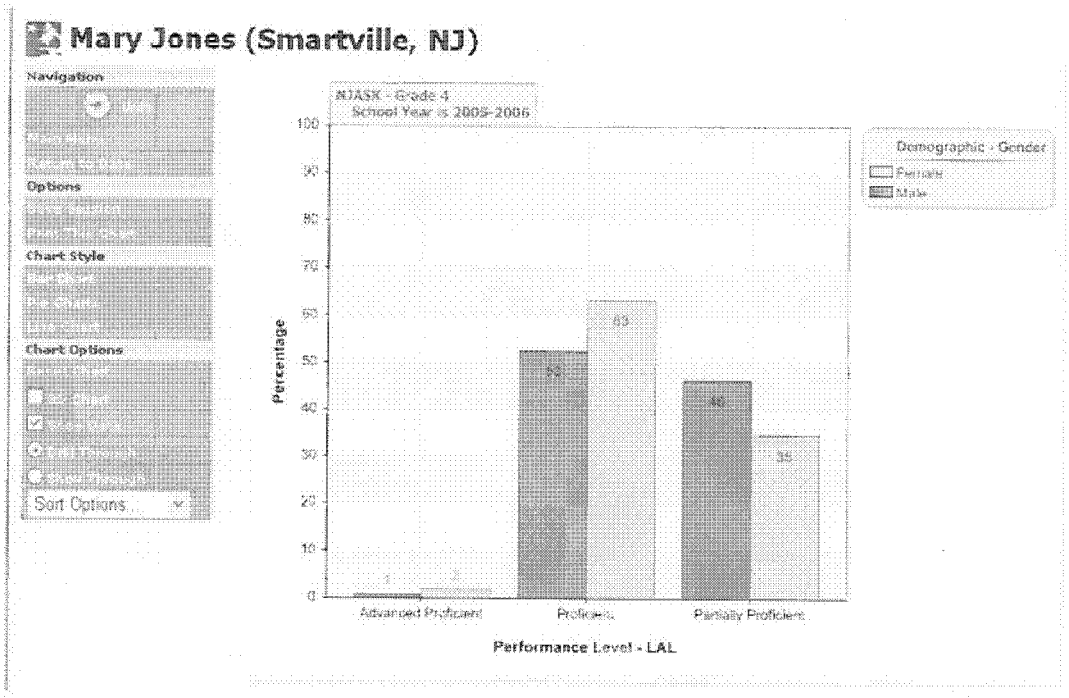
Disaggregate

The screen shot below show the many types of analyses that can be conducted via EDanalyzer. For instance, it allows users to study achievement outcomes by performance levels, such as Advanced Proficient, Proficient or Partially Proficient. For users with the appropriate user role, it is possible to drill down to provide a listing of students in each level. Users can also switch to more detailed measures such as scale scores or study performance within testing clusters. Additionally, a host of 'disaggregators' allow the user to filter the students in order to focus on a particular group.


Navigation
Options
Rows per Page:
Analyses
School Years
Measures
Disaggregate By
Disaggregate By

Graph

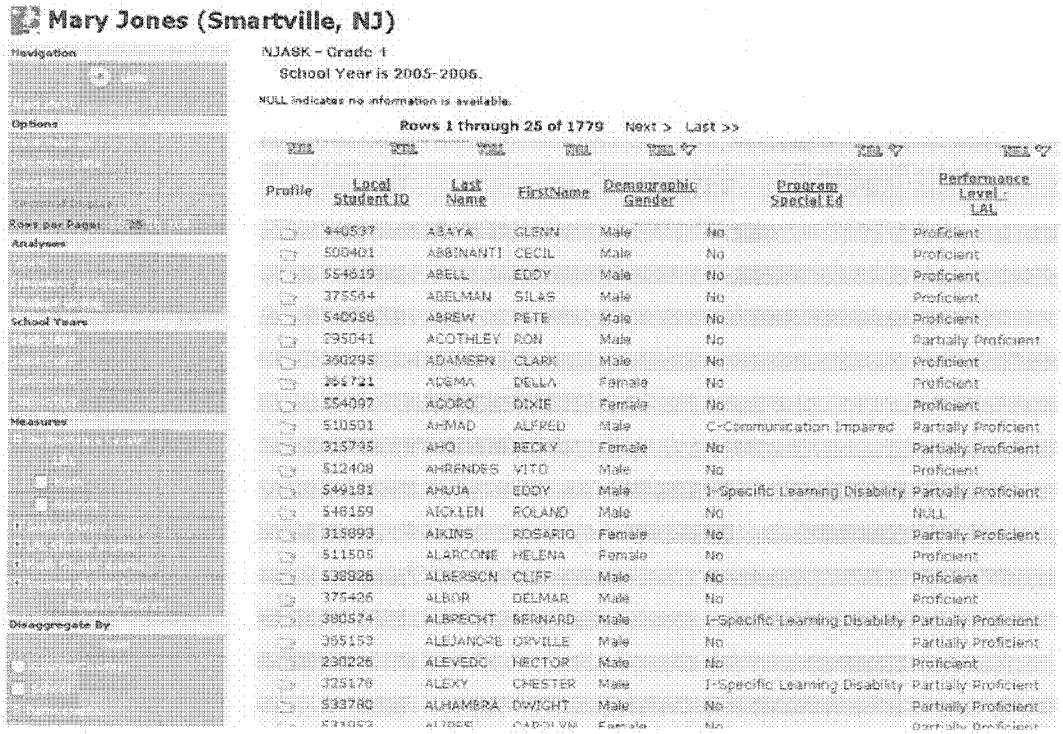
EDanalyzer also allows users to produce graphs easily. A variety of graphing functions allow users to display data in multiple ways.



Note: User name is fictitious.

Student List

Additionally, a Student Listing allows the user to view individual student data as well as access a student profile that contains that student's performance on state assessments over time.



Mary Jones (Smartville, NJ)

Navigation

Options

Rows per Page: 25

Analyses

School Years

Measures

Disaggregate By

NJASK - Grade 4

School Year is 2005-2006.

NULL indicates no information is available.

Rows 1 through 25 of 1779 Next > Last >>

Profile	Local Student ID	Last Name	FirstName	Demographic Gender	Program Special Ed	Performance Level : LAL
	440537	ABAYA	GLENN	Male	No	Proficient
	500401	ABBINANTI	CECIL	Male	No	Proficient
	554619	ABELL	EDDY	Male	No	Proficient
	375564	ABELMAN	SILAS	Male	No	Proficient
	540956	ABREW	PETE	Male	No	Proficient
	595041	ACOTHLEY	RON	Male	No	Partially Proficient
	360295	ADAMSEN	CLARK	Male	No	Proficient
	554721	ADEMA	DELLA	Female	No	Proficient
	554097	AGORO	DIXIE	Female	No	Proficient
	510501	AHMAD	ALFRED	Male	C-Communication Impaired	Partially Proficient
	315795	AHO	BECKY	Female	No	Partially Proficient
	512408	AHRENDES	VITO	Male	No	Proficient
	549181	AHUJA	EDDY	Male	I-Specific Learning Disability	Partially Proficient
	546159	AICKLEN	ROLAND	Male	No	NULL
	315893	AIKINS	ROSARIO	Female	No	Partially Proficient
	511505	ALARCONE	HELENA	Female	No	Proficient
	538926	ALBERSON	CLIFF	Male	No	Proficient
	375426	ALBOR	DELMAR	Male	No	Proficient
	380574	ALBRECHT	BERNARD	Male	I-Specific Learning Disability	Partially Proficient
	365153	ALEJANDRE	ORVILLE	Male	No	Partially Proficient
	230226	ALEVEDO	HECTOR	Male	No	Proficient
	325179	ALEXY	CHESTER	Male	I-Specific Learning Disability	Partially Proficient
	533780	ALHAMBRA	DWIGHT	Male	No	Partially Proficient

Note: Student names and IDs are fictitious.

Summary Statistics

Finally, Summary Statistics display aggregate level descriptive information about a group of students.

HSPT - Spring Test

School Year is 2003-2004.

Rows 1 through 7

Program Special Ed	#Students	Mean	Standard Deviation	Min	Max
B-Other Health Impaired	1	184.00		184	184
D-Emotionally Disturbed	8	38.75	71.88	0	163
E-Cognitively Impaired	2	0.00	0.00	0	0
G-Traumatic Brain Injury	1	0.00		0	0
I-Specific Learning Disability	23	11.04	36.74	0	138
N-Missing or Multiple Coding	5	26.20	58.58	0	131
No	924	106.44	112.94	0	434

PUBLIC
CONSULTING
GROUP

104 Carnegie Center, Suite 101, Princeton, NJ 08540
PublicConsultingGroup.com
609 275 0250 tel 609 716 0971 fax

December 1, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1900 K Street, NW
Room 9023
Washington, D.C. 20006-5651

Dear Dr. Gould:

Please accept this letter as Public Consulting Group's (PCG) support of the New Jersey Department of Education (NJDOE) in its efforts to secure funding through the Statewide Longitudinal Data Systems Grant Program. PCG has assisted NJDOE in developing the NJ Standards Measurement and Resource for Teaching (NJ SMART) system and we see ourselves as a partner in the effort to expand New Jersey's current foundation of data collection, management, and analysis.

The success New Jersey has experienced in implementing its NJ SMART statewide longitudinal data system will be enhanced by the work proposed in this grant. Specifically, the five outcomes proposed by the NJDOE will provide New Jersey educators and policy makers with expanded data sets, enhanced analytic tools, and additional data use support so that data are used to inform critical educational decision-making from the classroom to the statehouse.

PCG, in partnership with NJDOE, is committed to further developing the NJ SMART data system and recognizes the importance of utilizing data as a resource for informed decision-making in support of New Jersey's efforts to improve education and close achievement gaps. Access to reliable and accurate data is of the highest priority in New Jersey and PCG looks forward to continuing to provide support for NJ SMART.

Sincerely,

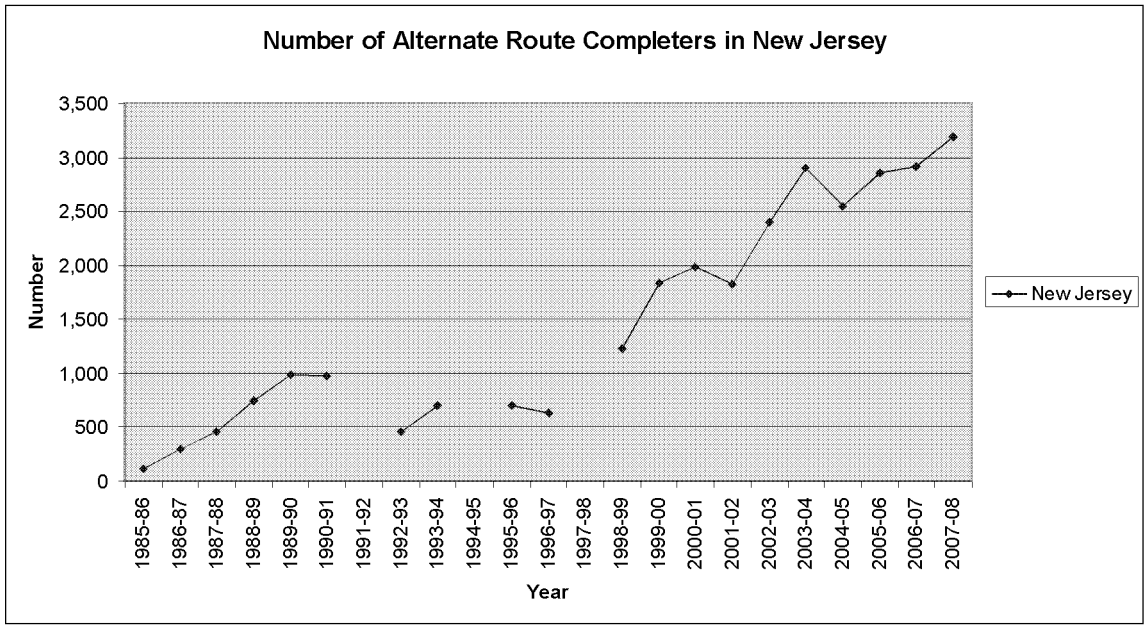
William S. Mosakowski
President and CEO

Evidence (D)(1)(i) and (D)(1)(ii)

(D)(1)(i) – described in the narrative of the document following the chart.

(D)(1)(ii)
Elements of the program: Described Below
Number of Teachers Completing by Program is not available. The chart below illustrates the total teachers who completed a certification using an alternate route. The graph below shows certifications for alternate route completers.

The total number of teachers certified statewide in New Jersey is 128,691.
Alternate Route Completers in New Jersey (Feistritzer, 2009, Final Report of New Jersey's Alternate Route Advisory Committee)



TITLE: Provisional Teacher Program – Alternate Route

HISTORY: Adopted by the State Board of Education in Sept. 1984. New licensing regulations approved by the State Board of Education in January 2004 have expanded areas in which an alternate route is available to include students with disabilities (special education), bi-lingual/bi-cultural, and English as a Second Language

MOTIVATION: The Provisional Teacher Program – Alternate Route is intended to enhance both the quantity and quality of teaching candidates.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

All.

WHO OPERATES: LEAs, supported by district consortia and colleges of education that are providing formal instruction, with coordination and authority provided by the State Department of Education.

REQUIREMENTS TO ENTER:

To be eligible for employment in the Provisional Teacher Program, applicants must present completion of the following:

1. Bachelor's degree from an accredited institution.

2. For secondary candidates: a major in the subject teaching field (e.g. English, mathematics). For elementary and pre-school through grade three candidates: a major in the liberal arts or sciences. Details about additional eligibility requirements for vocational, ESL, bi-lingual/bi-cultural, and special education certificates of eligibility are available on the New Jersey Department of Education website at: nj.gov/njded/educators/license.

3. Test requirement -- Applicants for certification in a subject teaching field must pass the appropriate Praxis II Subject Assessment/NTE Programs Specialty Area tests. Applicants for certification in elementary education must pass the Elementary Ed: Content Knowledge Test.
Applicants for the Preschool through Grade Three Certificate must pass the Early Childhood: Content Knowledge test. Candidates in the following subject teaching fields available through the alternate route are exempt at this time from the test requirement: foreign languages other than French, German, and Spanish; health education; psychology; English as a second language, bi-lingual/bi-cultural, special education, and military science.

4. Cumulative grade point average (GPA) requirement of 2.5 or higher on a 4.0 scale. Candidates graduating on or after
Sept. 1, 2004, are required to hold a GPA of 2.75 or higher.

Upon completion of the above requirements, a candidate receives a Certificate of Eligibility, which provides the opportunity to seek employment through the Provisional Teacher Program.

Effective October 31, 2009, candidates will be required to complete 24 hours of instruction prior at an approved provider.

When offered employment, applicants are advised of documents required before a provisional license can be issued. A provisional license is required to legalize employment during the 34-week Provisional Teacher Program.

PROGRAM DESCRIPTION:

Provisional teachers attend a program of formal instruction that takes place concurrently with employment during the first year. This instruction supplements a program of on-the-job mentoring, support, and evaluation, aimed at developing and documenting the teacher's instructional competency. Mentoring is arranged by the local district and provided by an experienced mentor teacher. Other professionals, as determined by the district, may also participate.

After successful completion of the program, provisional teachers are eligible to be recommended for standard licensure in the teaching area(s) listed in the Certificate of Eligibility. Certificates are issued in subject teaching fields (N-12), elementary education (K-5), Preschool through Grade Three (P-3), ESL, bilingual and special education (Teacher of Students with Disabilities).

NUMBER OF CREDIT HOURS TO COMPLETE:

Formal instruction requirements vary depending on the certificate sought: For candidates with an elementary or N-12 CE: 200 hours at a Regional Training Center or alternate route MAT program;

For candidates with a preschool through grade three CE: 13-17 credits at colleges or universities offering the specialized alternate route P-3 pedagogy;

For candidates with a special education or bi-lingual/bi-cultural CE: completion of an approved college or university program. Note that candidates teaching in these areas must also hold at minimum a CE in the subject area or grade level appropriate to the teaching assignment.

For candidates with an ESL CE: 200 hours of formal instruction at a regional training center or alternate route MAT program and completion of a Department approved college or university ESL program of 15 – 21 credits.

WHO EVALUATES: Evaluations are conducted by the school principal or administrative designee. The teacher is evaluated on at least three occasions during the initial year. The first two evaluations are used to aid the teacher's development.

The third and final evaluation is conducted after the provisional teacher has completd 34 weeks of full-time teaching and the formal instruction. This last evaluation will contain the principal's recommendation regarding licensure. Recommendations for standard licensure are made by the principal (on forms provided by the New Jersey Department of Education), and are submitted for final action to the State Board of Examiners.

LENGTH OF TIME: 34 weeks of full-time employment. The length of the Program is extended for part-time novice teachers and for those whose formal instruction includes regional training and an approved college or university program.

CONTACT INFORMATION:

New Jersey Department of Education
Office of Licensure and Credentials
P.O. Box 500
Trenton, NJ 08625-0500
Attn: Robert R. Higgins
609-292-2045

NEW JERSEY

PROVISIONAL TEACHER PROGRAM REGIONAL TRAINING CENTERS: 2008-2009

Independent:

Teach For America - Newark

Systems Operated in Affiliation with Colleges and Universities:

College or University	City
Monmouth University	Long Branch
Ramapo College	Pequannock
Richard Stockton College	Brick Linwood Mays Landing Tinton Falls Toms River
Rowan University	Blackwood Voorhees West Deptford Westampton Moorestown Pittsgrove Gloucester City Sewell Egg Harbor Millville
Rutgers University – Piscataway	Newark Bridgewater Paterson Hackensack
St. Peter's College	Kearny Jersey City Sayreville North Plainfield
Seton Hall University	Newark (TFA)
The College of New Jersey	East Brunswick Clinton Trenton

NEW JERSEY

Operated by District Consortia:

Consortia	City
Essex County Provisional Teacher Training Consortium/Seton Hall University	Montclair
Morris-Union Jointure Commission Alternate Route Provisional Teacher Program/ Seton Hall University	New Providence
Elizabeth Public Schools/ Kean University	Elizabeth

Institutions of higher education that have developed alternative teacher preparation programs leading to a teaching license:

Alternate Route MAT Programs:

Kean University Transition to Teaching
Fairleigh Dickenson University Alternate Route MAT
New Jersey City University New Pathways to Teaching in New Jersey
New Jersey City University World Languages Alternate Route
Prudential Teaching Scholars (Montclair State U.)
Rutgers University Alternate Route Center for World Language Teachers

NEW JERSEY

Pre-school through Grade Three Alternate Route Programs

Bloomfield College
Undergrad Post-baccalaureate Program – Specialized Alternate Route – 14 cr. (3.5 course units)
Caldwell College
Specialized Alternate Route – 15-18 credits
Kean University
Specialized Alternate Route Undergrad – 17 cr.
Montclair State University
Specialized Alternate Route – P-3 Undergrad level – 15 cr.
New Jersey City University
Specialized Alternate Route – 13 cr.
Richard Stockton College
Specialized Alternate Route
Rider University
Specialized Alternate Route
Rowan University
Graduate Specialized Alternate Route – 13 cr.
The College of New Jersey
Specialized Alternate Route – 15 cr.
William Paterson University
Specialized Alternate Route – 17 cr.

Approved Bilingual/Bicultural Programs

Fairleigh Dickinson University
Georgian Court University
Kean University
Montclair State University
New Jersey City University
Richard Stockton College
Rider University
Rowan University
Rutgers – New Brunswick
Seton Hall University
William Paterson University

Approved ESL Programs

Fairleigh Dickson University
Georgian Court University
Kean University
Monmouth University
Montclair State University
NJCU
Richard Stockton College
Rider University
Rowan University

Rutgers University – Camden
Rutgers University – New Brunswick
Seton Hall University
William Paterson University

NEW JERSEY

Approved Special Education Programs

Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Fairleigh Dickinson University
Felican College – Rutherford Campus
Georgian Court University
Kean University
Monmouth University
Montclair State University
New Jersey City University
Richard Stockton College of New Jersey
Rider University
Rowan University
Rutgers University – Graduate School of Education
Seton Hall University
The College of New Jersey
William Paterson University

World Language Alternate Route Programs

New Jersey City University World Languages Alternate Route
Rutgers University Alternate Route Center for World Language Teachers

States with which the state has reciprocity of teacher licenses:

NASDTEC Interstate Contract.

Institutions of higher education that have any teacher preparation programs leading to a license to teach.

Caldwell College
Centenary College
College of New Jersey
College of St. Elizabeth
Fairleigh Dickinson University
Felician College
Georgian Court College
Kean University
Montclair State University
New Jersey City University
Princeton University
Rabbinical College of America
Ramapo College of New Jersey
Rider University
Rowan University
Rutgers State University - Camden
Rutgers State University – Cook College
Rutgers State University Graduate School
Rutgers State University - Newark
Saint Peter's College
Seton Hall University
The Richard Stockton College of New Jersey
Westminister Choir College of Rider University
William Paterson University

TIER I (as of 1/11/2010) 11.00 AM

	CDS Code			District	School Name	Status
1	13	3570	540	NEWARK	ACADEMY OF VOC CAREERS	3
2	80	6425	920	Emily Fisher Charter Scho	Emily Fisher CS of Adv Studie	7
3	07	0680	245	CAMDEN CITY	MORGAN VILLAGE MIDDLE	9
4	13	3570	220	NEWARK	AVON AVE	7
5	07	0680	070	CAMDEN CITY	PYNE POYNT FAMILY SCHOOL	9
6	31	4010	080	PATERSON	NUMBER 4	6
7	07	0680	175	CAMDEN CITY	RILETTA CREAM ELEM SCHOOL	5
8	07	0680	210	CAMDEN CITY	HATCH MIDDLE	9
9	17	2390	347	JERSEY CITY	FRED W MARTIN #41	9
10	25	0100	070	ASBURY PARK	ASBURY PARK MIDDLE SCHOOL	9
11	13	1210	095	EAST ORANGE	PATRICK F HEALY MIDDLE	8
12	13	3570	517	NEWARK	MARTIN LUTHER KING JR	6
13	07	0680	170	CAMDEN CITY	CRAMER	7
14	13	3570	370	NEWARK	DAYTON ST	5
15	21	5210	100	TRENTON	GRACE A DUNN MIDDLE SCH	7
16	07	0680	320	CAMDEN CITY	U S WIGGINS	3H
17	31	4010	100	PATERSON	NUMBER 6	5
18	13	3570	435	NEWARK	GEORGE WASHINGTON CARVER	7
1	07	0680	030	CAMDEN	CAMDEN HIGH SCHOOL	7
2	07	0680	040	CAMDEN	WOODROW WILSON HIGH SCHOOL	7
3	13	3570	030	NEWARK	NEWARK CENTRAl HIGH SCHOOL	5
5	80	6220	903	JERSEY CITY	CREATE CHARTER HIGH SCHOOL	6
6	31	4010	040	PATERSON	EAST SIDE HIGH SCHOOL	7

TIER II (as of 1/11/2010) 11.00 AM

	CDS Code			District	School Name	Status
1	25	0100	010	ASBURY PARK	ASBURY PARK HIGH	5
2	21	5210	050	TRENTON	TRENTON CENTRAL HIGH	7
3	39	4160	050	PLAINFIELD	PLAINFIELD HIGH	7
4	39	1320	025	ELIZABETH	ELIZABETH HIGH	7
5	39	4540	010	ROSELLE BOROUGH	ABRAHAM CLARK HIGH	7
4	13	2330	050	IRVINGTON	IRVINGTON HIGH SCHOOL	7

NJ's Schools in Need of Improvement Status Total Served: 280	# of Schools Since SY 2004-05
Out of Federal Improvement Status	**83**
On Hold and will exit status if they meet state benchmarks for one more year	35
Schools Closed	10
Schools Continuing In Need of Improvement Status	152

Lessons Learned

Programs aren't Stand-Alone Solutions

- Too often, program after program is seen as the solution to the problem. Programs must be coupled with implementation fidelity and specific accountability to teachers and leaders, engagement of stakeholders, and what else?

Effective Teams Matter

- It is essential that individuals who assist these schools and districts have a solid background in school improvement and know how to support a school.
- Recommendations must be developed in collaboration with district staff and implemented with fidelity for positive changes.
- The district administration must be directly involved in the school improvement efforts.

The Benchmark Process Is a Critical Step that Requires Planned Consistent Followed Up Beyond Planned Site Visits

- Continued follow up after the initial CAPA visit to monitor implementation of recommendations and action plans is essential. For schools that continue to miss AYP year after year, two on-site visits per year to monitor implementation are not sufficient. The benchmark process connects strongly to the increased implementation of walkthroughs and analysis of cluster data by school leadership and staff.

Implementation

- Schools and districts do not necessarily know how to implement an effective practice or recommendation. Technical assistance through workshops and modeling is key in creating change.
- Part G grants: It is necessary to provide constant assistance and communication to leaders and boards about requirements such as competitive contracting and urgency so that programs can be implemented within timelines. Careful thought must be given to endorsement of providers for persistently low performing schools.

Restructuring Must Be a Unified Process and Closely Observed by Leadership

- District decision makers should not be permitted to re-circulate principals among restructured schools.
- SINI and DINI Unified Plans: Schools and districts continue to add new programs and include numerous ineffective programs in their plans rather than focusing on strengthening existing programs with potential for success and discontinuing programs that are now ineffective.

School Climate Matters

- Focusing on school climate in a systematic manner in a school stimulates positive change in conduct policies, staff and student climate, evaluation of existing efforts and access to partnering with community agencies for funding opportunities.
- The development and distribution of the climate guide to participating schools was proven to be a beneficial tool for aiding schools in implementing interventions to affect the area of concern identified in the each school's climate survey results.

Intervention Approach Used*	# of Schools Since SY 2004-05
School Support Visit for Needs Assessment (CAPA)	280
Collaborative Benchmark Meetings	272
Restructuring Process	**Total 123**
Workshops with Technical Assistance Title I Unified Plan Data Analysis Effective Learning Walks	272
School Support Services Project	29
SIA Part G Grants	97
NCLB School Improvement Learning Community	1 meeting per month
Reward Grant and Case Studies on Effective Practices	26
Districts in Need of Improvement Project	15 districts
Safe and Civil Schools	44
Turnaround Leadership Network	
Partnerships with Regional Assistance Centers	2 centers

Collaborative Assessment and Planning for Achievement (CAPA), provides a comprehensive assessment of needs using an on-the-scene review, consultation and follow-up to schools in improvement status. http://www.nj.gov/njded/capa/. As required under NCLB, section 1117, the NJDOE has established school support teams in 2004, also known as CAPA teams, to work with Title I schools in need of improvement. During a CAPA visit, district and school staff members serve as partners on the team in an effort to build local capacity to oversee their low-performing schools. The CAPA review is designed to assist schools and districts in identifying programs and systems that are effective in advancing student achievement. CAPA identifies programs and systems that need to be improved or eliminated in order to ensure delivery of a thorough and efficient education for all of New Jersey's students. CAPA identifies areas

of strength and improvement for schools using the indicators of effective school practice from a document entitled the *Teaching and Learning Tool*.

Collaborative Benchmark Meetings provide ongoing technical assistance to Title I schools and districts in need of improvement to aid them in implementing CAPA recommendations, conducting of data analysis using one (Exhibit A) and three-year trend charts (Exhibit B) and cluster results (Exhibit C), needs assessment and creation of the unified school improvement plan. The benchmark follow-up process consists of at least two full-day visits each year for all schools having received a CAPA visit. There are approximately 200 schools that continue to receive assistance from a highly skilled educator.

- **Restructuring Process** – A total of 123 schools in NJ were required to restructure under federal law. All schools/districts planning for restructuring participate in two status meetings that include district leadership, school leadership, school improvement consultants, and NJDOE staff. During these meetings, the participants review the content and implementation status of the CAPA recommendations and the most recent NCLB Unified Plan. Participants also review the instructional improvements and governance changes already underway. The selection of an option must take into account the capacity of the district and of the school; but, most importantly, the decision must be based on which option is most effective in helping students meet proficiency benchmarks. The district is responsible for a continuous assessment of the school's needs to identify those strategies that are successful and those that need modification.

Workshops and Technical Assistance Sessions - On an annual basis**, workshops and technical assistance sessions** are required for schools in advanced levels of improvement status. These workshops focus on needs assessment, the Title I Unified Plan, restructuring, systems thinking, data analysis, walkthroughs, accountability and effective practices/research-based programs. School improvement consultants and DOE school support specialists provide on-going follow up after the workshops to assist schools with turn keying or implementing the processes.

The **School Support Services Project** focuses on NJ's 29 lowest achieving Title I schools. These schools were selected based on their AYP status and the state's differentiated

model (Exhibit D). The NJDOE school support specialist works intensively with the identified schools to assist with planning and implementation of the action plans contained in the approved Title I Unified Plan (school improvement plan). The specialists visit their assigned schools at least twice a month. Using a prescribed protocol, they conduct 8 to 10 classroom walkthroughs with the principal and school leaders.

School Improvement Funds - NJJDOE uses the **school improvement Part G funds** for Title I schools in the most advanced levels of school improvement directing these resources to support the implementation of designated improvement strategies. Ongoing monitoring and implementation checks are conducted by school improvement consultants.

The **NLCB School Improvement Learning Community** meets monthly and provides professional development to enhance the knowledge, capacity and skills of school improvement consultants and DOE staff for their work in conducting school reviews and follow-up services to schools and districts.

The Reward Grant and Case Studies on Effective Practices Project recognizes and rewards those schools that met state benchmark for two consecutive years and came out of improvement status after receiving services from the statewide system of support process. In 2009, twenty six schools were recognized and awarded Reward Grants of $100,000. The *Case Studies on Effective Practices* portion of the project closely examines (1) which practices have proven more difficult to change, (2) relationships between the different practices, and (3) whether certain practices are more critical for improvement. These schools represent an important opportunity to learn how the leadership in these schools was able to implement effective practices. Lessons learned from these schools helps to build a knowledge base for NJDOE to e provide supports to schools that have not experienced improvement.

District In Need of Improvement Project (DINI) - In 2009, fifteen districts reached the federal corrective action phase of district in need of improvement status. As a result, the NJDOE launched a **DINI Project** of intervention to provide onsite technical assistance and support. The intent of the project is to assist districts with the design and implementation of programs using the ARRA funds as well as the completion of the required DINI plan. **Safe and Civil Schools: A Coordinated Approach for Social-Emotional and Character Development** – In response to the research findings on the importance of social and emotional learning to student performance and success, the department has been collaborating with Rutgers University since 2007-2008 to provide technical support to 44 schools in fully integrating social-emotional learning (SEL)

throughout their educational programs. The **Turnaround Leadership Network**, a professional development initiative to create collegial networks for school leaders across the state, fosters the abilities of educational leaders by providing opportunities to enhance and hone leadership skills. Through an established partnership beginning in 2008 with Montclair State University (Northern Region), The College of New Jersey (Central Region), and Rowan University (Southern Region), the network works to assist new and veteran educational leaders, as well as those in schools in years three to five of NCLB corrective action status.

Partnerships with Regional Assistance Centers assist NJ in its school turnaround efforts. The USDE funded **Mid Atlantic Comprehensive Center (MACC)** works with the NJDOE with technical assistance, research, project design and provides the state with national education perspectives. The **Regional Education Laboratory (REL) Mid-Atlantic Center at Rutgers University** has collaborated with the NJDOE to present to NJ educators relevant research developed as practice guides by USDE's Institute of Educational Sciences.

Reference List

Balanced Assessment System

Black, P. & William, D. (2004). Assessments for learning in the classroom. Phi Delta Kappan, vol. 86, pp. 8-21.

Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment, Phi Delta Kappan, pp. 139-48.

Black, P. & William, D. (1998) Assessment and classroom learning. Assessment in Education, pp. 7-71.

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). Assessment for learning: putting it into practice. Buckingham, U.K.: Open University Press

Clarke, S., Timperley, H., & Hattie, J. (2003) Unlocking Formative Assessment: Practical Strategies for Enhancing Students' Learning in the Primary and Intermediate Classroom. Auckland: Hodder Moa Beckett.

Corcoran, T. B. and F. Mosher (2007). *The Role of Assessment in Improving Instruction.* Paper prepared for the Aspen Institute.

Perie, Marion, Gong, and Wurtzel (2007). The role of interim assessments in a comprehensive assessment system: A policy brief. Aspen Institute.

Sadler, R. (1989) Formative assessments and the design of instructional system. Instructional Science, vol 18, pp. 119-44

Matsumura, L.C., Slater, S.C., Junker, B., Wolf, M.K., Crosson, A.C., Levison, A., Peterson, M., & Resnick, L. (2006). *Using the Instructional Quality Assessment Toolkit to investigate the quality of reading comprehension assignments* [CSE Technical Report 669]. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Junker, B.J., Matsumura, L.C., Crosson, A., Wolf, M.K., Levinson, A., Weisberg, Y., and Resnick, L. (2004) Overview of the instructional quality assessment. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Curriculum and Instruction Resources

Carr, J. & Harris, D. Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. ASCD Alexandria, VA ISBN 0-87120-509-2.

Corcoran, T., Furman, S. & Belcher, B. (2001). The district role in instructional improvement. Phi Delta Kappan 83 no. 1.

Corcoran, T. B. (2008). The El Paso Staff Developer Study: Preparing Staff Developers, 2005-2007. New York: CPRE.

Corcoran, T. B. (2009). Aligning Staff Developer Training with Teacher Needs: The Story of the El Paso MSP. New York: CPRE.

Corcoran and Mosher, (2007). The Conceptual Basis for CCII's Strategy and Priorities.

Corcoran, Mosher, and Rogat, (in press). Big Effects: three strategies and five core principles.

Corcoran, T.B. and Silander M. (2008). Instruction in High Schools: What do we know? In C. Rouse and J. Kemple (eds.) *America's High Schools*. Princeton, NJ: The Future of Children.

David, J. L. & Green, D. (2007, October). *Improving English language arts instruction in Los Angeles high schools: An evaluation of the Institute for Learning-LAUSD ELA pilot program.*

Erickson, H. L. (1998) Concept-based curriculum: Teaching Beyond the Facts. Thousand Oaks, CA: Corwin Press.

Furman, S., Resnick, L. & Shepard, L. (2009). Standards Aren't Enough. Education Week.

Hattie, J. (2008). Visible Learning: A synthesis of 800 meta-analyzes related to teaching and learning.

Michaels, S., O'Connor, C., & Resnick L.B. (in press). Deliberative discourse idealized: Accountable Talk in the classroom and in civic life. *Studies in Philosophy and Education.*

Newmann, F. & Marks, H., & Gamoran, A. (1996). Authentic pedagogy and student performance. *American Journal of Education*, v.104(4), 280-31.

Resnick, L. & Hall, M. (2001). The Principles of Learning: Study tools for educators. Pittsburg, PA: University of Pittsburg, Learning Research and Development Center, Institute for Learning.

Reeves, D. B. (2002). Making Standards Work: How to Implement Standards-based Performance Assessments in the Classroom, School and District. (3rd ed.) Denver, CO. Advanced Learning Press.

Talbert, J., David, J. & Lin, W. (2008) Evaluation of the disciplinary literacy professional learning community (DL-PLC) initiative in Austin Independent School District.

Taylor, R. (1999) Missing Pieces: Aligned Curriculum, Instruction and Assessment. "*Schools in the Middle*". 9(4), 14-16.

Timperley, H. & Parr, J. (2009). Chain of Influence from Policy to Practice in the New Zealand Literacy Strategy. Research Papers in Education, 24(2), 135-154.

Whitehurst, G. (2009) Don't Forget Curriculum. Brown Center Letters on Education #3. The Brookings Institution.

Supporting Teachers & Leaders

Cantrell, S., Sithole, M., Patton, D.,Mackay, J., Kelly, K., Campos, L., Borgardt, J. (2003). Implementation and Instructional Leadership: A Role Study of the Directors of School Services. Los Angeles Unified School District, Program Evaluation and Research Branch. Planning, Assessment and Research Division Publication No. 168

Corcoran, T. B. (2007). The changing and chaotic world of teacher policy. In S. H. Fuhrman, D.K. Cohen, & F. Mosher, *The state of education policy research*. Mahwah, NJ: Lawrence Erlbaum.

Corcoran, T. B. (2007). *Teaching matters: How state and local policymakers can improve the quality of teachers and teaching*. CPRE Policy Brief No. 48. Philadelphia: CPRE.

Donovan M.S.& Bransford, J.D. (2005). How students learn: History, mathematics, and science in the classroom. Washington, D.C: National Academies Press.

Elmore, R.F. (2006, June). Leadership as the practice of improvement. Graduate School of Education, Harvard University.

Frank, K.A., Zhao, Y., & Borman, K. (2004). Social capital and the diffusion of innovations within organizations: The case of computer technology in schools. Sociology of Education, 77, 148-171.

Gates, S., Ross, K, & Brewer, D. (2000). Viewpoints: School leadership in the 21st Century: Why and how it is important. Naperville, IL: North Central regional Educational Laboratory.

Kane, T., Rockoff, J., & Staiger, D.(2007) "What does certification tell us about teacher effectiveness? Evidence from New York City," NBER Working Paper No. 12155.

Kruse, S., Louis K., & Bryk, A. (1995). An emerging framework for analyzing school-based professional community. In K. Louis & S. Kruse & Associates, Professionalism and Community: Perspectives on Reforming Urban Schools (pp 23-44). Thousand Oaks, CA: Corwin Press, Inc.

Leana, C. R., & Pil, F. K. (2006). Social capital and organizational performance: Evidence from urban public schools. *Organization Science 17*(3), 353–366.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, S. (2004, September). *How leadership influences student learning*. Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education. Retrieved October 4, 2004, from http://www.wallacefoundation.org./WF/KnowledgeCenter/KnowledgeTopics/EducationLeadership/HowLeadershipInfluencesStudentLearning.htm

Leithwood, K.A., & Riehl, C. (March, 2003). What do we already know about successful School Leadership?

Louis, K.S., & Marks, H. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, v.106, 532-575. http://www.journals.uchicago.edu/AJE/home.html.

Matsumura, L.C., Garnier, H., Bickel, D.D., Junker, B., & Resnick, L. (2007). Content-focused coaching for high quality reading instruction: Year 1 report for the Institute for Education Sciences.

Matsumura, L.C., Garnier, H.E., Correnti, R., Junker, B., & Bickel, D.D. (in press).

Investigating the effectiveness of a comprehensive literacy-coaching program in schools with high teacher mobility. *Elementary School Journal*.

Matsumura, L.C. (March, 2009). The influence of Content-Focused Coaching on

instruction and learning. Society for Research on Educational Effectiveness Annual Meeting. Washington, DC.

Matsumura, L.C., Sartoris, M., Bickel, D., & Garnier,H. (December, 2009).

Leadership for literacy coaching: The principal's role in launching a new literacy coaching program. *Educational Administration Quarterly Vol. 45: pp 655-693.*

McLaughlin, M.W. & Talbert, J.E. (2006). Developing communities of practice in schools. In *Building school-based teacher learning communities.* (pp. 38-63, Ch. 3). New York: Teacher's College Press.

Odden, Archibald, Fermanich, & Gallagher, 2002

Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, schools, and academic achievement, Econometrica, 73:2, pp 417-458.

Rockhoff, J. (2004). The impact of individual teachers on students' academic achievement: Evidence from panel data. American Economic Review 94, 2, pp. 247-52.

Roza, M. The Tradeoff Between Teacher Wages and Layoffs to Meet Budget Cuts

Roza, M. & Miller, R. Separation of Degrees: State-By-State Analysis of Teacher Compensation for Master's Degrees

Roza, M. Seniority-Based Layoffs Will Exacerbate Job Loss in Public Education.

Roza, M. & Foote, M. Measuring School Efficiency: Educational Return on Investment: A Case Study of An Urban District

Talbert, J., & David, J.L. (2007). Evaluation of the Disciplinary Literacy-Professional Learning Community (DL-PLC) Initiative in Austin Independent School District. Interim Report. Center for Research on the Context of Teaching, Stanford University.

Talbert, J., & McLaughlin, M. (1999). Assessing the school environment: Embedded contexts and bottom-up research strategies. In S. Friedman & T. Wachs (Eds.), *Measuring Environment Across the Life Span*. Washington, DC: American Psychological Association.

Timperley, H.S. & Parr, J.M., & Bertanees, C. (2009). Promoting professional Inquiry for Improved Outcomes for Students in New Zealand. Professional Development in Education, 35(2), 227-245.

Turning Around Low-Performing Schools

Bryk, A. and Scheider, B. (2003, March). Trust in schools: A core resource for school reform. Educational Leadership, 60(6), 40-45.

Bryk, A. (2007). Ruminations on reinventing an R&D capacity for educational improvement. Paper drawn from presentation at American Enterprise Institute for Public Policy Research on October 25, 2007.

Bryk, A. (2009). Support a science of performance improvement. Phi Delta Kappan, vol. 90, no. 8, pp. 592-595.

Center on Education Policy. (2007) Moving beyond identification: Assisting schools in improvement.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of

Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

Lusi, S. (1997) The role of state departments of education in complex school reform. Teachers College, Columbia University.

Marzano, 2003. What works in schools: Translating research into action. ASCD

Newmann, F., & Wehlage, G.G. (1995). *Successful School Restructuring*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Turnaround Challenge. Mass Insight Education. (2007)

Redding, S. and Walberg, H, ed. Handbook of Statewide Systems of Support. Center on Innovation and Improvement, Academic Development Institute. (2007)

Resnick, L. B., & Glennan, T. K. (2002). Leadership for learning: A theory of action for urban school districts. In A. M. Hightower, M. S. Knapp, J. A. Marsh & M. W. McLaughlin (Eds.), *School districts and instructional renewal*. New York: Teachers College Press.

Penuel, W.R., Frank, K.A. & Krause, A. (2006). *Distributed expertise and the implementation of schoolwide reform initiatives: a network approach to examining the effects of leadership practice.* Working paper, Michigan State University.

I. APPENDIX II TABLE OF CONTENTS

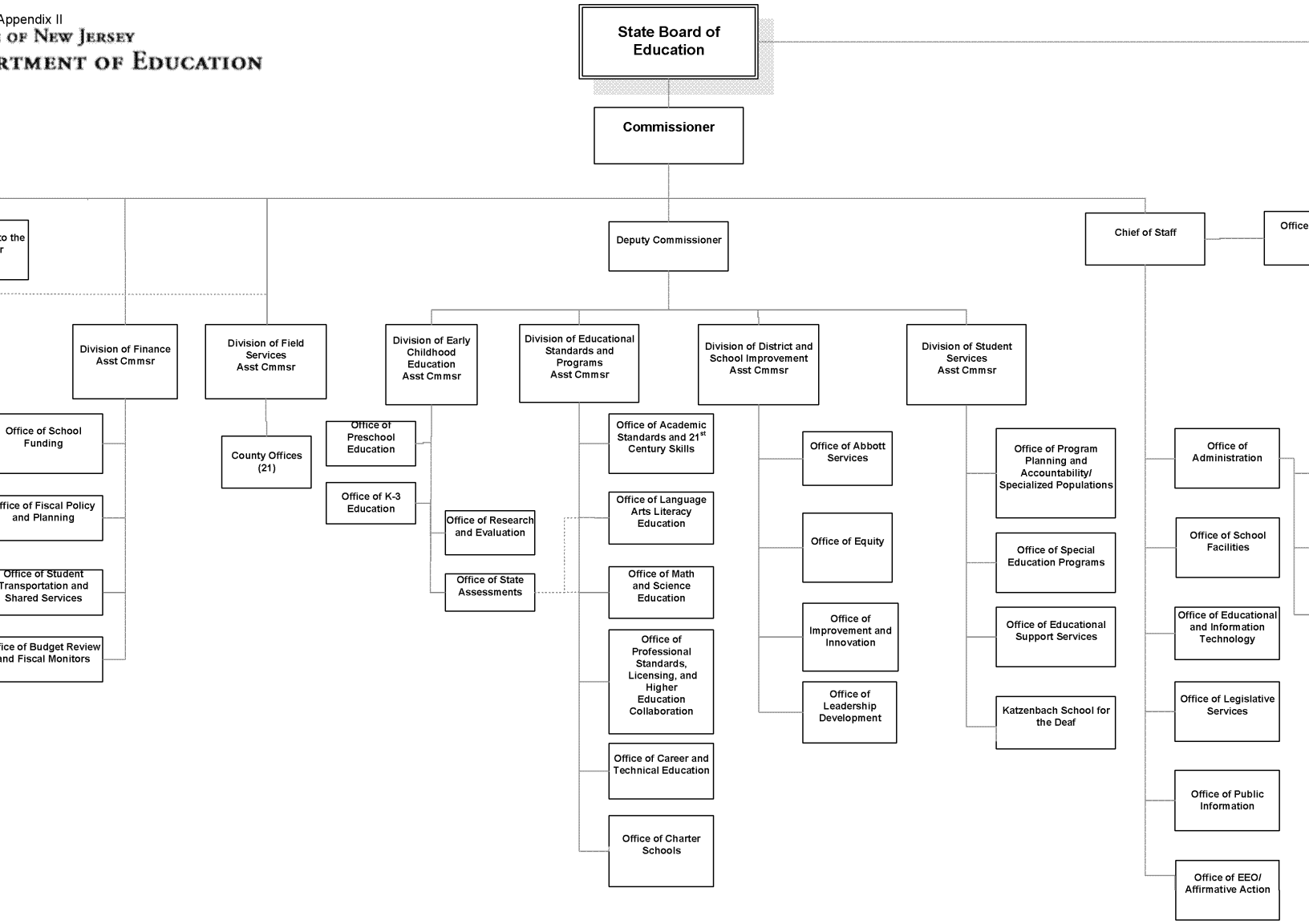
The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Attachment Title	Relevant Selection Criterion	Estimated Pages	Page #
NJ DOE Organization Chart	(A) (2)	1	**2**
NJ DOE Proposed Project Team Org Chart	(A) (2)	1	**3**
Comprehensive Timeline	(B)(C)(D)(E)	4	**4**
APPLES Abbott Preschool Longitudinal Study	(A)(3), ECE	26	**8**
New Jersey High School Graduation Campaign, Forging New Jersey's Cradle to College	(B)(1),(E)(2)	37	**34**
NJ Core Curriculum Content Standards -Sample Science Standard	(B)(2)	6	**71**
NJ Core Curriculum Content Standards – Sample	(B)(2)	12	**77**
NJ DOE Technology Plan	(C)	22	**89**
Instructional Support Tools	(C)(1)	21	**110**
NJ Data Flow	(C)(3)	1	**126**
Teacher Tablets - Instructional Support Tools	(C)(2), (C)(3)	9	**127**
NJ Data Elements across systems	(C)(2)	3	**136**
Professional Service	(C) (2), (C)(3)	6	**138**
SPECs for NJCCCS Website	(C)(3)	4	**144**
Personalized learning platform	(C)(3)	16	**148**
Feistritzer, *Education Week*, November 18, 2009	(D)(1)	4	**164**
New Jersey Policy Changes as a Result of SAELP contributions	(D)(2)	1	**168**
Findings from the Evaluation of the Alternate Route	(D)(3)	2	**169**
Promoting Instructional Leadership The New Jersey State Action for Educational Leadership Project	(D) 2	8	**171**
NJ PEP Equity Plan	(D)(2)	1	**179**
NJ Teacher Quality Partnership Grant Summary	(D) (3)	1	**180**
STEM Model overview	(D) (3)	13	**181**
Full Summaries of Hard to Staff Subjects	(D)(3)	12	**194**
Approaches used and lessons learned in turnaround schools	(E)(2)	4	**206**

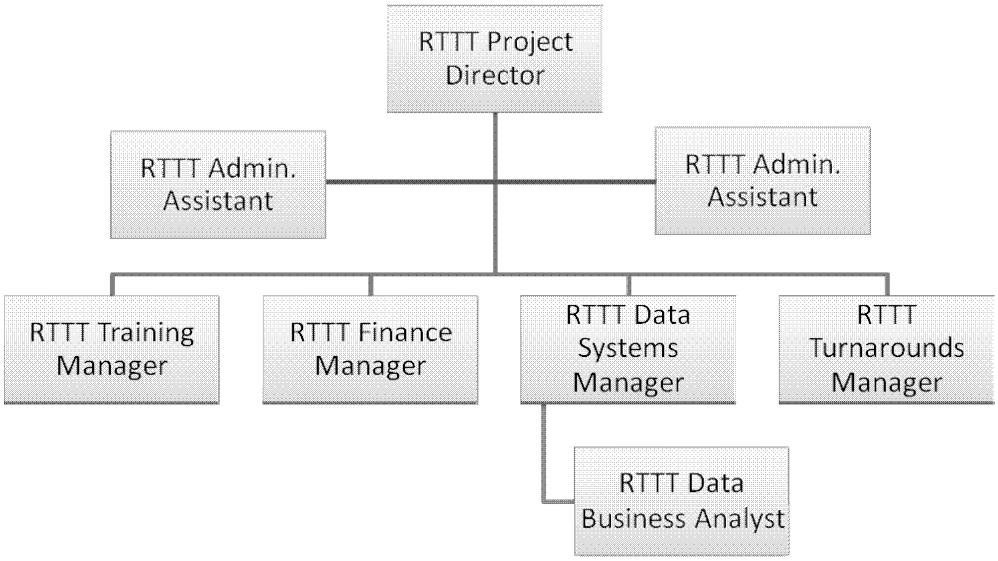
Appendix II

OF NEW JERSEY

RTMENT OF EDUCATION



New Jersey Race to the Top Program Office



Appendix II

NJ Development Timeline: Overview

	2010-11 SY	2011-12 SY	2012-13
ester	**First School Semester (September – December)**		
	Standards & Assessment • Roll out STEM instructional tools • Interim assessment item development • Load exemplar lessons & curriculum embedded assessments into IIS • Ongoing work to fill exemplar lesson alignment gaps by teachers **Data System** • Release student growth model, on-time graduation, discipline, and sophisticated reporting • Continue Instructional Support Tools development **Teachers & Leaders** • Analyze and release NJ Growth model data (2008-09 to 2009-10 SY) • State Board of Education reviews first year growth data to set preliminary criteria for school-wide award • NJEEC gathers evidence, convenes public meetings for input into evaluation design, confers with experts, evaluates new and existing observation protocols, and provides draft evaluation system for public comment • LEA selected to pilot evidence-based observation protocols • Supervisor/coaches convene PLCs for teachers by grade or content area in participating LEAs **Struggling Schools** • Intensive face-to-face professional development on Curriculum and Assessment Spine • Develop personalized professional development plans based on teacher and student needs	**Standards & Assessment** • Math & Literacy, grades 3-8, and high school Algebra I, Biology and Grade 11 English interim assessment roll out • Item development for remaining grade levels and content areas (science, social studies, etc) • Teachers review & refine exemplar lessons • Ongoing support for PLCs **Data System** • Release enhanced data elements and educator focused reporting • Release parent-focused reporting, growth model reports, early warning alerts for students at risk of dropping out, on-time graduation reporting, links to post-secondary success, discipline reports **Teachers & Leaders** • Release second year of growth model data • State Board of Education sets final criteria for school-based award; and announces first set of school awards. • NJEEC convenes to finalize evaluation design • Outreach and professional development for school leaders and teachers on the new evaluation system • Pilot full evaluation system and accompanying professional development in 10-20 participating LEAs	**Standards & Assessment** • Full implementation of inter assessments across content and grade levels • Teachers develop & refine e lessons **Data System** • Release enhanced data elem and educator focused report • Release parent-focused repo **Teachers & Leaders** • Full scale implementation of evaluation system and accompanying professional development in participating • Announce school awards bas growth model data • Work with LEAs to sustain or professional learning commu • Design and submit for public comment school leader and effectiveness reports **Struggling Schools** • Full implementation of cros service integration

Appendix II

	• Implement intervention plans and monitor progress on incremental benchmarks • Schedule extended learning time & accompanying compensation for teachers	• Work with LEAs to sustain ongoing professional learning communities • Program Approval Council embeds Curriculum & Assessment Spine in teacher preparation program approval process **Struggling Schools** • Pilot cross-service integration	
emester (2009-10 SY):	**Second School Semester (January - June)**	**Second School Semester (January- June)**	
Submission of LEA Statement of Work **sessment** J Standards Website of Education meets to mon Core Standards (April) d select vendor for l Support Tools **lers** ential NJEEC members, issue and convene NJEEC (30 days **ols** nate survey (June) sment Review Team ot causes of low- e efficient use of facilities eeds Assessment Review s intervention option under ce.	**Standards & Assessment** • Ongoing work to fill exemplar lesson alignment gaps by teachers • Field test interim assessments in math, literacy, and science at selected grade levels • Launch "quiz engine" for curriculum-embedded formative assessments **Data System** • Launch Instructional Support Tools (March) • Establish NJ DOE Continuous Development Tools steering committee • Issue RFP and select vendor for Continuous Development Tools **Teachers & Leaders** • Pilot content-specific observation protocols in selected participating LEAs • Expand Troops to Teacher program for high-poverty, high-minority schools • Recruit for expanded PSI program • Launch expanded NJ Hire site • Expand NJ Partnership for Professional Learning to improve professional environment in high-poverty, high-minority schools • Deliver training for teacher preparation programs and Program Approval Council on the Curriculum &	**Standards & Assessment** • Standards-setting on first semester interim assessments • Field test interim assessments for remaining grade levels and content areas **Data System** • Continuous Development Tools releases • Ongoing professional development on reporting and analysis tools **Teachers & Leaders** • LEAs specify criteria for differential professional opportunities • LEA pilot of evaluation system, including progress measures on interim assessments • Ongoing training on school leader and teacher evaluation system • Recruit of expanded PSI program • Review QSAC to consider ways to monitor the equitable distribution of effective school leaders and teachers • Roll out Professional development in "hardest to teach" areas for remaining grade levels and content areas **Struggling Schools** • Ongoing interventions for struggling schools	**Standards & Assessment** • Full implementation of inter assessments across content and grade levels • Teachers develop & refine e lessons **Data System** • Ongoing IIS professional development **Teachers & Leaders** • Full scale implementation of evaluation system in particip LEAs • LEAs pilot QSAC provisions t monitor the equitable distrib of teachers. • Work with LEAs to sustain o professional learning commu **Struggling Schools** • Ongoing intensive conte focused and team-based professional developme • Monitor progress on incremental benchmark

	Assessment Spine • Roll out professional development in "hardest to teach" areas for mathematics, literacy, and science • Implement virtual professional development tools including expanded asynchronous courses • Content-focused supervisors and teacher leaders provide ongoing support for PLCs **Struggling Schools** • Implement intervention plans and monitor progress on incremental benchmarks • Ongoing intensive content-focused and team-based professional development on instructional practice and acting on formative data. • Select pilot LEAs for expanded community engagement support and cross-service integration		
n: June – September	**Summer Session (** June – September)	**Summer Session** (June – September)	
sessment ntify gaps in exemplar lesson standards "Hardest to Teach" teacher nvene expert committee DOE Instructional Support ng Committee or for Instructional Support **lers** vene New Jersey Educator ommittee (NJEEC) isors as content-focused coaches **ols** n Network Turnaround	**Standards & Assessment** • Review interim field test results & preliminary standards setting **Data System** • Ongoing development of Continuous Development tools **Teachers & Leaders** • NJEEC reviews observation protocol pilots • Develop online modules to support ongoing learning and collaboration **Struggling Schools** • SEA conducts implementation fidelity audit, makes recommendations, and publishes report • LEAs, in collaboration with the SEA, evaluate Network Turnaround Officers • Leadership Academy (August)	**Standards & Assessment** • Audit of teacher scored interim assessments • Standards setting on 3-8 and high school interim assessments in math and literacy; middle school and high school science **Data System** • Ongoing professional development on reporting & analysis tools **Teachers & Leaders** • NJEEC reviews pilot data and considers any necessary revisions to evaluation system. • For LEAs participating in evaluation pilot, training for Highly Effective Teachers as content-focused instructional coaches, teacher leaders, and mentors • NJEEC meets with evaluation pilot LEAs to gather information regarding plans for	**Teachers & Leaders** • NJDOE approves LEA equitab distribution plans and target • Public reporting of school lea and teacher effectiveness ac grade spans **Struggling Schools** • SEAs conducts implementati fidelity audit, makes recommendations, and publ report • LEAs, in collaboration with th evaluate Network Turnarou Officers • Leadership Academy (Augus

Academy (August) Audit O and principal design plan with measurable benchmarks and submit to pproval. s or requires revision of LEA plan.		equitable distribution of effective teachers, confers with experts and convenes public meets to gather input on LEA equitable distribution plans. • Pilot reporting teacher effectiveness to teacher preparation programs and design mock public reports **Struggling Schools** • SEAs conducts implementation fidelity audit, makes recommendations, and published report • LEAs , in collaboration with the SEA, evaluate Network Turnaround Officers • Leadership Academy (August)	

The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES) Preliminary Results through 2nd Grade

Interim Report

June, 2009

Ellen Frede, Ph.D.
Kwanghee Jung, Ph.D.
W. Steven Barnett, Ph.D.
Alexandra Figueras, M.S.

National Institute for Early Education Research
Graduate School of Education, Rutgers, The State University

The research reported in this document was conducted under a Memorandum of Agreement with the New Jersey Department of Education (NJ DOE) and with partial funding from The Pew Charitable Trusts. The conclusions are those of the authors and do not necessarily represent the views of the funding agencies.

Acknowledgements

The research reported in this document was conducted under a Memorandum of Agreement with the New Jersey Department of Education (NJ DOE) and with partial funding from The Pew Charitable Trusts. The conclusions are those of the authors and do not necessarily represent the views of the NJ DOE or the Trusts.

The authors wish to acknowledge the support and assistance of Dr. Ellen Wolock and Dr. Jacqueline Jones of the Division of Early Childhood Education, NJ DOE for comments on an earlier draft. In addition, we thank the children, parents, teachers, supervisors and administrators in New Jersey's Abbott districts who have graciously assisted us in this critical data collection and analysis. Without their assistance the research could not have been conducted.

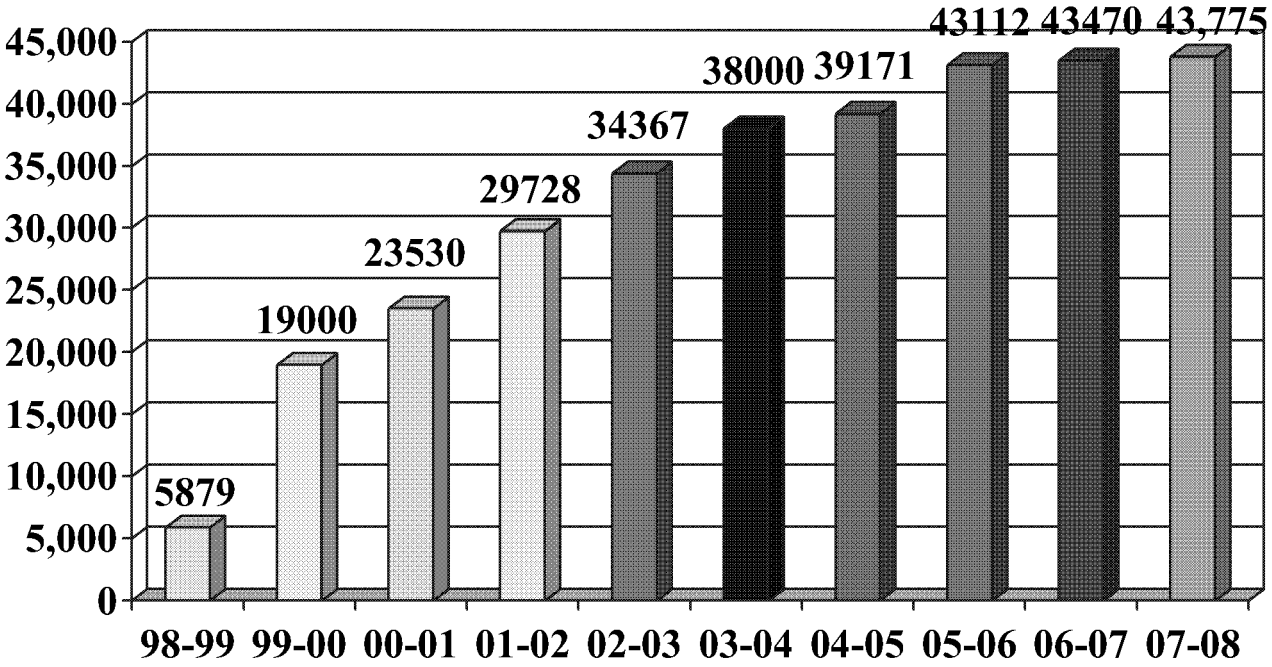
Introduction

This study investigates the persistence of educational effects of state funded prekindergarten education for children at ages three and four in New Jersey's Abbott districts through second grade. The program providing that education was developed in response to the landmark New Jersey Supreme Court school-funding case, *Abbott v. Burke*. In the 1999-2000 school year, 3- and 4- year old children in the highest poverty districts in the state began to enroll in a new high-quality preschool education program. This program has been designed to prepare them to enter school with the knowledge and skills necessary to meet the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (NJ Department of Education, 2004b) and the Kindergarten New Jersey Core Curriculum Content Standards (NJDOE, 2004a). Through a Department of Education (DOE) and Department of Human Services (DHS) partnership, Abbott preschool classrooms combine a DOE-funded six-hour, 180-day component with a DHS-funded wrap-around program that provides daily before- and after-care and summer programs. In total, the full-day, full-year program is available up to 10 hours per day, 245 days a year.

Enrollment in the Abbott preschool program has increased dramatically since its inception in 1999. During the 2008-2009 school year, the tenth year of Abbott preschool implementation, the 31 Abbott districts served over 43,000 3- and 4-year-old children in preschool – about 80 percent of the population. The preschool program is delivered by a mixed public-private delivery system overseen by the public schools. Private child care providers and Head Start agencies contract with local boards of education to serve about

two-thirds of the children. The rest are served in public school classrooms. The increase in enrollment over time is shown in Figure 1 below.

Figure 1: Abbott Preschool Enrollment 98-99 to 07-08



The Court established basic program standards for preschool education in the Abbott districts that included a maximum class size of 15, certified teachers with early childhood expertise, assistant teachers in every classroom, comprehensive services and a developmentally appropriate curriculum designed to meet learning standards. Some of these standards could be implemented quite quickly. Others like the requirement for teacher certification took time. Over the first five years, everyone from the classroom level on up worked hard to fully implement these standards and to bring classroom practices up to the level of effectiveness that these standards are designed to support. Such standards facilitate highly effect preschool education, but do not by themselves guarantee it. To ensure high quality and consistency for children across auspice and

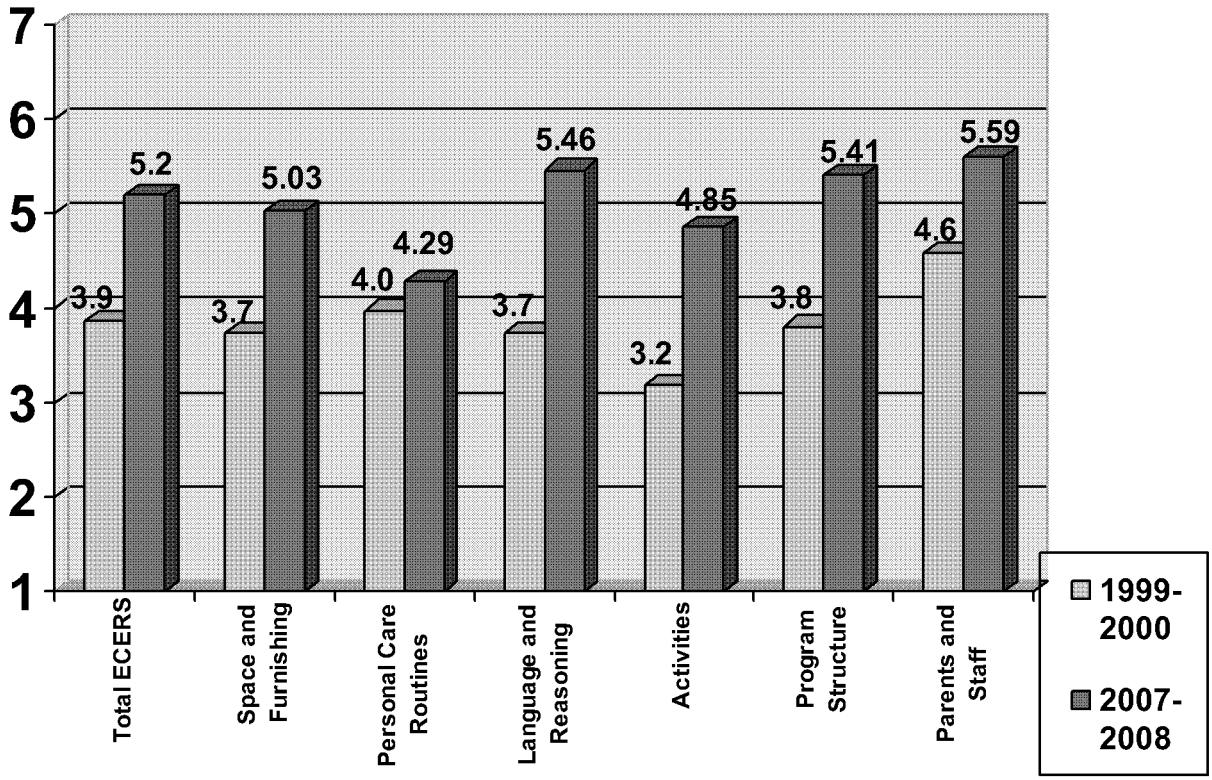
district and to assist administrators and staff who may have been inadequately prepared in early childhood education, more detailed operational standards were developed (Abbott Preschool Program Implementation Guidelines; Office of Early Childhood Education, NJDOE, 2002, revised 2005). These standards were also designed to ensure that the particular needs of children in each community were addressed. The Abbott preschool program is not designed to be simply a "cookie cutter" approach that is identical in every community.

Observation data on preschool classroom quality have been systematically collected in the Abbott districts since the 1999-2000 school year. Results have been reported periodically since (Barnett, Tarr, Lamy, & Frede, 2002; Frede et al, 2004; Lamy et al, 2005). Classroom quality rose steadily each year and, by the 2004-2005 school year, classroom quality scores had reached acceptable levels, and children were entering kindergarten with language and literacy skills closer to the national average than in prior years (Frede, et al, 2004; Lamy, et al, 2005). Therefore, this evaluation was launched to more precisely estimate the learning gains from the Abbott prekindergarten program including the extent to which gains persist into elementary school.

Classroom quality has continued to improve in the Abbott districts since 2004-05 due to local and state efforts. Figure 2 reports quality scores from the first year together with scores from 2007-08 on one indicator, the ECERS-R. The ECERS-R is the most widely used observational measure of preschool program practice and it correlates highly with other measures that are commonly used (for more information on the ECERS-R and other measured used to assess quality of the Abbott preschools see Frede et al., 2007). In 2007-08, the average Abbott classroom scored better than "good" (a score of 5) and most

programs were in the good to excellent range (5 to 7). This is a dramatic change from 1999-2000, when few classrooms reached "good." Increases have been particularly large for the two parts of the scale most closely related to children's learning and development—Language and Reasoning, and Activities. One implication of the continuing change is that Abbott preschool programs are likely to have stronger impacts on learning and school success for children attending today than they did for the children in this study.

Figure 2: Classroom Quality Scores 1999-2000 vs. 2007-2008



This is the second report on this study of the 2004-05 cohort of Abbott preschool attendees. A previous report discussed the effects of the Abbott pre-K program at the beginning and end of kindergarten (Frede, et. al., 2007). These results are only briefly

reviewed here to provide context for findings of the present report. For detailed information on the methodology and findings the reader should consult the earlier report.

Previous Results

In the fall of 2005, we implemented a two-step research process to estimate the long-term effects of attendance in an Abbott preschool classroom. The first step was to implement a Regression Discontinuity Design (RDD) to estimate the effects of the program on children's abilities at kindergarten entry (Trochim, 1984). This approach relies on the fact that eligibility for Abbott pre-K within a designated school district is determined by date of birth alone. This assignment rule allows us to construct two groups, one entering kindergarten that has already attended the program at age 4 and one entering preschool that has not yet attended at age 4. These groups are unlikely to differ with respect to measured or unmeasured child and family characteristics so that the RDD minimizes the potential effects of selection bias which occurs when the effects of differences between the two groups of children are confounded with program effects (Cook, 2008).

The RDD approach can be viewed as similar to a randomized trial for children near the age cutoff. The RDD creates groups that *at the margin* differ only in that some were born a few days before the age cutoff and others a few days after the cutoff. When these children are about to turn 5 years old the slightly younger children will enter the preschool program and the slightly older children will enter kindergarten having already attended the preschool program. By testing all of the children at that time, we obtain an unbiased estimate of the preschool program's effect under reasonable assumptions. Of course, it is quite limiting to analyze data only for children with birthdays only a few

days on either side of the age cutoff. Alternatively, the RDD can be viewed as modeling the relationship between an assignment variable (age) and measures of children's learning and development. The pre-cutoff sample is used to model the relationship prior to treatment. The post-cutoff sample is used to model the relationship after the treatment. This approach can be applied to wider age ranges around the cutoff. However, its validity depends on correctly modeling the relationship.

Unfortunately, the RDD approach cannot provide an estimate of effects beyond kindergarten entry. We employed a second design to obtain estimates beyond kindergarten entry—comparing children who attended pre-K to a conventional no-treatment comparison group identified at kindergarten entry. We then assessed the accuracy of estimates obtained from this second approach at kindergarten entry by comparing them to the RDD estimates. If the initial estimates from both analyses are similar, then we can have confidence in the longitudinal results. To the extent that they differ, we have an indication of the likely direction and magnitude of bias in the longitudinal estimates.

For the second design we drew an additional comparison sample of kindergarten children who did not attend the Abbott preschool program. We obtained a sample at kindergarten entry of 1,038 children in 15 districts. Of these, 284 did not attend the Abbott pre-K program, 451 attended for 1 year, and 303 attended for two years. As some children attended Abbott preschool for one year at age 4 and others attended preschool for two years at ages 3 and 4, we are able to separately estimate the effects of one year and two years of preschool attendance using this second design. The study has limited ability to adjust for any incidental differences between the groups or to assess their

comparability (except by way of the RDD). However, this is less of a problem than it might be because the communities in our study are fairly homogeneous; all are larger, low-income urban school districts in a single state. In addition, we have ensured that the treatment and comparison samples are balanced with respect to district, and we control for district in the analyses.

As reported previously we find positive effects on children's learning in the areas of oral language, early literacy, and mathematics at kindergarten entry. The standardized effects (i.e., converted to standard deviation units) of one year at age four using the RDD were 0.28 for the language, 0.56 for print awareness, and 0.36 for math. The estimated effects for one year of preschool based on the conventional comparison group in the longitudinal study were 0.21 for language, 0.29 for print awareness, and 0.20 for math. A reasonable conclusion is that with the design used for the longitudinal study results in a significant underestimation of the program effects because the longitudinal study design does not fully control for differences between those who do and do not attend pre-K. Therefore, we expect that the longitudinal study also will underestimate the true effects going forward through kindergarten, first, and second grade, as well.

We find that effects are larger for two years of participation than for one, and that effects persisted through the end of kindergarten. The standardized effect sizes for two years of participation were 0.42 for language, 0.31 for print awareness, and 0.34 for math. That is, two years had larger effects for language and math, but not for print awareness. When estimates were repeated for children at the end of kindergarten, the effect sizes were virtually the same as at the beginning of kindergarten for language, suggesting that advantage was fully maintained. Math effects appeared to be slightly smaller than earlier.

The print awareness measure was no longer useful at the end of kindergarten as most children have mastered the relevant knowledge and skills. It appears that these are readily taught and mastered, which explains why two years seems to give little additional benefit, as well.

Sample for Follow-up through Second Grade

Subsequent follow-ups of the sample have been conducted in the Spring of 2007 and 2008. Children would have been in first and second grade, respectively, if they were had not been retained in grade at any point. Children were followed up and assessed regardless of their actual grade level, and the 2007 data are referred to as "first grade" and the 2008 data as "second grade" even though some of the children in each year's data are actually behind a grade level. In addition, we have collected demographic data on the sample that was not previously available so that we now have information on age, gender, ethnicity, and lunch status. Sample characteristics at second grade are reported in Table 1.

Table 1
Second Grade Sample Demographics

	N	Girl %	Age *M* *(Std)*	Black %	Hispanic %	White/ Asian %	Free Lunch %	Reduced-Priced Lunch %	Full-Priced Lunch %	Missing Lunch Info %	Spanish Home Language %
No Pre-K	150	44	8.12 (0.34)	36	56.7	6.7	67.3	9.3	6.7	16.7	19.6
1 Year of Pre-K	306	52.3	8.07 (0.32)	38.2	53.6	7.2	69.3	8.8	9.8	12.1	21.5
2 Year of Pre-K	207	51.2	8.06 (0.33)	34.8	61.8	2.9	64.7	12.1	5.3	17.9	19.6

One of the challenges in every longitudinal study is locating the children who originally entered the study. This becomes more difficult the longer the study continues.

Children move outside their original districts or even out of the state, change their names or how they report their names to the schools, and may decline to participate at a later time. Loss of participants over time, or attrition, has two negative consequences. One is a decrease in sample size, which reduces statistical power. The other is that attrition may be nonrandom affecting the generalizability of the findings and potentially decreasing the comparability of the treatment (Abbott Preschool) and comparison groups.

So far attrition has been moderate. In the original analyses at kindergarten entry the number of children with valid test scores varied between 1,038 and 1,054 depending on the measure. In 2009, we will follow-up by using data from the statewide assessment in Grade 3, which may allow us to identify more children than in the previous year. However, the Grade 3 assessment does not include children who were retained in grade, which creates its own problem of non-random attrition. To address the problem we plan to identify children who were behind in grade level (many have already been identified) and we hope to administer the third grade test to them individually.

In order to assess the extent to which attrition is or is not random we have conducted analyses on the initial test scores of the children at kindergarten entry. These analyses investigate whether test scores differ between the initial sample and follow-up sample and whether differences from the initial to follow-up sample vary by the number of years of Abbott Pre-K. The results show no significant differences between the initial sample and the existing sample at 1st or 2nd grade.

Measures Collected at First and Second Grade

Data collectors trained by NIEER assessed each child individually in the Spring of 2007 and 2008. Measures administered at this time provide continuity with earlier

measures but accommodate the children's developing abilities. The battery of child assessments took an average of approximately 25 minutes per child and was administered in the child's school, in a room or quiet area appropriate for assessment.

Receptive Vocabulary. Children's receptive vocabulary has been measured every year since kindergarten entry using the Peabody Picture Vocabulary Test, 3rd Edition (PPVT-III; Dunn & Dunn, 1997) and, for Spanish-speakers, the *Test de Vocabulario en Imagenes Peabody* (TVIP; Dunn, Padilla, Lugo, & Dunn, 1986). The PPVT is predictive of general cognitive abilities and is a direct measure of vocabulary size. The rank order of item difficulties is highly correlated with the frequency with which words are used in spoken and written language. The test is adaptive (to avoid floor and ceiling problems), establishing a floor below which the child is assumed to know all the answers and a ceiling above which the child is assumed to know none of the answers. Reliability is good as judged by either split-half reliabilities or test-retest reliabilities. The TVIP is appropriate for measuring growth in Spanish vocabulary for bilingual students and for monolingual Spanish speakers.

All children in our sample were administered the PPVT, regardless of home language, to get some sense of their receptive vocabulary ability in English. In kindergarten all children who spoke some Spanish were also subsequently administered the TVIP. The testing session was then continued, with the additional measures administered in either English or Spanish, depending upon what the child's teacher designated as his or her best testing language. In this follow-up, we have discontinued Spanish-language testing as English is the language of instruction for all children and by

the end of kindergarten we found few children for whom Spanish was a stronger language than English.

Mathematical Skills. Children's early mathematical skills have been measured each year with the Woodcock-Johnson Tests of Achievement, 3rd Edition (Woodcock, McGrew, & Mather, 2001) Subtest 10 Applied Problems. For Spanish-speakers the *Bateria Woodcock-Munoz Pruebas de Aprovechamiento – Revisado* (Woodcock & Munoz, 1990) *Prueba 25 Problemas Aplicados* was used in kindergarten. Subtests of the Woodcock-Johnson are reported to have good reliability. In this follow-up, we added two more Woodcock-Johnson subtests to the assessment battery for first and second grade: Subtest 5 Calculation and Subtest 6 Math Fluency. Subtests 5, 6, and 10 together comprise the Broad Math Battery of the Woodcock-Johnson.

Literacy Skills. The literacy measures used in this study have been changed the most over time. Initially, we measured print awareness in kindergarten using a subtest of the Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP; Lonigan, Wagner, Torgeson, & Rashotte, 2002). However, the Pre-CTOPPP is not appropriate for older children. Instead, in the first and second grade follow-up we used subtests from the WJ-III (Woodcock et al., 2001) to measure early literacy skills. In the first grade, Woodcock-Johnson Subtests for Letter-Word Identification, Word Attack, and Sound Awareness (Rhyming, Deletion, and Substitution) were used. Subtests Letter-Word Identification and Word Attack subtests comprise the Basic Reading Battery of the Woodcock-Johnson. In the second grade, Woodcock-Johnson Subtests for Letter-Word Identification, Reading Fluency and Passage Comprehension were used. Together these provide a measure of Broad Reading. These literacy sections of the WJ-III are widely

used in research and are reported to have good psychometric properties. As with the other measures, all children were assessed in English for this follow-up.

Follow-Up Analyses and Initial Findings: First and Second Grade

The effects of Abbott preschool program participation on children's test scores at the end of first and second grade were estimated using regression analysis. Effects on grade repetition by entry to second grade were estimated using logit and probit analyses as appropriate for a binary dependent variable. These analyses were conducted on the longitudinal sample with independent variables for student ethnicity, free or reduced lunch status, gender, age, and school district, as well as dummy variables indicating one or two years attendance in an Abbott preschool program. Analyses were conducted on raw scores. The Stata program was employed, and intra-cluster correlation is taken into account through the estimation of cluster-robust standard errors. All of the first and second grade analyses were conducted with no replacement of missing data, as all procedures for replacing missing data create problems of their own. However, in a future report we will present the results of analyses using multiple imputation procedures to replace data. The estimated effect sizes (i.e., standardized in standard deviation units for comparison purposes) at kindergarten entry and the end of kindergarten are reported below in the text and in tables that report scores for each group: no preschool, one year of preschool at age 4, and two years of preschool at ages 3 and 4.

Receptive Vocabulary. Oral language (as measured by the PPVT) forms not only the basis of social communication, but reveals conceptual knowledge and is essential for both reading and writing acquisition. At the end of kindergarten, one year of the Abbott preschool program had an effect size of 0.18 ($p<.05$) and the two year effect size was

0.38 ($p<.01$). At the end of second grade the benefits of Abbott participation continued to be significant with results of 0.22 ($p<.05$) for one year of attendance and 0.40 ($p<.01$) for two years. Keeping in mind that comparison with the regression discontinuity results at kindergarten entry indicated that the longitudinal study underestimates program effects, these results are quite strong. As was true earlier, the estimated effects of two years of participation are twice the size of those for one year of Abbott Pre-K. Table 2 displays these results together with earlier results for comparison. These results suggest that there has been no decline in the program's effects in this domain since kindergarten entry. Standard scores indicate that children are still somewhat below the national average in this domain, despite the substantial gain from two years of Abbott pre-K.

Mathematics. All of the estimated effects in mathematics favored the Abbott preschool attendees with two years having more impact than one. Math measures included Applied Problems, Calculation, Math Fluency and Broad Math. The most consistently observed difference was that Applied Problems scores were higher in first grade—effect sizes of 0.18 ($p<.05$) for one year and 0.26 ($p<.05$) for two years—and in second grade—effect sizes of 0.24 ($p<.05$) for one year and 0.44 ($p<.01$) for two years. Estimated effects on Calculation at the end of second grade were small, but were statistically significant ($p<.05$) in a one-tailed test for two years of Pre-K. Estimated effects were small for Broad Math, but effects on standard scores were statistically significant in one-tailed tests for one year and two years of Pre-K.

Estimated effects on Applied Problems from kindergarten entry through 2nd grade are reported in Table 2. Although there is some variation in these over time, they suggest little or no reduction in effects from kindergarten entry through the end of second grade,

and the effects are large enough to be meaningful. Two years of very consistently has a much larger effect than one year of Abbott Pre-K participation, though not always double. Comparison to the RDD results indicates that we substantially underestimate effects on mathematics achievement, perhaps by so much that the true effects at the end of second grade were about .40 for one year and .80 for two years. Standard scores indicate that even children in the follow-up sample who did not attend Pre-K score at about the national average in mathematics, even though behind those who attended the program.

Reading. The instruments used to assess first grade literacy skills were letter-word identification, word attack, sound awareness, and basic reading. Second grade literacy skills were measured by letter-word identification, reading fluency, passage comprehension and broad reading. Although differences in these literacy outcomes tended to favor children who had attended Abbott prekindergarten programs, they generally were small and statistically significant. Program effects are most apparent on Passage Comprehension on which the former pre-K attendees scored higher with effect sizes equal to 0.16 for one year and 0.20 for two years—both effects are statistically significant at the .05 level using a one-tailed test. These can be seen in Table 2. Standard scores indicate that children in the follow-up sample scored near the national average on Broad Reading by the end of second grade regardless of pre-K attendance.

We note that literacy is the domain where the initial comparison of results from the RDD and longitudinal designs indicated the most serious problem. The RDD result for one year of Abbott Pre-K at kindergarten entry was nearly double (90 percent larger) the result produced using the conventional comparison group. Therefore, literacy is the

domain in which the study faces the greatest challenge detecting long-term effects and for which the results must be interpreted most cautiously. This may explain the lack significant effects on Broad Reading at the end of second grade.

Table 2

Effect Sizes

		Longitudinal			
	RDD	K Entry	K End	1st	2nd
PPVT					
Year 1	.28	.21	.22	.18	.22
Year 2		.42	.41	.38	.40
WJ Applied Problems					
Year 1	.36	.20	.13	.18	.24
Year 2		.34	.29	.26	.44
Literacy					
Year 1	.56 [a]	.29 [a]	0 [a]		.16 [b]
Year 2		.31 [a]	.14 [a]		.20 [b]

Note. [a] Kindergarten literacy was measured using the Pre-CTOPP.
[b] Second grade literacy was measured by WJ subtest Passage Comprehension

Grade Retention. Now that the study children have reached second grade we are able to investigate the effects of preschool attendance on grade retention in kindergarten and first grade. Our measure should be considered an assessment of retention by entry to second grade, as it is possible that a few children were retained shortly after entering second grade. Nevertheless, it is a measure of children who repeated either kindergarten or first grade. We find that the Abbott Pre-K program

significantly reduced retention in first grade and kindergarten. Grade retention was 10.7% (16) for children who did not attend pre-K, 7.2% (22) for those who attended for one year, and 5.3% (11) for those who attended two years. The effect on grade retention of two years of Abbott pre-K is statistically significant ($p<.05$) and twice as large as the effect of one year of Abbott pre-K.

Discussion

Considerable resources have been invested in the Abbott Preschool Program. It has high program standards compared to many other state-funded pre-K programs and the federal Head Start program (Barnett, Epstein, Friedman, Boyd, & Hustedt, 2008). It also has a relatively high per pupil cost, which reflects those high standards as well as New Jersey's high cost of living. The program operates for a full school day, employs licensed teachers paid on the same scale as public school teachers, has a maximum class size of 15 with an assistant teacher assigned to each classroom, provides in-class supports to classroom staff on curriculum and differentiating instruction and has dedicated staff to work with parents and the community (Frede, 2005).

The effectiveness of any preschool program depends on how well it is implemented, but quality of implementation is not always measured in program evaluations. It is noteworthy that the Abbott pre-K program has been a work in progress. At the time the children in this follow-up study attended the program, quality was better than that in many other programs but not what it is today. The program has improved a half point over all on the 7 point scale, from fair to good on average to good to excellent on average since the children in this study attended Abbott Pre-K. When interpreting the results of this report it should be acknowledged that, even if perfectly estimated, the

program's effects reported here are smaller than we would expect for subsequent cohorts of children in the Abbott districts.

Earlier studies found that the Abbott Preschool Program has beneficial effects on children's learning in the domains of language, literacy and math abilities skills at kindergarten entry and exit (Frede et al., 2004; Lamy et al., 2005; Wong, Cook, Barnett, & Jung, 2008**).** We find positive effects on children's learning in those same domains through the end of second grade. This studies' effect sizes are reasonably large compared to the estimated effects in other studies and are about the same size as reported by the Chicago Child Parent Center study at the end of second grade (Reynolds et al.; 2007). The estimated effects on grade retention are consistent the results other studies, taking into consideration that only kindergarten and first grade are involved so far. However, there are two discrepancies with other studies in the details.

Other studies of preschool programs for three- and four-year-olds have not tended to find the same degree of persistence in PPVT scores. Our results, particularly those for two years of Abbott Pre-K, are more similar to the results of the Abecedarian (Campbell et al., 2002) and IHDP (McCarten, et al., 1997) studies where intervention began earlier and was provided in full-day, year-round programs. Perhaps the intensity of the Abbott program, which is offered for a full school day, and the provision of wrap-around child care full-day, year-round contribute to the larger and more persistent effect on the PPVT which measures language and conceptual knowledge (see also, Robin, Frede, & Barnett, 2006). The Abbott program also differs from many others in that it provides services to all children in a community, raising the possibility of peer effects and that large scale

changes in the overall performance of classrooms in years after preschool may affect the long-term results.

Other studies have found larger effects on literacy skills, though not always in the first several years of primary school. For example, the effects of the Perry Preschool program on reading achievement were not fully evident until middle school (though keep in mind that study had a small sample; Schweinhart and Weikart, 1980). One complicating factor is the intensive focus of Abbott schools on literacy in the early grades (MacInnes, 2009). Possibly this focus has enabled the children who did not attend preschool to catch up to their peers who did attend pre-K in basic literacy skills. We do not know how much extra attention children who were falling behind may have received as a result of these efforts. It remains to be seen whether the persistent language advantage from preschool participation will become more evident in reading comprehension in Grade Three where it is more thoroughly assessed than in second grade. Children's early print awareness and receptive vocabulary skills have been found to predict later reading abilities in the early elementary grades (Snow, Burns, & Griffin, 1998). However, it should be noted that relative to national norms children in the study are performing better on the reading measures than on the oral language (and conceptual knowledge) measure at second grade.

Relatively little research compares the effects of one year versus two years of preschool attendance. Some studies find little difference, while others have found substantial gains from starting earlier (Barnett, 2008). From kindergarten through second grade, children who attended the Abbott Preschool Program for two years at ages 3 and 4 out-performed children who attended for only one year at age 4. Two years of program

participation roughly doubles gains at second grade on most measures. The sole exception is literacy and reading for which two years has appeared to be at best slightly better. These results must be interpreted cautiously, as selection bias could also affect the differences between estimated effects for one and two years of program participation. Parents who know about and choose to send their children to preschool at age 3 may be different in immeasurable ways from those who only send them at 4. For this comparison we do not have the estimates from the more rigorous RDD to verify our results.

The evidence of downward bias in the longitudinal study estimates should be taken into consideration when interpreting our results. The RDD study indicated that there was substantial downward bias in estimates from our longitudinal study design and that this was most severe for literacy and least severe for language. This bias may explain why effects do not appear as sustained for literacy as for language through the end of second grade. The downward bias in the estimated initial effects on literacy is more than enough to have resulted in the lack of statistical significance even if true long-term effects were in the neighborhood of 0.25 or 0.30. Such effects would be large enough to be educationally meaningful. The estimated effects on passage comprehension in second grade are suggestive that we may be missing literacy effects because of the research design doesn't correct well enough for initial differences between the Pre-K and No-Pre-K groups that affect literacy development. An additional factor is that loss of some of the sample over time reduces our ability to detect effects.

The effects found in this study are the first links in a chain of results that have been found to produce long-term gains in school success and economic benefits in other preschool education studies that have followed children into adulthood (Campbell et al.,

2002; Reynolds, Temple, Robertson, & Mann, 2002; Schweinhart et al., 2005). There is a consistent picture in the study reported of gains in knowledge and skills accompanied by increased school success as measured by grade retention. These gains in learning and ability are large enough to be practically meaningful and are already beginning to result in savings for taxpayers who do not have to pay for extra years of schooling. The results of this study add to the considerable body of evidence indicating that quality preschool education can make significant contributions to efforts to improve children's learning and development (Frede, 1998). This study extends the evidence that such effects can be produced for today's children on a large scale by public programs administered through the public schools by demonstrating persistent and not just initial effects on children's cognitive abilities (Gormley, Gayer, Phillips, & Dawson, 2005).

References

Barnett, W.S., Epstein, D.J., Friedman, A.H., Boyd, J.S., & Hustedt, J.T. (2008). *The state of preschool 2008: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Barnett, W. S., Jung, K., Lamy, C., Wong, V., Cook, T. (2007, March). *Effects of five state prekindergarten programs on early learning*. Paper presented at the bi-annual Society for Research in Child Development, Boston, MA.

Barnett, W.S., Lamy, C., & Jung, K. (2005). *The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States*. NIEER Policy Report. New Brunswick, NJ: National Institute for Early Education Research.

Barnett, W. S., Tarr, J., Esposito Lamy, C., & Frede, E. (2002). *Fragile Lives, Shattered Dreams: A Report on Implementation of Preschool Education in New Jersey's Abbott Districts*. Rutgers University, New Brunswick, NJ: CEER.

Campbell, F. A., Ramey, C. T., Pungello, E. P., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project. *Applied Developmental Science, 6,* 42-57.

Cook, T.D. (2008). Waiting for life to arrive: A history of the regression-discontinuity design in psychology, statistics, and economics. *Journal of Econometrics*, *142* (2), 636-654.

Cook, T. D., & Campbell, D. T. (1979). *Quasi experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin.

Dunn, L. M. & Dunn, L. M. (1997). *Peabody Picture Vocabulary Test-Third Edition (PPVT-3).* Circle Pines, MN: AGS Publishing.

Dunn, Padilla, Lugo & Dunn, (1986). *Test de Vocabulario en Imágenes Peabody (TVIP).* Circle Pines, MN: AGS Publishing.

Frede, E. (1998) A sociocultural analysis of the long-term benefits of preschool for children in poverty. In Barnett, W.S. and Boocock, SS (Eds) Early Care and Education: Lasting Effects for Children in Poverty. Buffalo, NY: SUNY Press.

Frede, E. (2005) Assessment in a continuous improvement cycle: New Jersey's Abbott preschool program, invited paper for the National Early Childhood Accountability Task Force with support from the Pew Charitable Trusts, the Foundation for Child Development and the Joyce Foundation. http://nieer.org/docs/?DocID=192

Frede, E., Lamy, C.E., & Boyd, J.S. (2005) Not Just Calendars and Counting Blocks: Using the NAEYC/NCTM Joint Position Statement "Early Childhood Mathematics: Promoting Good Beginnings" as a Basis for Measuring Classroom Teaching Practices and Their Relationship to Child Outcome a paper presented at the annual National Association for the Education of Young Children conference, Washington, DC.

Frede, E, Lamy, C.E. with Seplocha, H., Strasser, J., Jambunathan, S., Juncker, J., & Wolock, E. (2004). *A rising tide: Classroom quality and language skills in the Abbott Preschool Program: Year Two Preliminary Update of the Early Learning Improvement Consortium.* Trenton, NJ: New Jersey Department of Education. **www.nj.gov/njded/ece**.

Frede, E., Weber, M., Hornbeck, A., Stevenson-Boyd, J., & Colon, A. (2005). *Preschool Classroom Mathematics Inventory.* Available from the first author at efrede@nieer.org.

Gormley, W.T., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology, 41*(6), 872-884.

Harms, T., Clifford, R., & Cryer, D. (2005). *Early Childhood Environment Rating Scale (ECERS-R)*, revised edition. New York, NY: Teacher College Press.

Lamy, C., Frede, E., & ELIC. (2005). *Giant Steps for the Littlest Children: Progress in the Sixth Year of the Abbott Preschool Program*. Trenton, NJ: New Jersey Department of Education. www.nj.gov/njded/ece

Lonigan, C., Wagner, R., Torgeson, J. & Rashotte, C. (2002). Preschool Comprehensive Test of Phonological & Print Processing (Pre-CTOPPP). Tallahassee, FL: Florida State University, Department of Psychology.

MacInnes, G. (2009) In plain sight: Simple, difficult lessons from New Jersey's expensive effort to close the achievement gap. New York; Century Foundation Press.

McCarton, C. M., Brooks-Gunn, J., Wallace, I. F., Bauer, C. R., Bennett, F. C., Bernbaum, J. C., Broyles, R. S., Casey, P. H., McCormick, M. C., Scott, D. T., Tyson, J., Tonascia, J. and Meinert, C. L. (1997). Results at age 8 years of early intervention for low-birth-weight premature infants. Journal of the American Medical Association, 277, 126-132.

NJ DOE (2002b). New Jersey Preschool Teaching and Learning Expectations: Standards of Quality. Trenton: author.

Reynolds, A.J., Temple, J.A., Ou, S., Robertson, D.L., Mersky, J.P, Topitzes, J.W., & Niles, M.D. (2007). Effects of a school-based, early childhood intervention on adult health and well-being: A 19 year follow-up of low-income families. *Archives of Pediatrics and Adolescent Medicine*, *161*(8), 730-739.

Robin, K., Frede, E. & Barnett, W.S. (2006) *Is more better?: The effects of full-day vs. half-day preschool on early school achievement.* http://nieer.org/docs/index.php?DocID=144

Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40* (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Educational Research Foundation.

Schwienhart, L.J. & Weikart, D.P. (1980) *Young children grow-up: The effects of the Perry Preschool Program on youths through age 15*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Snow, C., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Trochim, W. M. K. (1984). *Research design for program evaluation: The regression-discontinuity approach*. Beverly Hills, CA: Sage Publications.

Wagner, R., Torgeson, J., & Rashotte, C. (1999). *Comprehensive Test of Phonological Processing (CTOPP).* Austin, TX: Pro-Ed.

Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state prekindergarten programs. *Journal of Policy Analysis and Management, 27*(1), 122-154.

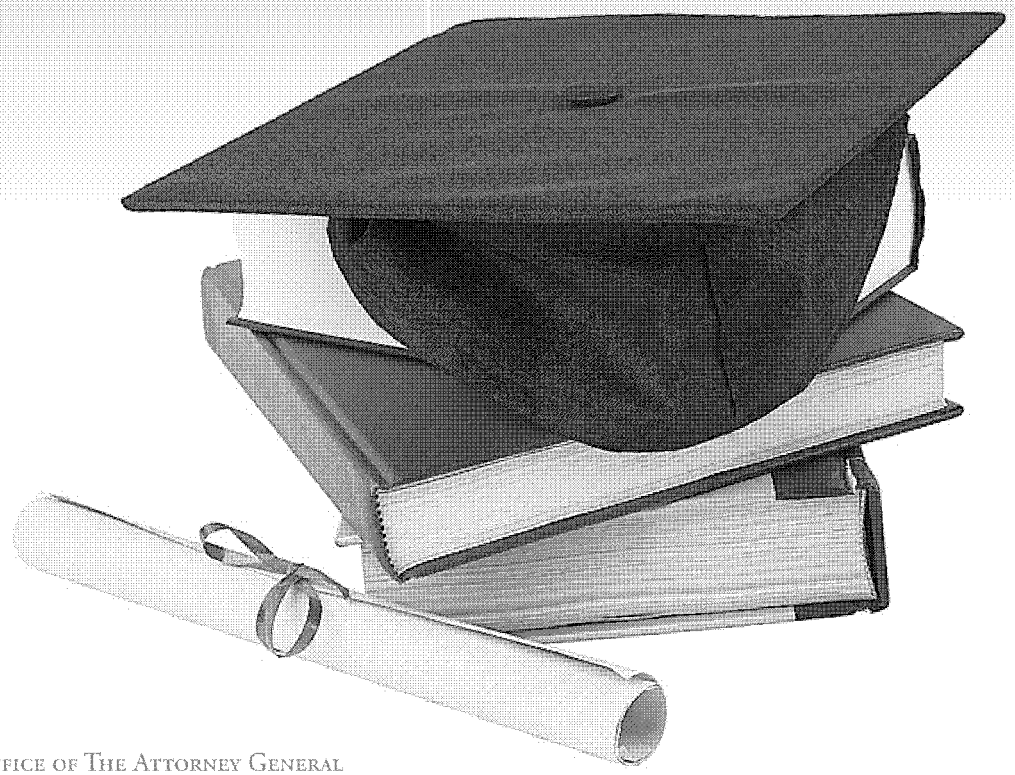
Woodcock, R. W. & Munoz, A. F. (1990). *Bateria Woodcock-Munoz Pruebas de Aprovechamiento – Revisados.* Itasca, IL: Riverside Publishing.

Woodcock, R. W., McGrew, K. S. & Mather, N. (2001). *Woodcock-Johnson Tests of Achievement.* Itasca, IL: Riverside Publishing.

THE NEW JERSEY HIGH SCHOOL GRADUATION CAMPAIGN

FORGING NEW JERSEY'S CRADLE TO COLLEGE & WORKFORCE PIPELINE FOR ALL CHILDREN

YEAR ONE
PRELIMINARY FINDINGS AND PROPOSED PLAN FOR ACTION



PREPARED BY:

NEW JERSEY OFFICE OF THE ATTORNEY GENERAL
WITH THE NEW JERSEY DEPARTMENT OF EDUCATION &
NEW JERSEY HIGH SCHOOL GRADUATION CAMPAIGN AND PARTNERS

INTRODUCTION

On October 15, 2008 Governor Jon S. Corzine was joined by Mrs. Alma Powell, chair of the America's Promise Alliance, and more than 700 stakeholders to convene the New Jersey High School Graduation Campaign and underscore his administration's commitment to the issue of dropout prevention. Since that day, five regional forums have been convened; more than 3,500 individuals and organizations have been meaningfully engaged; a large volume of dropout prevention information, feedback, and research has been gathered; several projects have been initiated; and these preliminary findings and proposed action steps have been prepared. What follows below presents our progress to date and proposes concrete next steps toward our vision that 100% of New Jersey's children graduate from high school ready to attend college and enter the workforce.

The purpose of this document is to share preliminary findings from the first year of the New Jersey High School Graduation Campaign and to propose a roadmap for moving forward. These preliminary findings and proposed action plan are not meant to be an exhaustive or overly-authoritative recitation of best practices for dropout prevention. Rather, they seek to offer a meaningful starting point for examining some foundational principles and strategies that have worked and/or are likely to work based on the information gleaned during the first year of the Campaign. More importantly, they are intended to move us beyond simply talking about the issue into the nuts and bolts of "How To." They are not meant to offer a single or quick fix for the challenge; rather, they seek to underscore the need for urgent, yet deliberate, concerted, collaborative, and sustained action beginning now and continuing into the future. The conversation has begun in earnest during this past year, and now is the time to begin taking action.

Our collective work this past year reflects an unprecedented statewide collaboration to gather information on the dropout issue and it creates a unique opportunity to address this issue in a comprehensive manner. As a result of this first year's work, we can report consensus that New Jersey has much to be proud of with regard to the quality of many of its schools and overall student achievement, its strong network of governmental and nongovernmental programs for children and families, and other critical initiatives affecting children such as access to affordable and free healthcare and improvements to the child welfare and juvenile justice systems. Nevertheless, a realistic recognition also exists that the dropout and college-readiness situation is indeed a challenge that affects every state, including New Jersey. There is also a growing realization and sense of urgency that every state, including New Jersey, can and should do more to meaningfully address it. This recognition is mirrored by several current national efforts being led by organizations such as the America's Promise Alliance, the National Education Association, and the National Governor's Association.

Part I: Why A Graduation Campaign?

The National Picture

Across the United States children are dropping out of school at unacceptable levels. A decision to drop out of school results in significant costs, both for the individual and for society. Children who drop out of school are more likely to be unemployed, living in poverty, receiving public assistance, incarcerated, divorced, and their children will have a higher likelihood of dropping out themselves, creating a cycle of under education, poverty and under employment.[1] There are also significant economic costs associated with a decision to drop out. For example, high school dropouts, on average, earn $9,200 less per year than high school graduates, and about $1 million less over a lifetime than college graduates.[2] Thus, the monetary and social costs associated with the decision to dropout make the goal of 100% graduation a critical one.

In its groundbreaking work on the "Cradle to Prison Pipeline," the Children's Defense Fund (CDF) has powerfully depicted how and why poor minority children are far more likely to dropout of school and be incarcerated. The realities of inadequate access to health coverage, gaps in early childhood development, disparate educational opportunities resulting in low achievement and attachment to school, and the prevalence of additional contributing factors such as child abuse and neglect, unmet mental health and emotional needs, substance abuse issues, and ineffective juvenile justice system responses constitute the underlying causes that have built the Cradle to Prison Pipeline in this country. As part of its Campaign to bring attention to and dismantle this Pipeline, the Children's Defense Fund reports, in part, that:

> Nationally, one in three Black and one in six Latino boys born in 2001 are at risk of imprisonment during their lifetime. While boys are five times as likely to be incarcerated as girls, there also are a significant number of girls in the juvenile justice system. This rate of incarceration is endangering children at younger and younger ages. This is America's pipeline to prison — a trajectory that leads to marginalized lives, imprisonment and often premature death. Although the majority of fourth graders cannot read at grade level, states spend about three times as much money per prisoner as per public school pupil.[3]

School dropout and pipeline to prison challenges are inextricably connected, negatively impacting each state and nearly every major city in the nation. Recognizing this reality, the America's Promise Alliance has made dropout prevention its priority. Founded in 1997 with General Colin Powell as Chairman and chaired today by Mrs. Alma Powell, America's Promise Alliance is a non-partisan partnership of more than 300 corporations, nonprofits, faith-based organizations and advocacy groups that are passionate about improving lives and changing outcomes for children.

In large part thanks to the efforts of America's Promise Alliance and its many partners, the reasons for a campaign to address what the Alliance labels a true "crisis" are

becoming more readily apparent. As reported on the America's Promise Alliance website:

> Nationwide, nearly one in three U.S. high school students fails to graduate. In total, approximately 1.3 million students drop out each year – averaging 7,200 every school day. Among minority students, the problem is even more severe with nearly 50 percent of African American and Hispanic students not completing high school on time. Experts say that dropping out of high school affects not just students and their families, but the country overall – including businesses, government, and communities. The Alliance for Excellent Education estimates that high school dropouts from the Class of 2006-07 will cost the U.S. more than $329 billion in lost wages, taxes, and productivity over their lifetimes. Experts say that those who drop out are more likely to be incarcerated, rely on public programs and social services, and go without health insurance than those who graduate from high school. [4]

Dropping out of school is not simply "a schools problem," but rather one that requires the involvement of all concerned citizens and stakeholders. Together, communities should understand how seemingly different sectors of society are, in truth, interconnected and contributing to the same pipeline. We should intentionally work to forge a different pipeline – one that ensures all children in all communities have everything needed to stay in school, be successful, and graduate to opportunities for college and beyond. In this sense, New Jersey should be forging its own "Cradle to College & Workforce Pipeline" for every child.

The New Jersey High School Graduation Campaign: Responding to the National Call to Action

High school dropout is a national problem that, if ignored, will continue to negatively impact on individual lives and on our national economy. The implications of this national problem are evident in every state in the country, including New Jersey. The data also show that if we can prevent high school dropout, we can improve our overall economic future. For example, if the male high school graduation rate increased by just 5%, it is estimated New Jersey would realize about $189 million in public safety savings and additional revenue per year.[5] If New Jersey's high schools graduated all students ready for college, it is estimated the state would save almost $95.6 million per year in community college remediation costs.[6] Similarly, it is estimated that New Jersey would save more than $258.6 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.[7] Lastly, if the high school dropouts who currently head households in New Jersey had earned their diplomas, it is estimated the state's economy would have benefited from an additional $1.9 billion in wealth accumulated by families.[8]

In April 2008, America's Promise Alliance launched its national Dropout Prevention Campaign which, among other things, carried with it a call-to-action for all 50

states and 55 cities to convene dropout prevention summits. Responding to this call-to-action, Governor Jon S. Corzine signed the America's Promise Alliance pledge and on October 15, 2008 formally launched the New Jersey High School Graduation Campaign. Early in the planning a decision was made that New Jersey's Campaign should be termed the "High School Graduation Campaign," reflecting a collective desire to concentrate on the intended positive outcome (more students graduating) and not the intended prevention or avoidance (less students dropping out).

In its first year, the central objectives of New Jersey High School Graduation Campaign have been to:

- increase public awareness of the dropout and college-readiness crisis;
- secure commitment for integrated collaboration between the corporate, nonprofit, public, and education sectors;
- engage schools and provide exposure to strengthen and support their efforts to help disadvantaged youth;
- identify and inspire local leaders to get involved in community-school initiatives;
- convene at least three regional forums; and
- convene a statewide summit in October 2009 to report findings and propose a plan of action for reducing the dropout rate in New Jersey.

Each of these objectives has been achieved. As reflected in the body of these preliminary findings, we have engaged and brought together more than 3,500 stakeholders; convened five regional forums; initiated specific dropout prevention efforts which engaged local leaders and strengthened community-school partnerships, such as the Truancy Reduction Pilot Initiative, the Broader Bolder Approach School Reform initiative, and the Alternative High School Initiative; collected and synthesized large volumes of data, forum feedback, and related research to address dropout concerns; prepared these preliminary findings and proposed plan of action; and convened a year-end summit on October 6, 2009.

Leadership and Coalition Building: Breaking Down Silos and Working Across Sectors

Increasing graduation in New Jersey requires leadership, commitment, and coalition building among a varied set of key stakeholders. Governor Corzine has exhibited this leadership by convening this statewide campaign, and by asking Attorney General Anne Milgram and the Office of the Attorney General to take the lead in carrying it out on behalf of the State.

Very early in this process the New Jersey Department of Education and Commissioner Lucille Davy, and the New Jersey Department of State and Secretary of State Nina Wells, signaled their desire to be pro-active participants in this Campaign. Accordingly, they have served as the Campaign's lead partners and, in this role, have been active participants in nearly every aspect of efforts to date.

There are several reasons why, though it may appear unusual at first glance, the Office of the Attorney General is spearheading a campaign intended to impact schools and graduation rates. Reflecting the reality that school dropouts impact all sectors of society, it is clear that truancy and school dropout are correlates of crime and delinquency. Moreover, the Attorney General also oversees implementation of the Governor's Strategy for Safe Streets and Neighborhoods, a comprehensive public safety initiative intended to reduce violent crime and gang activity through a three-pronged approach focusing on strategies for Law Enforcement, Reentry and Prevention.

The Prevention Strategy is charged with developing and implementing approaches that meaningfully impact the root causes why young people join gangs and commit violent crime in the first place; in essence, working to address the cradle to prison pipeline. The Strategy's comprehensive and unique approach recognizes that because there are multiple and interrelated factors contributing to juvenile delinquency, gangs, and youth violence, there must be multiple and interrelated solutions to preventing them. Significantly, a guiding principle and mandate for the Prevention Strategy is to "breakdown the silos" which currently exist in addressing these issues, both across state and local governments as well as across communities. In order to address this issue and maximize effectiveness, the Attorney General, in June 2008, convened a Prevention Coordinating Council. The Council consists of senior officials from key state departments and is charged with working collaboratively under the organizing principle of "Keeping Kids Safely in School and Positively Engaged." Each member agency, regardless of mission, is invested in this organizing principle.

Beyond state-level partnership, numerous school districts and local governments have taken part in the Campaign. Moreover, a broad coalition of partners from the education (including higher education), community, business, non-profit/faith-based, and philanthropic sectors have also participated and many have already assumed active roles. An evolving list of more than 100 governmental and nongovernmental partners have already participated and/or indicated that they would like to actively participate moving forward. While this is not an exhaustive list, many of the confirmed partners are listed below:

America's Promise Alliance
Association for Children of New Jersey
Berkeley College
Boys & Girls Club of Atlantic City
Camden County Prosecutors Office
Capital One
Citizen Schools of New Jersey
City of Newark
Communities in Schools of New Jersey
County College of Morris
Education Law Center
Horizon Blue Cross Blue Shield of NJ
Isles
AmeriCorps
Bergen Community College
Black Ministers Council of New Jersey
Boys & Girls Clubs of NJ
Camden City Public Schools
Cinque, LLC
City of Jersey City
Cobblestone Records
Council of New Jersey Grantmakers
Cumberland County College
Educational Testing Services
Hispanic Directors Association of NJ
JP Morgan Chase

Latino Leadership Circle
The MCJ/Amelior Foundation
Montclair State University
NJ Agriculture Experiment Station
NJ Black Issues Convention
NJ Commission on Higher Education
NJ Council of County Vo-Tech Schools
NJ Department of Community Affairs
NJ Department of Health & Senior Services
NJ Dept. of Labor & Workforce Dev.
New Jersey Education Association
NJ Juvenile Justice Commission
NJ Office of the Attorney General
New Jersey Prevention Network
New Jersey Resources
New Jersey State Council on the Arts
New Jersey Youth Corps
Newark Now
Nicholson Foundation
Paterson Education Fund
The Prudential Foundation
Rutgers Cooperative Extension
Rutgers University
State Farm Insurance Companies
Southern New Jersey Development Council
The NJ State League of Municipalities
United Way of Essex and West Hudson
Verizon
Welcome NJ
YouthBuild Institute - Trenton
Latino Peace Officers Association
Mercer County Community College
NJ After 3
NJ Arts Education Partnership
NJ Chamber of Commerce
NJ Community Development Corporation
NJ Department of Children & Families
NJ Department of Education
NJ Department of Human Services
NJ Department of State
New Jersey Immigration Policy Network
New Jersey NAACP
NJ Office or Homeland Security
NJ Principals and Supervisors Association
New Jersey School Age Care Coalition
New Jersey State Library
Newark Alliance
Newark Public Schools
Partnership for a Drug-Free New Jersey
Princeton Center for Leadership Training
PSEG
Rutgers T.E.E.M. Gateway / YES Center
Sisterhood, Inc.
Statewide Parent Advocacy Network
Teach For America
UMDNJ Center for Healthy Schools
United Ways of New Jersey
Volunteer Center of Bergen County
YouthBuild-Newark

As demonstrated by America's Promise Alliance's example, effective dropout prevention requires multi-level and multi-sector leadership and collaboration. Moreover, as reflected by this growing list of partners, we are off to a good start.

Part II: The New Jersey High School Graduation Campaign-The First Year and Preliminary Findings

Building Momentum and Ensuring Sustainability

Early in the planning a collective decision was made to ensure that this New Jersey effort embody an on-going campaign to meaningfully address the school dropout and college-readiness crisis in New Jersey. This consideration reflected a desire to avoid the all-too-common pitfall of convening a one-day summit or conference in which everyone comes together, concerns and issues are appropriately raised, but then there is

little clarity or follow-through on the plan for action moving forward. Therefore, it was determined that we should begin with a year-long campaign designed to build momentum and to create a plan of action necessary for ensuring that the work is sustainable and results-oriented, beginning now and continuing into the future.

Planning for the Campaign began more than a year ago. At first, the Office of the Attorney General secured the commitment of the New Jersey Departments of Education and State to serve as co-partners in the planning efforts. Shortly after, the MCJ/Amelior and Nicholson Foundations offered to play active roles, followed by Rutgers University and then by the City of Newark and Newark Public Schools because Newark had been identified as one of 55 target cities nationally by America's Promise Alliance. Alfred Koeppe, President of the Newark Alliance and former President of PSEG, agreed to serve as Chair of a Business Coalition and, soon thereafter, Verizon, State Farm Insurance, and several other New Jersey companies signed on as supporters and partners. Verizon and State Farm Insurance, in particular, have been very proactive in the planning and related activities that have taken place. As noted, during the course of the past year a diverse and broad group of organizations – representing the education, higher education, community/faith-based, business, philanthropic, and public sectors -- have played active roles in some form or fashion, reflecting the truly public-private nature of this endeavor.

Engaging Stakeholder Voice and Participation

The Campaign has already succeeded to some degree in bringing together the broad coalition of partners needed for sustaining a dropout prevention effort of this magnitude. However, it also recognizes that outreach and coalition-building, in a sense, has barely begun and that it must continue in order to ensure that all voices, ideas, and concerns are being represented and invested in the ultimate goal – 100% graduation.

Last year, more than 700 people joined Governor Corzine, Mrs. Alma Powell, and others as New Jersey responded to America's Promise Alliance's call-to-action and signaled its intention to reverse the dropout and college-readiness crisis. Since then and during this past year, we have convened five Regional Forums at which more than 1,000 individuals actively participated in full-day discussion sessions that were facilitated and recorded by volunteer members of our coalition. As part of the methodology, the Urban Institute & Vera Institute for Justice undertook a formal content analysis of the more than 100 pages of content notes taken from the Regional Forums. These Regional Forums covered all corners of New Jersey, being held at Mercer County College, Montclair State University, County College of Morris, Cumberland County College, and Rutgers University-Camden.

In addition to these Regional Forums, we have collected 2,000 youth surveys, which were analyzed by the Office of the Attorney General's Statistical Analysis Coordinator. Notably, we ensured that current students, those who have dropped out, and recent graduates constituted the young people who participated in Regional Forums and who completed surveys. Moreover, with assistance from Rutgers University's Bloustein School and its Initiative for Regional and Community Transformation (IRCT), we also

undertook a relatively comprehensive review of national best practices, initiatives and recommendations related to dropout prevention. Throughout this time, a coalition of more than 35 diverse stakeholders has been meeting regularly and engaging in dialogue to offer feedback, suggestions, and concerns based on their depth of experience with these issues.

Through these efforts a sizable volume of stakeholder and expert information about dropout prevention, both generally and in New Jersey, has been gathered. Using this data along with other pertinent information gathered from coalition, individual stakeholder, and Prevention Coordinating Council meetings, the Office of the Attorney General in consultation with the Department of Education has prepared these preliminary findings and proposed plan of action. It has been prepared based upon the information collected as well as upon the substantial input and feedback received from many of the active partners. Through this process, the Office of the Attorney General has remained in a consultative posture with as many of the Campaign partners as possible.

The result is a set of preliminary findings and proposed action steps which we believe reflects substantial consensus about the realistic nature of the challenge before us and, more importantly, about what needs to be done to meaningfully address it.

Part III: What We Have Learned So Far – Why Students Are Dropping Out of School

A Snapshot of What We Have Heard and Learned

The following offers a snapshot of what we have heard and learned from forum participants, students, other stakeholders, and national observers about the motivation and factors related to whether or not children stay in school.

- **Students want to do well and graduate.** Most students view graduation and going to college as important to them. For instance, 83% of students surveyed agreed or strongly agreed with this statement. According to a national poll released by MTV and the National Governors Association, 87% of young people want to go to college.

- **Students drop out and/or fail to do well in school for a wide-range of reasons.** As noted in the content analysis conducted by the Urban and Vera Institutes, "[s]tudents who are at risk of dropping out of school often face competing priorities and stressful personal circumstances. Students who participated in the Graduation Campaign Forums (GCF) noted how these significant pressures outside of the classroom can easily outweigh their motivation to continue in school." As one student at a Regional Forum panel put it in describing why a friend left school, "[m]y friend has a job supporting his family and his brother is in a gang. He has no choice." These types of competing pressures are consistent with the findings described in the groundbreaking 2006 report, *The Silent*

Epidemic: Perspectives of High School Dropouts, as it shared that: "There is no single reason why students drop out of high school. Respondents report different reasons: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of real world events."[9]

- **Students need positive relationships with adults and peers.** Interpersonal relationships were identified as perhaps the most important factor in motivating youth success. As noted in the content analysis, "[t]he motivation students received from their families and peers, and personal connection to teachers were most frequently identified as key factors contributing to student success. Teachers' personal connections to youth were seen as important both in motivating academic success and in engaging young people in the class curriculum." Nevertheless, consider that 41% of students responding to the survey indicated that they did not believe there was someone in their school whom they can approach for help with personal issues.

- **One of the biggest influencers of students is their peers.** Development of peer leadership and mentoring programs were identified as powerful support techniques for students, teachers and families. As the content analysis notes, "[p]articipants highlighted the importance of harnessing the positive powers of peers to support students in transition and to motivate those at-risk." Moreover, "[s]tudent panelists consistently cited the strong role that their peers play in motivating them to achieve, and noted that leadership development was an important part of their own learning. Students drew strength from peers who were 'on the right path.'" Furthermore, "[p]articipants, both students and educators, stated that peer-to-peer mentoring provides students with a 'safe space' to discuss issues they may not feel comfortable to discuss with adults and encounter support from other students they trust and who could better relate to their experiences." As one student noted, "[o]lder students know what the younger ones are going through. They have the recent experience to help and put you through the right path." Another encouraged students and teachers to "[f]ind the kids that all other students look up to, and get them involved; all the other kids will follow them."

- **Families must be engaged and supported.** Students and participants also frequently cited parents and family relationships as the most important indicators of student success. As one student panelist described it, "[m]y mother was a big influence. The smile on her face and making her proud is very important to me." Many forum participants discussed the importance of continuously engaging parents, especially with good news about how their child is doing. The content analysis also points out that, "[t]he same pressures that exert themselves on students, however, often exert on parents as well, eroding the ability of families to actively engage with and support student academic achievement.... These families may require concerted outreach by school staff, access to skill enhancement or concrete supports in order to fulfill their role as a positive force for their children."

- **The dropout process is typically a gradual one which usually begins early and builds over time.** Participants repeatedly described the importance of strong starts for students in pre-school and elementary school as indicators of how students will do throughout school. Close observation of academic progress and behavioral trends in elementary and middle schools, along with daily monitoring of attendance, were identified as early warning signs for students more likely to be on the path to dropping out. As described in the content analysis, "[p]articipants emphasized that [high school] services would have a much greater impact if introduced at earlier grades as well. Participants stressed the importance of earlier identification of at-risk students and student-engagement supports provided to middle schools and elementary schools."

- **Students need school and classroom cultures which foster high expectations and are engaging and challenging.** One of the most frequently mentioned factors as to why students drop out is because they are bored, disengaged, and uninspired. Many participants discussed the need to ensure that students are fully engaged and academically challenged. They also cited the need to ensure and maintain high standards for what we require our students to know and understand, especially with regard to connection to real world opportunities. We also heard from participants that oftentimes "less is more" in that sometimes it is more important to take the time to ensure that students truly grasp and understand academic material than it is to ensure rote pace with the textbook. As explained at one point in the content analysis: "[a]lthough making the structure and content of curriculum more engaging to youth, and providing opportunities for technical skills building were emphasized by participants, the ability of individual teachers to utilize more interactive methods was most frequently mentioned by students. Participants emphasized interactive and hands-on learning as appealing to many youth. They identified partnerships with local business as able to provide project- and task-based learning environments. They highlighted the necessity of professional development for teachers and flexibility for schools to develop teaching styles that are engaging to young people." Indeed, 83% of students surveyed agreed or strongly agreed that hands-on and career oriented classes would prepare them well for life after high school.

- **The business community can play a crucial role in student engagement and connection to opportunities in the real world.** As reported in the content analysis, "[w]hile some emphasized the increased resources businesses could provide schools (e.g., funding for recreational programs or scholarships), most emphasized the vocational and practical experience such programs provide students. Participants indicated that local businesses benefit from local publicity and from the development of local workforce trained in skills specific to their industries. However, participants noted that publicity and public relations by themselves are often not enough for businesses to sustain such programs over time." It also related that "[o]ne of the participants gave the example of a group of young people who wanted to learn how to make skateboards. The school

partnered with Nike to offer the class, and now the school has 'almost 100% attendance' in the class with a group of young people who were typically not engaged in school." In addition, businesses offer many other practical supports as well. At one Regional Forum, participants described how State Farm Insurance employees serve as mentors and regularly meet with high school students in one New Jersey school. Other businesses were identified that prioritize part-time or summer jobs opportunities for students who need to work.

- **Students need school and classroom cultures which provide the necessary supports as they are challenged to meet high expectations and standards.** While there is consensus on the need to instill high expectations and standards, there is also substantial agreement on the importance of ensuring appropriate supports are in place for students as they strive to reach these high expectations and standards. Sixty five percent of the students surveyed agreed or strongly agreed that schools could do more to increase their ability to meet the demands of students. Meeting students' needs requires collective recognition that students drop out of school for a variety of reasons, oftentimes related to pressures created outside the classroom but carried with them into it. Making dropout prevention a priority helps ensure that principals and teachers within a school do more to ensure appropriate engagement, relationships, and other supports are available. In meeting these challenges participants identified the importance of strong leadership and systems within schools as essential along with a collaborative network of strong partners beginning with families and including local community-based partnerships with youth service agencies, faith-based entities, police departments, recreation leagues, hospitals or health clinics, etc. School Based Youth Services Programs, New Jersey After 3, and 21st Century Community Learning Centers are specific programs in New Jersey that provide funding for academic support and tutoring as well as important social and health services to students both in and after school, most often under the lead of trusted community providers. These and similar programs were mentioned often as necessary tools in dropout prevention.

- **It does take a village.** Participant groups consistently identified fostering meaningful connections with parents, community, and business organizations as among the top three priorities in dropout prevention. In turn, these connections offer opportunities in a number of different areas. For example, many participants discussed the relevance to curriculum and engagement. The importance of community partners to operate after school and recreation programs, offer health services, and engage parents were often cited as necessary ingredients in any successful approach to serving children and preventing them from dropping out of school. As detailed in the content analysis, "[s]upportive services can be provided to families directly through the school, through community partners, or through a combination of the two. When provided by community partners, they can be provided either on the school site or at a community center off-site. Participants listed various successful delivery models based either in schools or through communities. Strengthening partnerships with such services not only reduce the

burden that teachers and schools feel 'to address all the needs of a child,' but also help ensure that such needs are addressed appropriately within the community."

- **Very often schools are not used to partnering with businesses and community organizations.** Notwithstanding recognition that school partnerships with businesses and community organizations are important, there are very real obstacles to forging meaningful and constructive collaborations. For instance, as described in the content analysis, "[p]articipants also tended to agree that forging such partnerships requires overcoming barriers both on the side of the schools and of industry. On the side of the school, stakeholders noted that there is often resistance to inviting businesses to schools because of issues of "ownership" of the students' educational experience. As one participant explained, there's an 'attitude of we are the educators, we know what is best' that leads schools to 'close their doors to businesses.' Indeed, "[p]articipants noted that overcoming school resistance to business partnerships involves creating buy-in with school leadership and identifying where school needs and business needs overlap and 'sell[ing] the idea to corporations in a way that speaks to their needs.' Participants suggested that the first step in engaging business in school activity is to compile a needs assessment or 'wish list' from local businesses to identify what it is they would like out of a partnership with the school. A shared 'common vision' of what the program will do – both for students and for the needs of the company – creates investment that makes the partnerships stable and sustainable over time."

- **Teachers must be engaged and supported consistent with the recognition that dropout prevention is a priority.** Beyond families and peers, teachers were identified as individuals with the biggest opportunity for positive impact on students. Participants recognized that this presents both opportunity and challenge for teachers therefore requiring appropriate supports and training to enable them to assume the daily leadership role that is being expected of them. As conveyed in the content analysis, "[p]articipants identified a need for on-going professional development and coaching that focused on individual learning styles, engaging teaching methods, and personal student support. Teachers' abilities to connect with students on a personal level were identified as a main factor in motivating youth, while teaching styles were identified as the main factor in engaging youth in the classroom. Participants highlighted on-going coaching from other teachers and school staff rather than one-time workshops as a successful strategy to building these skills. Educators represented in the forums noted that there was significant confusion about the proper role of teachers, and there was very little support for the variety of responsibilities they were expected to fulfill."

Part IV: Moving Toward 100% Graduation – Building Upon What Works and Crafting a Plan for Action

Building Upon Good Work That Exists and Has Begun

As we embark on this Campaign, it is important to recognize that a majority of New Jersey's schools do, in fact, have track records of success which should be examined as we strive for 100% graduation. Moreover, there are several significant systems reforms underway along with a long list of schools and organizations that are already implementing innovative programs and practices which bolster our efforts.

Policies and Initiatives Already Underway

Redirecting the prison pipeline to a college & workforce pipeline necessarily encompasses an array of systems working together to achieve the goal. From this perspective, New Jersey continues to improve these systems and the outcomes for those who need them. The following are just a few examples of existing policies and initiatives already underway that are consistent with many of the themes that have emerged during the first year of this Campaign.

- **The Secondary Education Transformation Initiative**: A recurring theme during the first year of this Campaign has been the importance of higher expectations and standards along with curriculum that is relevant to the workforce requirements of the 21st Century. Through its Secondary Education Transformation Initiative, the New Jersey Department of Education has already undertaken leadership to address this challenge in a significant way. This Initiative focuses on redesigning middle schools and high schools through action steps and supportive policies that align content standards, assessments and high school graduation requirements with college and workplace expectations. The emphasis is on raising the bar for all students so that every child is prepared for success in a rapidly changing, technologically-driven, globally competitive world. In order to ensure that students succeed in college level courses without remediation, or they are ready to enter the workforce to learn job-specific skills, their preparation must be the same. The Secondary Education Transformation Initiative encompasses grades 6-12 in recognition of the need to provide a strong foundation in the knowledge and skills required for success in high school and to ensure a smooth transition from middle school to high school grades and the earning of a high school diploma.

- **Early Childhood Education:** The importance of high quality preschools, especially for at-risk children, has also been identified as a critical factor in the likelihood for success of children in school and beyond. Intensive, high-quality preschool programs can substantially increase children's school success and produce a host of life-long benefits, including increased school achievement and social and economic success as adults. Governor Corzine and the Legislature

made a substantial commitment to the expansion of preschool with the passage of the School Funding Reform Act of 2008 which calls for a 6-year roll-out of high quality preschool for all at risk three- and four-year-old children statewide. At present, approximately 51,000 three- and four-year old children are being served through the $600 million that has been committed for FY 2010. It is projected that within six years all low-income students will be afforded an opportunity to receive high quality preschool programs, substantially increasing children's chances for success in school.

- **Health Care for Children and NJ FamilyCare:** That children dropout of school for a myriad of reasons -- oftentimes having nothing to do with academics -- is also a recurring theme. The comprehensive nature of this reality considers the impact of health and well-being on student attachment to school. Not surprisingly, during the course of the past year the importance of health care and access to health-related services has been frequently mentioned. In this respect, New Jersey, through its Department of Human Services, has stood as a leader in ensuring free and affordable health care to all children. A major component of this effort is NJ FamilyCare, which is a free or low-cost program for income-eligible families. As a result of efforts to date, the number of New Jerseyans without health insurance has decreased by more than 11%, or 147,000 individuals, the second largest reduction in the nation between 2007 and 2008. Moreover, the net increase in the number of children now accessing health care as a result of NJ FamilyCare has exceeded 90,000.

- **Improving the Child Welfare System:** The need to understand and address the unique circumstances of individual and specific risk factors in child welfare has also been raised as a factor in dropout prevention. New Jersey, through the leadership of the Department of Children and Families (DCF), has made substantial strides in improving the state's child welfare system by implementing an array of programs and practices designed to create stronger and more supported families and home environments which in turn support kids' success in school. Over the past three years, DCF has made considerable strides on the fundamentals of reform such as, reducing caseloads; increasing the number of licensed, available foster and adoptive families; and eliminating the backlog of legally free children waiting to be adopted. In addition, the DCF has put in place key services that assist and support children in school, at home and in communities, including: school-based youth service programs, Family Success Centers; and a new statewide youth helpline called 2NDFLOOR. Through these programs and a number of additional system reforms, DCF has built and maintains a network of supports throughout the state to help at-risk families avert crisis, stay together and keep their children at home and in school.

- **High Quality, Comprehensive After School Programs:** High-quality, comprehensive after school programs have been frequently mentioned as important contributors to effective dropout prevention. Not only do they assist students with academics, but they offer safe and structured places for students during critical hours where they also receive comprehensive support services and enrichment opportunities. During the past four years Governor Corzine, the Legislature, and the federal government have made certain that funding for afterschool programs has risen by 20%, including an increase from $27.3 million in 2005-06 to $32.8 million in 2009-10 despite the challenging fiscal situation. Building on this framework to ensure that more students and schools are being reached with high-quality after school programs – especially in communities with high dropout rates – will be the challenge moving forward.

- **Safe Streets & Neighborhoods:** As has been noted, keeping kids safely in school and positively engaged has an inherent connection to the public safety plan that Governor Corzine unveiled two years ago with his Strategy for Safe Streets & Neighborhoods. This initiative which is being led by the Attorney General and Department of Law & Public Safety is already demonstrating measurable progress in how law enforcement impacts and reduces violent crime and gangs in many of our communities. Moreover, through its focus on Prevention, the Strategy is also employing a number of critical interventions, such as its Truancy Reduction Initiative in six pilot schools districts. With the support of a multi-disciplinary state team and the National Center for School Engagement, this initiative is supporting these districts to work with its partners on the local level to more effectively monitor student attendance and provide the supports necessary to students who are on the path toward truancy and dropping out.

- **School Construction Projects:** In July 2008 Governor Corzine signed legislation authorizing $3.9 billion for school construction, including $2.9 billion for SDA districts, formerly known as Abbott districts. During the past few years, several school construction projects have been undertaken by the New Jersey Schools Development Authority that serve as models for the potential of community-school connections in positively engaging and supporting children. A few examples of recent innovative projects include: the Cicely Tyson School of Fine and Performing Arts with theme-based facilities in East Orange; the Jose Marti Middle School with a community medical center and library in Union City; the Anastasia Elementary School with community health and media centers in Long Branch; and the Octavius V. Catto School with a Boys & Girls Club co-located in Camden.

Existing Schools, Programs, and Practices are Already Making a Difference

Consistent with a strength and asset-based approach to working with young people, many partners during this past year have reminded us of the importance of recognizing existing good work in the form of successes and progress that is already occurring. During the past year we have learned about many schools, programs, and practices that have already been making a positive difference in the lives of young people and moving in the right direction in terms of graduation rates and other positive indicators.

Many of these schools, programs, and practices exist in some of the communities experiencing the greatest challenges in terms of dropout rates. For instance, Met East High School in Camden and Garrett Morgan Academy in Paterson are two examples of schools reflecting the best of key principles relating to "small schools," innovative community partnerships, and interest-based engagement/learning and which are seeing impressive results in terms of student retention and on-time graduation. These schools, and others like them, present us with the question and challenge of how to replicate these models of success in bringing them to scale in districts such as Camden and Paterson. This past year, we learned that the Vineland Public Schools has undertaken a bold initiative to do just that by restructuring its high schools to ensure that all of its students are benefiting from the opportunities that small school cultures have been proven to offer.

Similarly, the Youth Education and Employment Services Center (or YE^2S Center) in Newark is an impressive collaborative effort between the Newark Public Schools, the City of Newark, Rutgers University and several other public and private partners. The YE^2S Center is a One-Stop Center for young people who have already dropped out of school, are re-entering from the juvenile justice or criminal justice system, and/or are truant and on the verge of dropping out of school. This innovative and collaborative-based approach is already demonstrating measurable success in recapturing and recovering students who have dropped out (or are about to drop out) of school and connecting them with appropriate support services, including placement in a school that best meets their learning and service needs.

Moreover, we have also learned that there is no shortage of strong programs and services that are effectively working in and with schools and communities to reach young people in positive ways. Community- and faith-based organizations such as Boys & Girls Clubs, Communities in Schools, Bethany Cares, Southern New Jersey Hispanic Family Center, and many others offer important youth and family programs and resources. Likewise, state and federal funded programs such as School Based Youth Services Programs (New Jersey Department of Children & Families), AmeriCorps (New Jersey Department of State), 21st Century Community Learning Centers (New Jersey Department of Education), New Jersey After 3 (New Jersey Department of Education and private sources), and GEAR UP, "Gaining Early Awareness and Readiness for Undergraduate Programs," (New Jersey Commission on Higher Education) provide critical resources and programs to students in the places where it is easiest and best to reach them – in the schools themselves. In their own right, each of these programs

represent some of the most effective models in the country for forging stronger school-community partnerships -- which is a guiding principle of this work.

The policies, programs, and initiatives outlined above are just a few of the many already underway and having a positive impact for children and families. Each has a direct impact in fortifying the positive pipeline that we want to see for all children from the cradle to college & workforce. Thus, it is essential to recognize the value and impact that each of these seemingly distinct initiatives has while also reflecting upon the challenge of how we can better leverage and maximize our respective individual efforts. This is why it is critical to have a framework for action which can "breakdown the silos" and help us to forge a common path as we strive for 100% graduation.

A Vision and Plan for Action

The consensus of participants in this work is that a clear and simple plan for action is needed if increasing graduation rates and dropout prevention is to be a real goal. The following framework is proposed as the "Next Steps" in our collective effort to achieve 100% graduation.

1. **Acknowledgment.** New Jersey should acknowledge that the dropout and college-readiness crisis is real, that it adversely affects New Jersey, and that New Jersey is not alone in addressing this challenge. The very fact that this Campaign has been undertaken and these preliminary findings and proposed plan of action have come to fruition is evidence that this is already happening. However, the true test will be in future months and years.

2. **There should be a Statewide Vision for 100% Graduation to College & Workforce for All Children and it should be a Stated Priority.** Our vision that 100% of New Jersey students should graduate college and career ready should be a stated priority and there should be corresponding accountability and responsibility on all levels and across public and private sectors. Schools cannot address these issues alone; they must be joined by a wide array of committed partners who work together with schools. Though raising expectations is clearly important, we must ensure we are also working together in raising the supports needed to help all children meet those expectations.

3. **We should have a Specific, Statewide 100% Graduation Action Plan.** This 100% Graduation Action Plan must be data-driven, action-oriented, and lay out a clear set of steps for achieving our goals. This Graduation Action Plan should build upon the information contained in these preliminary findings, be completed by May 2010, and include the following critical features: (1) accurate and current dropout rates; (2) clear goals and measurable benchmarks relating to graduation rates over a 3, 5, and 10 year period; (3) articulation of specific principles and strategies needed in achieving the stated goals and benchmarks; and (4) targeted action strategies for districts and communities with the highest dropout rates. It is worth noting here that accurate dropout rates should be uniformly calculated for all schools and districts and in a manner which provides strong indicator of the percentage of entering 9th graders who are graduating four years

later. A cohort rate approach consistent with one such as the national initiative led by the National Governor's Association is needed. Significantly, the Department of Education has confirmed that substantial efforts in this regard are already underway and that accurate dropout rate data will be available to serve as a basis for the statewide 100% Graduation Action Plan.

4. **We should have Structure and Shared Accountability.** A governmental Graduation Task Force -- as a committee of the Governor's Prevention Coordinating Council – and with the assistance of a corresponding nongovernmental Stakeholder Advisory Board should be charged with drafting the 100% Graduation Action Plan consistent with the principles and strategies contained here. Together, the Graduation Task Force and Stakeholder Advisory Board should provide shared oversight and accountability for implementation of the statewide Graduation Action Plan and initiatives which arise from it. The Graduation Task Force will be chaired by a senior official from the Office of the Attorney General and co-chaired by a senior Department of Education official. Its members will include senior officials from several state departments and agencies. The Stakeholder Advisory Board shall serve to formalize the informal and inclusive coalition of 60+ nongovernmental stakeholders who have already joined the campaign. It shall be open to participation by other interested entities. The co-chairs of the Graduation Task Force shall ensure on-going communication and exchange between the Graduation Task Force and Stakeholder Advisory Board and work to develop an appropriate plan for governance. In addition, the Graduation Task Force and Stakeholder Advisory Board shall take proactive steps to ensure that youth and parent voices are well-represented and empowered as part of this Campaign and Plan.

5. **We should Regularly Convene and Maintain a Sense of Urgency and Priority.** The Graduation Task Force and Stakeholder Advisory Board shall meet regularly and develop strategies for on-going communication, including convene a comprehensive annual statewide summit & best practices conference as well as other related forums central to the goals of the Campaign. Reports on progress and challenges in meeting the goals of the Graduation Action Plan shall be the main subject of the annual summit.

6. **This should be a Sustainable, Nonpartisan Campaign.** This Graduation Campaign and the 100% Graduation Action Plan should be designed to exist and expand beyond any single department, agency, or community partner. Indeed, following the example of the America's Promise Alliance, this Campaign should plan to span administrations and be nonpartisan in its approach and outreach.

Simple and straight forward in its approach, this framework for action planning offers a usable roadmap for development of a specific plan and for making certain that the urgency of this issue does not fade away.

Guiding Principles

During the course of the past year, a number of common themes and principles consistently emerged. Some of these guiding principles tend to be broad and, therefore, may encompass one or several meanings depending on the context. Most of them are overlapping and often mutually reinforce and support each other. Development of the statewide 100% Graduation Action Plan and targeted action strategies should consider and be guided by them. This should not be viewed as an all-inclusive or exhaustive list, but simply as a starting point as we move forward together.

- **Ensure Strong Adult-Student Relationships within the School and Community.** Positive relationships begin at home with mom, dad, grandparents, and siblings, but they must also be present in all aspects of a young person's life. Successful schools and their partners should ensure that all of their students are connected to as many positive, meaningful relationships as possible. Teachers, coaches, mentors, peers, ministers, principals, and counselors are just some of the many people in the community with whom students should have positive relationships.

- **Maximize Parent and Family Engagement.** Students and participants most frequently cited parents and family relationships as the most important indicators of student success. Schools and community partners should be proactive in: (1) enhancing family skills and knowledge; (2) expanding avenues for increasing positive interaction between parents and schools; and (3) improving access of parents and families to support services.

- **Schools and Classrooms Should be Places Where Children Want to Be, Where They Feel Safe, and Where Their Minds are Fully Engaged**. Beginning on day one, all students should be met with the expectation that they can and will do well in school, will ultimately graduate from high school, and will then have the option to attend the college of their choice. High expectations and meaningful engagement are at the heart of school and classroom culture and can also be reflected by rigorous curriculum and instruction that appropriately and patiently challenges students, instills high expectations, and turns minds onto a lifetime of learning. It recognizes that sometimes "less is more." It is also measured by the quality and quantity of positive relationships for students with teachers, coaches, peers, and many others. Personalization strategies designed to ensure that students feel important, supported, and able to excel are vital. In all too many communities, the real issue can be summed up by the following question: Is the negative pull of the streets stronger than the positive pull of the classroom? Schools and classrooms must do everything in their power to ensure that students want to be there. Of course, this also means that schools and classrooms should be places where teachers want to be, too.

- **Employ Individualized Approaches & Considerations.** Each student is an individual with a unique array of characteristics, such as learning style, strengths, interests, needs, family history, etc. Accordingly, emphasis on individualized approaches must be ever-present in teaching strategies, educational & career pathway options, performance assessments, supportive services, data collection & analysis, etc. Individualized approaches also require the engagement of parents and families in meaningful ways. Attention to unique considerations for students at greater risk of dropping out is critical and must factor into school approaches. School leaders and their partners must demonstrate and employ cultural competency on a number of different levels and should constantly be asking what they are doing to ensure that foster youth and youth aging out of foster care, immigrants, English language learners, special needs students, over-aged middle school students, under-prepared high school students, teen mothers and their children, and other high-risk populations are receiving the support and attention that may be required.

- **There Should be Appropriate Accountability and Incentives at All Levels of Leadership for Ensuring that Students Stay in School and Graduate with a Meaningful Education.** Standardized test scores are and should remain an important element of evaluation and accountability; however, room should be made for school attendance, attachment, graduation rates, and student growth to be deemed as important. Superintendents, boards of education, principals, and teachers should hold themselves and each other accountable for high graduation rates in their districts, schools, and classrooms. In turn, parents, community members, business leaders, and many others should be accountable to help. Providing for this degree of accountability -- with everyone from state officials to superintendents to boards of education to teachers to students to the community at large -- helps to foster the appropriate levels of expectation, anticipated outcomes, and aligned action.

- **Current and Future Resources Should Be Aligned with the Value of 100% Graduation.** If keeping all students in school and engaged is truly a priority – with corresponding accountability – schools and districts should have budgets which consistently reflect this priority. In addition to the obvious reasons for keeping kids in school and engaged, there are economic reasons to do so as well. Districts receive a per pupil amount in funding; when students drop out that funding is lost. Keeping those students in school – and recovering those who have dropped out – should mean restoration of that funding. This should be viewed as an incentive for districts. Effective dropout prevention also requires innovative use and alignment of existing financial resources as well as the strategic leveraging of related resources. Schools and districts that are already spending a lot of money without excellent results should examine their approach and consider change --- in some cases, dramatic change.

- **Use Technology in a Myriad of Ways to Reach Children & Families and to Support Educators.** In many ways, technology is a continuous theme throughout these guiding principles and through most of the strategies listed below. The term "technology" in schools can have many different meanings in different contexts and times. In general, technology should be used in a myriad of ways to reach students and families, engage them in the classroom and curriculum in innovative and creative ways, challenge and support teachers, and to help schools and school systems to better communicate and be better organized.

- **Use Data and Information Systems to Ensure Quality and Positive Outcomes for Students.** Effective schools and school systems rely on data to identify problems, to develop solutions, and to better understand both the intended and unintended consequences of policy, practice and programs. Accurate data collection at the state and local level is critically important to ensuring accurate measurement of overall progress toward 100% graduation. It also helps to ensure that student attendance, attachment, and achievement is monitored and used to provide an early warning for school administrators to develop intervention strategies that can prevent a child from dropping out in the short or long run. As previously noted, it also means that districts are collecting and analyzing data in a manner that reflects the true dropout rate in their schools.

- **Develop Leadership within Schools and Communities and Provide for an Array of Training Opportunities.** Making 100% graduation a priority and achieving real results requires focused leadership on multiple levels, ranging from state officials to boards of education to building-level principals to community partners to parents and, of course, to students themselves. Establishing this expectation requires strong and sustained communication, appropriate training, and accountability. The New Jersey Department of Education's Office of Leadership Development has already taken important steps to design programs for school leaders who aspire to become transformative facilitators of change. Collectively, we should work together to provide for appropriate multi-disciplinary forums, especially with school and community leaders and stakeholders from high dropout rate districts.

- **Employ Comprehensive Approaches which Require Strong Community-School Partnerships.** Keeping children in school and engaged is everyone's responsibility. Of course, schools happen to be one potentially powerful vehicle for effectuating this goal. While dropout prevention most often requires a school-centered approach, responsibility rests not only with schools, but also with a broad range of community partners. This is true because students drop out of school for a wide-range of reasons – not simply because school is not challenging or boring. Successful dropout prevention will be realized only when schools and districts are effectively partnering with parents, non-profit and faith-based organizations, corporations & businesses, and other local government agencies in a coordinated and effective manner. School-level leaders and their community counterparts should understand and learn how they need each other and how they

can work together in constructive fashion. Partnerships which offer quality after-school, enrichment, and mentoring programs; career-focused internship and work experience; curriculum expertise; financial resources; and social and health services are simply a few of what should be limitless possibilities. Effective partnership often requires opportunity for community partners to assume leadership roles in and with schools and to take a proactive active role in strategic planning alongside school leaders. Exciting and innovative options like full service community schools, the Broader Bolder Approach, and other symbiotic community-school concepts should be explored, especially in schools and districts in need of dramatic change.

- **Fortify the Entire Pipeline from Cradle to College.** An effective 100% graduation strategy begins before birth and continues to and through high school graduation, until the cycle begins anew when a student ultimately becomes a parent. Too often, people think dropout prevention strategies should focus on students who are in or about to enter into high school, or that they should only focus on the students who are already in the process or at risk of dropping out. In fact, dropout prevention should begin as early as possible – with education for parents – and continue throughout the journey of every single child in the pre-k through 12 school system (and beyond). Dropout prevention is not any one program, system, or strategy. Rather, it is a broad and comprehensive approach that should be reflected in many different ways throughout the pipeline. The pipeline must lead to positive educational and career opportunities.

- **Provide Choice, Options, & Innovation.** Students and parents should have a variety of options at the classroom, school, district, and city levels. Within classrooms, instruction should be varied and differentiated to meet the learning styles and preferences of students. Within schools, students should be encouraged to take an active role in their education and explore options relating to personal and career interests, experiential learning opportunities, etc. Within districts, options should be available for different types of schools, especially at the high school level and including "small" and "alternative" school options with an understanding that alternative options should be equal options. Within a city or region, choice and options is meant to include traditional public, charter, and, in some cases, private schools. Collectively, the best of different approaches must be shared in order to promote innovation and spur positive change that will benefit as many children and families as possible.

Effective Strategies, Approaches and Practices

A lot of information and data has been collected relating to effective schools, programs, practices, approaches, policies, and strategies in the effort to reduce dropout rates and keep more children in school and engaged. In fact, there are so many that they cannot all be included in these preliminary findings. Instead, we have attempted to distill the essence of what we have heard and learned into the following example strategies and approaches.

Again, this is not an all-inclusive or exhaustive list of all the good ideas and best practices that exist. It is simply a menu representative of the kinds of strategies, policies, and best practices that we believe should be considered for any 100% graduation effort to succeed.

- **Ensure early and successful starts for all children.** Districts and schools should ensure that all students are benefiting from high-quality early childhood education and full-day kindergarten. They should provide the additional supports necessary to make certain that all students are reading and performing math on level by the third grade. Corresponding support strategies should include heavy emphasis on parent engagement and education in the early years as well as one-on-one tutoring for students in need of extra support. There appears to be consensus that an early and strong start for children may be the best indicator of whether they will later fall behind and, as a consequence, be at greater risk to dropping out of school.

- **Strong and reliable systems to monitor attendance and other early warning signs on a real time basis.** Research shows that it can be predicted with 66% accuracy when a student in elementary school will go on to drop out from high school. During middle school, America's Promise Alliance reports that the majority of students most likely to drop out can be determined by monitoring the ABC's of dropout prevention: Attendance, Behavior and Course Performance. Absenteeism is a habit which often begins to form as early as pre-school and kindergarten with parents neglecting to instill the importance of school attendance in their children. All districts and schools should have early warning systems for pre-kindergarten through 12th grade which includes daily monitoring of attendance/absenteeism as its centerpiece. These early warning systems should utilize technology and effective data collection as well as clearly prescribed action steps and protocols to ensure that schools are immediately notifying parents and providing the necessary supports to address the circumstances that may be affecting students and causing them to miss or not do well in school.

- **Community organizations should partner with schools to employ a collective approach to truancy prevention and intervention efforts that focus on positively intervening with students as the number of unexcused absences increases.** Community partners such as local police departments, youth serving agencies, and the family court should connect with school districts in developing clear policies and evidence-based practices and programs for working to address increasing levels of unexcused absences by students. At present, the Office of the Attorney General is working with several state-level partners and six cities as part of a pilot project designed to examine best practices in truancy prevention and to develop additional guidance on effective interventions on the spectrum between 0 and 10 unexcused absences. The results of this work will be shared and implemented statewide, especially in communities with unacceptable attendance and dropout rates. While this type of initiative naturally requires strong policies and systems within a school, it is also essential that community partners are playing a leading role in the prevention and intervention strategies that are needed. For example, one strategy might require that students who have missed school more than 4 times should be paired with a mentor through Big Brothers Big Sisters and/or parents may be urged to enroll that student in a Boys & Girls Club afterschool program. A school may look to these types of partners to assist in impacting other school policies, for example, as an alternative to out-of-school suspension for students who have missed school too often.

- **Resources and support should be made available to assist youth-serving nonprofit and faith-based organizations to strengthen capacities and abilities to effectively serve children and families, especially in communities with high dropout rates.** As has been discussed, keeping children in school and positively engaged is not a "schools only" problem; it requires the collective efforts of all stakeholders, perhaps especially nonprofit organizations dedicated to serving children and families. Improving these organizations' abilities to achieve positive outcomes, deepen capacity, and make stronger connections with schools is critical. Through the Prevention Coordination Council, a focus should be placed on identifying opportunities to assist and support these types of organizations. Recently, Governor Corzine and the Office of the Attorney General announced the "Promise Communities" pilot program in Camden and Newark. This initiative is designed to identify and designate at least two qualified nonprofit organizations to receive technical assistance and related support from the Harlem Children's Zone, which is a model nonprofit organization that has received national accolades for outcomes it has achieved in serving children in its community. Promise Communities, and other initiatives like it, should be an important focus of any serious effort to reduce the dropout rate.

- **Additional attention, monitoring, and supports should be provided at the transition points in students' lives.** Research indicates that students who successfully make transitions into each level of schooling are significantly more likely to graduate from high school. Schools and districts should undertake efforts to ensure that strategies such as early warning systems for attendance, behavior, and course performance, supplemental programs, and parent communications are heightened as students enter into these critical transition periods, such as 8th into 9th grade.

- **Schools should monitor and work with staff and community partners to ensure the presence of positive interpersonal relationships in the lives of each student.** As schools monitor student progress with grades and standardized test scores, they should also monitor and take steps to ensure that each student has ***at least*** one positive interpersonal relationship with an adult (as well as peers). Schools should enlist the support of community partners in this effort. Many students need and crave one-on-one and individualized attention. In order to be as effective as possible, teachers and other school professionals should know and care about their students' lives, interests, strengths, weaknesses, family circumstances, etc., and, conversely, students need to know that adults care about them. Personalized learning strategies, individualized learning plans, and small group advisories are examples of techniques that schools should employ to reinforce the importance of interpersonal interaction. The Department of Education's recently-launched Personalized Student Learning Plans (PSLP) pilot initiative intentionally connects adult mentors with students and serves as an example of the types of individualized and relationship-based approaches that are needed. Providing for adult advocates and mentors from within or outside the school is a strategy that should be employed whenever possible. Likewise, after school programs, clubs, and athletic teams are examples of tangible opportunities for students to forge positive relationships with adults.

- **Maximize parent and family engagement.** Schools should begin before Day One in encouraging and, in some cases, requiring parental involvement in their children's educational experience. Individualized graduation plans with parent input, homework requiring parental awareness and involvement, encouraging teachers to call home with "good news", educational programs for young mothers and mothers-to-be, and school cultures that are warm and welcoming to parents are just a few of many strategies that should be utilized. Community and faith-based partners can play a role by working with families on how to effectively support their children; for example, by offering guidance on how to ensure a home environment conducive to study and learning. It is critical to make communication between parents and schools as easy and natural as possible, including an emphasis on reaching out to parents who haven't completed high school, do not speak English, work two or more jobs, and/or may have other barriers to effective communication or participation.

- **Meaningfully engage students with innovative strategies designed to enhance the connection between the classroom and real world opportunities.** Schools and classroom teachers should develop and utilize an array of engagement strategies, ranging from differentiated instructional and interest-based approaches to broader experiential-, project-based, and service-learning opportunities. Flexibility to establish internships and work-based opportunities should be provided. Inherent in these approaches should be the recognition that students have different learning styles and interests and that employing hands-on, real-world opportunities sometimes requires a "less is more" mindset. It also requires the effective use of technology as well as strong and innovative partnerships with business and community partners. In some instances, it may necessitate some leeway in developing alternative assessment measures, where appropriate.

- **Performance assessments should emphasize their instructional nature about how to improve the way we are reaching and serving students.** Generally speaking, assessment of student performance – whether regularly in classrooms or on standardized tests – should be consistent with other principles and strategies in these preliminary findings. Accordingly, the essence of assessments should be to reveal issues of student misunderstanding or confusion before they become obstacles to learning. They should provide feedback to teachers about the effectiveness of lessons and to learners about the degree to which they are meeting learning expectations. Importantly, performance assessment provides data teachers can use to adjust instruction to meet the needs of individual learners thereby personalizing or customizing learning for students. As such, the use of performance assessments is an important strategy in enabling student success and graduation from high school. Indeed, performance assessment can and should be viewed as a mechanism for change and improvement, both within a classroom and a school.

- **Community partners should actively engage with schools to ensure that all schools are equipped with the full range of supports necessary to help all students succeed.** Students oftentimes fail to perform well in school because of obstacles that are created or exist outside of the classroom. Nutrition, unemployment, physical and mental health, social and family pressures, bullying, gangs, and lack of confidence are just a few of many real life examples that exist for too many young people. Therefore, schools should have an identifiable team of community partners to take the lead and/or assist in offering the necessary supports. Comprehensive and high-quality afterschool and student friendly drop-in programs such as School Based Youth Services, New Jersey After 3, and 21st Century Learning Centers and school-based health, mental health, and oral care centers, should be viable options for all schools in need of these types of services for their children and families. These and other similar programs can be offered by community-based organizations such as Boys & Girls Clubs, Big Brothers Big Sisters, local hospitals or health clinics, and area colleges. Where possible, services and programs should be offered on-site and in schools, which may require school buildings to stay open later into the evenings and on weekends.

Schools should consider full-service community schools and comprehensive equity models as a means for integrating schools and services into a holistic approach.

- **Community and business advisory boards should be convened for schools and/or across districts to increase investment and ownership by community and business partners.** Beyond partnering with community organizations and businesses in order to provide services to students and families, schools and districts should consider advisory boards and coalitions designed to strengthen the level of ownership and investment by community stakeholders. Ultimately, invested community and business partners can offer even more than simply services and programs; they can help to positively influence the structure, direction, and culture of a school.

- **Extended-day and other alternative options should be available as a legitimate pathway for students who are falling behind.** Even with highly effective dropout prevention and interventions systems, some students will fall off track and need credit recovery options and alternative pathways to success. Schools and districts should be flexible in how they reach out and serve youth who are already behind in course work and/or credits. Examining high stakes course testing and punitive retention policies is important. Options to make up course work or restore credits through extended day options or summer programs are oftentimes critical components needed to get students back on track. Ensuring opportunities for alternative schools or multiple pathways is also a key element to signaling that schools and districts are not giving up on any of its students.

- **At the middle and high school levels, there should be options for "different schools for different students" and multiple pathways, with alternative schools options for students based on interests, strengths, and circumstances.** Districts and schools should strive to develop and offer a wide-range of schools and multitude of options for its students, especially in school districts with high dropout rates. Theme- and career-based academies, small learning communities, alternative/non-traditional schools, and partnerships that provide enhanced options with other educational institutions and providers should all be considered as part of a comprehensive approach. The Alternative High School Initiative underway in Newark in conjunction with the National League of Cities pilot project offers a model for crafting multiple pathways and education options for all students, including those already dropping out of school. Across districts and regions synergy and collaboration should be developed between traditional public, vocational, charter, and private schools. These types of schools should not view each other from an overly-competitive perspective, but rather begin to understand how working together can promote innovation and maximize positive options for students.

- **Students who have already dropped out of school should remain part of the 100% Graduation Action Plan.** The state, districts, and schools should examine policy and best practice designed to make certain that students who have already dropped out of school can still be re-engaged. The Newark Public Schools Office of Alternative Education and Rutgers University in partnership with many collaborators have established the Youth Education and Employment Center (YE^2S Center), which serves as a model one-stop center for re-engaging students who have dropped out, are reentering, and/or are truant and on the verge of dropping out. This model is successfully re-engaging hundreds of students in Newark. Maximizing opportunities for "Adult" or "Second Chance" schools and other community-based education programs that offer diplomas or other education credentials, such as YouthBuild, must be part of a successful strategy. However, a broader policy question which must be answered is who (or which governmental agency) is responsible for youth who have already dropped out of school? Resolving this question should be part of the statewide strategy for dropout prevention and fortifying the college & workforce pipeline in New Jersey.

- **Professional development and professional learning communities to support educators, promote the exchange of best practices, and encourage innovation is vital.** One of the twelve recommendations in the National Education Association's 12-Point Plan for Reducing the School Dropout Crisis is to "make sure educators have the training and resources they need to prevent students from dropping out." This is consistent with the information received and reviewed this past year. It is clear that educators are on the frontlines in terms of their ability and opportunity to reach the young people at risk to dropping out. It is critical to support teachers to constantly strive to improve curriculum delivery and engagement techniques. It is also crucial to recognize and support the leadership role that teachers are encouraged to assume in this regard.

- **Employ and support comprehensive school turnaround strategies for districts or schools in need of dramatic change or action.** There is consensus that bold and sometimes dramatic school transformation is necessary in schools and districts in which high percentages of students are already dropping out. Many schools or districts may decide to voluntary undertake school reform initiatives. For example, the Newark Public Schools' recent decision to fully embrace the Broader Bolder Approach school reform process is one example as is the Vineland Public Schools' initiative to transform its comprehensive high schools into small learning communities. In Orange, a comprehensive community schools planning model is being employed with support from JP Morgan Chase and the Children's Aid Society. Decisions to engage in school transformation strategies provide fresh opportunities for schools and their stakeholders to consider a wide-range of best practice approaches, ranging from new school creation to various components of whole-school reform such as organizational and structural reforms that make middle and high schools more personalized; instructional, curricular, and assessment reforms; leadership reforms; and professional development reforms. It also provides opportunity to consider

proven innovative models such as full service community schools. As part of the statewide plan of action, we should build upon the Department of Education's existing efforts in the establishment of the "Turnaround Leadership Network," by ensuring an appropriate support vehicle for cultivating and developing best practice turnaround strategies.

Policy Considerations

It is necessary to mention two important policy issues which repeatedly surfaced in discussion and in print during the course of the first year: minimum compulsory school age requirements and graduation rate accountability.

- **Minimum compulsory school age requirements:** There is considerable debate regarding the current minimum compulsory school age requirement of 16 years old in New Jersey. Proponents of increasing the age point to research revealing that one in four potential dropouts stays in school simply because of the compulsory school age law and that a 16 year age requirement is incongruent with the goals and expectations of a dropout prevention campaign of this nature -- especially in a nation that provides substantial resources for public education through 12th grade. Opponents point out the possibility of additional costs and unintended pressures that an increase in school age requirements might place on schools and districts. National observers note that states which have increased their minimum compulsory school age have done so while also allowing for clear exemptions and/or waivers for justifiable reasons. This is an important discussion which must remain forefront during the next steps of our Campaign.

- **Graduation rate accountability:** The unintended consequences of No Child Left Behind's (NCLB) emphasis on test score accountability has resulted in incentives for some schools to "push out" low-performing students and, therefore, is not fulfilling the original promise of graduation rate accountability. While, in many ways, this is an issue that requires federal action (which perhaps could happen in the reauthorization of NCLB), it should not prevent New Jersey from doing what it can to signal commensurate accountability and incentives for keeping all children in school, engaged, and graduating. There is a very legitimate concern that an exclusive focus on test score accountability and corresponding financial incentives has the perverse consequence of contributing to the dropout crisis in some communities. Leaders should be held accountable both for achievement and for graduating students. Needless to say, this is a critical component to any campaign which aims at 100% graduation.

Conclusion

The preliminary findings and proposed action steps described in this document have been gathered through the substantial efforts of many people and organizations committed to the vision of 100% graduation and to forging a strong pipeline to college and workforce for all children in New Jersey. The efforts this first year reflect a reality that New Jersey has a strong foundation of schools, programs, and systems upon which to move forward. As importantly, and as reflected by the wide-spread participation during year one, there is no shortage of committed educators, community and faith-based organizations, businesses, philanthropists, and other stakeholders willing to play an active role.

In many ways the conversation has begun in earnest this past year and now is the time to begin taking action. In doing so New Jersey will embark upon an unprecedented effort and will have the unique opportunity to meaningfully address the dropout issue and set us on course toward our goal of 100% Graduation.

ENDNOTES

[1] Bridgeland, John M., John J. DiIulio, Jr., Karen Burke Morison. (2006).Introduction. *The Silent Epidemic:Perspectives of High School Dropouts.* A Report by Civic Enterprises in Association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation.

[2] Bridgeland, John M., John J. DiIulio, Jr., Karen Burke Morison. (2006). *The Silent Epidemic: Perspectives of High School Dropouts.* A Report by Civic Enterprises in Association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation. pg. 2.

[3]Children's Defense Fund. (2009). *Cradle to Prison Pipeline Campaign*. Web. http://www.childrensdefense.org/helping-americas-children/cradle-to-prison-pipeline-campaign.

[4] America's Promise Alliance. (2009). Web. http://www.americaspromise.org.

[5] Alliance for Excellent Education. (June 2008). *Potential Economic Impacts of Improved Education on New Jersey*. State Information. Web. http://www.all4ed.org.

[6] Alliance for Excellent Education. (June 2008). *Potential Economic Impacts of Improved Education on New Jersey*. State Information. Web. http://www.all4ed.org.

[7] Alliance for Excellent Education. (June 2008). *Potential Economic Impacts of Improved Education on New Jersey*. State Information. Web. http://www.all4ed.org.

[8] Alliance for Excellent Education. (June 2008). *Potential Economic Impacts of Improved Education on New Jersey*. State Information. Web. http://www.all4ed.org.

[9] Bridgeland, John M., John J. DiIulio, Jr., Karen Burke Morison. (2006). *The Silent Epidemic: Perspectives of High School Dropouts.* A Report by Civic Enterprises in Association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation. pg. 4

Resource List

The following list of resources is provided for readers interested in learning more about dropout prevention and increasing graduation rates.

Achieve, Inc. (February 2008). *Closing the Expectations Gap: An Annual 50 State Progress Report on the Alignment of High School Policies with the Demands of College and Careers* .American Diploma Project Web. <http://www.achieve.org/files/50-state-2008.pdf>.

Achieve, Inc: The American Diploma Project.(2004). *Ready or Not: Creating a High School Diploma That Counts.* Web.http://www.achieve.org/files/ADPreport_7.pdf

Alliance for Excellent Education. (2009) *Federal High School Graduation Rates Policies and the Impact on New Jersey.* Web. Http://www.all4ed.org/files/NewJersey_grp. pdf..

Alliance for Excellent Education. (2008). *Every Student Counts: The Case for Graduation Rate Accountability.* Web. http://www.all4ed.org/ publication_material/straight_as/04212008#Every

Alliance for Excellent Education. (2008). *From No Child Left Behind to Every Child a Graduate.*Web.http://www.all4ed.org/publication_material/straight_as/09082008# ECAG

Alliance for Excellent Education. (February 2009). *High School Dropouts in America.* Fact Sheet. Web. http://www.all4ed.org/files/GraduationRates_FactSheet.pdf

Almeida, Cheryl., Cassius Johnson., and Adria Steinberg. (2006) *Making Good on a Promise: What Policymakers Can Do to Support the Educational Persistence of Dropouts.* Jobs for the Future.Web. http://www.jff.org/sites /default/files/MkingGoodProm.pdf

American Council on Education. (2006). *2006 GED Testing Program: Statistical Report.* Web. http://www.acenet.edu/bookstore/pdf/GEDASR06.pdf

America's Promise Alliance. (2009) *Saving Our Futures, A Financial Responsibility Program for Young People*. Web. http://www.americaspromise.org/ Resources/Financial-Responsibility.aspx

American Youth Policy Forum. *Every Nine Seconds in America a Student Becomes a Dropout: The Dropout Problem in Numbers.* Web. http://www.aypf.org/ publications/EveryNineSeconds.pdf

Balfanz, Robert., Joanna Hornig Fox, John M. Bridgeland, and Mary McNaught. (February 2009). *Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis.* America's Promise Alliance. Web. http://www.americaspromise.org/Our-Work/Dropout-Prevention/~/media/Files/Our%20Work/Dropout%20Prevention/Grad%20Nation%20Guidebook%20052809.ashx

Balfanz, Robert. (May 2007). *What Your Community Can Do to End its Drop-Out Crisis: Learnings from Research and Practice.* Center for Social Organization of Schools, John Hopkins University.Web. http://web.jhu.edu/CSOS /images/Final_dropout_Balfanz.pdf%20

Barton, Paul E. (2006). *High School Reform and Work: Facing Labor Market Realities.* Educational Testing Service. Web. http://www.ets.org/ Media/Research/pdf/PICHSWORK.pdf

Brand, Betsy. (April 2003). *Rigor and Relevance: A New Vision for Career and Technical Education.* American Youth Policy Forum. Web. http://www.aypf.org/publications/aypf_rigor_0004v.3.pdf

Bridgeland, John M., John J. DiIulio, Jr., Karen Burke Morison. (2006) *The Silent Epidemic: Persepectives of High School Dropouts.* Civic Enterprise.Web. http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf

Bridgeland, John M., John J. DiIulio, Ryan T. Streeter, and James R. Mason. (October 2008). *One Dream, Two Realities: Perspectives of Parents on America's High Schools.* Civic Enterprise. Web. http://www.civicenterprises .net/pdfs/onedream.pdf

Bridgeland, John M., John J. DiIulio, Ryan T. Streeter. (2008). *Raising the Compulsory School Attendance Age: The Case for Reform.* Civic Enterprise Web. http://www.civicenterprises.net/pdfs/raisingschoolage.pdf

Bridegland, John M., Christina Norman, Raymond Scheppach, and Richard Stengal. (2007).*Ending the Silent Epidemic: A Blueprint to Address America's High School Dropout Crisis.* Summit on America's Silent Epidemic. Print.

Boston, Bruce. (2005). *Restoring the Balance Between Academics and Civic Engagement in Public Schools.* American Youth Policy Forum and Association for Supervision and Curriculum Development. Web. http://www.aypf.org /publications/Restoring%20the%20Balance%20Report.pdf

Bowles, A., Betsy Brand. (March 2009). *Learning Around the Clock: Benefits of Expanded Learning Opportunities for Older Youth.* American Youth Policy Forum. Web. http://www.aypf.org/documents/AYPF_ELOs_w-cvr.pdf

Chang, Hedy N., Mariojose Romero. (September 2008). *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in Early Grades.* National Center for Children in Poverty. Web. http://www.nccp.org/publications/pdf/text_837.pdf

Dianda, Marcella R. (2008) *Preventing Future Dropouts: An Advocacy and Action Guide for NEA State and Local Affiliates.* National Education Association. Web. http://www.nea.org/assets/docs/dropoutguide1108.pdf

Dickens, William T, Charles Baschnagel. (April 2009). *The Fiscal Effects of Investing in High Quality Preschool Programs.* Brookings Institute.Web.

Dounay, Jennifer,. Kathy Christie. (October 2008) *Improving the Skills and Knowledge of the High School Teachers We Already Have.* Education Commission of the States.Web. http://www.ecs.org/ clearinghouse/78/64/7864.pdf

Finkelstein, Neal., Min Huang., and Anthony Fong. (April 2009).*High School Course Taking Patterns for English Language Learners: A Case Study from California.* National High School Center. Web. http://www.betterhighschools.org /docs/HSCourse-takingPatternsforELLs_042309.pdf

Hammond, Cathy., Dan Linton, Jay Smink, and Sam Drew. (May 2007). *Dropout Risk Factors and Exemplary Programs: A Technical Report.* National Dropout Prevention Center/ Network. Web. http://www.dropoutprevention.org/resource /major_reports/communities_in_schools/Dropout%20Risk%20Factors%20and%20Exemplary%20Programs%20FINAL%205-16-07.pdf

Harrington, Paul., Ishware Khatiwada, and Neeta Fogg. (February 2008). *The Lifetime Employment and Earnings Consequences of Dropping Out of High School in Philadelphia.* Center for Labor Market Statistics and Project U-Turn. Web. http://www.projectuturn.net/downloads/pdf/PhilaPAlifetime_emp_earn.pdf

Hupfield, Kelly. (January 2006)*A Review of the Literature: Resiliency Skills and Dropout Prevention.* ScholarCentric. Web. http://www.scholarcentric.com/images/pdf/resiliency_skills/SC_Resiliency_WP_FNL.pdf

James, Donna Walker., Gleda Partee. *No More Islands: Family Involvement in 27 School and Youth Programs.* American Youth Policy Forum.Web. http://www.aypf.org/publications/nomoreisle/ index.htm

Jerald, Craig D. (2006). *Identifying Potential Dropouts: Key Lessons for Building and Early Warning Data System: A Dual Agenda of High Standards and High Graduation Rates.* Achieve, Inc, American Diploma Project.Web. <http://www.achieve.org/files/FINAL-dropouts_0.pdf>.

Lerner, Jennifer Brown., Betsy Brand. (2006) *The College Ladder: Linking Secondary and Postsecondary Education Successes for All Students.* American Youth Policy Forum.Web. http://www.aypf. org/publications/The%20College% 20Ladder/TheCollegeLadderlinkingsecondaryandpostsecondaryeducation.pdf http://www.brookings.edu/~/media /Files/rc/papers/2009/04_ preschool_programs_dickens/04_preschool_programs_dickens.pdf

Martin, Nancy., Samuel Halperin. (2006). *Whatever It Takes: How Twelve Communities are Reconnecting Out-of-School Youth.* American Youth Policy Forum.Web. http://www.aypf.org/publications/ WhateverItTakes/WITfull.pdf

McKinsey & Company, Social Sector Office. (April 2009). *The Economic Impact of the Achievement Gap in America's Schools: Summary of Findings.* Web. http://www.mckinsey.com/App_Media/Images/Page_Images/Offices/SocialSector /PDF/achievement_gap_report.pdf

Milliken, Bill. *The Last Dropout: Stop the Epidemic*. Carlsbad, CA: Hay House, 2007. Print.

Mishel, Lawrence., Joydeep Roy. (April 2006). *Rethinking High School Graduation Rates and Trends.* Economic Policy Institute. Web. http://epi.3cdn.net/861259be5536440dd3_wvm6bgv02.pdf

National Center for Educational Statistics and Bureau of Justice Statistics. (April 2009). *Indicators of School Crime and Safety:2008.* US Department of Education and US Department of Justice, Office of Justice Programs. Web. http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs08.pdf

National Center for Educational Evaluation and Regional Assistance: Institute of Educational Sciences. (September 2008). *IES Practice Guide: What Works Clearninghouse: Dropout Prevention.* Web. http://ies.ed.gov/ncee/wwc/ pdf/practiceguides/dp_pg_090308.pdf

National Center on Secondary Education and Transition. (December 2007). *Essential Tools, Increasing Rates of School Completion: Moving from Policy and Research to Practice.* Web. http://www.ncset.org/publications/ essentialtools/ dropout/dropout.pdf

National High School Center. (April 2009). *Education English Language Learners at the High School Level: A Coherent Approach to District and School Level Learning.* Web. http://www.betterhighschools.org/docs/EducatingELLsatthe HSLevel_042209.pdf

National Institute for Early Education Research. *Frequently Asked Questions: Quality and Curriculum.* Web. http://nieer.org/faq/index.php?TopicID=32

National Women's Law Center. (2007). *When Girls Don't Graduate We All Fail: A Call to Improve High School Graduation Rates for Girls.* Web. http://www.nwlc.org/pdf/DropoutReport.pdf

National Women's Law Center: Expanding the Possibilities. (October 2007). *How to Keep Girls in Schools: Recommendations to Address the Dropout Crisis.* Web. http://www.nwlc.org/pdf/Final%20Fact%20Sheet%20Dropout%20Report%20Recommendations.pdf

Pathways to College Network. (2004). *A Shared Agenda, A Leadership Challenge to Improve College Access and Success.* Web. http://www.pathwaysto college.net/pdf/sharedagenda_FullReport.pdf

Pearson, Sarah S. (2002). *Finding Common Ground, Service Learning and Education Reform.* American Youth Policy Forum. Web. http://www.aypf.org/publications/ findingcommonground.pdf

Project U-Turn. (2008). *Turning It Around: A Collaborative Effort to Understand and Resolve Philadelphia's Dropout Crisis.* Web. http://www.projectuturn.net/ downloads/pdf/Turning_it_around_Project_U-Turn.pdf

Schaefer, Stephanie., Jeff Kirsch. (2009). *High-Quality Child Care and Education: The Key to Crime Prevention and School Success in Colorado.* Fight Crime: Invest in Kids.Web. http://www.fightcrime.org/reports/CO%20ECE%20final%202-27-09-1.pdf

Swanson, Christopher B. (April 2008). *Cities in Crisis: A Special Analytical Report on High School Graduation.* Editorial Projects in Education Research Center in Partnership with the Bill and Melinda Gates Foundation and America's Promise Alliance. Web. http://www.americaspromise.org/Our-Work/Dropout-Prevention/~/media/Files/Our%20Work/Dropout%20Prevention/Cities%20in%20Crisis/Cities_In_Crisis_Report_2008.ashx

Swanson, Christopher B.(April 2009). *Cities in Crisis, 2009: Closing the Graduation Gap, Educational and Economic Conditions in America's Largest Cities.* Editorial Projects in Education Research Center in Partnership with the Bill and Melinda Gates Foundation and America's Promise Alliance. Web. http://www.americaspromise.org/Our-Work/Dropout-Prevention/~/media/Files/Our%20Work/Dropout%20Prevention/Cities%20in%20Crisis/Cities_In_Crisis_Report_2009.ashx

Whitebook, Marcy., Sharon Ryan, Fran Kipnis, and Laura Sakai. (February 2008). *Partnering for Pre-School: A Study of Center Directors in New Jersey's Mixed-Delivery Abbott Program.* Center for the Study of Child Care Employment.Web. http://www.irle.berkeley.edu/cscce/ pdf/partnering_preschool_report08.pdf

New Jersey Core Curriculum Content Standards
for
Science

INTRODUCTION

Science Education in the 21st Century

"*Today more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation*" (Obama, 2008).

Scientific literacy assumes an increasingly important role in the context of globalization. The rapid pace of technological advances, access to an unprecedented wealth of information, and the pervasive impact of science and technology on day-to day-living require a depth of understanding that can be enhanced through quality science education. In the 21st century, science education focuses on the practices of science that lead to a greater understanding of the growing body of scientific knowledge that is required of citizens in an ever-changing world.

Mission: *Scientifically literate students possess the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity.*

Vision: A quality science education fosters a population that:

- Experiences the richness and excitement of knowing about the natural world and understanding how it functions.
- Uses appropriate scientific processes and principles in making personal decisions.
- Engages intelligently in public discourse and debate about matters of scientific and technological concern.
- Applies scientific knowledge and skills to increase economic productivity.

Intent and Spirit of the Science Standards

"Scientific proficiency encompasses understanding key concepts and their connections to other fundamental concepts and principles of science; familiarity with the natural and designed world for both its diversity and unity; and use of scientific knowledge and scientific ways of thinking for individual and social purposes" (American Association for the Advancement of Science, 1990).

All students engage in science experiences that promote the ability to ask, find, or determine answers to questions derived from natural curiosity about everyday things and occurrences. The underpinning of the revised standards lies in the premise that science is experienced as an *active* process in which inquiry is central to learning and in which students engage in observation, inference, and experimentation on an ongoing basis, rather than as an isolated a *process*. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others

in their community and around the world. They actively develop their understanding of science by identifying their assumptions, using critical and logical thinking, and considering alternative explanations.

Revised Standards

The revision of the science standards was driven by two key questions:

- *What are the core scientific concepts and principles that all students need to understand in the 21st century?*
- *What should students be able to do in order to demonstrate understanding of the concepts and principles?*

In an attempt to address these questions, science taskforce members examined the scientific concepts and principles common to the National Science Education Standards, Benchmarks and Atlases for Science Literacy, and the National Assessment of Educational Progress (NAEP) Framework. This resulted in narrowing the breadth of content from 10 standards to four standards that include 17 clearly-defined key concepts and principles.

- **Science Practices** (standard 5.1) embody the idea of "knowledge in use" and include understanding scientific explanations, generating scientific evidence, reflecting on scientific knowledge, and participating productively in science. Science practices are integrated into the Cumulative Progress Indicators within each science domain in recognition that science content and processes are inextricably linked; science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.
- Science content is presented in **Physical Science** (standard 5.2), **Life Science** (standard 5.3), and **Earth Systems** (standard 5.4). The most current research on how science is learned informed the development of learning progressions for each strand, which increase in depth of understanding as students progress through the grades.

Laboratory Science in the 21st Century

Laboratory science is a *practice* not a *place*. It is important to emphasize that standards-driven lab science courses do *not* include student manipulation or analysis of data created by a teacher as a replacement or substitute for direct interaction with the natural or designed world.

The revised standards and course descriptions emphasize the importance of students independently creating scientific arguments and explanations for observations made during investigations. Science education thereby becomes a sense-making enterprise for students in which they are systematically provided with ongoing opportunities to:

- Interact directly with the natural and designed world using tools, data-collection techniques, models, and theories of science.
- Actively participate in scientific investigations and use cognitive and manipulative skills associated with the formulation of scientific explanations.

- Use evidence, apply logic, and construct arguments for their proposed explanations.

The 2009 Science Standards implicitly and explicitly point to a more student-centered approach to instructional design that engages learners in inquiry. Inquiry, as defined in the revised standards, envisions learners who:

- Are engaged by scientifically-oriented questions.
- Prioritize evidence that addresses scientifically-oriented questions.
- Formulate explanations from that evidence to address those scientifically-oriented questions.
- Evaluate their explanations in light of alternative explanations, particularly those reflecting scientific understanding.
- Communicate and justify their proposed explanations.

Fundamental principles of instructional design assist students in achieving their intended learning goals through lab-science experiences that:

- Are designed with clear learning outcomes in mind.
- Are sequenced thoughtfully into the flow of classroom science instruction.
- Integrate learning of science content with learning about science practices.
- Incorporate ongoing student reflection and discussion (National Research Council, 2007).

Students' K-12 lab-science experiences should include the following:

- **Physical manipulation of authentic substances or systems:** This may include such activities as chemistry experiments, plant and animal observations, and investigations of force and motion.

- **Interaction with simulations:** In 21st-century laboratory science courses, students can work with computerized models, or simulations, that represent aspects of natural phenomena that cannot be observed directly because they are very large, very small, very slow, very fast, or very complex. Students may also model the interaction of molecules in chemistry or manipulate models of cells, animal or plant systems, wave motion, weather patterns, or geological formations using simulations.

- **Interaction with authentic data:** Students may interact with authentic data that are obtained and represented in a variety of forms. For example, they may study photographs to examine characteristics of the Moon or other heavenly bodies or analyze emission and absorption spectra in the light from stars. Data may be incorporated in films, DVDs, computer programs, or other formats.

- **Access to large databases:** In many fields of science, researchers have arranged for empirical data to be normalized and aggregated—for example, genome databases, astronomy image collections, databases of climatic events over long time periods, biological field observations.

Some students may be able to access authentic and timely scientific data using the Internet and can also manipulate and analyze authentic data in new forms of laboratory experiences (Bell, 2005).

- **Remote access to scientific instruments and observations:** When available, laboratory experiences enabled by the Internet can link students to remote instruments, such as the environmental scanning electron microscope (Thakkar et al., 2000), or allow them to control automated telescopes (Gould, 2004).

References

American Association for the Advancement of Science (AAAS). (1990). *Project 2061: Science for all Americans*. New York: Oxford University Press. Available: http://www.project2061.org/publications/sfaa/online/sfaatoc.htm

American Association for the Advancement of Science. (2008). *Benchmarks for science literacy project 2061.* Washington, DC: Author.

American Association for the Advancement of Science & National Science Teachers Association. (2001, 2007). *Atlas of science literacy, Volumes 1 and 2: Mapping K–12 science learning.* Washington, DC: Author.

American Diploma Project. (2004). *Ready or not: Creating a high school diploma that counts.* Washington, DC: Achieve.

Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: University of Wisconsin Press.

Bell, P. (2005). *The school science laboratory: Considerations of learning, technology, and scientific practice*. Paper prepared for the National Academies Board on Science Education, High School Labs Study Committee. Available: http://www7.nationalacademies.org/bose/High_School_Labs_Presentation_PBell.html

Duschl, R. (2008). Science education in 3 part harmony: Balancing conceptual, epistemic, and social learning goals. In. J. Green, A. Luke, & G. Kelly (Eds.), *Review of research in education, Vol. 32* (pp. 268-291). Washington, DC: American Educational Research Association.

Duschl, R., & Grandy, R. (Eds.) (2008). *Teaching scientific inquiry: Recommendations for research and implementation*. Rotterdam, Netherlands: Sense Publishers.

Eichinger, D., Anderson, C. W., Palinscar, A. S., & David, Y. M. (1991, April). *An illustration of the roles of content knowledge, scientific argument, and social norms in collaborative problem solving.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Gould, R. (2004). *About micro observatory*. Cambridge, MA: Harvard University. Available: http://mo-www.harvard.edu/MicroObservatory/

Hennessey, M. G. (2002). Metacognitive aspects of students' reflective discourse: Implications for intentional conceptual change teaching and learning. In G. M. Sinatra and P. R. Pintrich (Eds.), *Intentional conceptual change* (pp. 103-132). Mahwah, NJ: Lawrence Erlbaum.

Kastens, K. A., & Rivet, A. (2008). Multiple modes of inquiry in Earth science. *The Science Teacher, 75*(1), 26-31.

Keeley, P. (2005). *Science curriculum topic study: Bridging the gap between standards and practice.* Thousand Oaks, CA: Corwin Press.

Kuhn, D. (1991). *The skills of argument*. New York: Cambridge University Press.

Michaels, S., Shouse, A. W., and Schweingruber, H. A. (2008). *Ready, set, science! Putting research to work in K-8 science classrooms.* Washington, DC: The National Academies Press. Available: http://www.nap.edu/catalog.php?record_id=11882

National AssessmentGoverning Board. (2008). *Science framework for the 2009 National Assessment of Educational Progress.* Washington DC: Author. Available: http://www.nagb.org/publications/frameworks/science-09.pdf

National Resource Council. (1996). *National science education standards.* Washington DC: National Academies Press. Available: http://www.nap.edu/catalog.php?record_id=4962

National Research Council. (2000). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, DC: National Academies Press. Available: http://www.nap.edu/catalog.php?record_id=9596

National Research Council. (2006). *America's lab report: Investigations in high school science.* Washington, DC: National Academy Press. Available: http://www.nap.edu/catalog.php?record_id=11311

National Research Council. (2007). *Taking science to school: Learning and teaching science in grades K-8.* Washington, DC: National Academy Press. Available: http://www.nap.edu/catalog.php?record_id=11625

Obama, B. (2008, Dec. 20). *President-Elect Barack Obama's weekly address* (Radio presentation). Retrieved June 30, 2009, from http://change.gov/newsroom/entry/the_search_for_knowledge_truth_and_a_greater_understanding_of_the_world_aro/

Ogborn, J., Kress, G., Martins, I., & McGillicuddy, K. (1996). *Explaining science in the classroom*. Buckingham, England: Open University Press.

Partnership for 21st Century Skills. (2004). *Information and communication technology literacy maps*. Tucson, AZ: Author.

Thakkar, U., Carragher, B., Carroll, L., Conway, C., Grosser, B., Kisseberth, N., et al. (2000). *Formative evaluation of Bugscope: A sustainable world wide laboratory for K-12*. Paper prepared for the annual meeting of the American Educational Research Association, Special Interest Group on Advanced Technologies for Learning, New Orleans, LA. Retrieved May 1, 2009, from http://bugscope.beckman.uiuc.edu/publications/index.htm#papers

Content Area	Science
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand	**A. Understand Scientific Explanations**: Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.
4	Connections developed between fundamental concepts are used to explain, interpret, build, and refine explanations, models, and theories.	5.1.4.A.2	Use outcomes of investigations to build and refine questions, models, and explanations.
4	Outcomes of investigations are used to build and refine questions, models, and explanations.	5.1.4.A.3	Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.
8	Core scientific concepts and principles represent the conceptual basis for model-building and facilitate the generation of new and productive questions.	5.1.8.A.1	Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.

8	Results of observation and measurement can be used to build conceptual-based models and to search for core explanations.	5.1.8.A.2	Use mathematical, physical, and computational tools to build conceptual-based models and to pose theories.
8	Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence.	5.1.8.A.3	Use scientific principles and models to frame and synthesize scientific arguments and pose theories.
12	Mathematical, physical, and computational tools are used to search for and explain core scientific concepts and principles.	5.1.12.A.1	Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
12	Interpretation and manipulation of evidence-based models are used to build and critique arguments/explanations.	5.1.12.A.2	Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.
12	Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.	5.1.12.A.3	Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

Content Area	**Science**
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand	**B. Generate Scientific Evidence Through Active Investigations:** Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.

By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**
P	Observations and investigations form young learners' understandings of science concepts.	5.1.P.B.1	Observe, question, predict, and investigate materials, objects, and phenomena (e.g., using simple tools to crack a nut and look inside) during indoor and outdoor classroom activities and during any longer-term investigations.
P	Experiments and explorations provide opportunities for young learners to use science vocabulary and scientific terms.	5.1.P.B.2	Use basic science terms and topic-related science vocabulary.
P	Experiments and explorations give young learners opportunities to use science tools and technology.	5.1.P.B.3	Identify and use basic tools and technology to extend exploration in conjunction with science investigations.
4	Building and refining models and explanations requires generation and evaluation of evidence.	5.1.4.B.1	Design and follow simple plans using systematic observations to explore questions and predictions.
4	Tools and technology are used to gather, analyze, and communicate results.	5.1.4.B.2	Measure, gather, evaluate, and share evidence using tools and technologies.
4	Evidence is used to construct and defend arguments.	5.1.4.B.3	Formulate explanations from evidence.
4	Reasoning is used to support scientific conclusions.	5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
8	Evidence is generated and evaluated as part of building and refining models and explanations.	5.1.8.B.1	Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.
8	Mathematics and technology are used	5.1.8.B.2	Gather, evaluate, and represent evidence using scientific tools,

	to gather, analyze, and communicate results.		technologies, and computational strategies.
8	Carefully collected evidence is used to construct and defend arguments.	5.1.8.B.3	Use qualitative and quantitative evidence to develop evidence-based arguments.
8	Scientific reasoning is used to support scientific conclusions.	5.1.8.B.4	Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
12	Logically designed investigations are needed in order to generate the evidence required to build and refine models and explanations.	5.1.12.B.1	Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.
12	Mathematical tools and technology are used to gather, analyze, and communicate results.	5.1.12.B.2	Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.
12	Empirical evidence is used to construct and defend arguments.	5.1.12.B.3	Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
12	Scientific reasoning is used to evaluate and interpret data patterns and scientific conclusions.	5.1.12.B.4	Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.

Content Area	**Science**		
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand	**C. Reflect on Scientific Knowledge:** Scientific knowledge builds on itself over time.		
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**
P	Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge.	5.1.P.C.1	Communicate with other children and adults to share observations, pursue questions, and make predictions and/or conclusions.
4	Scientific understanding changes over time as new evidence and updated arguments emerge.	5.1.4.C.1	Monitor and reflect on one's own knowledge regarding how ideas change over time.
4	Revisions of predictions and explanations occur when new arguments emerge that account more completely for available evidence.	5.1.4.C.2	Revise predictions or explanations on the basis of learning new information.
4	Scientific knowledge is a particular kind of knowledge with its own sources, justifications, and uncertainties.	5.1.4.C.3	Present evidence to interpret and/or predict cause-and-effect outcomes of investigations.
8	Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.	5.1.8.C.1	Monitor one's own thinking as understandings of scientific concepts are refined.
8	Predictions and explanations are revised to account more completely for available evidence.	5.1.8.C.2	Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.
8	Science is a practice in which an	5.1.8.C.3	Generate new and productive questions to evaluate and refine

	established body of knowledge is continually revised, refined, and extended.		core explanations.
12	Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1	Reflect on and revise understandings as new evidence emerges.
12	Data and refined models are used to revise predictions and explanations.	5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
12	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.	5.1.12.C.3	Consider alternative theories to interpret and evaluate evidence-based arguments.

Content Area	**Science**		
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand	**D. Participate Productively in Science:** The growth of scientific knowledge involves critique and communication, which aresocial practices that are governed by a core set of values and norms.		
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**
P	Science practices include drawing or "writing" on observation clipboards, making rubbings, or charting the growth of plants.	5.1.P.D.1	Represent observations and work through drawing, recording data, and "writing."
4	Science has unique norms for participation. These include adopting a critical stance, demonstrating a willingness to ask questions and seek help, and developing a sense of trust and skepticism.	5.1.4.D.1	Actively participate in discussions about student data, questions, and understandings.
4	In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., scientific argumentation and representation).	5.1.4.D.2	Work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories.
4	Instruments of measurement can be used to safely gather accurate information for making scientific comparisons of objects and events.	5.1.4.D.3	Demonstrate how to safely use tools, instruments, and supplies.
4	Organisms are treated humanely, responsibly, and ethically.	5.1.4.D.4	Handle and treat organisms humanely, responsibly, and ethically.

8	Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.	5.1.8.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
8	In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., argumentation, representation, visualization, etc.).	5.1.8.D.2	Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building.
8	Instruments of measurement can be used to safely gather accurate information for making scientific comparisons of objects and events.	5.1.8.D.3	Demonstrate how to safely use tools, instruments, and supplies.
8	Organisms are treated humanely, responsibly, and ethically.	5.1.8.D.4	Handle and treat organisms humanely, responsibly, and ethically.
12	Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.	5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
12	Science involves using language, both oral and written, as a tool for making thinking public.	5.1.12.D.2	Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
12	Ensure that instruments and specimens are properly cared for and that animals, when used, are treated humanely, responsibly, and ethically.	5.1.12.D.3	Demonstrate how to use scientific tools and instruments and knowledge of how to handle animals with respect for their safety and welfare.

Content Area	Science
Standard	**5.2 Physical Science:** All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.
Strand	**A. Properties of Matter:** All objects and substances in the natural world are composed of matter. Matter has two fundamental properties: matter takes up space, and matter has inertia.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Observations and investigations form a basis for young learners' understanding of the properties of matter.	5.2.P.A.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
2	Living and nonliving things are made of parts and can be described in terms of the materials of which they are made and their physical properties.	5.2.2.A.1	Sort and describe objects based on the materials of which they are made and their physical properties.
2	Matter exists in several different states; the most commonly encountered are solids, liquids, and gases. Liquids take the shape of the part of the container they occupy. Solids retain their shape regardless of the container they occupy.	5.2.2.A. 2	Identify common objects as solids, liquids, or gases.
4	Some objects are composed of a single substance; others are composed of more than one substance.	5.2.4.A.1	Identify objects that are composed of a single substance and those that are composed of more than one substance using simple tools found in the classroom.
4	Each state of matter has unique properties (e.g., gases can be compressed, while solids and liquids cannot; the shape of a solid is independent of its container; liquids and	5.2.4.A.2	Plan and carry out an investigation to distinguish among solids, liquids, and gasses.

	gases take the shape of their containers).		
4	Objects and substances have properties, such as weight and volume, that can be measured using appropriate tools. Unknown substances can sometimes be identified by their properties.	5.2.4.A.3	Determine the weight and volume of common objects using appropriate tools.
4	Objects vary in the extent to which they absorb and reflect light and conduct heat (thermal energy) and electricity.	5.2.4.A.4	Categorize objects based on the ability to absorb or reflect light and conduct heat or electricity.
6	The volume of some objects can be determined using liquid (water) displacement.	5.2.6.A.1	Determine the volume of common objects using water displacement methods.
6	The density of an object can be determined from its volume and mass.	5.2.6.A.2	Calculate the density of objects or substances after determining volume and mass.
6	Pure substances have characteristic intrinsic properties, such as density, solubility, boiling point, and melting point, all of which are independent of the amount of the sample.	5.2.6.A.3	Determine the identity of an unknown substance using data about intrinsic properties.
8	All matter is made of atoms. Matter made of only one type of atom is called an element.	5.2.8.A.1	Explain that all matter is made of atoms, and give examples of common elements.
8	All substances are composed of one or more of approximately 100 elements.	5.2.8.A.2	Analyze and explain the implications of the statement “all substances are composed of elements.”
8	Properties of solids, liquids, and gases are explained by a model of matter as composed of tiny particles (atoms) in motion.	5.2.8.A.3	Use the kinetic molecular model to predict how solids, liquids, and gases would behave under various physical circumstances, such as heating or cooling.
8	The Periodic Table organizes the elements into families of elements with similar properties.	5.2.8.A.4	Predict the physical and chemical properties of elements based on their positions on the Periodic Table.
8	Elements are a class of substances composed of a single kind of atom.	5.2.8.A.5	Identify unknown substances based on data regarding their physical and chemical properties.

	Compounds are substances that are chemically formed and have physical and chemical properties that differ from the reacting substances.		
8	Substances are classified according to their physical and chemical properties. Metals are a class of elements that exhibit physical properties, such as conductivity, and chemical properties, such as producing salts when combined with nonmetals.	5.2.8.A.6	Determine whether a substance is a metal or nonmetal through student-designed investigations.
8	Substances are classified according to their physical and chemical properties. Acids are a class of compounds that exhibit common chemical properties, including a sour taste, characteristic color changes with litmus and other acid/base indicators, and the tendency to react with bases to produce a salt and water.	5.2.8.A.7	Determine the relative acidity and reactivity of common acids, such as vinegar or cream of tartar, through a variety of student-designed investigations.
12	Electrons, protons, and neutrons are parts of the atom and have measurable properties, including mass and, in the case of protons and electrons, charge. The nuclei of atoms are composed of protons and neutrons. A kind of force that is only evident at nuclear distances holds the particles of the nucleus together against the electrical repulsion between the protons.	5.2.12.A.1	Use atomic models to predict the behaviors of atoms in interactions.
12	Differences in the physical properties of solids, liquids, and gases are explained by the ways in which the atoms, ions, or molecules of the substances are	5.2.12.A.2	Account for the differences in the physical properties of solids, liquids, and gases.

	arranged, and by the strength of the forces of attraction between the atoms, ions, or molecules.		
12	In the Periodic Table, elements are arranged according to the number of protons (the atomic number). This organization illustrates commonality and patterns of physical and chemical properties among the elements.	5.2.12.A.3	Predict the placement of unknown elements on the Periodic Table based on their physical and chemical properties.
12	In a neutral atom, the positively charged nucleus is surrounded by the same number of negatively charged electrons. Atoms of an element whose nuclei have different numbers of neutrons are called isotopes.	5.2.12.A.4	Explain how the properties of isotopes, including half-lives, decay modes, and nuclear resonances, lead to useful applications of isotopes.
12	Solids, liquids, and gases may dissolve to form solutions. When combining a solute and solvent to prepare a solution, exceeding a particular concentration of solute will lead to precipitation of the solute from the solution. Dynamic equilibrium occurs in saturated solutions. Concentration of solutions can be calculated in terms of molarity, molality, and percent by mass.	5.2.12.A.5	Describe the process by which solutes dissolve in solvents.
12	Acids and bases are important in numerous chemical processes that occur around us, from industrial to biological processes, from the laboratory to the environment.	5.2.12.A.6	Relate the pH scale to the concentrations of various acids and bases.

Preparing Today for Tomorrow

The Educational Technology Plan for New Jersey

New Jersey Department of Education

Approved by State Board 12/5/07

State Board of Education

Ronald K. Butcher

Arcelio Aponte

Kathleen A. Dietz

Debra Eckert-Casha

Edithe Fulton

Josephine E. Hernandez

Arnold G. Hyndman

Frederick H. LaGarde, Jr.

Ernest P. Lepore

Thelma Napoleon-Smith

Kenneth J. Parker

Jon S. Corzine, Governor

Lucille E. Davy, Commissioner of Education

Reviewers

Thomas Baruffi
Linwood Schools

Ruth Brown
Cape May Special Services

Chris Dede
Harvard University

Michael Elwell
Salem County Office, NJDOE

Rebecca Gold
Lawrence Township Public Schools

Candace Goldstein
Orange School District

Cathy Grimaldi
Old Bridge School District

LaDawna Harrington
New Jersey Association of School Librarians

Cheryl Heath
Trenton Public Schools

Denise Hecht
New Jersey Principals and Supervisors Association

Carol James
Kean University

Pamela Morgan
Newark Public Schools

Jeffrey Osowski
Liberty Science Center

Stuart Schnur
New Jersey Association of School Administrators
Montgomery Township Schools (retired)

Karen Warner
Middlesex County Educational Technology Training Center

This plan was developed with the direction and support of the following staff members of the New Jersey Department of Education.

Jack W. Longworth
Director, Office of Educational and Information Technology

Office of Educational and Information Technology

Laurence Cocco, Manager

Sue Sullivan, Project Director

Linda Carmona-Bell

Sandra O'Neil

Joseph Seaman

Table of Contents

History 5

Other Departmental Technology-Based Initiatives 7

Vision Statement 9

GOAL 1 10

Objectives 10
State 11
Local 11

GOAL 2 13

Objectives 13
State 14
Local 15

GOAL 3 17

Objectives 17
State 18
Local 19

GOAL 4 20

Objectives 20
State 20
Local 21

History

New Jersey's commitment to educational technology is exemplified by its long history of coordinating K-12 initiatives into an agenda for excellence for the children of this state.

In 1993, "Educational Technology in New Jersey: A Plan for Action," a five-year plan, was developed by the Department of Education. The Plan envisioned a statewide strategy for the effective and equitable utilization of technology and the implementation of the Plan at every level throughout the state's educational system.

In 1997, the New Jersey Department of Education implemented an aggressive, systemic approach in order to accelerate the implementation of educational technology in all schools throughout the state. The articulated goals were met two years ahead of time. Due to these accomplishments, the department developed new goals and benchmarks.

The Plan was updated again in 2003, with goals that were visionary in nature and supported implementation of the belief statement that: "*All students, no matter which district or school they attend, will be able to achieve the Core Curriculum Content Standards because they will have unlimited access to people, to a vast array of curriculum and instruction, and to information and ideas -- no matter where they exist.*"

The state supported educational technology implementation in New Jersey schools and the necessary infrastructure and equipment to enable it through Distance Learning Network Aid (DLNA) established in the Comprehensive Educational Improvement and Financing Act (CEIFA). Districts used the aid to provide professional development opportunities, promote electronic learning, purchase equipment to support and establish multiple networks with high-speed voice, video and data services and in certain scenarios to retrofit sites. This enabled students, teachers and administrators to have global outreach to schools, colleges, museums, libraries, science laboratories, and other resources. The DLNA allocation was placed into New Jersey State School Aid in 2003, and is no longer dedicated for educational technology expenditures.

The Department of Education's ongoing vision for educational technology in New Jersey's Schools is expressed in this current strategic Educational Technology Plan which documents the role of educational technology in promoting students' academic achievement. This plan has been updated in order to provide leadership in preparing our students for success in the 21st century.

The richness of educational technology is grounded by professional development, administrative support and vision, high speed and well-maintained infrastructure, school-wide access for adminstrators, students and staff all leading to increased academic achievement and global skills. Educational technology is richly embedded in New Jersey's Core Curriculum Content Standards for all students. The revised standards in 2004 included the addition of Standard 8.1 Computer and Information Literacy http://education.state.nj.us/cccs/?_desc_standard;c=8;s=1 .

Technology planning in New Jersey has shaped several curriculum-based grant programs that were implemented in selected school districts across New Jersey. Grants aligned with the goals of the technology plan have brought about replicable models of excellence on infusing technology into instructional programs. With funding from the No Child Left Behind Act, Title II, Part D, the following programs have been supported:

- Access-Collaboration-Equity Plus (ACE+)

Established community centers that focused on improving language arts literacy skills and adult technology literacy skills.

- Kids Officially Online (KOOL)

Piloted online learning for students in demonstrated areas of curricular need.

- Math Achievement To Realize Individual eXcellence (MATRIX)

Increased achievement in the mathematics content area for students in grades 6 to 8.

- Students Using Technology To Achieve Reading – Writing (STAR-W)

Increased achievement in the language arts literacy content area for students in grades 3 to 5.

The New Jersey Department of Education continues to work to shape the future of our children by supporting the acquisition of knowledge in the content area, development and application of life-long skills and preparation for success in the 21st century.

Other Departmental Technology-Based Initiatives

In addition to providing guidelines to assist districts in planning for educational technology, the New Jersey Department of Education is making strides to improve its systems to provide more timely and accessible information to school districts. The development and implementation of these technology systems is strategically planned and coordinated in order to maximize efficiencies in fulfilling the goals of the Department. Examples of projects that are currently underway are cited below.

Grant Processing System:
A web-enabled system for all entitlement grants (Electronic Web Enabled Grant system, or EWEG) that allows districts to submit their applications online was implemented by the Office of Grants Management. This system will also soon provide for a consolidated payment system that allows a seamless process from application to final payment without having to re-key data. Ultimately EWEG will also be implemented for discretionary grants. EWEG will allow web-enabled tracking, reporting and data analysis and will expedite the review and approval process of grant applications.

Teacher Certification Information System:
The Office of Licensure and Credentials has implemented a web-based Teacher Certification Information System to support and streamline its business processes, process applications and fees, provide guidance to applicants and pre-screen candidates, perform document management, and integrate the functions of the existing computer systems into a single relational database management system. The new system enables applicants to apply for and check the status of their applications for certification over the Web.

Student Database:
NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and unique statewide student identification (SID) system. NJ SMART provides the following important resources for school districts:

- Integrated state assessment data, providing school districts with access to assessment reports that will allow easy monitoring and comparison of critical performance measures;
- Unique student identification numbers (SID), that allow students and their performance to be tracked more effectively over time, even as students transfer in and out of school districts;
- Local datamarts, which will offer the opportunity for school districts to bring together data that are currently stored in a variety of locations into one integrated data warehouse, allowing staff to access linked student data.

EDanalyzer® is available to school districts as part of the NJ SMART portal. EDanalyzer® is a web-based tool that allows school districts to view and analyze state assessment data, as well as assessment related student demographic information that are

currently in the NJ SMART data warehouse. The NJ SMART system will be further developed in a multi-phased approach for years to come.

Long Range Facilities Plan and Project Application Tracking System (LRFP/PATS):
The Office of School Facilities has procured Long Range Facilities Plan and Project Application Tracking System (LRFP/PATS) software for use by school districts and their consultants to submit their long range facilities plans (LRFP). Departmental staff use the web-based system to determine approval of the districts LRFP, eligibility of projects and tracking of approved projects.

Data Collections:
The Office of Educational and Informational Technology is working to improve the data collection process in several ways. A number of applications have been upgraded to utilize the Internet as a vehicle for districts to submit data. These applications include Special Education Annual Data Report (ADR), Limited English Proficiency Reporting (LEP), Violence and Vandalism (EVVRS), Special Education End-of-Year (EOY), Chapter 192/193 Reporting/Funding and Extraordinary Aid (EXAID) to name a few. The current version of DOEnet (Windows-based) has made DOEnet data collections considerably simpler to use.

District Budget Statement System Modernization:
The School District Budget Statement initiative seeks to replace the existing outdated MS-DOS District Budget Statement application with current proven technologies. This new system will take advantage of current technology and architectures thereby reducing the effort required to maintain the system and providing a streamlined user-friendly environment for school district budget preparation. The system will provide school districts with a powerful budgeting tool that will produce reports and analyses desired by local school districts in addition to producing the required reports for the Department of Education.

These projects support achievement of Goal 4 in this state educational technology plan. By developing web-based and database applications to automate a number of processes within the department, educators will be able to electronically submit district and school-level data, grant applications and long-range facilities plans. They will also have access to timely information about the status of certification.

Vision Statement
All students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information and ideas.

Goal 1: All students will be prepared to excel in the community, work place and in our global society using 21st century skills.

GOAL 2: All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the core curriculum content standards and experience success in a global society.

GOAL 3: Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, library media centers, and other educational settings such as community centers and libraries.

GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually.

In a digital world, students need to learn to use the tools to master the learning skills that are essential to everyday life and workplace productivity. This proficiency is known as ICT (information and communication technologies) literacy, defined by the Programme for International Student Assessment as "the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information; construct new knowledge; and communicate with others in order to participate effectively in society." This definition ***goes far beyond a narrow technical competency, which is a relatively low-level skill****, to including higher-level skills, critical thinking and intelligent, creative and ethical use of technology. –A Policymakers' Guide to 21st Century Skills (p.11)*

GOAL 1

All students will be prepared to excel in the community, work place and in our global society using 21st century skills.

Suggested objectives for Goal 1:

1.1 Educational technology will be infused across all curricular areas:

- aligned with both the most recent version of the New Jersey Core Curriculum Content Standards (NJAC 6A:8-3.1) and
- the International Society for Technology in Education (ISTE) National Educational Technology Standards, and
- focused on student centered, problem-based, real-world curricula to attain 21st century skills.

1.2 All students will demonstrate proficiency with educational technology, information literacy, expert decision making and complex communications.

1.3 Instruction and content materials will be universally designed to assure access for all learners through technology.

1.4 Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.

1.5 All students and learning communities will have ubiquitous, equitable and barrier free access to on-line resources and other distance learning technologies.

1.6 Research will be conducted to identify both emerging and promising practices in educational technology so that students will continue to excel in the community, work place and in a global society.

1.7 Research-based information will be disseminated to support the development of 21st century skills for New Jersey's educational community.

- Provide high-speed access to the Internet for distance learning, communication and research-based activities.
- Model, maintain and share lesson plans demonstrating the infusion of technology and 21st century skills into daily school activities.
- Include in planning at the curricular levels the following concepts:
  - Implement a means for ongoing assessment of student progress in the use of technology literacy skills.
  - Demonstrate and assess student progress with the New Jersey Core Curriculum Content Standards through activities such as:
    - Student interviews
    - Student portfolios
    - Observations
    - Standards-based scoring guides
    - Surveys
    - New Jersey Statewide Assessments
    - Ongoing performance-based assessments
  - Embed technology into the learning experience in all curricular areas.
  - Implement student centered, problem-based learning environments
    - ISTE: (http://cnets.iste.org/students/)
    - New Jersey Technological Literacy Standards http://education.state.nj.us/cccs/?_desc_standard;c=8;s=1
    - Partnership for 21st Century Skills Http://21stcenturyskills.org

- Support the goals of the New Jersey Core Curriculum Content Standards through the following:

  - *Technology Planning*
  - *Community partnerships*
  - *Local Foundations*
  - *Grants, where applicable, at federal, state and local levels.*

"The kids are digital natives. We have to transform teaching and learning to meet the needs of today's students." –Dr. Jeanine Gendron, Broward County Schools

GOAL 2

All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the core curriculum content standards and experience success in a global society.

Suggested objectives for Goal 2

2.1 All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21st century skills into curricula and instructional practices.

2.2 All districts will provide professional development opportunities and technology support for educators, including administrators, in order to enhance proficiency in the planning, funding and implementation of integrating technology-based resources and in assessing technology integration.

2.3 All school administrators will model the 21st century skills necessary to provide effective and informed leadership that supports the infusion of educational technology and encourages learning beyond the school walls.

2.4 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards and success in a global society.

2.5 All educators, including administrators, will use technology tools and applications to provide opportunities for authentic, student-centered, inquiry-based learning with a real-world focused curriculum.

2.6 All educators, including administrators, will use e-mail and other interactive tools to communicate with parents/legally designated caregivers, students and other educators electronically.

2.7 All educators, including administrators, will act responsibly and ethically when obtaining and using technological resources and applications.

2.8 All schools will have an instructional technology leader who offers timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.

2.9 All educators, including administrators, will model and/or promote the effective integration of educational technology and information literacy.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of Goal 2:

- Continue relationship with the Educational Technology Training Centers to promote high quality technology integration into the curriculum. (http://www.state.nj.us/njded/techno/techtran.htm)
- Assist districts in assessing the progress of teachers in infusing technology into their curricular processes.
- Develop initiatives with institutions of higher education to improve and enhance educational technology experiences for pre-service.
- Develop initiatives in support of in-service educators, including administrators, and integrate such initiatives into continuing professional development offerings.
- Provide educational technology grant opportunities that will contribute to the achievement of the Core Curriculum Content Standards, encourage innovative programs, fill gaps in implementation and support ongoing sustained professional development.
- Continue partnering with organizations that provide professional development opportunities and educational technology conferences that demonstrate technology skills and infusion of technology into the curriculum.
- Plan for the electronic delivery of state assessments, either formative or summative, that can quickly return results and analyses to educators and parents/legally designated caregivers.
- Assist in the revision of the Professional Standards for Teachers and School Leaders to specifically require technology literacy and 21st century skills in the preparation of teachers and school leaders.
- Promote the use of the Technology Standards for School Administrators (TSSA) developed in a collaborative effort among many organizations and adopted by ISTE. (http://osx.latech.edu/tssa/)
- Sponsor professional development activities that will model the use of technology and include follow-up online interactive components.
- Attend national, state, county and local workshops, conferences and seminars regarding the implementation and assessment of 21st century skills; and disseminate any pertinent knowledge gained at state technical assistance sessions.
- Offer throughout the state technical assistance sessions, and make available templates, for the development of district technology plans.
- Maintain the New Jersey Department of Education's portal with pertinent educational technology information to inform the educational community in New Jersey and to provide online professional development opportunities for educators.

- Identify emerging and innovative practices in educational technology implementation and disseminate this information to districts and schools.
- Identify, recognize and promote established resources, projects and programs at the national, state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.
- Collaborate among all offices within the New Jersey Department of Education to promote the utilization of data tools to facilitate data driven decisions in order to maximize student achievement.
- Provide research and policy support for the development and use of online courses and virtual schools by participating in workshops, conferences/seminars at national, state, and local levels.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 2:

- Ensure that the district's existing professional development plan includes the following activities that support integration of 21st century skills across the curricula:
    - Assemble a list of current professional development activities.
    - Evaluate current professional development related to curricula to assure it models and instructs in the effective use of technology.
    - Disseminate the list to educators throughout the district to support their access to ongoing, effective and relevant staff development programs.
    - Evaluate the effectiveness of the professional development activities throughout the district.
    - Address future professional development opportunities that support ongoing, effective and relevant staff development programs that are based on evaluation results.
- Develop learning environments that promote higher order thinking skills and are supported by the district technology plan.
- Integrate the use of 21st century skills to enhance higher order thinking in daily curricular activities as documented in lesson plans.
- Assign a school-based technology coordinator or staff member specifically responsible for supporting skill development and technology infusion into the curriculum for staff and students as indicated in the technology plan.
- Include in observations a means for assessing the infusion of technology into instructional practices.
- Utilize prescriptive teacher assessments of technology skills and implementation to develop professional improvement plans for teachers and administrators.

- Provide district recognition for achievement of core proficiencies as exemplified by ISTE (standards for teachers) and TSSA (standards for administrators).
- Model the effective use of technology through the activities of administrators, faculty and staff.
- Establish a mentoring program for teachers and administrators in developing and supporting the infusion of technology across the curriculum.
- Collaborate with all New Jersey Department of Education offices in order to promote the utilization of data tools to facilitate data driven decisions in order to maximize student achievement.

"For children especially, having access to technology is not a luxury, it is a social necessity." –Ben Scott; Digital Inclusion: Social Justice in a Communications Age (http://www.govtech.net/digitalcommunicites/story.pring.php?id=101324)

GOAL 3

Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, library media centers, and other educational settings such as community centers and libraries.

Suggested objectives for Goal 3

- 3.1 All students and educators will have consistent, equitable and barrier free access to appropriate technology including technologies with universal design features that assure access for all students in all learning environments.

- 3.2 All educators, including administrators and students, will have ubiquitous and effective access to on-line resources and other distance learning technologies.

- 3.3 All school districts will provide access to the Internet and multimedia content in all learning environments that supports a student-to- multimedia device ratio that equals 4:1 with an ultimate goal of providing one to one access for students and staff for anywhere/anytime learning.

- 3.4 All districts, schools and classrooms will be connected to high- speed voice, video and data networks in all learning environments.

- 3.5 All districts and schools will have web sites that meet the following criteria:
  - Informative, interactive and timely,
  - relevant to school and local community,
  - allows access to email (such as web portal) and network (such as VPN) for administration and staff, and
  - meets accessibility standards (Section 508 compliant (http://www.section508.gov/) and National Instructional Materials Accessibility Standards (http://nimas.cast.org/)).

- 3.6 All educators will have access to technical support via a technician and/or other means as necessary to maintain equipment and infrastructure.

- 3.7 All school districts will establish partnerships, including, but not limited to, other public agencies and entities, educational institutions, community-based organizations and private corporations to increase opportunities for sustained technological access and broad, collaborative learning environments.

- 3.8 All districts and schools will establish partnerships and collaborate with parents/legally designated caregivers and community resources to make technology available for students beyond the school day.

- 3.9 All school districts will implement their Acceptable Use Policy (AUP) and other means to ensure that all members of the learning community are able to use technological systems, online resources and software in a safe, ethical and secure manner.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of Goal 3:

- Encourage innovative programs and fill gaps in implementation through targeted grant programs.
- Maintain the New Jersey Department of Education's portal with pertinent information to inform the educational community in New Jersey and to provide online professional development opportunities for educators.
    - Provide web-based resources with information on Internet safety.
    - Maintain links to Acceptable Use Policies (AUPs).
    - Provide links to sites for community access and adult literacy training centers.
- Form strategic partnerships with the education and business community to develop projects and provide resources that will enhance student achievement using educational technology and information literacy skills.
- Identify both emerging and promising practices in educational technology implementation that promote equitable access and accessibility and disseminate this information to districts and schools.
- Ensure that the New Jersey Department of Education portal will comply with the New Jersey accessibility standards.
- Identify and disseminate resources from the federal, state, county, local government, and the private sector to support student, teacher and administrator access to educational technology by participating in workshops, conferences/seminars at national, state, and local levels.
- Provide research and policy support for the development and use of online courses and virtual schools by participating in workshops, conferences/seminars at national, state, and local levels.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 3:

- Provide access to the Internet and multimedia content in all learning environments for students, teachers, administrators and staff.
- Form strategic partnerships with other school districts, educational institutions and the business community to share fiscal and programmatic resources.
- Collaborate with community resources to establish access beyond the school day.
- Continue to provide and update:
    - high speed LANs (Local Area Network)
    - high speed WANs (Wide Area Network)
    - E-mail use
    - Technology-infused lesson plans
    - Productivity software
    - Inventory of hardware and software
    - Monitoring network use and end user needs to target technical support activities
    - Administrative software
    - A safe Internet environment
    - Acceptable Use Policies (AUP) for all users
    - Maintenance of records that authorize use of a student's personal information on district- or school-based web sites. (NJ Bill A592 http://www.state.nj.us/njded/techno/idconsent/).
    - Lists of resources for students and parents/legally designated caregivers through Web-based information, community centers, homework hot lines, teacher e-mail, teacher-developed web sites and training/workshops provided by various districts.
    - Education of administrators, teachers, and students in the ethical use of computers.
- Review school and district web sites in relation to alignment with New Jersey's state accessibility statements.
- Facilitate communication between informational technology, educational technology, assistive technology and curriculum professionals so that the district's technological resources can be used to support the learning and achievement of all students.

"Digital inclusion is, or should be, a basic right of all Americans." –Jim Baller, Digital Inclusion: Social Justice in a Communications Age (http://www.govtech.net/digitalcommunicites/story.pring.php?id=101324)

GOAL 4

New Jersey school districts will establish and maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually.

Suggested objectives for Goal 4

- 4.1 All school districts will obtain and/or maintain high-speed networks, current hardware/software and Internet access which enable all students and educators to support their curricular activities.
- 4.2 All school buildings will have the equipment, connectivity and technical support necessary to provide e-learning opportunities in all learning environments.
- 4.3 All school districts will have the technical staff to support and maintain their technology resources and systems.
- 4.4 School administration will conduct a Total Cost of Ownership analysis and use the results to budget for effective implementation and support of educational technology systems in the district.

State

Examples of assistance that will be provided by the New Jersey Department of Education to enhance the achievement of the Goal 4:

- Identify and disseminate resources such as Total Cost of Ownership from the federal, state, county and local government, and the private sector, to support necessary and effective implementation of educational technology by participating in workshops, conferences/seminars at national, state, and local levels.
- Maintain the New Jersey Department of Education's portal with useful and pertinent information to inform the educational community in New Jersey and to provide information and access to online learning activities and courses for students and educators.

- Form strategic partnerships with school districts, educational institutions, the business community and other public and private entities in order to enhance student achievement using educational technology and information literacy skills.
- Identify infrastructure, emerging educational technologies and innovative strategies that support the goals of the K-12 learning environment.
- Support the development of a framework for virtual learning opportunities.

Local

Indicators demonstrated by local school districts to enhance the achievement of Goal 4:

Provide and maintain:

- High-speed connectivity to global and local resources through:
  - High speed WANs (Wide Area Networks).
  - High speed LANs (Local Area Networks)—wired or wireless.
  - Multimedia computers and mobile devices including cell phones and PDAs.
- Current productivity software (administrative, staff and student).
- Access to e-mail.
- Access to Internet.
- Access to E-learning opportunities for students and staff.
- Adequate annual technology budget.
- Technical support for both infrastructure and personnel.
- Maintenance and support to keep the current infrastructure fully operational.
- Timely replacement of obsolete equipment.

Appendix C1: Instructional Support Components

Overview

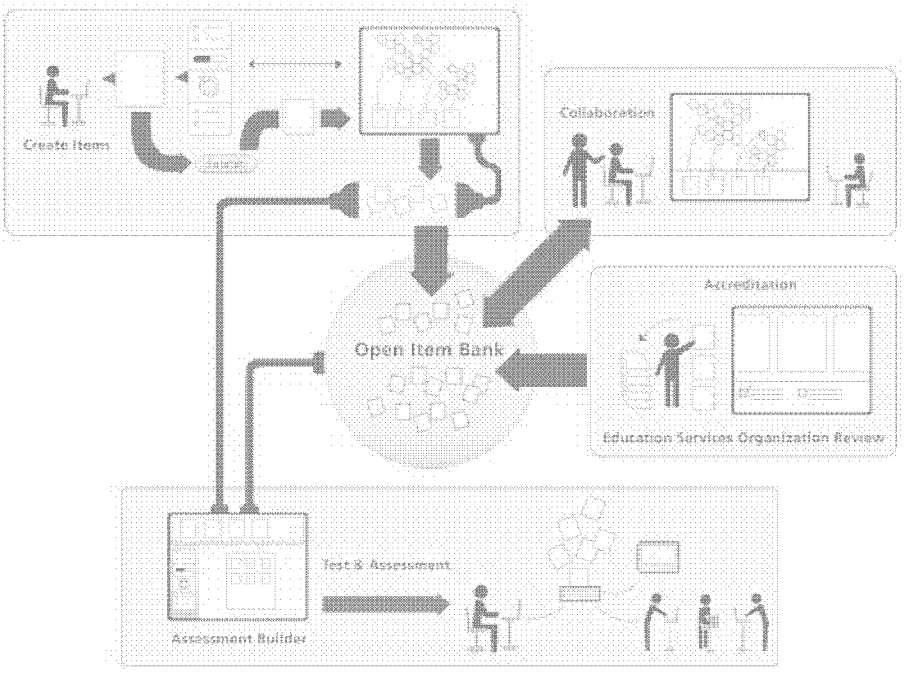
New Jersey's Instructional improvements system (IIS) will be designed to help teachers use data to develop a rich picture of student ability and plan high impact instruction. In developing an IIS that goes beyond the basic assessment administration functions and focuses on the functionality that integrates data analysis and instructional planning, NJDOE believes that this system is best positioned to help educators make the right decisions that lead to student achievement. With this platform educators can:

- Organize and customize standards to define the scope & sequence of instruction,
- Create, edit, organize and search for items,
- Develop assessments from pools of items aligned to standards,
- Access test items from a national free open source item bank that is aligned to the Common Core Standards initiative,
- Administer assessments in two modes – online where student responses are immediately, scored or via paper/pencil where student responses are scanned and then scored automatically by the system,
- Review the data in a library of insightful online reports, and
- Create, edit and organize instructional action plans.

The platform will be content agnostic and allows districts to input a variety of items and assessments (e.g., internally developed, sourced from other vendors) as long as they have the appropriate copyrights. This content becomes the foundation to generate data that can be presented and visualized in various ways to illuminate to educators their students' performance.

This section focuses on the tools directly relevant to instruction, the continuous development tool are covered elsewhere. Example screenshots and stories and stories are used below to visualize the concepts in a concrete manner.

The overall structure of the system is illustrated in the following diagram:



School Based Reporting

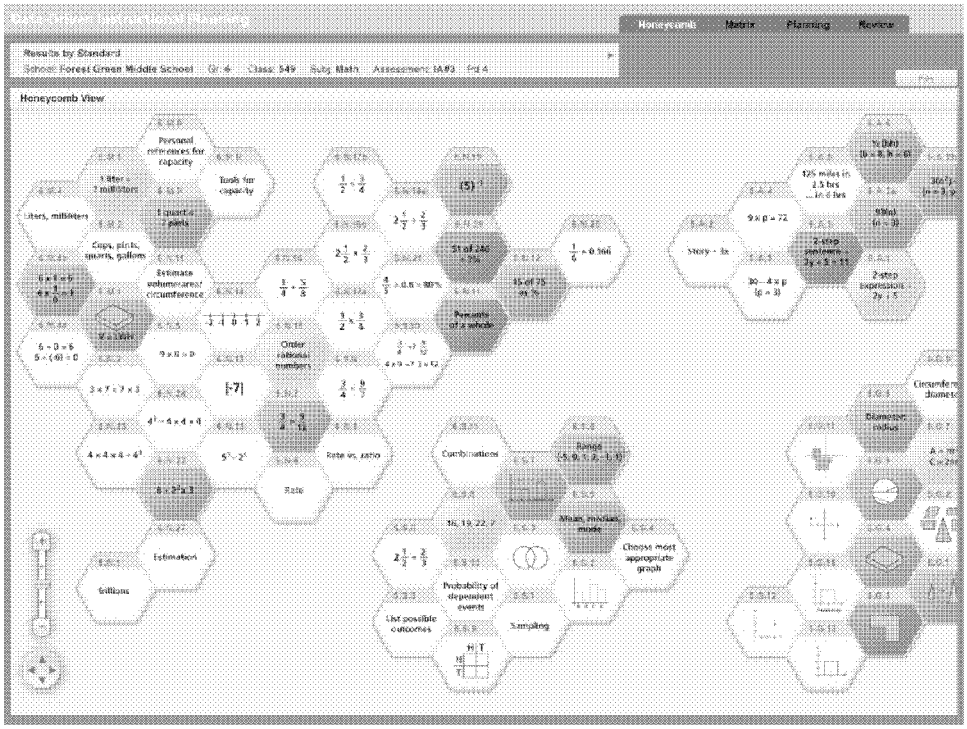
The IIS will include multiple ways of visualizing data and providing valuable tools to help educators take action based on the data they see. Participating New Jersey LEAs needs for school based reporting can be met by two key components in our platform: Action Planning and Reporting. As with the rest of the system, Action Planning and Reporting uses roles-based permissions to ensure teachers only see individual data for students they serve, principals can only see individual data for teachers and students at their school and coaches could have access to the students/teachers that they support.

1. Action Planning – The Cornerstone of the system

Action Planning is a highly interactive tool to support teacher data driven instructional planning. The Action Planning tool will provids functionality for teachers to interact with their students' performance data and create an instructional plan in the system. The goal of this tool is to provide immediate feedback to teachers after an assessment such that the data is still fresh and actionable to have an impact on instruction and student achievement.

Teachers can view real-time data of their students' assessment results in an intuitive user interface, the 'honeycomb' that depicts student performance in the context of the curriculum spine. In the sample diagram below, each hexagon represents a math content standard and student performance on the standard is shown with customizable red/yellow/green color coding. This visual representation of

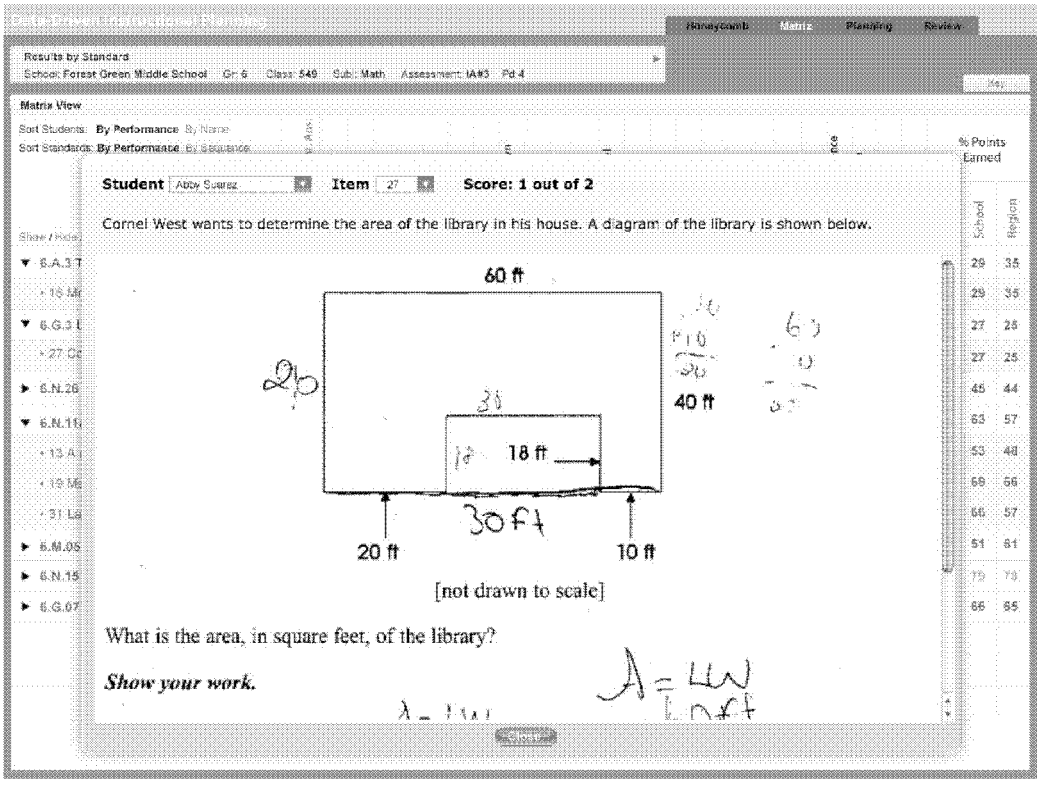
either class or student performance enables teachers to quickly identify areas of strength and weakness and understand the impact of performance of both the standard and related precursor skills.

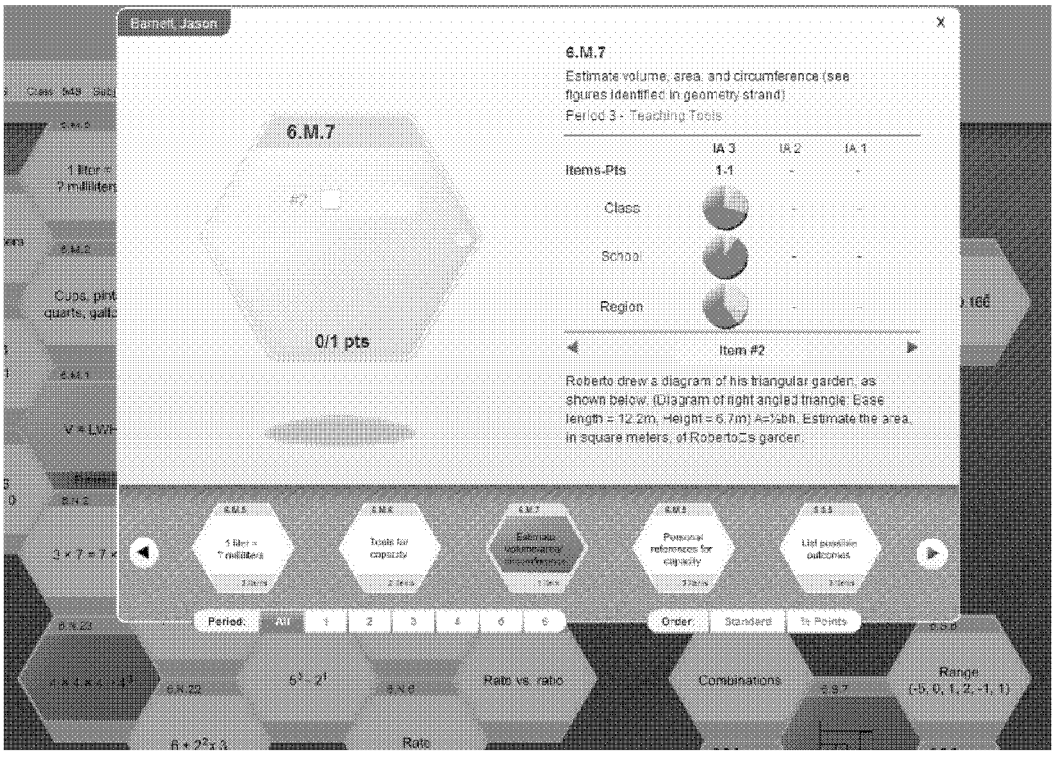


Color coding representation of performance levels helps teachers answer the questions:

- Where do individual students do well?
- Where do individual students need additional support?
- What content areas would be useful to obtain additional information?

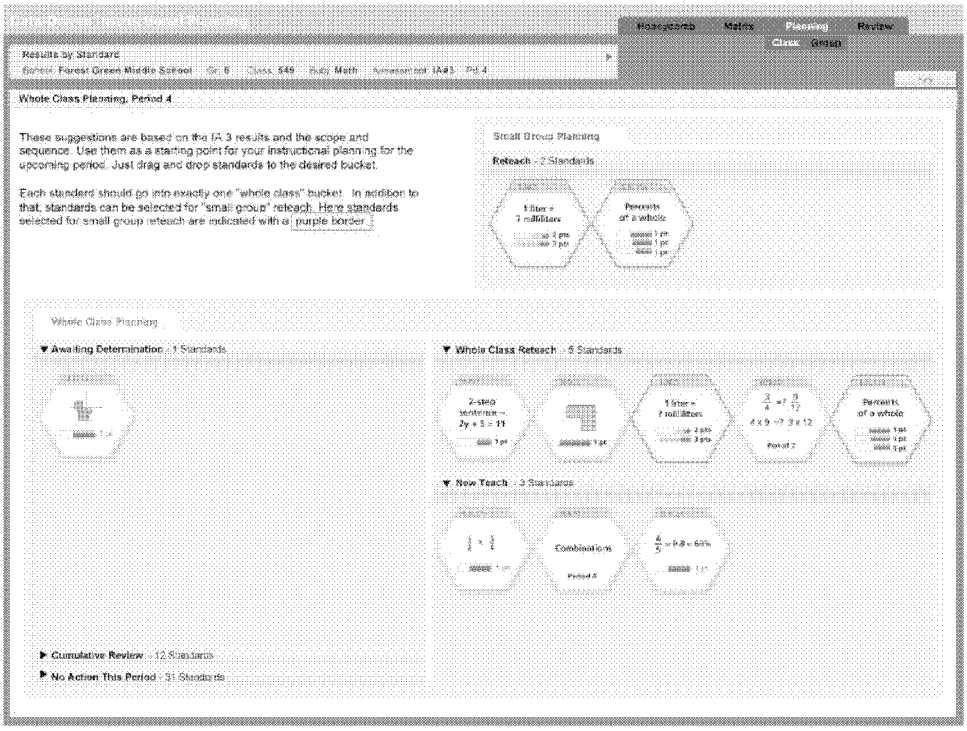
The whole class view of the honeycomb report enables teachers to see class performance on each standard assessed, standards the class has mastered and the content areas that should be taught next or re-taught. Zooming into a standard, the teacher can mouse click on an individual hexagon to see the standard description, his/her students' performance compared to that of the school's and the district's as well as historical performance if the standard had been assessed before in the same school year. The teacher can also view details of the administered assessment items and analyze errors using distracter analysis or reviewing image of student work (example shown below) to better understand student thinking.

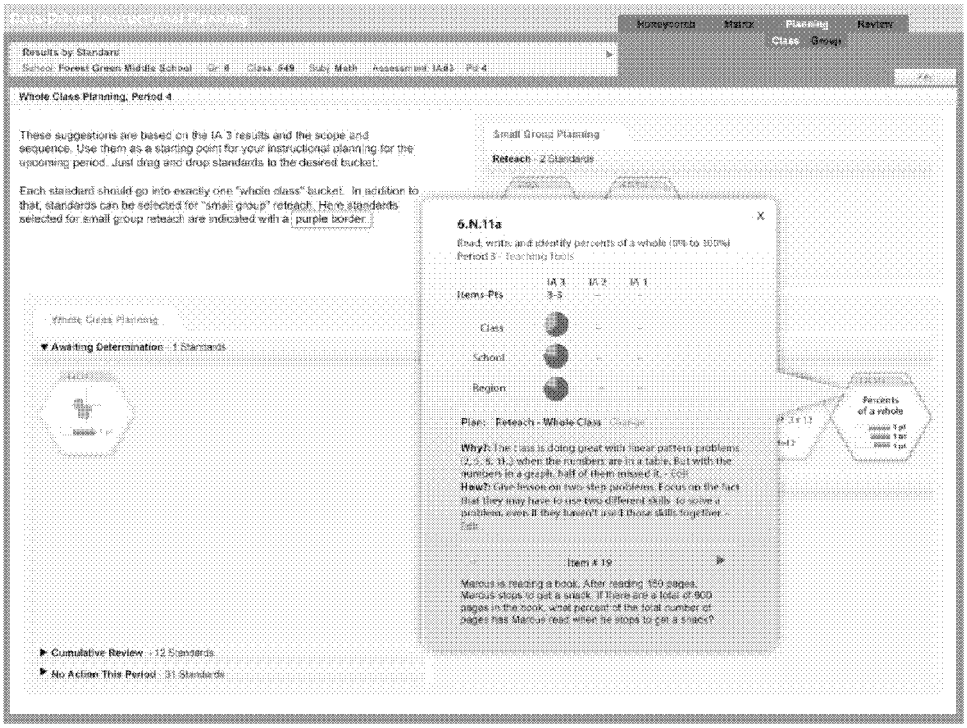

Honeycomb
Matrix
Planning
Review
Results by Standard
School: Forest Green Middle School Gr: 6 Class: 549 Sub: Math Assessment: IA#3 Pd 4
Matrix View
Sort Students: By Performance By Name
Sort Standards: By Performance By Sequence
% Points Earned
Student Abby Suarez Item 27 Score: 1 out of 2
Cornel West wants to determine the area of the library in his house. A diagram of the library is shown below.
60 ft
40 ft
18 ft
20 ft
10 ft
30 ft
[not drawn to scale]
What is the area, in square feet, of the library?
Show your work.
A = LW
Left


Barnett, Jason
6.M.7
Estimate volume, area, and circumference (see figures identified in geometry strand)
Period 3 - Teaching Tools
IA 3
IA 2
IA 1
Items-Pts
1-1
Class
School
Region
Item #2
Roberto drew a diagram of his triangular garden, as shown below. (Diagram of right angled triangle: Base length = 12.2m, Height = 6.7m) A=½bh. Estimate the area, in square meters, of Roberto□s garden.
6.M.7
0/1 pts
Period:
All
Order:
Standard
% Points
Combinations
Range
(-5, 0, 1, 2, -1, 1)
Rate vs. ratio
Rate

Whole class planning

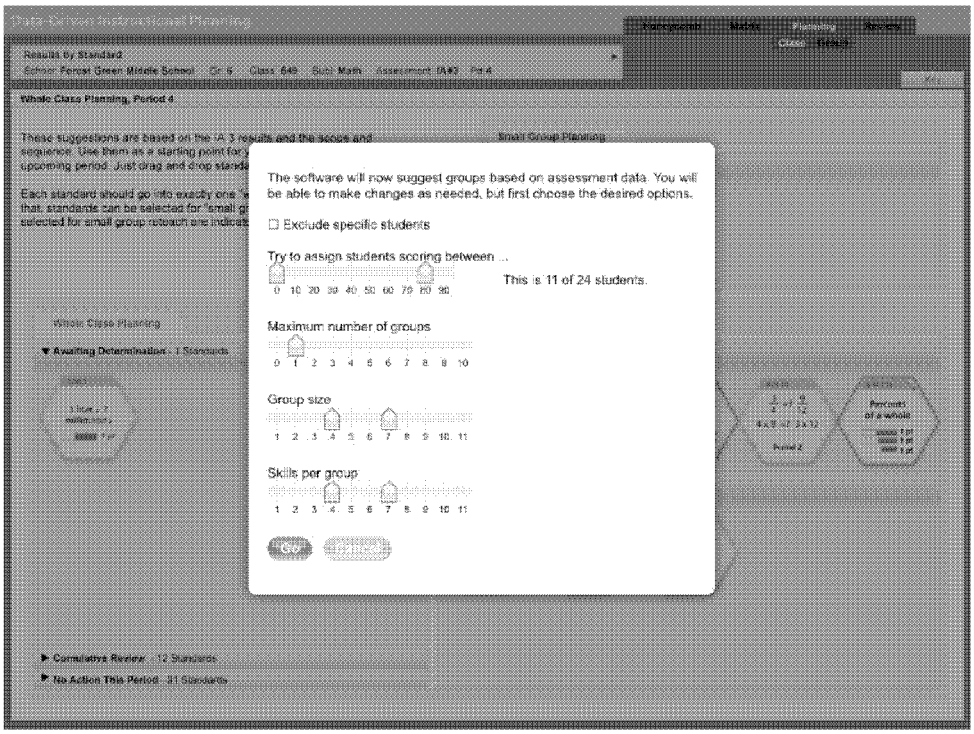
As teachers perform analysis at the standards level, they can tag standards they want to review with or re-teach to the entire class and those that they may want to cover with only a few students in a small group instructional setting. For each standard that teachers select to review or re-teach, they can capture their analysis of why students had a difficult time with that standard and what strategies they will use to re-teach or review it. This information is then incorporated into the teacher's instructional plan.

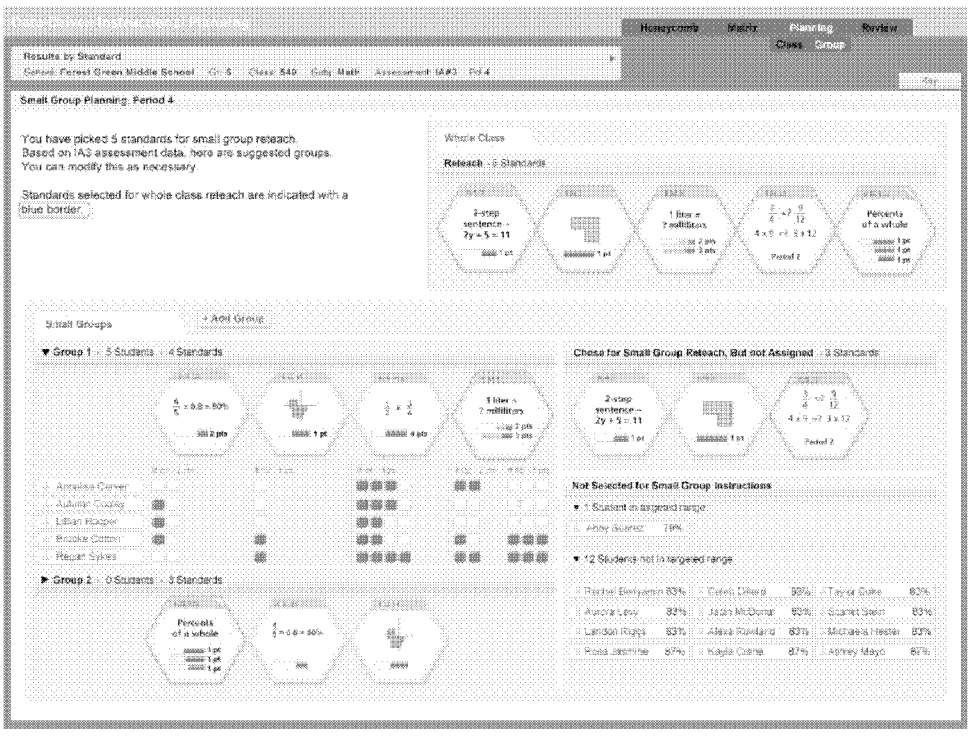




Small group planning

Within Action Planning teachers can analyze performance data for individual students. Teachers may focus on particular students that need additional instruction in specific areas. Viewing a student's performance data in the context of inter-connected standards (e.g., the honeycomb view shown previously) allows the teacher to easily determine what precursor skills or concepts the student understands and develop instruction that builds on the student's foundation. Teachers are better informed when creating small groups that need intervention in the same skill area For ease of use, a grouping wizard is available to suggest possible small groups. Teachers can choose to use this tool to form small groups initially and then modify them as needed in their instructional plan.





Once teachers have created an instructional plan, they can use it to track their own progress before the next assessment. Teachers can also use the plan to determine areas of professional development needed/desired and as a launch pad for discussions with their coach.

Action planning management

Teachers can go to their dashboard to monitor their own action plans and determine whether previous instruction (whole class or small group-wise) was successful based on subsequent assessment results. Principals and instructional leaders can view teachers' instructional plan in order to work with teachers to identify areas of professional development and/or instructional resources, strategies needed to address specific standards. Principals can also utilize action planning to determine how school personnel (including coaches, teachers) are using the system to analyze data and monitor the fidelity of internal assessments and data analysis.

Using action plan

Teachers can print their instructional plans in PDF and use them to track their progress offline throughout the next instruction period.

2. Online Reporting

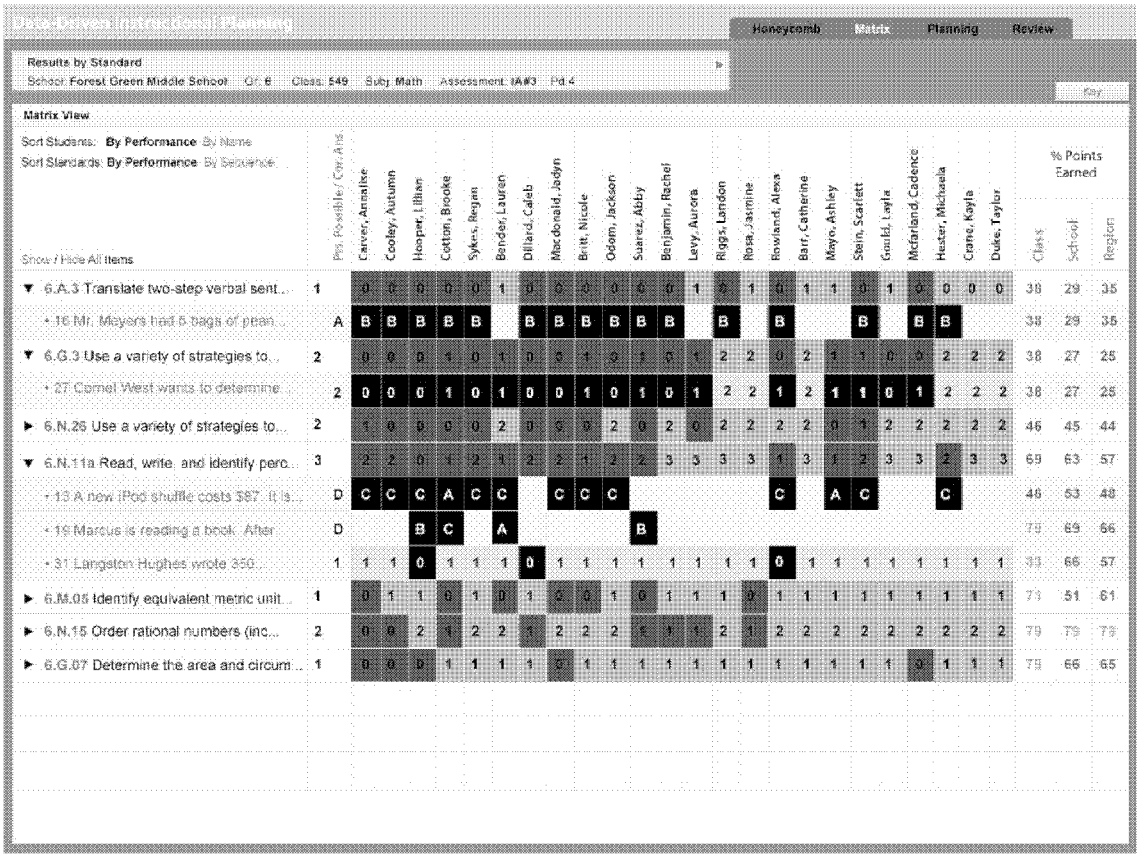
Reporting tools will provide functionality for users within the district to view and analyze data as well as evaluate effectiveness of instructional and assessment decisions and practices. The overall goal of Reporting is to make information readily available to district and school personnel in support of their day-to-day decisions that impact assessment and instruction. The system is smart and provides default views of student performance data based on the user's role to minimize the number of "clicks" needed to navigate to a relevant report. For example, the default view for a teacher would be students in his/her class.

Report navigation

Users will be able to access reports (including those that have been published by the district, their school or have been shared with them by others) from the reporting homepage and manage their own saved reports. Users can also access reports from their dashboard, which can be customized such that frequently used reports can be accessed with a single click. District and school administrators can create reports with pre-selected parameters and publish them to users. When users run these reports, the resulting data set is based on the roles and permissions of the user running the report. If the user does not have access to any data based on the pre-selected parameters, the system will notify the user that s/he does not have appropriate permissions.

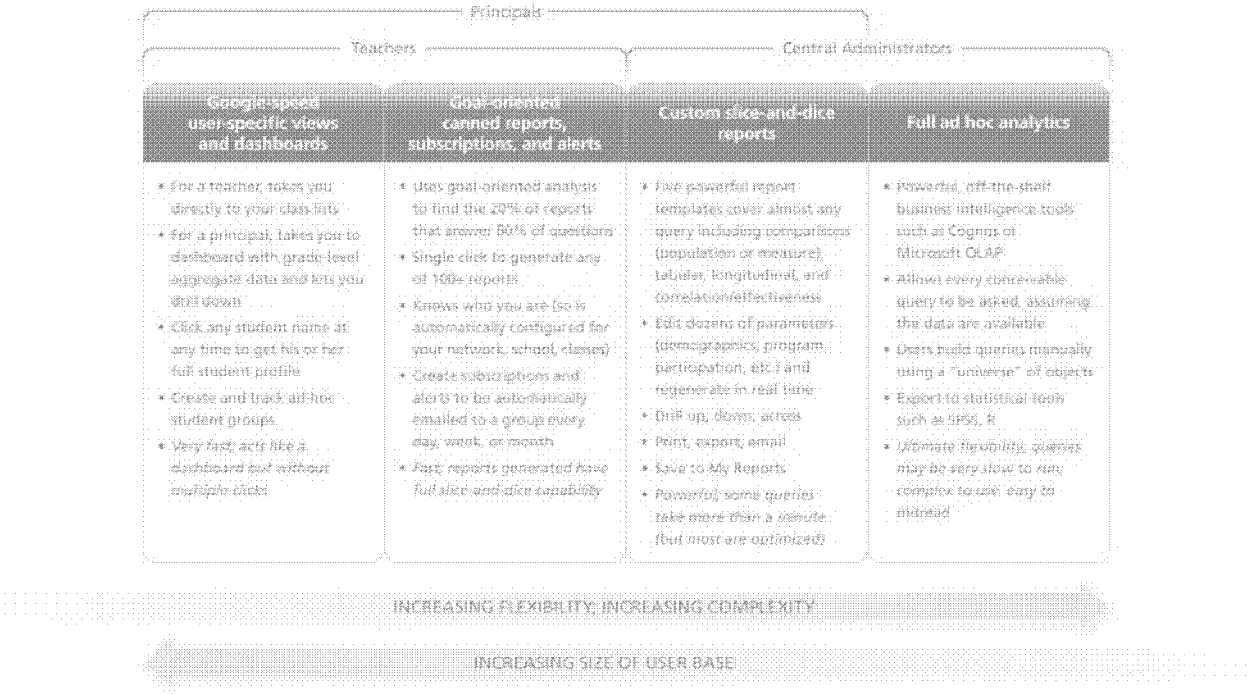
Data analysis using reports in the IIS

The IIS will provide several means of reporting at different levels. One example screen shot is provided for item level response and distracter analysis:



The matrix view provides a familiar representation of student performance. With this report, a teacher can quickly review item level performance on an assessment relative to content standards. For multiple choice problems it is easy to determine who selected the correct answer. For those who chose incorrect answer, it is easy to determine which distracter was selected. Reviewing the distracter can often provide insight into student misconception and whether or not a question is written. Additionally, a user can sort by item difficulty and student performance to obtain a different perspective of student achievement. For open response items, a teacher can link to an image of the student work simply by selecting the score.

Other reports targeted at different users are described in the following diagram:



Item Storage and Test Generation

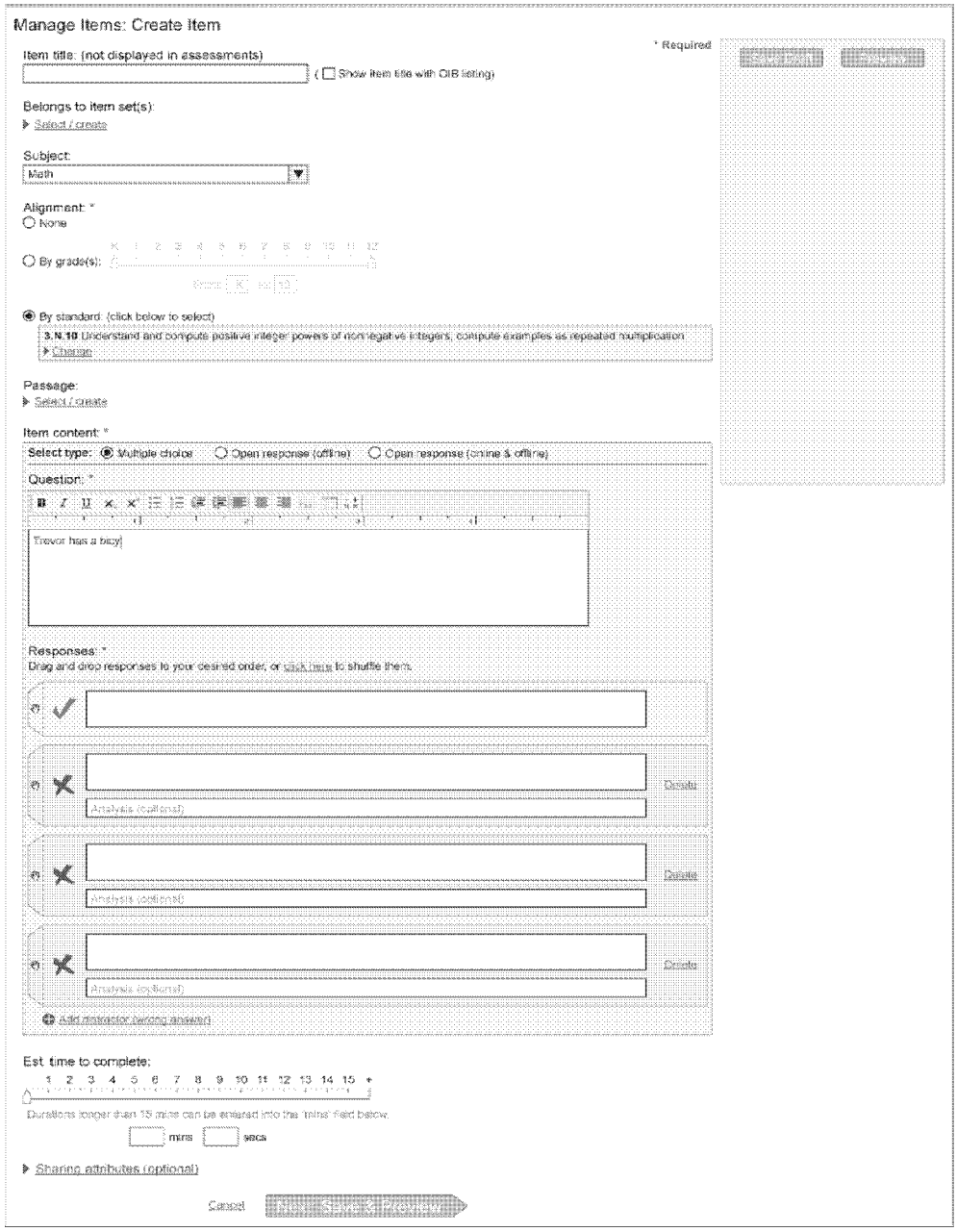
The assessment creation work flow begins with item generation and storage. The system will support multiple item banks and access to content will be defined by user roles. Depending on a user's role and various permission settings, a user may be able to function within any of the following secure areas:

- District Level
- School Level
- Individual Level
- Open area
-

The district, school and individual permission level are relatively clear. A user will only have access to content at their level or below, for example, a district level user can access content at the district or school level, while a principal can only access content at their school. The Open area is an item bank permission level designed to support the future Common Core Standards. Item content across the country aligned to a common set of standards would be useful to any educator teaching to this same set of standards. Should a

district permit sharing to the Open area, a user would be able to share assessment items with other users throughout the country. As the Common Core Standards are being established, the Open item bank will serve as a repository for assessment items made available by users throughout the country to be aligned by other users to any of the state standards stored in the system. Once an item has been aligned to a particular state standard, the item will appear as a standard aligned item for all users in the same state..

Multiple methods are available to input items into the platform. A user can choose to upload items in batch using a standard file format or create individual items using the item creation tools in the platform. For ease of use, the platform offers a "What You See Is What You Get" (WYSIWYG) editing tool and formula creation/editing tools for users to input item content. Entering item content or a graphic using these tools is very similar to entering text or graphics in any common word processing tool such as MS-Word. In the sample graphic provided below, graphics or text can be cut and pasted into any of the item text boxes. Formulas can also be created in any textbox with a formula editing tool or provided as a graphic. A preview window is available on the right hand side of the screen.



The above graphic depicts the item entry view for a multiple choice item. Different item types such as true/false, yes/no, short answer, essay, multiple-select, matching, gridded response, fill in the blank, open response or explain your thinking will all be supported by the system.

One step in the item creation process is the assignment of basic metadata such as subject, grade range, key word search tags or standard alignment information. New Jersey Content Standard information is preloaded into the system and provided to all users. Common Core Standards will be made available once approved for use. In addition, the system provides the tools to allow New Jersey LEAs to customize the standards as needed.

A user aligns an item to a standard by simply selecting the state standard from the provided list. A user may align a single item to multiple standards via the use of composite rubrics. Each component of a composite rubric can be aligned to different standards with customized weighting. Item performance can then be reported as a total item score or as separate scores for each component of the rubric.

An assessment item is completed after the item stem, possible answers (distracters), scoring rubric and item metadata is provided. Once this step is complete, an LEA has the option of implementing an item review and approval process to the workflow. This is an optional functionality that districts can use to have a quality assurance process in place for item review prior to publishing the item for use in the district. Depending on user permissions and policy settings, an assessment item may be published to various shared item bank areas for use by individuals with the appropriate rights to the shared area. For example, a district level user may create a benchmark assessment item that can only be shared with other district level users for review, editing, or use in a district wide assessment. A classroom teacher would not have access to that item when creating a classroom assessment. A classroom teacher can only create items for use in their classes. Sharing to an item bank with a wider audience must be approved by a user with rights at the appropriate level of the organizational structure if the district has chosen to activate item review and approval. AN LEA will be able to assign the responsibility of content review and approval to the appropriate individual in the district.

Users can search for items by standard, scope and sequence of instruction or by advanced search. The search result provides a list of items to which the user has access based on his/her roles and permissions. Users can always see items they created.

Test Generation

Once the item content has been uploaded and approved for use, users can access the available content for assessment creation. The simplest method of creating an assessment is to select the standards to be assessed and use the advance search capabilities to identify potential items. For example, if a teacher prefers to only search for multiple choice items that s/he has not previous administered aligned with the curriculum spine, the search tool would provide a list of suggested items for the teacher to assemble into a classroom assessment for his/her student. The teacher can accept a default arrangement of items on an assessment template, choose a random number of assessment questions or drag and drop the items onto an assessment template in a particular order. Once the items are identified the assessment author can format the arrangement of the items, add section breaks to separate different questions, add headers, customize the presentation of the assessment to suit different content areas and add any necessary directions. The following assessment options are also available for use:

- Optional numbering schemes for bubble sheets to prevent inadvertently skipping lines
- Randomize question order for multiple assessment forms
- Large bubble answer sheets for use with younger students
-

For more involved assessment scenarios, such as district wide benchmark assessment additional functionality is provided that allows users to create accompanying documentation such as test administration instructions, special directions for students with accommodations and marking rubrics. Once the assessment has been created, it should be submitted for review and approval. The approval process is similar to the process used for item review. Once the assessment is approved, it may be published and scheduled for delivery. The assessment can be schedule for delivery by assigning the assessment to a class, course, or individual students. All assessments, regardless of the development stage are stored and can be managed by an intuitive user interface which allows users to arrange and organize their assessments as they see fit. A dashboard is provided to help users manage assessments that are in process, waiting for review, approval or need to be deployed. Users with the same permission rights will be able to access all content secured by the user's permissions.

Answer Sheet Preparation and Scanning

Assessment Administration

Once an assessment has been published and assigned a report will be available to show which student groups, classes, grade levels or schools will take the test. Also, various options become available for automatic and immediate printing of answer sheets. Districts have the option to print assessments centrally or off load the responsibility of printing assessments to schools or any combination in between for each assessment. The assessments and answer sheets will be available in PDF and can be printed on plain paper printers with minimum resolution of 100 dpi. Answer sheets will be populated with student and assessment information encoded in a barcode and minimum identification information such as student name will be provided in plain text.

Should a pre-slugged answer sheet be unavailable for a student (e.g., a new student in a teacher's class whose enrollment information has not been propagated to the assessment system) the student can be provided an answer sheet that allows the student to write in identifying information such as name and student ID for automatic association with a student profile during the scanning process. If that information is not available or incorrect, the scanning system will alert the operator of an error. To review errors, an operator would login to the system and view the flagged images for resolution. In this case the operator would be requested to assign the results to a student profile.

Scanning assessment results

The scanning process captures students' responses for multiple choice, true/false, yes/no, multiple-select, matching and student gridded response items. Teacher gridded responses are used to score short answer, essay with single or multipart rubrics and show/explain your work item types. Teacher dedicated bubbles are provided on the student answer sheet to capture teacher evaluation. Additionally, because open response images are captured for student work, the system will also capture any qualitative teacher feedback provided within the image capture area. When the system is unable to identify a response, the error resolution process discussed earlier is triggered. This process alerts operators to login to the system and resolve scanning/scoring errors, omitted marks, double bubbles and other similar data entry errors. (Note: Scanning hardware must be able to scan with a minimum resolution of 100 dpi and support TWAIN drivers in order to properly scan results, additionally, an internet connection must be available at any scanning site and there is no limit to the number of scanning sites permitted). At the end of a scanning session, the system automatically uploads the data to Wireless Generation central servers and system automatically scores the multiple choice, true/false, yes/no, multiple-select, matching and student gridded response items and calculates an assessment score including teachers' grading for open response items. The data is stored and available for review on class and student summary reports. Under normal load scenarios and depending on available district bandwidth, this process should not take more than 10 minutes. Additionally, upon completion of a scanning session, the operator may access the scanning session logs to print a report about the scanning session. An assessment completion report available online documents student groups, classes, grade levels and school who have and have not completed assessment the paper pencil assessment and/or the online version of the assessment.

On-line Test Administration

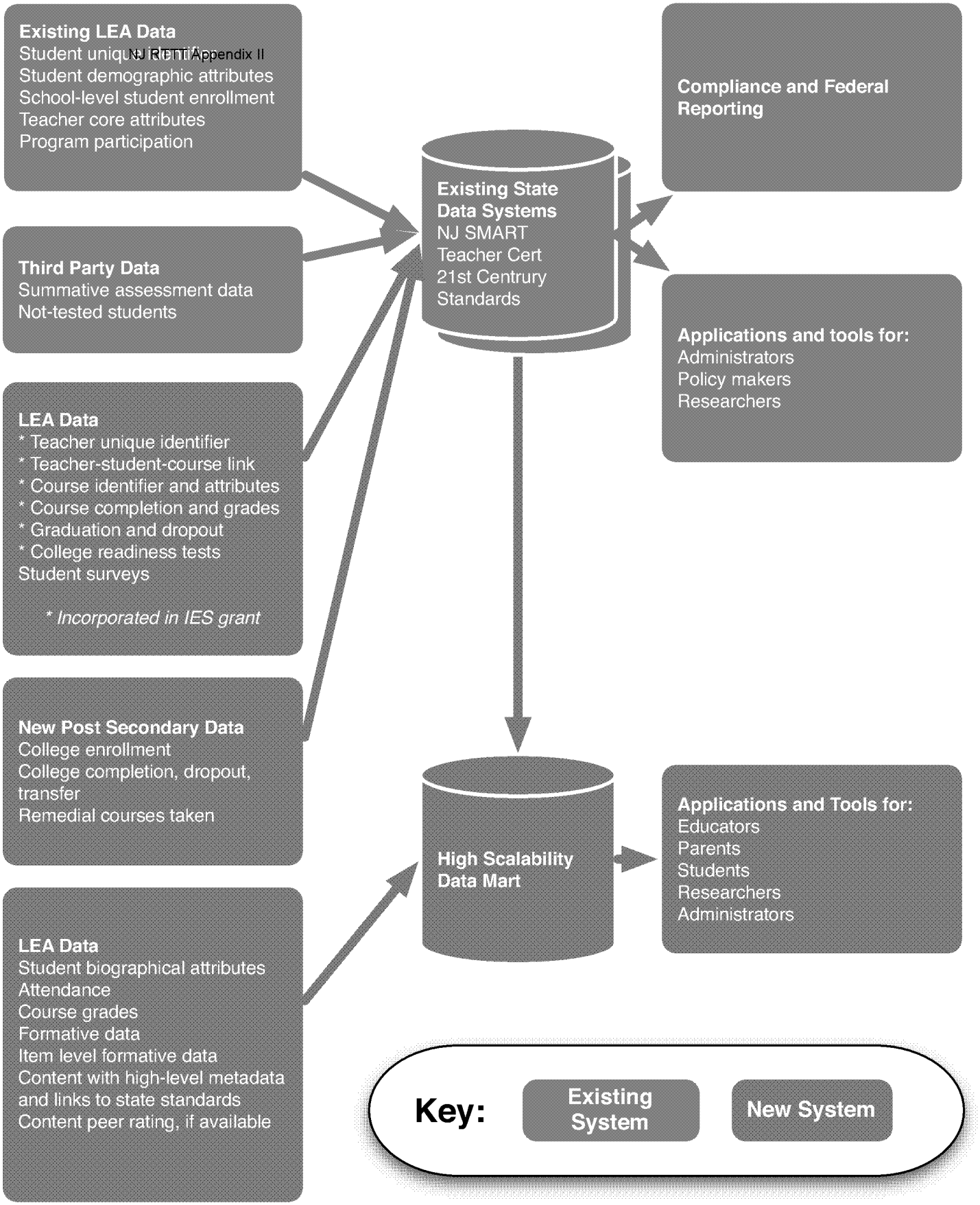
Constructing an online assessment is similar to that of a paper and pencil assessment. Item and assessment creation are exactly the same with the exception that the user must designate that the item and assessment are available for deployment online or both online and offline. Additional parameters available only for online assessment administration also need to be considered. For example, assessments creators can choose to permit students to pause and resume a test at another time, to provide practice questions to assess the child's ability to use the computer properly, and set a time limit for the test.

During the assessment deployment process the user may designate the students, courses, classes, or schools assigned to take the assessment on line or offline (Note: regardless of the modality of assessment, results will be treated similarly and aggregated as if assessment is one assessment). The deployment process for online assessment will also designate other parameters such as assessment time windows and set user id and password dissemination policies. These policies may differ for younger and older students. For students who do not have a user id and password. The assessment proctor will be provided temporary user id and passwords. These temporary passwords would prompt the student to enter their name. This information would be used to automatically match the student results to the correct profile. In the event

that this is not possible, the teacher would be notified to resolve the error using the same work flow used to resolve scanning errors.

Basic computer skills such as operating a keyboard for text entry or using a mouse to select multiple choice options are required for a student to answer questions. However, some items, such as math open response items, maybe more conducive to offline assessment. All of the same question types that are available offline are also available online. Once the student navigates through the login page s/he will be presented a dashboard showing the assignments to be completed. After selecting the appropriate assessment to start, the student will be presented with instructions and sample problems chosen by the assessment author. During the assessment, the student will have the option to view a timer, and go back to previously completed items and change answers if necessary. Various tools such as a calculator or a ruler maybe provided for appropriate items should the assessment author decide to provide them. Every reasonable attempt will be made to restrict access to other information systems, however such attempts are often interpreted by the host computer as a hostile action and security software may make this impossible. Therefore, such restrictions are often best handled by district IT system administrators and the State will work with LEA IT staff to identify the policies that would be best to prevent access to unauthorized use of information systems to aid completion of the assessment. In the case of support for special needs students, these students can be provided special access to tools such as text to speech readers, magnifiers and large font presentation of text.

After the test is completed, the system automatically scores appropriate questions. Items requiring a human grader will be sent for online review and marking. Students are provided immediate feedback about their performance on automatically graded items and they can print the reports should they choose to. Assessment completion reports will be available on line and printable so educators can know that there is data before they go into Action Planning to analyze student performance and make instructional decisions. They will appear in the same manner as the assessment completion reports for scanned assessment results with the exception that assessment completion time will be included for students completing the timed online assessments.

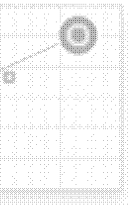

Existing LEA Data
Student unique identifier
Student demographic attributes
School-level student enrollment
Teacher core attributes
Program participation
Third Party Data
Summative assessment data
Not-tested students
LEA Data
* Teacher unique identifier
* Teacher-student-course link
* Course identifier and attributes
* Course completion and grades
* Graduation and dropout
* College readiness tests
Student surveys
* Incorporated in IES grant
New Post Secondary Data
College enrollment
College completion, dropout, transfer
Remedial courses taken
LEA Data
Student biographical attributes
Attendance
Course grades
Formative data
Item level formative data
Content with high-level metadata and links to state standards
Content peer rating, if available
Existing State Data Systems
NJ SMART
Teacher Cert
21st Centrury Standards
High Scalability Data Mart
Compliance and Federal Reporting
Applications and tools for:
Administrators
Policy makers
Researchers
Applications and Tools for:
Educators
Parents
Students
Researchers
Administrators
Key:
Existing System
New System

TODAY'S TO-DO LIST
NOTE FROM THE PRINCIPAL
Teacher Community
New Jersey Teacher Tablet

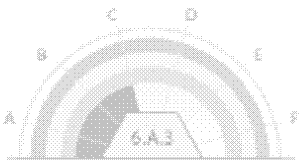
ODRIGUEZ

Thursday, January 9, 2

SS



Section 1



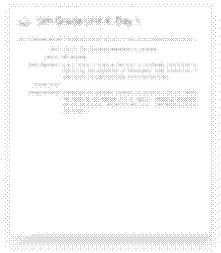
Section 1 Achievement

sistently below average achievement on pre-algebra
e due to skipped lessons during teacher absence.

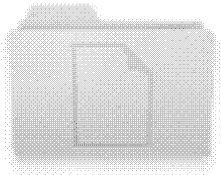
So What?

Now What?

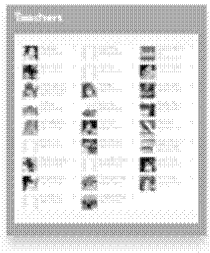
MY CURRICULUM



Today's Lesson Plan



Curriculum Resources



Teacher Community

Resource Update: Your peer group members in Morris Plains have posted 3 new best practice lesson plans and videos for teaching fractions to ELL students. Check your curriculum resources for further details.

TODAY'S TO-D

- [x] Peer group
- [x] Meet with to review problem/s
- [ ] Finalize Pl plan
- [ ] Makeup te (Cheryl, Ja
- [ ] Grade hon
- [ ] Update stu marks
- [ ] Research ties for ne meeting
- [ ] Secret Sci meeting

EVELOPMENT PLAN

Real World Geometry

NEW JERSEY EQUITY OPPORTUNITIES

As a highly effective teacher, you are eligible for opportunities to support education equity in New Jersey:

I. Mentor a teacher who needs support

II. Give support to struggling students

III. Consider a job in struggling schools

IV. Consider a job in these turnaround schools

NOTE FROM T

Dear Teacher

I'm very excit
know that ha
input over th
months, we
ducing a new
Team partne
that will incr
degree of in
parents, care
and the com
extend to gr
not tradition

New Jersey Teacher Tablet

Thursday, January 9, 2

	ATTENDANCE				PARTICIPATION				MOTIVATION				ASSIGNMENTS				GROUPS	QUIZZES	GRADE	CONTACT IN
EEK 14 – 18 ▶	14	15	16	17	18	14	15	16	17	18	14	15	16	17	18	14	15	16	17	18	READING ▼			
therine	✓	✓	✓	✓		👍	👍	👍	👍		☺	☺	☺	☺		✓	✓	✓	✓		Group B			H: (212) 788-7
Lauren	L	L	✓	✓		👎	👎	👍	👎		☺	☺	☺	☺		✓	✓	✓	✓		Group A			H: (212) 685-9
n, Rachel	A	A	✓	✓		👍	👍	👍	👍		☺	☺	☹	☹		–	–	✓	✓		Group C			H: (212) 996-5
andon	✓	A	✓	✓		👎	👎	👎	👎		☹	☹	☹	☹		–	–	–	–		Group C			H: (718) 755-6
cole	✓	✓	✓	✓		👍	👍	👍	👍		☺	☺	☺	☺		✓	✓	✓	✓		Group B			H: (212) 783-5
Autumn	✓	A	✓	✓		👍	👍	👍	👍		☺	☺	☺	☺		✓	✓	✓	✓		Group B			H: (212) 758-1
Brooke	A	✓	✓	✓		👍	👍	👎	👍		☹	☹	☺	☺		✓	✓	✓	–		Group C			H: (212) 213-9
Caleb	✓	✓	✓	✓		👎	👎	👎	👎		☹	☹	☹	☹		✓	✓	✓	✓		Group C			H: (718) 325-6
Lillian	✓	✓	✓	✓		👍	👍	👍	👍		☺	☺	☺	☺		✓	✓	✓	✓		Group B			H: (718) 455-7
urora																					Group D			H: (212) 665-7

TEM

Thursday, January 9, 2

G DISSOLVING

1: Investigating Ingredients

60:00 min

WRITE-IT | INQUIRY | DO-IT | READ-IT | INTERPRET | TALK-IT | CRITIQUE | EXTENSION | CLOSE

Whole Class

e student to the book. Tell the class that today they will read a book *Dissolving*.

k

ving Dissolving, is designed to introduce students to the concept of luding both the visable and not visable parts of the process. Taking miliar experience of dissolving sugar in water, the book provides the sugar is still there and describes what the remaining sugar might could see the tiny particles.

udents are discussing their Prior knowledge in preparation for *g Dissolving*.

complete the activity on pages 22 and 23 of the Investigations

Teaching Support and Considerations

- Provide More Experience
- ELL
- Before, During & After Reading Activities
- Science Inquiry/Reading Comprehension
- Nature and Practices of Science/ Oral and Written Discourse

Language of Argumentation

Inquiry Cycles & Stages

Call On

Create Groups

Create Quiz

Create Test

Create Homework

Science & Litera Standards

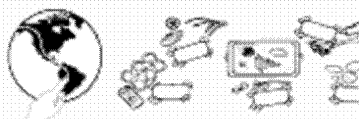
Teacher Resourc

Professional Development

Science Knowledge/ Conceptual Vocabulary

design
dissolve
ingredient
soluble
substance

Materials



Page 21

Page 22-23

New Jersey Teacher Tablet

T

Thursday, January 9, 2

RD

reen Middle School

lass: **549** Subject: **Math** Assessment: **IA#3**

Home | Summary | Plan

Legend

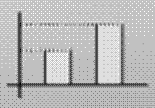
6.S.11 P

combinations

6.S.6 P

range
(-5,0,1,2,-1,1)

6.S.7 P



6.S.8 P

16, 19, 22, ?

6.S.5 P

mean,
median, mode

6.S.6 P

$2\frac{1}{2} \times \frac{2}{3}$

Reteach W

6.S.3 P

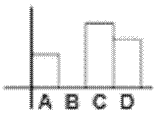
6.S.4 P

Choose most
appropriate
graph

6.S.10 P

probability of
dependent
events

6.S.2 P

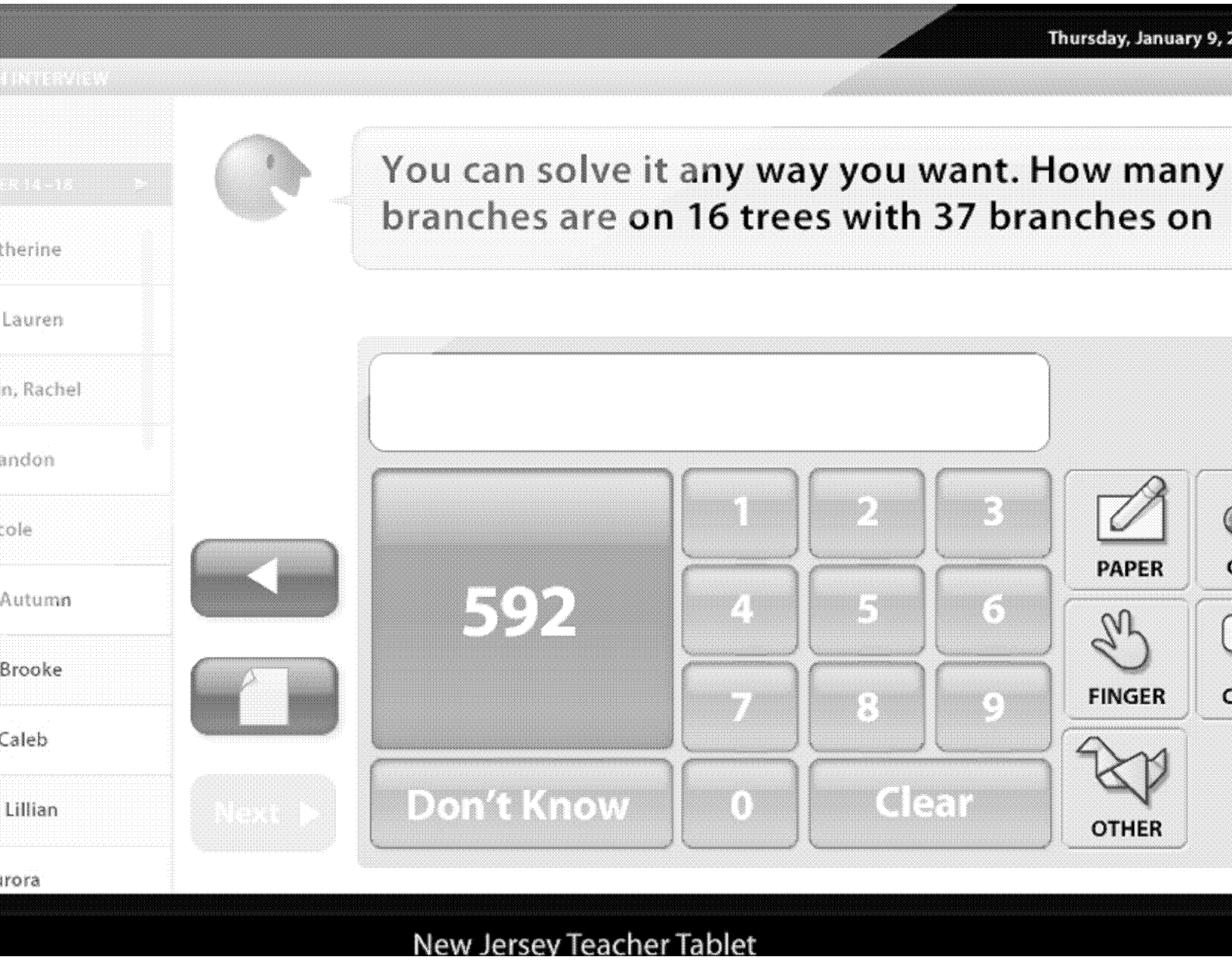


5.S.5 P

6.S.1 P

5.G.12 P

New Jersey Teacher Tablet



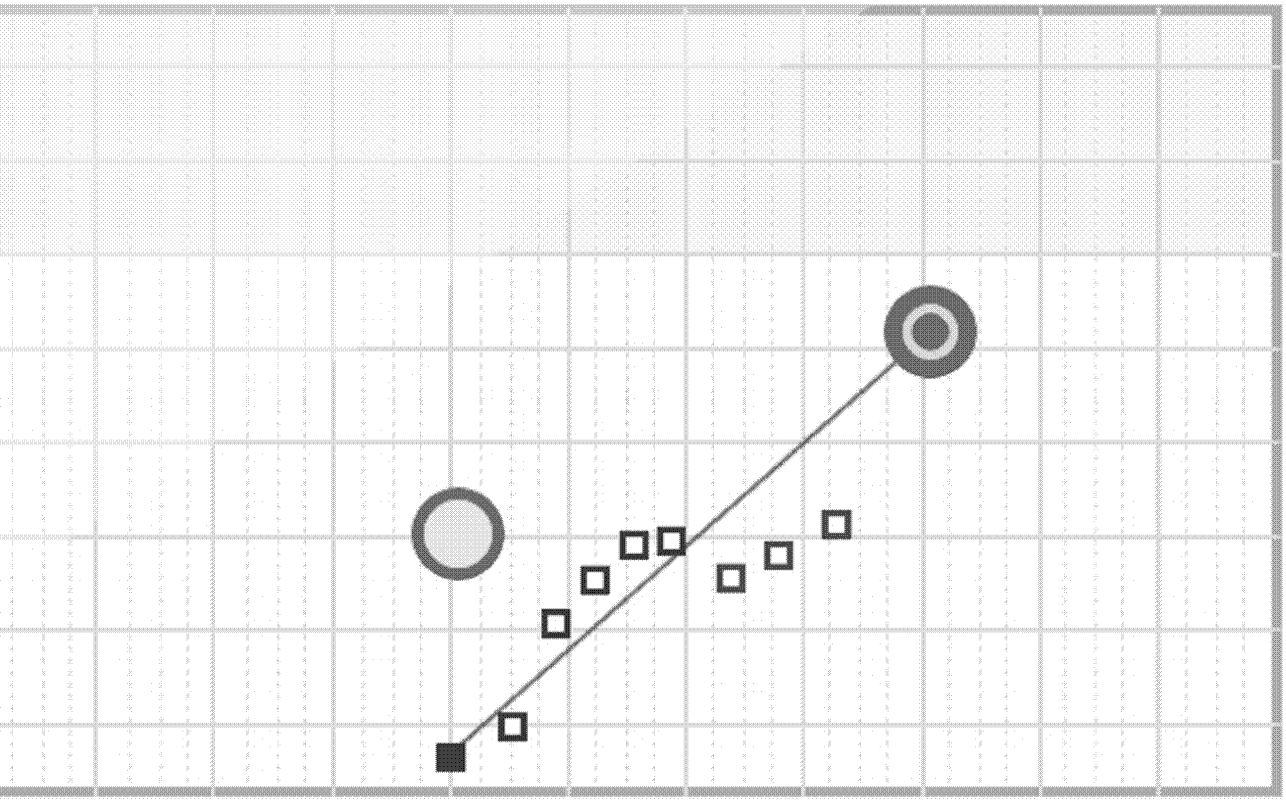
New Jersey Teacher Tablet

Thursday, January 9, 2

DATING

DIZED MATH PROGRESS MONITORING

Show Key



My Networks

Azul Crush -
SoNo: 40 -

3rd ranked in cit
ELL kids: 93%
found Azul's SW
useful. More So

Added 3 hours

SO WHAT?
The beginning of year ben
indicated that this student
for math difficulty. Most
age find it easy to fill in a
number in a counting seq
this student is still struggli
have been progress moni
regularly and saw initial p
the last few assessments
that this student may have
plateau...

NOW WHAT?
One first step would be to
there are any language di
that could be getting in th
student's progress in mat
you should review his rea
and oral language scores
to see eclas2 data for this

Teachers who looked a
looked at...

New Jersey Teacher Tablet

Annalisa Solo - Retired Principal
SoNo: 37 - ☆☆☆ | See profile

Writes a book about hands-on math games for ELL students.
Added 6 hours ago

87% Readers find this useful
300 Rating [Rate It]
11 Comments
370 Views
116 Person calls this favorite
Read all of Annalisa's SoNos
People who liked this SoNo also liked...

r ELL students are always a bit tricky to interpret. Sometimes they are really of language issues. There is a good article about this by Margarita Calderone: mathgap But the tests are in English so let's try to get these numbers up…

ways good to start from a child's strengths. If I have a student who can count Spanish, then I spend some time showing the close resemblances between panish names for numbers and their English counterparts. Sometimes I let that other children the Spanish names for numbers. I also have some Chinese hey are always amused to see how difficult it is for me to learn the Chinese

me to play with children at this stage is called "running starts." You say "fifteen, teen, and then comes…" If you see a child who needs to start from "one, two,

athgap

Assess/Evaluate
- www.jhu.edu/mathgap
- www.doe.ny/algebra
- www.Columbia.edu/math

Discuss/Learn
- www.doe.ny/algebra
- www.Columbia.edu/math
- www.doe.ny/algebra
- www.Columbia.edu/math

COMMENTS

Carole - Teacher
"Does anybody know how to figure out if a child is cour correctly in their original language? I have a student wh Hatian. He seems to be quite fluent with numbers word Hatian Creole, but I can't tell what he is saying! He isn't calculations yet" Posted 6 hours ago. (permalink)

Dorothy Gordon - Teacher
"You could try to get him to teach you how to count to Hatian (by counting objects), then you can show how w you are to learn, and you could check whether he is usi same word for 7 each time he teaches you."
Posted 5 hours ago. (permalink)

Judith Ellis - Teacher
A good thing to do when playing "running starts" is to g reduce the length of the running start: "fifteen, sixteen teen, and then comes_____," followed by "sixteen, seve and then comes_____" followed by "what comes after 1
Posted 3 hours ago. (permalink)

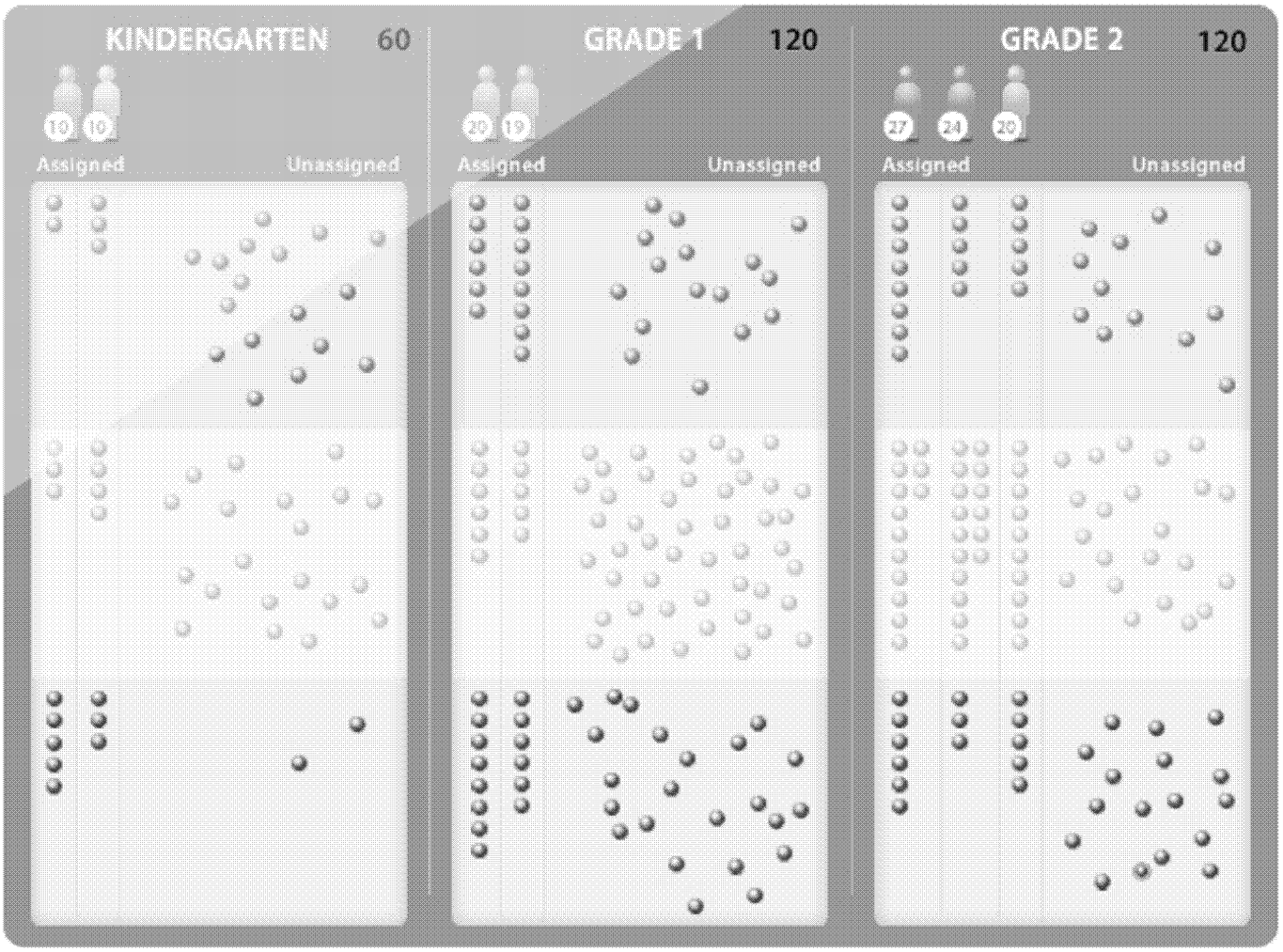
Preview PO

30

6

TION 3

6


KINDERGARTEN
60
10
10
Assigned
Unassigned
GRADE 1
120
20
19
Assigned
Unassigned
GRADE 2
120
27
24
20
Assigned
Unassigned

	Data Element	NJ SMART	IES	IIS	IIS+
Enrollment	School-District-Region-State hierarchy	Y	Y	Y	Y
	Student longitudinal identifier(s)	Y	Y	Y	Y
	Student biographical attributes			Y	Y
	Student demographic attributes	Y	Y	Y	Y
	School-level student enrollment and local identifier(s)	Y		Y	Y
	Teacher longitudinal identifier(s)		Y	Y	Y
	Teacher core attributes (e.g., role, education, credentials)	A	A	Y	Y
	Teacher-student link: class-level enrollment		Y	Y	Y
	School networks and other administrative or program groupings				Y
	Teacher-student-course link		Y	Y	Y
	Teacher professional development taken				Y
Student grouping	Student program participation (e.g., free and reduced lunch, ell, special education)	Y	Y	Y	Y
	Teacher-created groups				Y
	Teacher-captured intervention points				Y
	Course grades				Y
Student outcomes	State tests and state-mandated local tests disaggregated to state standard level	Y	Y	Y	Y
	Not-tested students by grade and subject	Y	Y	Y	Y
	Course completion and grades (i.e., transcript data for middle and high school)		Y	Y	Y
	Graduation and dropout		Y	Y	Y
	College readiness tests (SAT, ACT, AP, IB)		Y	Y	Y
Student behavior	Daily attendance			Y	Y
	Period attendance (preferred, if available)				Y
	Disciplinary data (e.g., office visits, suspension, expulsions)				Y
Student formative data	Formative assessment data disaggregated to state standard level			Y	Y

	Item-level formative data local/diagnostic data (e.g., reading level, non-standardized assessments, progress monitoring data)				Y
	Student surveys (e.g., for motivation, interests, attitude/engagement, non-academic issues)				Y
Post secondary	College enrollment		Y	Y	Y
	College completion, dropout, transfer		Y	Y	Y
	Remedial courses taken			Y	Y
Learning standards	State standards hierarchy	A	Y	Y	Y
	Common core standards		P	Y	Y
	LEA-specific adaptations to state standards				Y
Knowledge object metadata	Content type, title, date, and other high-level metadata	A	A	Y	Y
	Link to state standards	A	A	Y	Y
	Content peer rating, if available			Y	Y
Financial data	School-level budget				Y
	Individual-specific salaries				Y

KEY

Y	Included
?	Not yet known
A	Available in another NJ State system
P	Planned: common Core standards will be included per project timlines.

COLUMNS

NJ SMART	Included as a part of the New Jersey state SLDS.
IES	Includes NJ SMART, along with additional data elements proposed as a part of the IES grant application.
IIS	Includes IES data elements, and those required by the definition of an Instructional Improvement System (IIS).
IIS+	Includes IIS and additional optional elements which support the mission of instructional improvement.

Overview of Training Plan

The New Jersey training plans for the Instructional Support and Continuous Development Tools consist of the following elements, to be described in detail below:

- Leadership Kickoff Workshop
- Design Phase
- Online Training Modules
- IIS School Experts Training-of-Trainers
- Principals' IIS Briefing Sessions
- Continuous Development Tools Systems Training
- Continuous Development Adoption and Change Management Training

Leadership Kickoff Workshop

As the project begins, New Jersey DOE will lead a Leadership Kick-Off Workshop to establish project sponsorship across these key offices and deepen understanding of stakeholders' strategic vision for the systems' use by educators. State and District leaders will be provided with a high-level briefing on the system and the rollout plan. Participants will then explore each office's perceptions of the need and urgency of change and clarify a collective vision of how New Jersey will be impacted once the Instructional Improvement System and Continuous Development Tools are fully adopted. District leaders will identify the roles their office will be prepared to play in fostering adoption, will brainstorm potential risks, and begin considering mitigations.

Design Phase

The Design Phase will begin with a series of focus groups and interviews with representative groups of users including teachers, principals, and district-level and state-level administrators. The results of these investigations will be the following deliverables, which will shape training sessions:

1. **Stakeholder Analysis Report**
   For each group of stakeholders and end users, this report will outline the readiness and desire to adopt the new systems, the value they see in them, potential obstacles and risks, and the features that will provide the greatest value and/or need for training.

2. **Gap Analysis Report**
   New Jersey will also analyze the processes the different stakeholders are currently using, what new processes they will be using in the new solutions, and determine how to bridge those gaps. The results are particularly important for developing training content, support materials, and an effective communications plan.

3. **Communications Plan**
   New Jersey will analyze the state's current communications processes and deliver a plan outlining the communications recommended throughout the project for both internal and external stakeholders. For each communication, the plan will identify the timeline, author, recipients, and the core message. Examples include launch announcements as well as announcements of when new and useful data are available.

4. **Revised Training Plan**
Once a full understanding of New Jersey DOE's needs and capacities has been developed, the training plan will be revised including the logistics of the full rollout and a broader vision of how the trainings will best support the end users at all levels.

Online Video Modules

It is vital that users have the ability to brush up on specific aspects of system functionality when it is convenient for them. To meet this need, New Jersey will create a series of short streaming videos explaining key functionality of the IIS and Professional Development System. For example, a three minute video would support a math teacher learning to insert an equation into an assessment item.

Training Plan High Level Summary

New Jersey will provide the following training workshops:

Workshop	Audience	Length	Participants	Groups of 25	Training Days
IIS Systems TOT Training	School Experts	5 days	4250	170	850
Principals' IIS Leadership Briefing	Principals	2-3 hrs	1350	27 **in groups of 50*	13.5
Continuous Development Tools Training	State and District Administrators, Principals, and School Experts	4 days	3225	129	516
Continuous Development Adoption and Change Management	State and District Administrators, and Principals	6 days	2910	116	696

IIS System School Experts Training-of-Trainers

School personnel will be trained using a train-the-trainer model; each school will select three staff members ("School Experts"), which can include school administrators and teachers. The IIS System School Experts Training-of-Trainers' program will provide sufficient hands-on time to

become power users of the complete Instructional Improvement System, including the Formative Assessment platform and Targeted Instructional Content System. As a result, they will be prepared to fully support all end users including teachers, coaches, and principals on the full system. Participants will also focus on how to turnkey training to end users, and will discuss and troubleshoot likely hurdles they may face.

The workshop will last five days, and each class section will have 25 participants. Participants will learn:

- Creating and Sharing Items
- Developing Assessments
- Assessment Administration
- Analyzing Results
- Action Planning Views
- Using Data to Modify Instruction
    - Pre-Built Aggregate Reports
    - Slice and Dice Reports
- Integrating Data-Informed Content and Resources

Principals' IIS Leadership Briefing

Shortly before IIS launches, New Jersey will provide a series of 2-3 hour briefing meetings for principals. Each briefing session will have 50 participants. The meeting agenda will cover:

- An overview of system functionality
- How the assessment, content, and action planning tools will impact teachers
- Training plan for school personnel
- Providing leadership support

Continuous Development Tools Training

This training will provide district administrators, instructional coaches, professional development staff, principals, and School Experts with the necessary skills to integrate the Continuous Development Tools into daily practice. With the combination of hands-on practice and real-world problem solving, participants will learn how the data can be used to bolster teacher effectiveness and efficiency that will improve outcomes for all students. Participants will also focus how to turnkey the appropriate functionality to the various end users and discuss potential challenges they may experience.

The training series will last four days, and each class section will have 25 participants. Participants will learn:

- Personalized Learning Plans
- Analyzing School Performance
- Analyzing Data to Identify Professional Development Needs
- Developing Professional Development Plans
- System Administration

Continuous Development Adoption and Change Management

New Jersey recognizes that instructional change requires significant efforts beyond the initial implementation of the Instructional Improvement System and Continuous Development Tools. After the initial deployment, New Jersey will provide school and district leaders with the ongoing services they need to achieve district goals of having all educators making data driven decisions.

This workshop series will be delivered in six days spread across two years in Years 2 and 3 of the training program. Each class section will have 25 participants. The workshops will focus on:

- Differentiated Instruction
- Cycle of Inquiry and Action Research
- Data Conversations
- Data Analysis

1 Introduction

The New Jersey Department of Education is developing and planning a fall 2009 release of revised New Jersey Core Curriculum Content Standards (NJCCCS). These standards are statements of expectations that describe what all students should know and be able to do at all grade levels.

To effectively communicate and facilitate the use of the revised standards, the New Jersey Department of Education is planning to develop an interactive and searchable Web site accessible by all educators in New Jersey. The Web site will serve as planning tool for K-12 teachers and Administrators across the state to implement the revised standards into their curriculum, and ultimately into their daily instruction.

1.1 Scope of Work

The project will be broken into two phases. The phases are described as:

- **Phase One – Initial Development and Site Release:**
    - Initial Site Release – The Home page and related pages associated with:
        - Content Standards Search
        - Learning Progression Search and Reporting
        - 21st Century Unit / CAD download and reporting
- **Phase Two – Site Enhancement**
    - 21st Century Unit / CAD Designer
        - Based on user login
    - System Admin Capabilities
    - Additional Content Areas

The site will be developed within the guidelines of the New Jersey State Web Accessibility Policy.

Phase 1 of this project will enter content from the following approved Content areas:

- Science
- Visual & Performing Arts
- Comprehensive Health and Physical Education
- Technology
- World Languages
- 21st Century Life and Careers
- Preschool Teaching and Learning Standards

Phase 2 of this project will enter content from the following approved areas:

- Math
- Language Arts Literacy
- Social Studies

Software Development Proposal Summary

for the

New Jersey Department of Education

Core Curriculum Content Standards Web-site

6/15/09

Software Specifications

This section will provide a comprehensive overview of the design, layout, and features of the New Jersey Core Curriculum Content Standards Web-site. As part of the software specifications, the following criterion was taken into considerations:

1. The need for a user friendly graphic interface with easy and intuitive navigation for all stakeholders (teachers, parents, administrators, students).
2. The need for a web-based, customized database with search capabilities to enable an easy search of relevant information by users. It will include the ability to present the search results in a pre-approved reporting format.
3. The need for a curriculum planning tool functionality that:
   - Facilitates standards-based curriculum development and curriculum mapping; and
   - Promotes cross-disciplinary curriculum development.
4. Access to resource links, to relevant content both within and outside the NJDOE Web Site.
5. Primary site features:

   Phase One – Initial Development and Site Release (7/10/2009 – 10/30/2009):

   - Initial Site Release – The Home page and related pages associated with:
     - Branch 1 - Content Standards Search / Keyword Search
     - Branch 2 - Learning Progression Search and Reporting
     - Branch 3 - 21st Century Unit / CAD download and reporting

   Phase Two – Site Enhancement (10/30/2009 – 2/12/2009)

   - Branch 4 - 21st Century Unit / CAD Designer
     - Based on user login
   - Additional Content areas
   - System Admin Functions
6. Content Standards Search elements include:
   - Content Area
   - Grade Level
   - Standard
   - Strand
   - Cumulative Progress Indicators (CPIs)
   - Essential Questions/Enduring Understandings
   - Learning Progressions

- Keyword Search Capabilities
- 21st Century Unit / CAD

- To provide a way for the NJDOE to create and publish good exemplars of Units

Content Standards Search

This part of the application will allow all users to search the New Jersey Core Curriculum Content Standards in a logical progression, ultimately leading to a printable document to be utilized as necessary by the user. The progression for the search is as follows:

- Content Area
- Grade Level
- Standard
- Strand
- Cumulative Progress Indicators

The user will also have the ability to add the following elements to the final output:

- Sample 21st Century Unit / CAD

Learning Progression Search and Reporting

The revised New Jersey Core Curriculum Content Standards will also be accessible in a Learning Progression format. This approach will give a user the ability to view the progression of the associated content and skills spanning across grades P-12. The output associated with this format may be viewed and printed in both a portrait and landscape view.

21st Century Unit / CAD Download

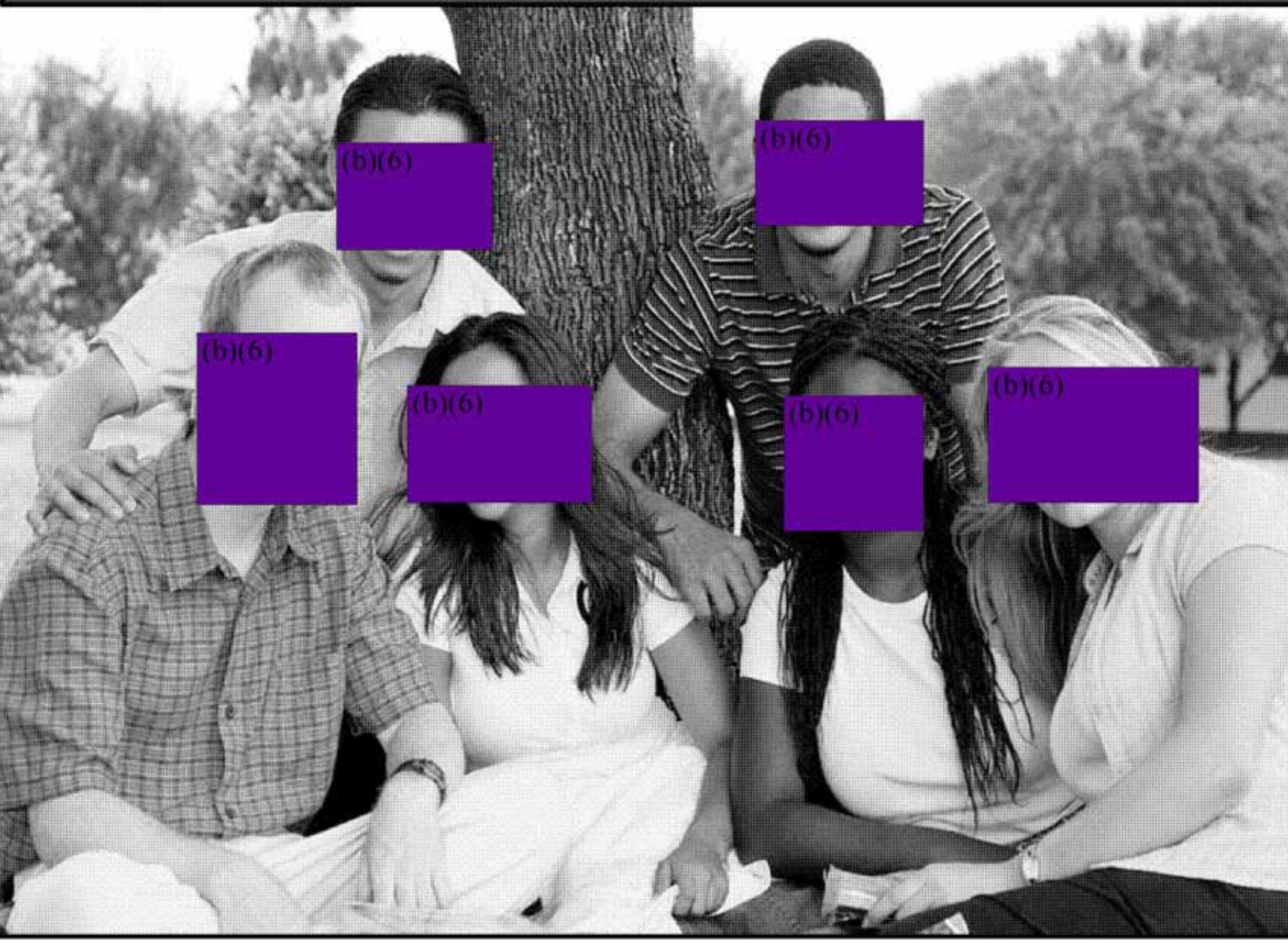
As part of phase one, the NJDOE will provide up to fifteen (15) sample units accessible for download from the home page.

21st Century Unit / CAD Creator (Phase Two)

The NJDOE will create a Standards-Based Unit Template to help all districts in NJ design and maintain their standards-based curriculum. This part of the application will allow the NJDOE to create, manage, and ultimately publish these sample exemplary units. This section will only be accessible to NJDOE assigned users based on a secure login page.

PERSONALIZED STUDENT LEARNING PLAN

Resource Guide



Spring 2009

New Jersey Department of Education
Secondary Education Transformation

www.state.nj.us/education/ser/pslp

Table of Contents

I. Secondary Education Transformation in New Jersey……..1

II. John J. Heldrich Center Report……..6

III. Curriculum Tools and Resources……..….9

The New Jersey Department of Education would like to recognize Jon Noel, a junior at Mercer County Technical Schools – Arthur R. Sypek Center, for designing the Personalized Student Learning Plan logo.

For More Information Contact

New Jersey Department of Education
Division of Educational Standards and Programs
Office of Career and Technical Education
100 Riverview Plaza
Trenton, New Jersey 08625-0500
Phone: 609-633-0665
Website: www.state.nj.us/education/ser/pslp

I. Secondary Education Transformation in New Jersey

In August 2006, Governor Jon S. Corzine announced a unified effort between business and education to work on high school redesign in the state. The New Jersey High School Redesign Steering Committee was formed and charged with further developing recommendations resulting from the State Summit for improving New Jersey's public high schools.

The Steering Committee's report, ***NJ Steps: Re-Designing Education in New Jersey for the 21st Century*** proposed five recommendations in the following education policy areas: 1) Standards and High School Graduation Requirements; 2) Assessment Alignment; 3) Teachers and School Leaders; 4) School Redesign – Learning Communities and Personalized Education; and 5) P-16 Alignment.

Under the specific recommendations related to School Redesign – Learning Communities and Personalized Education, the committee proposed a key action step to evaluate and implement models of personalized learning plans for all students. Each New Jersey student should have a six-year education plan, encompassing their high school years and two additional years of higher education, workforce training, skilled employment, or military service. This plan should also ensure strong adult-student relationships within the school whereby each student should have an adult mentor to assist them with accomplishing their goals.

The New Jersey Department of Education outlined essential elements of Secondary Education Transformation and, in September 2008, an internal department working group was formed and charged with researching personalized student learning plans from other states. This research included a review of the following:

- Legislation and/or administrative code policies regarding statewide implementation of student learning plans
- Definition of student learning plans
- Components of student learning plans addressing academic, personal and career development areas
- Current models of implementation
- Method of delivery of plans in local schools
- Timeline for implementation
- Funding sources
- Statewide partners to support efforts for implementation
- Potential vendors to assist with training and technical support implementing statewide web based systems
- Incorporation of portfolios into the student learning plans
- Access to plans by school administrators, teachers, advisors, parents, students, etc.
- Inclusion of curriculum standards, high school graduation requirements and statewide assessments.

Proposed Definition of Personalized Student Learning Plan

Personalized Student Learning Plan is defined by the proposed by the New Jersey Administrative Code *(N.J.A.C. 6A:8 - Standards and Assessment for Student Achievement)* as "a formalized plan and process that involves students setting learning goals based on personal, academic and career interests, beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, counselors and parents."

Portfolio Description

One of the key components of a personalized student learning plan is the creation of a portfolio. A portfolio can be described as a portable personal collection of papers/artifacts/reflections used by students to illustrate learning, accomplishments, skills, strengths and best works. Portfolios can be included as part of the personalized student learning plans to help prepare students for work and/or postsecondary education.

Research

Research published by The Education Alliance at Brown University in *Changing Systems to Personalize Learning* found that "personalized learning occurs when high schools make deliberate efforts to design educational experiences that fit the needs, goals, talents and interests of their students."

The study further suggested that the ideas behind personalized learning are relatively simple:

- Personalized schools promote the achievement of standards for all students.
- Personalized learning begins with individual interest so each student becomes engaged in learning.
- With school support over four years, students become self-directed learners who can use learning to manage their lives.
- As students pursue an increasingly independent pathway, parents become true guides and mentors in the learning experience.
- As students explore real options for their futures in the community, community members become involved in the schools in meaningful way.
- Adults in the school model and benefit from stronger professional and student relationships.
- Against common standards, students learn to set goals and measure success for themselves.
- Reaching all students depends on reaching each one.

For the full report from The Education Alliance at Brown University:
http://www.alliance.brown.edu/pubs/changing_systems/introduction/introduction.pdf.

According to *Breaking Ranks II, Strategies for Leading High School Reform*, NASSP, 2004, the criteria for personalized learning reflects that:

- Each student will have a personalized plan for progress to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high school standards.
- Experiences in high school will acknowledge multiple talents and ways of learning to help students achieve the meaningful success that leads to further achievement.
- The high school will assess the academic progress of students in a variety of ways so that a clear and valid picture emerges of what they know and are able to do.
- The school will review each student's personal plan for progress continually and indicate the extent of progress toward graduation and post secondary transition plans.

States Surveyed

The working group researched the following twelve states. Some website links are provided below.

1. Delaware
   http://www.doe.state.de.us/infosuites/students_family/rhss/default.shtml
2. Florida
3. Kentucky
   http://education.ky.gov/kde/instructional+resources/career+and+technical+education/individual+learning+plan
4. Michigan
5. Missouri
6. New Hampshire
7. North Carolina
8. Rhode Island
9. Oregon
   http://www.ode.state.or.us/search/page/?id=1669
10. South Carolina
    https://www.scpathways.org/EEDA3/default.aspx?
11. Utah
    http://www.schools.utah.gov/cte/guidance.html
12. Washington

The following information summarizes states surveyed.

- ☐ Information was gathered on the types and formats of plans developed: web-based or paper. Grade levels covered in most states were grades 7 to 12.

- ☐ The student learning plan process and implementation systems were initiated in each state either by legislation or administrative code. Of the twelve states, four states implemented the student learning plan process as required by state legislation.

- ☐ Each state used various methods to implement the actual student learning plans in their local schools. The majority of states used a guidance and counseling program (9 states) and a few used a teacher/mentor advisory program (3 states).

- ☐ On average, most states took about 5 years to plan, research, develop and implement student learning plans statewide. Many states implemented a pilot project requiring various grade levels to comply with yearly benchmarks over a five year time span. Other states *recommended* schools follow the program for a few years before requiring all schools to comply by a set date, usually 3 to 5 years.

- ☐ The states surveyed used a variety of funding sources to support their efforts. Sources included state monies, Carl D. Perkins federal funding, Higher Education Assistance Authority grants, National Governors Association funding, Gates Foundation grants, and Department of Labor funding.

- ☐ All of the state Departments of Education surveyed have developed stronger partnerships with state school administrators, teachers, counselors and parent associations, state agencies in higher education and workforce development and local school districts as a result of implementing this school reform effort.

Plan Components

The most common components surveyed as part of the student learning plans included the following:

Personal Development

- ☐ Interests and skills assessments
- ☐ Personality and learning style assessments
- ☐ Portfolio (personal profile of activities, volunteer internships, job shadow, awards, presentations, etc. to showcase student work and involvement)

Academic Development

- Plan for academic goals and high school coursework
- Graduation requirements
- Statewide test results
- Link to state curriculum standards
- Plan for support services/interventions
- Postsecondary transition planning
- College/major search/college applications
- Financial aid/scholarship information

Career Development

- Plan for career goals (short term and long term)
- Career exploration and assessment
- Occupational search and career videos
- Resume builder
- Link to Career Clusters

In addition to these common elements, some states included some unique features such as:

- Link to higher education/workforce development state websites (including job opportunities, etc.)
- Link to statewide assessment system
- Student-led conferences with parents and guidance counselors
- Study skills lessons
- Parent component access
- Reflections (essay writing, video, etc.)
- Extended learning opportunities (South Carolina and New Hampshire)
- Customized state and district/school reports
- Teacher, counselor, school administrator access
- Access to student records after graduation

II. John J. Heldrich Center Report

In June 2004, the New Jersey Department of Education contracted with the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey to conduct a comprehensive study to determine the feasibility, scope, and design of an electronic career portfolio for school districts and students in New Jersey.

The final report "Career Portfolios: An Analysis of their Feasibility, Scope and Design" was published in March 2005. For the purpose of this study the John J. Heldrich Center defined career portfolio as follows:

A career portfolio is a portable collection of papers and/or artifacts used by individuals to market themselves to colleges and employers. It is a dynamic, ever growing, and changing personal collection of artifacts and reflections used to illustrate accomplishments, learning, strengths, and best works. It can be presented in a variety of packages, such as binders, diskettes, or compact disks, web-based, etc. Although it may contain a resume, the portfolio is more comprehensive and has the advantage of providing letters of reference, lists of accomplishments, samples of work, and artifacts.

Career portfolios provide evidence of individuals' knowledge and skills in working with data, people, and things. Developing a portfolio can be a valuable career awareness and career planning activity for youth, a productive instructional activity involving critical reflection and analytical thinking, and a very useful tool in job search and career change.

The John J. Heldrich Center held focus groups with students, parents, teachers, counselors and school administrators. The research objectives for each of these stakeholders included the following:

Students:

- To learn the extent to which career planning was considered or being undertaken;
- To learn what resources, if any, were used for career planning; and
- To identify desirable features of any school-sponsored portfolio tool, including the desired delivery system (on line versus other methods).

Teachers, Administrators, and School Counselors:

- To gain a sense of the present use of career portfolio systems or activities;
- To determine the feasibility and desirability of implementing a new career portfolio tool;
- To hear about current classroom techniques geared toward career exploration and their success to date; and
- To identify desirable features of any school-sponsored portfolio tool, including the desired delivery system (on line versus other methods).

Parents:

- To learn the extent of which career planning was considered or being undertaken by their children, and the level of parent involvement in this planning;
- To learn what resources, if any, they used to guide the career planning of their high schools child;
- To identify concerns and/or issues pertinent to the development and implementation of a career portfolio tool; and
- To identify desirable features of any school-sponsored portfolio tool, including the desired delivery system (on line versus other methods).

The focus group participants presented a general consensus that a career portfolio tool would be very helpful to students to document and track their academic and work experiences including searching for a job and/or applying to college.

The John J. Heldrich Center in collaboration with the New Jersey Department of Education reviewed a total of 15 student portfolio products that reflected a wide range of available options. The products included 10 commercial and 5 custom designed solutions developed by other states. Nine of the products reviewed were Internet-based, three operated via a CD-ROM, and three were paper products.

The product reviews reflected the general findings and revealed the following:

- Internet-based products generally ranked higher on the scoring scale than other types of products.
- CD-ROM products ranked next on the scoring scale, in general.
- Paper products generally ranked lowest on the scoring scale.

Results from this study outlined the following recommendations to the New Jersey Department of Education related to the feasibility of an electronic career portfolio system:

1. Consider creating and implementing a statewide career planning and portfolio system and process available to New Jersey school districts.
2. Provide training/technical assistance and guidelines to school districts on effective career planning, exploration and assessment strategies including the use of a student portfolio system.
3. Continue to further explore the purchase and/or development of an online career planning and portfolio system and process for New Jersey students.

Types of Portfolios

Research done by the John J. Heldrich Center Report describes the various types of portfolios available and the assorted vendors. Please note: The New Jersey Department of Education does not endorse any vendor or products listed below.

Internet
Internet-based products store data, from information about jobs to the files that students create, on remote servers that are usually hosted by the product vendor. An interactive user interface allows users the ability to store and retrieve a variety of data and information from any location with a connection to the Internet. Web-based portfolios serve as evolving records of student progress and encourage students, parents and teachers to organize and present student work in new ways.

Products include but not limited to:

- Kuder Career Planning System www.kuder.com
- Career Cruising Portfolio www.careercruising.com
- Bridges Choices Planner www.bridges.com
- COIN Career Community Online http://www.coin3.com
- Education and Career Opportunities System (ECOS) http://ecos.princetonreview.com/
- NAVIANCE www.naviance.com

CD-ROM Portfolios
CD-ROM portfolio products deliver content from a CD to a desktop or a computer network. Unlike Internet-based products, CD-ROM products do not store the information that students create within the product itself. Data and files that students create must be stored on some other media.

Products include but not limited to:

- Bridges Choices CD-ROM http://www.bridges.com/cdn/home.html
- COIN CD-ROM http://www.coin3.com
- Education Associates http://www.sdea.org/
  (Originally created by South Dakota)

Paper-based Portfolios
Paper-based portfolio products generally consist of a folder (or set of folders) that holds documents, drawings, and other tangible examples of student work. Paper folders are stored on-site at a school to provide students and teachers with ready access to materials.

Products include but not limited to:

- Get a Life (ASCA)
  http://www.psca-web.org/career_ed/ASCARelated.htm
- Talent Assessment Future Planner
  http://www.talentassessment.com

III. Curriculum Tools and Resources

The New Jersey Department of Education does not endorse any of these curriculum tools and resources. Additional resources will be added to this list once they are identified.

National and State Resources (A to Z)

Bridges Choices Planner
www.bridges.com
This website is a leading provider of software-based and online education planning, career exploration, and high school/college test preparation resources.

CampusTours
www.campustours.com
CampusTours is the worldwide leader in virtual college tours and academic multimedia, working with hundreds of colleges and universities since 1997. CampusTours was founded to provide an intuitive gateway to official university multimedia, and currently more than two million people visit the CampusTours.com site annually to experience college presentations.

Career Cruising
www.careercruising.com
This is an Internet-based career guidance and planning tool designed for people of all ages. Career exploration, education and training resources and an academic planner are just part of the many resources available.

CareerForward – Globalization and Career Planning
http://nroc.careerforward.org/careerforward/
The *CareerForward* course is a self-contained online learning course that may be used in companion with a variety of online career planning tools to provide students with the opportunity to assess their career interests explore career options and create an educational development plan.

Chicago Public Schools Department of College and Career Preparation
http://chooseyourfuture.org/
Chicago Public Schools created the Department of College and Career Preparation (DCCP) in recognition of the growing need to prepare students to be successful after high school. Chooseyourfuture.org was developed to provide students with the resources they need to plan a successful path to graduation and post-high school success. The Department of College and Career Preparation believes that with the proper supports every student has the ability to choose their future.

III. Curriculum Tools and Resources

The Critical Zone
www.criticalzone.net
The Critical Zone Program is designed to assist the youth in the development of a Personal Strategic Plan (PSP) for career success. The resources that are available consist of books, workbooks, online training programs, workshops, staff developments, motivational speaking and curriculums.

COIN CD-ROM
http://www.coin3.com
This website provides a comprehensive career and college guidance and planning system.

College Board
www.collegeboard.org
The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity.

Sean Covey
www.seancovey.com
Seven Habits of Highly Effective Teens (workbook/training/lesson plans, etc.) has resources for teens, educators and parents in helping kids to be successful in life.

Education and Career Opportunities System (ECOS)
http://ecos.princetonreview.com/
This is an online tool for career exploration resources and more for students and schools.

Get a Life (ASCA)
http://www.psca-web.org/career_ed/ASCARelated.htm
This is the website for Pennsylvania School Counselors Association with a number of resources for counselors in helping students in the personal, academic and career development areas.

Indiana State Department of Education Advisory/Advisee Program
http://www.doe.in.gov/sservices/sn_advisor-advisee.html
This website includes a complete manual to establish a student advisory program with curriculum ideas as well as training videos.

Kentucky Department of Education
http://education.ky.gov/kde/instructional+resources/career+and+technical+education/individual+learning+plan
This website includes materials related to the Individual Graduation Plan (IGP).

III. Curriculum Tools and Resources

Kuder Career Planning System
www.kuder.com
This is an Internet-based tool with a variety of resources that helps student achieve their personal, academic and career goals and mange their own portfolio system.

LearnDoEarn
http://www.learndoearn.org
This website provides information on LEARN and DO now -- while you're still in school -- to EARN your place in the world and get the education, the job, the career YOU want. The long road to a successful future starts right now, right here! Open to middle grades and high school grade levels.

Life Career Decisions Group
www.lifedecisionsgroup.com
Life Career Decisions Group programming is intended to make decision making a priority in the education of youth by showing them how important it is to make good decisions. This website provides materials, teacher guides, student planners and more to encourage student success through effective decision making.

Missouri – Missouri Connections
http://www.missouriconnections.org/
This website is a career exploration and planning tool.

NAVIANCE
www.naviance.com
This is an Internet-based tool with a comprehensive approach for student and school staff planning including a portfolio system.

Nebraska – Nebraska Career Connections
http://www.nebraskacareerconnections.org/
This website includes educational and career planning resources.

New Hampshire Department of Education
http://www.ed.state.nh.us/education/doe/organization/adultlearning/NewHampshireHighSchoolRedesign.htm
This website provides information on the High School Redesign Initiative and links to resources students can use for career planning.

III. Curriculum Tools and Resources

New Jersey Business and Industry Association (NJBIA)
http://www.njbia.org/
This website provides information, services and advocacy for its member companies in order to build a more prosperous New Jersey. For the New Jersey Policy Research Organization's Small Business Curriculum, *Teaching Tomorrow's Entrepreneurs Today*, please visit www.njprofoundation.org/pages/overview.htm. This program is designed to promote business and entrepreneurial literacy among middle school grade students by providing them with real-world examples from the workplace and our free-market system.

New Jersey Department of Labor and Workforce Development

New Jersey Career Assistance Navigator (NJCAN)
http://www.njcan.org

The New Jersey Career Assistance Navigator (NJCAN) is an internet-based delivery system designed for middle grade school and high school students and adults to explore personal, academic and career development. Comprehensive and relevant occupational, post-secondary and financial aid information is available. Latest trends in New Jersey's labor market data and projections are also included.

New Jersey Next Stop
http://www.njnextstop.org/
This website provides information on jobs, Career Clusters, career videos, etc. Find out what New Jersey's employers are saying about jobs and careers growing right here in the Garden State. Get vital details about industries, types of jobs, and the cutting-edge career paths that combine many of your talents.

Career Development
http://lwd.state.nj.us/labor/wfprep/wfprep_index.html
This website provides a One-Stop Career Center to help students and adults plan and develop your career. Perform a skills assessment, choose a college or technical institute, or search for financial aid.

Real Jobs in Demand
http://lwd.dol.state.nj.us/labor/lpa/content/RealTimeJobsinDemand.html
Real Time Jobs in Demand has the latest information available on New Jersey's labor market -- information you need to make smart career decisions.

III. Curriculum Tools and Resources

New Jersey Chamber of Commerce

http://www.njchamber.com/

The New Jersey Chamber of Commerce promotes a vibrant business environment and economic prosperity through vision, expertise and innovative solutions. The Chamber Foundation builds a highly qualified workforce through innovative collaborations with K-12 education and the workforce training and preparation system. For more information on educational programs (for example, *Learn, Do, Earn*) and additional resources visit *www.njchamber.com/benefit.asp*.

New Jersey School Counselor Association (NJSCA)

A Framework for Comprehensive School Counseling Programs

http://www.njsca.org/pdf/section2.pdf

As part of a school counseling initiative, this framework highlights goals, activities and outcomes for effective practices related to school counseling programs. Ideas and strategies to assist students in their personal, academic and career development were submitted by various New Jersey schools. For entire framework document, visit www.njsca.org and click on NJ Frameworks.

New York Department of Education

http://www.nycareerzone.org/cz/index.jsp

This website highlights CareerZone, which helps students assess themselves, find career interests, find resources for post-graduate plans, information on different careers, and many other topics of interest to them.

Oregon Department of Education

http://www.ode.state.or.us/teachlearn/certificates/diploma/ed-plan-and-profile.pdf

This website provides a few examples of the student education plan and profile.

South Carolina – College and Career Planning System

http://www.sc.kuder.com/

States' Career Clusters

www.careerclusters.org

Official website and clearinghouse for the States' Career Clusters Initiative (SCCI).

Talent Assessment Future Planner

http://www.talentassessment.com

This website has a variety of educational and career planning and exploration resources.

III. Curriculum Tools and Resources

Technology Based Solutions
www.asktbs.com/tour
Technology Based Solutions (TBS) has had a single mission for thirty years providing career planning and assessment for individuals who are in career transitions.

Tennessee – Tennessee College and Career Planning System
http://www.planningyourdreams.org/

United States Department of Education

College.gov
www.college.gov
College.gov is administered by the U.S. Department of Education in collaboration with students. This site is intended to be the go-to source for information and resources about planning, preparing and paying for postsecondary education (such as 2- or 4-year colleges and universities, as well as vocational or career schools).

Career Voyages
http://www.careervoyages.gov/
Career Voyages - This informative and free website provides career information, including education and training requirements, wages, demand, and more. Career videos of many occupations may be played online or downloaded. Spanish version of the site is available. Search by career information, such as education and training opportunities, by state.

United States Department of Labor

Bureau of Labor Statistics
www.bls.gov/k12
The Bureau of Labor Statistics' Web site for kids provides introductory career information for students in Grades 4-8. Most of the material on the site has been adapted from the Bureau's *Occupational Outlook Handbook*—a career guidance publication for adults and upper-level high school students that describes the job duties, working conditions, training requirements, earnings levels, and employment prospects of hundreds of occupations.

Entrepreneurship Competency Model
http://www.careeronestop.org/COMPETENCYMODEL/pyramid.aspx?ENTRE=Y
In collaboration with the Consortium for Entrepreneurship Education (CEE), the Employment and Training Administration (ETA) has worked with education, business, and industry leaders to develop a comprehensive competency model for entrepreneurship as it relates to all careers areas. The model is designed to be adaptable along with changing skill requirements. CEE has committed to working with entrepreneurship leaders and partners to keep the model current.

III. Curriculum Tools and Resources

WorkKeys
http://www.act.org/workkeys/
The *WorkKeys* Assessment System is a comprehensive system for measuring, communicating and improving the commons skills required for success in the workplace. Currently in use in all 50 states, the WorkKeys System was developed by ACT, Inc., the creators of the college entrance exam.

Advisory Programs - Samples of Curriculum

Chicago Public Schools
http://www.cps.edu/Pages/home.aspx
Chicago, Illinois

DeWitt Clinton High School, New York
http://clinton.ny.schoolwebpages.com/education/school/school.php?sectionid=2
Click on Advisory (First box on left)

Kentucky Department of Education – Individual Graduation Plan and Advisory
http://www.education.ky.gov/KDE/
Click under Search: Individual Graduation Plan

Louisiana Department of Education –
http://www.doe.state.la.us/lde/family/520.html
Teachers as Educational Advisors and Mentors (TEAM) Technical Assistance Manual

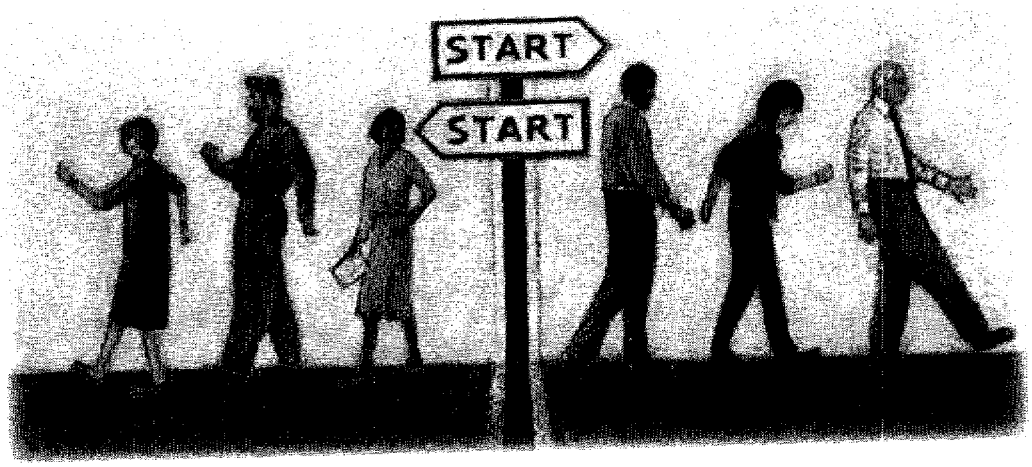
Oklahoma Department of Education – Teacher Advisory Program
http://www.okcareertech.org/cimc/education/teach-as-advis.pdf

State of Washington Superintendent of Public Instruction – Washington State
http://www.k12.wa.us/navigation101/ Navigation 101 Advisory Program

EDUCATION WEEK
Published Online: November 13, 2009
Published in Print: November 18, 2009, as **The Impact of Alternate Routes**

COMMENTARY

The Impact of Alternate Routes to Teaching



—Steve Braden

How Teacher Preparation Has Changed, and Why It May Need to Change More

By C. Emily Feistritzer

Back to Story

Who would have thought 25 years ago, when New Jersey created its then-controversial alternate route to teacher certification, that having such quick paths to the classroom would be a criterion for the distribution of huge sums of federal money, as it is in the Obama administration's Race to the Top initiative? While New Jersey, and subsequently other states, created such alternatives as a way to improve the quality of the teaching force by offering programs attractive to liberal arts graduates, alternate routes have been derided by some as substandard, "scab programs," and merely fast-track ways of getting warm bodies into classrooms.

So why are about one-third of new teachers hired in this country coming through some 600 programs being implemented under the umbrella of 125 state alternate routes to certification, with such options available in nearly every state?

Moreover, why are scores if not hundreds of thousands of individuals with at least a bachelor's degree attracted to these programs as a way to enter teaching? Why are career-switchers, men, people of color, mathematicians, scientists, and recent graduates of top

Alternate routes have not only proliferated, but have also had a

universities all over the country trying to get into teaching through alternate routes? And why are colleges of education becoming big players in this space?

profound influence on the way we think about the preparation of teachers.

Simple answer: because alternate routes are market-driven. From day one, they have been created to meet market demand on both sides of the supply-and-demand equation—schools' need for more and better teachers *and* the needs of a nontraditional market of individuals who want to help meet those demands.

Alternative teacher-certification programs generally don't exist unless there are teaching jobs that need to be filled. They have been created to recruit, select, train, and certify individuals to teach in schools that need teachers in specific subjects and grade levels. This is why most alternate-route programs are in urban areas and outlying rural areas in the South and in Western and Eastern regions of the United States: Those places are where the demand for teachers is greatest.

This is also why alternative programs produce more math, science, and special education teachers, since those are the subject areas of greatest demand. And more male and minority candidates are entering teaching through alternate routes because these subjects and geographic areas are where the greatest concentration of men and minorities are.

Alternate routes come and go—if there is no market demand for teachers and no applicants, the programs die. And that is not a bad thing.

For the last half-century, America has relied for its teachers almost exclusively on high school students going to college and enrolling in a state-approved undergraduate teacher education program. It was not that long ago that teacher quality was measured by the SAT scores of students indicating they intended to major in education when they got into college.

Data from the federal **Schools and Staffing Survey** show that only 57 percent of brand-new entrants to the teaching profession in 2003-04 were recent college graduates (most likely to have come through a traditional program). And today about 40 percent of undergraduates who train to teach do not go into teaching. The U.S. Department of Education's **Baccalaureate and Beyond Longitudinal Study** shows that only about a third of education majors (33.5 percent in 2001) go directly into teaching, and fewer than three-quarters teach at some point in the 10 years after finishing their bachelor's degrees. This is not an efficient model for teacher production.

There is more than a sheer market phenomenon at work. Alternate routes have not only proliferated, but have also had a profound influence on the way we think about the preparation of teachers. Much to the chagrin of critics, one of the hallmarks of alternate routes is that they get candidates into classrooms early—sometimes right away—as teachers of record. The National Center for Alternative Certification's database of alternate-route providers indicates that virtually all participants teach with salary and benefits during their programs (79 percent full time, and 21 percent part time). Support from mentor teachers and other school or university personnel also is a major component of most alternate-route

programs.

All of these programs, including those administered by colleges of education, stress on-the-job training. And this strikes many in the field as the wave of the future. At a recent Education Department policy discussion on the reauthorization of the Elementary and Secondary Education Act, for example, one participant cited Finland's brand of teacher preparation as a model. There, candidates practice-teach throughout their education. They are in the classroom literally from the day they begin study.

The federal Institute of Education Sciences has come out with three startling reports over the past year: one basically concluding that the pathway to teaching doesn't matter in the production of effective teachers, and the other two indicating that mentoring and induction are not all they've been cracked up to be in producing teachers who improve student achievement or in retaining teachers.

The reports and statistics go on and on. What does it all mean? What have we learned about how best to prepare teachers? Here are some thoughts:

- There are now hundreds of diverse pathways into teaching, with varying entry and program-delivery components.
- There are vastly more educated, talented, eager adults who want to teach in high-demand subjects and geographic areas than there are jobs available.
- No research, to date, has found that the pathway one takes into teaching makes much difference in classroom effectiveness (which translates to student achievement).
- The continuing debates about alternative vs. traditional teacher preparation, and such nonsensical phrases as "alternative is not alternative," are a waste of time at this juncture.
- Most school districts do not want to run teacher-training programs.

Maybe—just maybe—counting courses, defining program-quality indicators, lining up licensing credentials, and providing other measures of "highly qualified teachers" are not the way to go. Perhaps decisions about the preparation of teachers can be made based on answers to the "effective teacher" questions: What, if any, components of existing teacher-preparation programs—recruitment and selection, mentoring and induction, curriculum/content and assessments—make a difference, and under what circumstances?

Thankfully, an evolving critical mass of smart people is focusing on *effective teachers* for answers—teachers whose students really do learn. How do we know an effective teacher when we see one? What makes an effective teacher effective? Can we make them, or do we just find them?

While answers to these questions are being sought, we also need to focus attention on what kinds of teachers will be needed going forward and how we get them. After all, practically the same cast of characters that was around when the college-assured teacher education model began in the early 1950s (the American Association of Colleges of Teacher Education was

formed in 1948; the National Council for Accreditation of Teacher Education in 1954) is still running colleges of education. And that was about the time that television was first showing up in living rooms across the country. Think about it.

The rapidity of technological advancements and their impact on teacher and student learning are immense. The Internet began to be widely used less than two decades ago. Google was started by a couple of college kids in 1998. We all began walking around with cellphones about 10 years ago. The BlackBerry came out in 2002, and the iPhone two years ago. And then there is the recent explosion of social networking, and cloud computing on the horizon.

That pace of change prompts the question: How are kids going to learn 10 years from now? And, going further, what role will teachers play?

---

*C. Emily Feistritzer is the president and chief executive officer of the **National Center for Education Information** and the **National Center for Alternative Certification**, in Washington.*

Vol. 29, Issue 12, Pages 26,32

NJ Policy Changes Resulting from School Leadership Work (as a direct result of SAELP or consistent with SAELP-related goals)

	Circle Yes/No/ Don't Know	Description	Year Enacted
1. Standards	Y/N	Professional standards for teachers; first ISLLC standards.	2003
2. Induction	Y/N	Rigorous two-year induction and mentoring program for all principals began in July 2005 but was formalized in code in December, 2007.	2007
3. Mentoring	Y/N	same as above	2007
4. Professional development	Y/N	Required professional development plan for all school leaders in 3-year cycles, linked to ISLLC standards. PD standards adopted and linked to PD plans.	2004 2007
5. Certification/ Licensing	Y/N	Required passing score on SLLA exam for provisional certification.	2006
6. Program Accreditation	Y/N	Mandated 300 hours of field experience. National accreditation required of preparation programs.	2007 2004
7. Evaluation/ ALE	Y/N		
8. Use of Data	Y/N	NJ SMART student data tracking system required by all districts.	2007
9. Resource Allocation	Y/N	Statewide fiscal accountability statute and regulations. NJ Quality Single Accountability Continuum requirements	2008 2005
10. Roles & Responsibilities	Y/N		
11. Incentives	Y/N		
12. Governance	Y/N	District governance monitoring through QSAC process. Legislation reconfiguring the office of the county superintendent and revising the duties of the position. Legislation requiring school leader training on school ethics, law, and governance as part of the professional development requirement. Legislation requiring training for local school board members on specified skills and knowledge.	2005 2007 2007 2007

There has also been work done on distributed leadership, with four pilot districts. I know you don't want more details… but that was one strand of the SAELP grant as well.

Findings from the Evaluation of New Jersey's Alternate Route, 2005-2007

The New Jersey Alternate Route Program: An Analysis of the Perspectives from Alternate Route Teachers, Alternate Route Instructors, and Alternate Route Mentors. (http://www.nj.gov/education/educators/license/research/alternate.pdf,
Raymond Barclay, Western Carolina University; C. Emily Feistritzer, National Center for Education Information; Richard Grip, Statistical Forecasting; Charlene Haar, National Center for Alternative Certification; Gregory Seaton, The College of New Jersey; Sharon Sherman, The College of New Jersey; and Meredith Stone, Evaluation Consultant)

A two-year study of the New Jersey Alternate Route was conducted as part of New Jersey's Teacher Quality Enhancement Grant (TQE) beginning in 2005. Under the auspices of the College of New Jersey, this study addressed the following five questions:

1. Is the alternate route working?
2. Is it having an impact?
3. Is the method of program delivery the best?
4. Is the Alternate Route accomplishing what it is supposed to accomplish?
5. Are principals, supervisors, superintendents satisfied with the quality of Alternate Route teachers?

The five guiding questions were answered in the following way: (1) Is the alternate route working? Yes, AR candidates help meet the demand in hard-to-fill positions in shortage areas and teachers prepared through this route are capable of implementing all but a few of the New Jersey Professional Teaching Standards. (2) Is the AR having an impact? Yes, AR teachers are more diverse with respect to the number of teachers of color and males brought into teaching this way. AR teachers have energy/passion, high levels of commitment, dedication, enthusiasm, and perseverance. (3) Is our method of program delivery the best? It is good, but could be improved if it were more consistent across regional training centers and more consistent in the mentoring provided by districts. (4) Is the AR accomplishing what it's supposed to be accomplishing? Yes, as noted in items (1) and (2) above. However, it could be doing a better job with respect to the mentoring of new teachers and in training AR teachers in the areas of classroom management, assessment, child development, and differentiating instruction for diverse learners. (5) Are principals, supervisors, and superintendents satisfied with the quality of Alternate Route teachers? Yes, at the middle and high school levels, administrators are impressed with AR teachers' in-depth subject matter knowledge, maturity, and enthusiasm. Satisfaction is lower at the elementary level where good understanding of child development is essential and appears to be missing. Moreover, AR teachers need more support, especially with respect to classroom management, instructional planning, and being able to accommodate students with special needs.

The findings of the study showed that the program, in general, was doing what it was designed to do: bring diverse postbaccalaureate candidates into teaching. The results also showed:

- Administrators report that they can find AR candidates for hard-to-fill positions in math, science, foreign language, special education and ESL for middle and high schools.

- AR teachers and their instructors report that they are capable of implementing all but a few of the New Jersey Professional Teaching Standards (NJPTS).
- Statistics show that more than one-third of newly hired teachers each year in New Jersey are Alternate Route teachers.
- Demographic data make it clear that AR teachers are more diverse with respect to number of non-white/minority candidates and number of males brought into teaching.
- The administrator interviews add that these AR teachers have an energy/passion including higher levels of commitment, dedication, enthusiasm and perseverance not found in Traditional Route teachers.
  The delivery method is good, but from both the teachers and the administrators we heard that it would be better if it were:
  (1) more consistent across regional training centers; and
  (2) more consistent in the mentoring provided by districts.
- It is not doing its job with respect to the "in-class mentoring" mandated for the first twenty days of the AR teachers' classroom experience. This is mentoring districts cannot afford to provide.
- It is not doing its job with respect to AR teachers acquiring the critical skill of classroom management, according to administrator interviews. However, teachers, themselves, report they are capable in management techniques and motivating students.
  From interviews with principals and superintendents:
- Middle and high school level administrators are impressed with their in-depth subject knowledge, maturity, and enthusiasm.
- Administrator satisfaction is lower at the elementary level where good understanding of child development is essential and appears to be missing.
- While administrators recognize that all novice teachers need support, AR teachers seem to need more, especially with respect to classroom management, instructional planning, and being able to accommodate students with special needs.

One strong recommendation from the evaluation was for the state to follow up on this report by forming an advisory committee to review the report's recommendations for the recruitment and selection of alternate route candidates, the standards for preparation of alternate route candidates, the design, delivery, and approval of alternate route providers and programs, and the mentoring and assessment of alternate route candidates, and to add other recommendations as determined by the committee to improve the entire system of alternate route teacher preparation. The Alternate Route Advisory Committee was established in April 2008 to continue the review of New Jersey's alternate route pathway.

Promoting Instructional Leadership The New Jersey State Action for Educational Leadership Project

Over the past decade, there has been much attention given to the issue of teacher quality. However, in the last several years the pivotal role of educational leaders in school improvement has come to light. National research by education experts such as Dr. Michael Fullan, Dr. Joseph Murphy, and organizations like Research for Better Schools point to the tremendous importance of leadership in school improvement efforts. More than just leadership *per se*, research tells us that instructional leadership is key to creating and sustaining the kind of positive learning communities that foster a culture of achievement for all students.

The State Action for Educational Leadership Project (SAELP) funded by The Wallace Foundation has had a key role in shining the light on the importance of school leadership in bringing about school improvement and enhancing the achievement of all students. SAELP is a high profile, ambitious and experimental project in which New Jersey and fourteen other states work with a National Consortium and each other to explore ways in which innovative state policies realized through statute and regulation can support strong school leadership focused on

teaching and learning across the nation. New Jersey was funded for an initial three year SAELP grant in 2001 and has just been awarded a new three year grant to carry on its reform work.

The Wallace Foundation also funds a large urban district in each of the SAELP states to allow policies formulated at the state level to be piloted and tested for effectiveness. New Jersey SAELP works closely with the Trenton Public Schools which was selected as the LEAD district for New Jersey. The 15 states and their LEAD are, as it were, "under the microscope" with the expectation that the lessons of SAELP will inform leadership practices well beyond the 15 states taking part.

A key element of the success of New Jersey's first SAELP project can be attributed to the innovative school leadership policy work of the state-level SAELP consortium. Comprised of a rich and diverse group of policy makers and practitioners, including representatives from the major educational associations, the legislature, the governor's office, the business community, the Department of Education, and higher education , the consortium worked diligently and collaboratively over a three year period to recommend new policies for implementation through statute and regulations that promoted strong school leadership focused on teaching and learning. In the past, the focus for New Jersey school leaders had been on school leaders focused on the effective management and administration of schools. SAELP has shifted that focus to help school leaders see themselves as the key instructional leaders in schools who can create the conditions and culture for significant improvements in teaching and learning. management In fact, the New Jersey SAELP Consortium has broken new ground in terms of new policies. Some

of the key reforms recommended by the SAELP consortium are described in the following section.

Key Reforms under SAELP 1:

On the basis of the recommendations of the New Jersey SAELP Consortium, The State Board of Education in December 2003 adopted professional standards for school leaders as the platform for an array of policy reforms planned under SAELP. These standards establish the knowledge base needed for school leaders to be effective instructional leaders and will drive the preparation, licensure, mentoring and development of school leaders.

Another key reform recommended by SAELP and adopted by the State Board of Education has been the requirement of national accreditation for all school leader preparation programs and that the state form partnerships with the key national accreditation bodies. This signifies a significant leap forward in New Jersey which will help to ensure quality control of the process that prepares school leaders.

SAELP has also recommended new and alternate routes to school leadership certification opening new paths to a wider pool of strong candidates. In another related SAELP recommendation, the State Board of Education fast-tracked changes in the licensure code that will expedite reciprocity for out-of-state candidates.

The State Board has also adopted new regulations based on the SAELP consortium's recomemmndaiton requiring new and more meaningful standards-based assessments of school leaders as the qualifying exam for licensure. Candidates for licensure will be assesses based on the stnadrds which formed the bais of their preparation programs.

The State Board also adopted regulations governing the professional development of school leaders which h had been proposed by SAELP. The consortium had crafted a professional learning that reflects best practice in professional l learning employing a standards-based, collaborative professional development model. This reform will usher in a new focus on life-long learning for school leaders so necessary in our fast and changing world.

New Jersey SAELP also examined the critical and complex issue of school governance. Over the last six months the Consortium has done considerable research, held a summit on this issue and is developed recommendations to alter school governance structures that will improve and enhance school board and district personnel relationships and improve the conditions of work for school leaders. Some of the key proposal changes in this area that will need legislation action include:

- **Change of superintendents from 3-5 years to improve continuity of education programs.**
- **Realignment of terms of officers of board members with that of superintendent.**

- **Moving many personnel decisions from school board to superintendents and principals.**
- **Require cross-training of boards and superintendents to build**

leadership teams

- **B**

y following the SAELP vision for policy reform, building a rich, diverse consortium and including governmental officials in the learning community that we have become, the leaders of the New Jersey SAELP project have helped to transition and even strengthen support for SAELP in the wake of an election that brought a new party and governor into leadership in the state.

Slide 10

- **I**

t is said, "Without a vision, the people perish." New Jersey SAELP is uniting policymakers and practitioners as never before to strengthen school leaders who can create and sustain a vision of learning communities committed to high levels of achievement for all students.

the

- **SAELP has not only provided the template for a thoughtful approach to research and policy development, it has also provided resources through the national consortium and their sponsoring organizations.**

- **It has brought national experts in leadership and education and provided consultants to work directly with states. In New Jersey's case, our consultant has helped to guide the work so that stakeholders see beyond partisan interests and work with genuine collaboration to craft policy recommendations all can support and from which the entire education community stands to benefit.**

Slide 8

- **SAELP's focus has helped New Jersey's political and educational leaders to see and support the essential role of high quality school leadership in bringing about systemic improvement in education. The intent and focus of our consortium's work is the development of policies for implementation as regulation of statute that will strengthen school leadership. So often states create well-meaning programs as band-aids for problems whose long-term solutions really rest in the policy arena. SAELP has helped New Jersey to address critical leadership issues regarding recruitment, preparation, and support of school leaders in a manner that is comprehensive, coherent, aligned with the research and best practices through regulation and statute.**

- **The leadership shown by the state's major associations for school leaders has been vital to the success of New Jersey's SAELP project. Association leadership has helped to support and bring together practitioners to provide the essential**

connections between policy and practice that has shaped the Consortium's reform agenda. In this regard, the consortium and its leadership have also worked to build a strong relationship with the state's LEAD district.

- **The fortuitous timing of the project has been another factor in New Jersey's ability to keep SAELP a vital initiative despite governmental transition. The key policymaking role of the consortium partners and their shared authority and responsibility for guiding implementation in alignment with the SAELP strategies and the state's comprehensive standards-based reform efforts are occurring in the context of the federal requirements mandated by No Child Left Behind and the State Board of Education's comprehensive review of the licensing code. Everyone has been keenly aware that the opportunity opened by this confluence of factors will not soon come again. The time is at hand to implement systemic reforms to address both the impending shortage of school leaders and the need to reconfigure the preparation, licensing requirements, induction support, professional growth opportunities, conditions of practice and governance issues that impact on the quantity and quality of the state's school leaders.**

<u>Slide 9</u>

- **Because of coordinated leadership and collaborative work, New Jersey SAELP has already made significant progress toward the accomplishments projected in our implementation plan. Reforms recommended by SAELP across the life cycle of a school leader are before the State Board for adoption in January 2004. Other**

recommendations requiring legislative action will also be brought before the Legislature this year

- **Let me review some of these reforms:**

Element Two: Teacher Preparation

- The New Jersey Professional Education Port (NJPEP) located in the Office of Academic Standards, developed several online multimedia professional development modules that focus on early literacy and ELL (*English Language Learners in the Mainstream*). In addition, NJPEP has created an adolescent literacy video for the Literacy is Essential to Adolescent Development and Success (LEADS) program located in the Office of Language Arts Literacy. NJPEP, in conjunction with the Office of Math and Science Education and New Jersey Network (NJN), developed a mathematics/science video to assist middle school classroom teachers entitled, "*Addressing the Needs of the Diverse Learner in the Math and Science Classroom.*" NJPEP also provides links to local and national online courses and provides an array of resources on classroom assessment, data-driven instruction, and classroom strategies such as differentiated instruction. NJPEP provides up-to-date professional development opportunities via the "njpepnews" listserv, which reaches many New Jersey educators. NJPEP will be incorporated into the newly developed New Jersey Core Curriculum Content Standards Web site and interactive professional development platform in 2010.

Element Three: Out-of-Field Teaching

- As mentioned in Element Two, NJPEP provides professional development modules and videos in Language Arts Literacy, Mathematics, Science and ELL.

Element Six: Specialized Knowledge and Skills

- NJPEP, New Jersey's online virtual academy, offers a tutorial for teachers who have English language learners in their classes but have little previous experience or training on how to teach them effectively.

New Jersey Teacher Quality Partnership Grants:
William Patterson University—Wayne, New Jersey; $1,733,003.64
Project Name: The Garden State Partnership For Teacher Quality
Project Director: AnaMaria Schuhmann

- Recruiting and retaining highly qualified teachers by reforming traditional teacher preparation programs and creating a teacher residency program
- Collaborate with Kean University and Rowan University, high-need urban school districts in Bridgeton, Camden, Jersey City, Passaic, Paterson and Union City and the LEAP Academy University Charter School of Camden, and the New Jersey Department of Education.
    - School districts enroll nearly 92,000 students, or one out of every 17 NJ students.
- Focus on reforming pre-baccalaureate teacher preparation programs at the partnering universities by designing a clinically based program, expanding the number of school-based experiences for students to provide more hands-on preparation and offering targeted instruction in critical needs areas such as literacy, special education, working with English language learners and parent relationships
- Garden State Urban Teacher Residency Program in high need school districts to train 60 highly qualified teachers. Fifteen professional development schools will be established as part of the residency program to support and retain teachers and educational leaders in New Jersey's most challenging urban communities. Each professional development school will have a professor in residence to mentor the resident teachers. The 18-month program will lead to dual certification in a content area and an area of critical shortage, such as special education, ESL, or bilingual education and will culminate in a master's degree
- Development of a tracking system in partnership with the New Jersey Department of Education to track whether residency candidates are retained in an urban school district, and if so, what impact they have on student learning.
- William Paterson, Kean and Rowan universities graduate more than 2,500 traditionally prepared teachers each year, accounting for approximately 40 percent of all new teachers in the state.
- The three universities have collaborated for more than a decade to improve teacher education through joint efforts funded by previous Teacher Quality Enhancement grants in 1999 and 2004

Montclair State University—New Jersey; $674,473.64
Project Name: Teaching Residency Program
Project Director: Rosemary Steinbaum

- Newark- Montclair Teaching Residency Program (NMTRP)
- Partners include the College of Science and Mathematics, Newark Public Schools and the Newark Teachers' Union.
- Coupling rigorous research-based teacher preparation with the concrete needs and realities of Newark Public Schools
- 100 teacher residents will participate in full-time, paid clinical apprenticeships with highly qualified mentor teachers
- Residents will engage in rigorous coursework and will receive a master's degree and teacher certification in either mathematics, science or elementary and special education
- Upon completion of the master's degree, residents will be hired by Newark Public Schools and will receive induction support through the NMTRP, which will also be made available to all new teachers in Newark Public Schools
- Intensive, carefully designed professional development will support both novice and experienced teacher mentors in the continued development of their knowledge and skills for teaching, mentoring, and ultimately improving student achievement.
- Over the course of the project, 100 experienced teachers in Newark Public Schools will undertake National Board Certification as master teachers in their fields.

STEM Module Synopsis K-2

Wind Power
Work in teams as **environmental engineers** to build anemometers to test wind speed and collect data, to determine the best location to build a wind turbine. Teams pick a location near the school to conduct the tests. Each team collects data during the testing and displays it using a bar graph. The class will then determine the best location o build the wind turbine based on the data collected. Teams: • Build a workable anemometer; • Conduct an investigation, observing and recording the number of turns of the anemometer within a given time period from various locations around the school; and • Display the data collected from 3 trials on a bar graph to enable the class to determine the best location for a wind turbine.
Math
4.4.2.A.2: Read, interpret, and construct pictographs or bar graphs with scales showing smallest to largest (range) and most frequent (mode). **4.5.2.1:** Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem. **4.5.2.4:** Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.
Science
5.4.2.F.1: Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
Technology
8.2.2.A.1: Describe how technology's products, systems, and resources are useful tools at school, home, and work.

Building Bridges

Work in teams as **civil engineers** to design, build and test model bridges for a specific New Jersey site. Each bridge must meet criteria using specific materials and design guidelines. Groups can build bridges to span a valley, a road, railroad track, or a body of water. The goal is to provide passage over the obstacle. Designs of bridges will vary depending on the function of the bridge, the construction materials selected, and the nature of the terrain where the bridge is to be constructed.

Teams:

- Plan and design the bridge, using a scale drawing;
- Select appropriate materials for the model;
- Construct the bridge over the obstacle; and
- Test the bridge using uniform weights.

Math

4.2.2.B.1: Measure and estimate to the nearest inch, foot, yard, centimeter, and meter.
4.2.2.B.3: Decide which unit of length is most appropriate in a given situation.
4.5.2.4: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.

Science

5.2.4.E.4: Investigate, construct, and generalize rules for the effect that force of gravity has on balls of different sizes and weights.

Technology

8.2.2.B.2: Investigate the influence of a specific technology on the individual, family, community, and environment.

Wildlife Feeder

Work as **environmental engineers** to design, build and test an outdoor wildlife-feeding device. Designs must be appropriate for a specific type of organism (birds, small mammals, deer), and must include a method of storing and releasing the food to the appropriate species. The food preferences of the focal animal should be determined in a class field study before the feeder is designed.

Teams:

- Conduct an investigation, observe, survey and record food preferences of local wildlife;
- Plan, design and construct the feeder as a class; and
- Test the feeder by placing it outdoors for use by wildlife and recording number of visits.

Math

4.2.2.B.1: Measure and estimate to the nearest inch, foot, yard, centimeter, and meter.
4.2.2.B.3: Decide which unit of length is most appropriate in a given situation.
4.4.2.A.2: Read, interpret, and construct pictographs or bar graphs with scales showing smallest to largest (range) and most frequent (mode).
4.5.2.4: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.

Science

5.3.2 B.1: Describe the requirements for the care of plants and animals related to meeting their energy needs.
5.3.2.B.2: Compare how different animals obtain food and water.

Technology

8.2.2.A.1: Describe how technology's products, systems, and resources are useful tools at school, home, and work
8.2.2.B.2: Investigate the influence of a specific technology on the individual, family, community, and environment.

STEM Module Synopsis 3-5

Rocket Boat

Work in teams as **vehicle engineers** to design a thrust system that is safe and efficient. The teams consider factors such as type of propellant, temperature, pressure, the size and shape of the container as they design their aqua thruster or rocket boat. As an engineering team, students must also consider safety as they choose a propellant and container in which the propellant will be used.

Teams:

- Choose a container and type of propellant;
- Design a fin to attach to the rocket boat;
- Predict the length of time the thrust will last;
- Conduct the investigation and record findings;
- Describe the trust produced; and
- List design modifications that will increase the trust.

Math

4.2.2.B.1: Measure and estimate to the nearest inch, foot, yard, centimeter, and meter.
4.2.2.B.3: Decide which unit of length is most appropriate in a given situation.
4.4.2.A.2: Read, interpret, and construct pictographs or bar graphs with scales showing smallest to largest (range) and most frequent (mode).
4.5.2.4: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.

Science

5.1.4.B.2: Use measurement tools and observation schedules to collect and analyze data; evaluate evidence when building and revising models and explanations of natural phenomena.
5.2.2.E.2: Predict an object's speed, path, or how far it will travel using various forces and surfaces.
5.2.2.E.3: Distinguish a force that acts by touching it with an object (e.g., by pushing or pulling) from a force that can act without touching (e.g., the attraction between a magnet and a steel paper clip).
5.2.4.E.1: Demonstrate through example that motion is a change in position over a period of time.
5.2.4.E.2: Identify the force that starts something moving or changes its speed or direction of motion.

Technology

8.2.4.F.2: Identify the resources needed to create technological products and systems.

Eye of the Beholder

Work in teams as **engineers** to design an electronic message board for the teacher to put up homework reminders, upcoming events for the school, and important class news in the line of sight for all students. Students collect data to determine the average or normal eyesight for their class by using a doctor's eye chart to measure the vision of each student. Each team will use the average eyesight of the class to determine what the message board will look like and where it should be located.

Teams:

- Discuss the relationship of vision to the nervous system;??;
- Measure the eye sight of each student (20/20 is normal);
- Display the data on a line plot;
- Find the average class eyesight; and
- Design a electronic message board that can be seen by the class and determine sign location in the classroom.

Math

4.4.5.A.1: Calculate the average (mean) of a data set that includes whole numbers, fractions, and decimals
4.5.5.6: Represent a problem situation using words, numbers, pictures, physical objects, or symbols.
4.5.5.9: Summarize mathematical information, draw conclusions, and explain reasoning.
4.5.5.11: Use technology to gather, analyze, and communicate mathematical information.

Science

5.1.4.B.2: Use measurement tools and observation schedules to collect and analyze data; evaluate evidence when building and revising models and explanations of natural phenomena.
5.3.4.A.3: Describe the systems involved in carrying out everyday life activities.

Technology

8.2.4.A.1: Investigate factors that influence the development and function of products and systems.
8.2.4.G.3: Evaluate the function, value and aesthetics of a technological product, system or environment from the perspective of the user and the producer.

Catch Me if You Can

Work as teams of **environmental engineers** to design fishing nets that fishermen could use to help avoid by-catch. Each team attempts to fish for "target fish" using their nets. Each student will use a table to collect data and use the data to determine the percentage of "target fish" caught versus the percentage of other sea animals caught. Based on the data collected, teams suggest design changes for their fishing nets.

Teams:

- Plan and design a fishing net for "target fish";
- Investigate the success of the design;
- Collect and display data;
- Compute percentages; and
- List design modifications.

Math

4.1.5.B.1: Solve problems involving multiplication and division of any whole numbers.
4.5.5.9: Summarize mathematical information, draw conclusions, and explain reasoning.
4.5.5.11: Use technology to gather, analyze, and communicate mathematical information.

Science

5.1.4.B.2: Use measurement tools and observation schedules to collect and analyze data; evaluate evidence when building and revising models and explanations of natural phenomena.
5.3.2.C.3: Communicate ways that humans protect habitats and/or improve conditions for the growth of plants and animals that live there or ways that might harm them.

Technology

8.2.4.A.2: Compare and contrast how a product has changed over time due to economic, political or cultural influences using a digital format.
8.2.4.B.3: Explain the positive and negative effects of products and systems on humans, other species and the environment.

STEM Module Synopsis 6-8

On the Road Again

Work in teams as **civil engineers** to plan, design and build a prototype of an interstate highway through New Jersey. The road may feature bridges and tunnels, but cost efficiency is an important factor.

Teams:

- Plan the best path for the road, considering topographic, demographic and cost concerns;
- Determine the length of the road and the cost per mile;
- Construct a prototype of the road; and
- Decide as a class which design is the best.

Math

4.2.8.B.3: Solve problems involving scale factors, area, and volume using ratio and proportion
4.5.8.3: Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.
4.5.8.5: Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
4.5.8.8: Make and test conjectures based on data (or information) collected from explorations and experiments.

Science

5.1.8.B.3: Build, refine and represent evidence-based models using mathematical, physical and computational tools.
5.4.6.B.2: Examine Earth's surface features and identify those created on a scale of human life or on a geologic time scale.

Technology

8.2.8.B.1: Design and create a product using the design process that addresses a real world problem with specific criteria and restraints.
8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype by completing a design problem and reporting results in a multimedia presentation.
8.2.8.B.3: Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.

Humpty Dumpty's Ride

Work in teams as **vehicle engineers** to plan, design and test a rolling device/enclosure that will protect an egg on/in a wheeled base as it is rolled down a ramp.

Teams:

- Plan and design the vehicle;
- Record data from multiple trials, providing evidence of redesign efforts; and
- Test the safety of the vehicle at increasing slopes.

Math

4.4.8.A.2: Compare data of different data sets and describe the differences using box-and-whisker plots.
4.5.8.3: Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.
4.5.8.4: Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.
4.5.8.5: Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
4.5.8.8: Make and test conjectures based on data (or information) collected from explorations and experiments.

Science

5.1.8.A.2: Develop and use mathematical, physical and computational tools to build conceptual-based models and to pose theories.
5.2.8 E.1: Calculate the speed of an object when given a distance and time.

Technology

8.2.8.B.1: Design and create a product using the design process that addresses a real world problem with specific criteria and restraints.
8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype by completing a design problem and reporting results in a multimedia presentation.
8.2.8.B.3: Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.

Fresh Flatware

Work in teams as **waste management engineers** to design flatware (forks, knives and spoons) that can biodegrade in a relatively short amount of time.

Teams:

- Plan and design the flatware using geometric proportions;
- Select appropriate materials for construction;
- Predict decay rates; and
- Test the durability and the rate of biodegradation of the flatware.

Math

4.3.8.B.8: Solve single and multi-step word problems involving linear functions (*including rates*) and verify the solution.
4.5.8.3: Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.
4.5.8.4: Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.
4.5.8.5: Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.
4.5.8.8: Make and test conjectures based on data (or information) collected from explorations and experiments.

Science

5.1.8.A.3: Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
5.1.8.B.2: Design investigations, collect and analyze data, and evaluate evidence to determine central tendencies, causal/correlational relationships, and anomalous data.
5.2.6 B1: Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically.

Technology

8.2.8.B.1: Design and create a product using the design process that addresses a real world problem with specific criteria and restraints.
8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype by completing a design problem and reporting results in a multimedia presentation.
8.2.8.B.3: Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.

STEM Module Synopsis 9-12

Now We're Cooking!

Work as **mechanical engineers** to design, build and compare the performance of multiple solar cooker designs and consider their possible use in developing nations.

- Determine the differences between parabolic, cone, panel and box cookers and predict the efficiency of each model cooker;
- Plan, design and build the cooker;
- Test the cookers outside in the sunlight using water; and
- Measure and graph the temperature increases of the water.

Math

4.3.12.B.13: Solve everyday problems that can be modeled using linear, quadratic, exponential, periodic (sine and cosine) and step functions.
4.5.12.1: Analyze a problem situation and represent it mathematically.
4.5.12.6: Communicate mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
4.5.12.7: Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.
4.5.12.9: Use technology to gather, analyze, and communicate mathematical information.

Science

5.1.12.B.3: Use scientific tools, technologies, theories and computational models to gather and evaluate evidence.
5.1.12.D.2: Represent ideas using literal representations such as graphs, tables, journals, concept maps, and diagrams.
5.4.12.G.4: Explain the unintended consequences of harvesting natural resources from an ecosystem.
5.4.12.G.7: Assess the potential environmental impact of large scale adoption of emerging technology (e.g., wind farming, harnessing geothermal energy) using scientific, economic, and other data.

Technology

8.2.12.A.1: Design and create a technology product or system that improves the quality of life and identify trade-offs, risks and benefits.
8.2.12.B.1: Design and create a product that maximizes conservation and sustainability of a scarce resource by using entrepreneurial skills and the design process.
8.2.12.B.2: Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing and other technical methods of illustration.
8.2.12.D.1: Reverse engineer a product to assist in designing a more eco-friendly version guided by an analysis of trends and data about renewable and sustainable materials.
8.2.12.E.1: Devise a technological product or system, addressing a global issue, using the design process and provide documentation through drawings, data and materials that reflect diverse cultural perspectives.

Feed the World

Work in teams as **food engineers** to design and create a prototype of a nutritional product that will prevent or reduce malnutrition, especially in developing nations.

Teams:

- Determine essential biomolecules and their sources;
- Plan and design the recipe using nutritional information and cost analysis;
- Create the prototype;
- Collectively evaluate each sample, noting benefits or drawbacks of nutritional value, taste, production cost, storage, etc.; and
- Present one or all recipes to the local Food Bank.

Math

4.4.12.A.2: Select an appropriate graphical representation for a set of data and use appropriate statistics (e.g., quartile or percentile distribution) to communicate information about the data.
4.5.12.1: Analyze a problem situation and represent it mathematically.
4.5.12.6: Communicate mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
4.5.12.7: Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.
4.5.12.9: Use technology to gather, analyze, and communicate
4.5.12.4: Generalize a solution strategy for a single problem to a class of related problems, and apply strategy for a class of related problems to solve specific problems.

Science

5.1.12.A.1: Refine conceptual interrelationships and patterns of evidence among central scientific explanations using mathematical, physical, and computational tools.
5.3.12.A.1: Represent and explain the relationship between the structure and function of each class of complex molecules using a variety of physical or electronic models.
5.3.12.A.6: Describe how a disease is the result of a malfunctioning system, organ and cell and relate to possible treatment interventions (e.g. diabetes, CF, lactose intolerance).

Technology

8.2.12.A.1: Design and create a technology product or system that improves the quality of life and identify trade-offs, risks and benefits.
8.2.12.B.1: Design and create a product that maximizes conservation and sustainability of a scarce resource by using entrepreneurial skills and the design process.
8.2.12.B.2: Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing and other technical methods of illustration.

Environmental Justice

Work in teams as **civil engineers** to determine the best location for a bus depot, which is an environmental hazard that can affect human health.

Teams:

- Determine, using Steiner point evaluation, the spot on a given map that would be optimal for the depot location;
- Consider population density or other demographic factors that might change or influence the optimal location;
- Engage in a class discussion or debate about the location of the depot and come to a consensus; and
- Design the depot to have the least impact on human health.

Math

4.3.12.B.13: Solve everyday problems that can be modeled using linear, quadratic, exponential, periodic (sine and cosine) and step functions.
4.5.12.1: Analyze a problem situation and represent it mathematically.
4.5.12.6: Communicate mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
4.5.12.7: Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.
4.5.12.9: Use technology to gather, analyze, and communicate

Science

5.1.12.A.2: Represent and evaluate evidence-based models to ask productive new scientific questions.
5.1.12.B.3: Use scientific tools, technologies, theories and computational models to gather and evaluate evidence.
5.1.12.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
5.1.12.D.2: Represent ideas using literal representations such as graphs, tables, journals, concept maps, and diagrams.
5.4.12.G.5: Analyze the impacts of human activity on the cycling of matter and energy through ecosystems.

Technology

8.2.12.A.1: Design and create a technology product or system that improves the quality of life and identify trade-offs, risks and benefits.
8.2.12.B.2: Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing and other technical methods of illustration.
8.2.12.C.1: Analyze the ethical impact of a product, system or environment worldwide and present findings in a web-based publication for further comment and analysis.
8.2.12.C2: Evaluate the positive and negative impacts of the design in a digital overview of the chosen product.

Full Summaries of Traders to Teachers, Progressive Science Institute, Progressive Math Institute, and World Languages

This past March, legislation was passed (commonly referred to as Traders to Teachers) that allowed for the establishment of pilot programs to create flexibility around certification requirements. The legislation refers to displaced workers and instructional areas of high need.

Traders to Teachers run by Montclair State University

This pilot program is a teacher preparation program that allows individuals displaced from the financial sector or similar industries to pursue certification to teach mathematics. This accelerated program, which is supported by the collaborative efforts of the College of Education & Human Services and the College of Science & Mathematics is for individuals who have used mathematics in their jobs, and have a sincere desire to become mathematics teachers, whether or not they majored in mathematics in college.

- The program began in September 2009 and additional cohorts will begin in the Spring of 2010. Successful applicants spend three months in an intensive, full-time (five days/week) program learning mathematics and how to teach it and spending one day each week observing and beginning to teach mathematics in a high school or middle school. Upon successful completion of the three-month component of the program, candidates will be placed in paid teaching positions in public schools in New Jersey. A commitment to teach at least through two years in these schools is expected from candidates. Intensive professional support will be provided during these first two years. After teaching successfully for two years, completing additional mathematics courses as determined on an individual basis, and passing the secondary mathematics PRAXIS II exam, candidates will be recommended by the University to the state for standard, permanent teaching certification in Mathematics.
  http://cehs.montclair.edu/academic/cop/t2t.shtml

There is another one we can discuss that is in its planning phase out of Drew University.) – Follow up with Sandra.

Progressive Science Initiative run by NJEA's Center for Teaching and Learning : One of the programs that has been very successful in its early phase of implementation is the Progressive Science Initiative (PSI). This pilot is run by NJEA's Center for Teaching and Learning in cooperation with Kean University.

- The concept behind this pilot is to take currently certified teachers who have the pedagogical talent and skills and teach them the content required to lead

highly effective science classrooms. The program includes curriculum and pedagogy. Forty-two teachers from Newark, Paterson and Jersey City spent an intensive summer learning physics and are currently teaching physics. They are supported through continuing classes, both during the week and on some Saturdays. They are also part of a virtual network that shares their materials as well as reflections on teaching. All of the classrooms in which the course is being taught are equipped with an interactive white board and student responders. The emphasis in this pilot is not only the quantity of qualified teachers, but also the quality of the student experience as well. The program will continue by adding additional teachers and additional science content. They began with physics and will next go on to chemistry and biology. http://www.njpsi.org/welcome.aspx

- Improving student achievement in science is now a national priority. To that end, increasing the number of skilled science teachers is also a national priority. New Jersey is taking on the challenge of science education by training a talented corps of teachers who will lead the next generation to high levels of student achievement in science. The New Jersey Center for Teaching and Learning (CTL), in collaboration with Kean University, have launching a new science teacher certification program designed for current certified teachers with great teaching skills and an interest in science education.

- The PSI course sequence assumes that high school students will participate in an algebra-based physics course first, followed by chemistry, then biology. The physics-chemistry-biology sequence is logical as biology requires a foundation of both chemistry and physics, and chemistry requires a foundation of physics. This sequence also supports higher levels of math achievement as math is embedded in the science program – students taking algebra and geometry experience a practical application of their math skills in their science classes.

- The curriculum of the Progressive Science Initiative (PSI) is based on the Advanced Placement (AP) Science curriculum. Research shows that students in the United States generally perform poorly compared to other nations on the Trends in International Mathematics Science Study or TIMSS. However, students who take, but do NOT pass the AP Physics B exam (scoring 1 or 2) perform on average as well as students in other countries. And students who take and pass the AP Physics B exam (scoring 3 and higher) outperform students from other countries. By dramatically increasing the number of students who take, and pass, AP science exams, PSI raises the science achievement of average US students to international levels.

- Research has shown that students of average academic aptitude (as measured by SAT scores) have demonstrated remarkable math and science achievement through the PSI program. By the time these students graduated from high school, they had taken five times as many AP science exams as the average New Jersey high school student and passed (3+) four times as many. These results were first reported in the doctoral dissertation of Robert Goodman and reported in the peer-reviewed journal of the American Association of Physics Teachers (Goodman & Etkina, The Physics Teacher, April 2008).

- The traditional "alternate route" program seeks to recruit science professionals to become teachers. This approach has many flaws, starting with the fact that there is already a shortage of science professionals. This is the core reason why we need to improve science education. Also, it's not clear that science professionals want to leave their jobs, or that they would be good teachers. We question the assumption that "science is hard; teaching is easy." The PSI approach to science education is different. PSI has demonstrated that all students can learn science. We extend that to a strong belief that all teachers can learn science. We use the PSI approach to teach science to highly skilled teachers – adults who have a passion for teaching, a commitment to the profession, an interest in science, and the dedication to lead the profession. Our goal is to get great teachers to become great science teachers through PSI.

- An important component of PSI is the use of Smart boards, notebooks and responders, as well as round tables, to create a classroom that presents students a coherent curriculum via a social constructivist pedagogy that is rich in real time formative assessment. These technology tools make possible the creation of both in-school face-to-face and interschool virtual professional learning communities (PLC), driving a cycle of continual improvement.

- PSI teachers become part of in-school and interschool PLCs, collaborating through a website where materials such as textbooks, curricula, Smart notebooks and assessments are posted. New PSI teachers extend this PLC as they download, use, discuss, and upload improved versions of these materials. The same collaborative teacher-led approach that developed PSI in one school is extended to a virtual PSI community encompassing many schools.

- The main mode of delivering PSI instruction is through the use of Smart boards, notebooks and responders. Content and formative assessment are embedded in all instruction through these tools. Since electronic notebooks

can easily be posted to, and downloaded from, www.njpsi.org, the lessons that are delivered in one classroom can be delivered in hundreds. This process also maintains both the fidelity of the model as well as drive its continuous improvement. The website created to support the current expansion of PSI from 1 to 22 schools can support hundreds of schools across the state or country.

- Also, the second and third cohorts of teachers are being instructed by teachers who learned physics and how to teach it in the first cohort. The same tools that are used to teach the teachers, are then used by them to teach their students, and then also used by these new teachers to teach the next cohorts of teachers. Exponential growth is made possible by the power, easy duplication and continuous improvement of curriculum materials.

- Success in the PSI program is measured in several ways. For students, success will be determined by the number of students who pass the mid-term and end-of-course exam in physics. In addition, success will be measured by the number of students who enroll in AP science courses after completing the basic physics course. Success can also be measured by performance on state-developed science exams (when available) and by performance on SAT II content area tests. PSI will also monitor student interest in pursuing science and math majors in college. Also, we will measure student achievement in mathematics; comparing the grades and results on state mathematics tests should show improvement versus students not engages in PSI.

- The measure of PSI's success will also be determined by teachers, including the number who complete the PSI program, the number who pass the exit exam for the program and the Praxis, the number who become fully certified – and teacher and student attitudes about the program.

- **Status of current expansion -** Last June, 42 teachers, mostly from Newark, Paterson, and Jersey City, began an intensive one-year program to better learn physics, and how to teach it; 33 of those teachers began without a teaching certificate in physics, but they will all have one soon after completing the program. In fact, in the program's first year PSI will have trained and certified twice the number of physics teachers than were certified in prior years by all the universities in New Jersey.

- More than 1,200 students are studying physics from that first cohort of PSI teachers. A preliminary indicator of success is that more than 40% of those students, when surveyed in December, have indicated that they intend to take AP Physics B, in addition to PSI Chemistry, next year. If even half these

students follow through, this group of students will, in the first year of the program, have

Progressive Math Initiative Background - Successfully completing algebra by the end of ninth grade is strongly correlated to eventual graduation from college or university. A key goal of the "Math Grants" program that was initiated by the New Jersey Center for Teaching and Learning (CTL) in June 2007 was to work with middle schools to increase the percentage of students who complete algebra by the conclusion of eighth grade; increasing the rigor of their middle school mathematics experience and reducing, to near zero, the number of students who have not completed algebra by the end of ninth grade. The program began by giving $25,000 grants to each of three middle schools to support their formation and resourcing of Professional Learning Communities (PLCs) with the goal of having the teachers develop approaches to achieve the goal of having more students complete algebra by the end of eighth grade. In addition, three regional meetings and a summer conference were held each year so that the PLCs could collaborate between schools. Also, math fellows from the CTL participate in the school PLC meetings at least once each month.

- The Accuplacer test is used by all two-year and many four year colleges in New Jersey to determine college readiness with respect to mathematics. The two tests that must be passed are Arithmetic and Elementary Algebra. Since these tests are online, adaptive and inexpensive, they can be taken annually to monitor progress by individual students as well as schools. The operational measure of student achievement in mathematics used by the math program is the percentage of students passing those two tests, as defined by New Jersey colleges.
- This also addresses the serious disconnect between K-12 and college curriculum. The fact that such a high percentage of New Jersey students pass the high school exit tests and then fail the very minimal college entrance tests is testament to that disconnect. This approach makes it clear to middle school teachers and students what is expected of them by colleges. As this information and expectation moves into high schools, the discontinuity between K-12 and college can be significantly reduced.

- At the end of first two years of the program, the percentage of eighth graders passing the Accuplacer Arithmetic test had risen from about 15% to about 25% and the percentage passing Accuplacer Algebra had risen from about 2% to about 12%.
- Three additional schools joined the program last July. At the same time, lessons learned from the Progressive Science Initiative (PSI) were used to transform what had been the "Math Grants" program to the Progressive Mathematics Initiative (PMI). Specifically, while schools had been moving towards using Smart boards, notebooks and responders, this direction was strongly encouraged for all PMI classrooms. This allowed the six in-school PLCs to begin sharing instructional materials, in the form of Smart notebooks, and work together on improving them.
- A key focus of the PMI has become to develop units of instruction that can be shared and continuously improved between the current six schools now, and with additional schools in the future. This year, the goal is to develop a 20 unit sequence that leads from the end of fourth grade arithmetic through to algebra. The sequence of units was determined this last summer and schools each chose a unit for their PLC to work on. Those units are then shared and reviewed by CTL math fellows and the other schools at each regional meeting. The goal is that the sequence of units is created through this team effort so that all schools feel confident in their value and use them to teach in their schools.
- The process involves each school posting a Smart notebook unit on www.njpmi.org about two weeks before the regional meeting. A review committee composed of two teachers from each school and a CTL math fellow review two units prior to the regional meeting. They then meet in person to discuss the unit and suggest improvements. The math fellow leads this discussion to a consensus and then implements the suggested changes. The unit is then posted on the website for use by all the schools and to

encourage further comments and improvement by all PMI participants. The unit is never "complete", but it is now considered useable and subject to continuous improvement. The cycle then repeats through the year until that course is complete. Then work will begin on the next course. The three courses that will comprise middle school mathematics, Arithmetic/Algebra, Geometry, and Probability and Statistics, are being developed in that order.

- A key value of this approach, in addition to creating these course materials, is that in the process of working as multi-grade mathematics teams developing each notebook the teachers are forced to confront differences in curricular approaches that detract from coherence, between and even within courses. Terms, approaches and methods are discussed in the context of creating a Smart notebook that will be used by all. Where before, teachers would often go their own way, leading to confusion on the part of students; this approach forces teachers to discuss their practice and reach consensus.
- The new PMI approach is geared towards scalability. The more schools that are participating the more powerful the model becomes; more teachers will be engaged in using and improving the materials for the benefit of all the schools. The website, www.njpmi.org is not a limitation; it can support hundreds of schools, not just the current six. Also, current PMI teachers can become math fellows to support new PMI schools; this aspect of the program also contributes to its scalability. However, the CTL will not have the funding to provide grants to new schools; in fact, new schools will have to pay the expenses necessary to support their participation.

World Languages

Since the release of the 1996 Core Curriculum Content Standards, New Jersey has required the study of world languages in the elementary through high school grades resulting in more students studying world languages in grades K-8 than in any other state according to a 2005 state survey. New Jersey has also conducted the largest statewide assessment of world languages in the country in grade 8 (70,000 students) using online technologies over a three-year period. This initiative yielded important

research data and paved the way for allowing students to receive graduation credits by demonstrating language proficiency in lieu of seat time.

In February 2010, the department will launch a project entitled **New Jersey's Model for High School Reform in World Languages: *Building a Linguistically and Culturally Competent Workforce*** in partnership with the American Council on the Teaching of Foreign Languages and the Foreign Language Educators of New Jersey. The goal of the consortium is to examine within the context of high school reform, an effective way to improve world languages instruction in high school programs that will result in a greater number of students achieving higher levels of language proficiency for use in the global workplace and in New Jersey's diverse communities. The world languages high school reform plan is based on the following key concepts: increased student language proficiency is periodically measured by reliable and valid proficiency-based assessments; results measured in terms of increased language proficiency are rewarded by valued incentives; and measuring and rewarding results in terms of language proficiency (the ability to function in the language in real world situations), will enable students to realize the value of acquiring language competency as a major asset in any chosen career path. The plan includes a four-year pilot program in high schools (north, central and southern regions) that offers options and resources to assist in improving student outcomes in world languages. The program is voluntary and is open to high schools that exhibit a desire to participate and that meet certain criteria. Criteria include documentation of administrative, local school board, staff and community support of the pilot.

Expansion of Chinese

New Jersey has focused on creating an infrastructure to support the implementation of new programs by building teacher capacity. In 2005, the department initiated discussions that led to a collaboration with the Rutgers University World Languages Institute, Department of Asian Language and Cultures, Graduate School of Education(GSE) and Chinese Language Association for Elementary and Secondary Schools (CLASS) to develop an ***Accelerated Chinese Language Teacher Certification Program*.** This first program of its kind in New Jersey was state approved in 2006 and provides training for native or heritage speakers of Chinese currently working in other fields that seek to earn New Jersey Chinese teacher certification to meet the needs of the state's schools. The program has served 102 teacher candidates from 2006 – 2008 with 27 earning Certificates of Eligibility to teach Chinese over the two-year period. The program includes a Practicum in language education offered by the Graduate School of Education. The course was conducted in 2007 and 2008 for two weeks at the Highland Park Summer Camp followed by two weeks at Princeton H. S. with students from Princeton and West Windsor-Plainsboro K-12 school districts. It was funded by grants from the Freeman Foundation and STARTALK. The Rutgers GSE has also developed an alternate route program specifically for teachers of Chinese who have already earned their Certificate of Eligibility enabling them to complete the requirements for standard

certification and to continue study in the GSE Ed.M. Language Education program. The GSE has also obtained state approval as the first **World Languages Alternate Route Center** that provides ongoing in-service support for teachers of Asian languages and other world languages. **The Rutgers Multimedia Chinese Teaching System (RMCTS)** currently constitutes a complete on-line set of textual and audio course materials for use in teaching Chinese from beginning to advanced levels and includes a component suitable for use in K-12 classrooms. The site's interactivity and multimedia capabilities will be enhanced through the addition of podcasts and video lessons and the development of a set of on-line teacher manuals outlining strategies and methods for using RMTCS both in and outside of the classroom. Additional information on the Rutgers Chinese Language initiative may be accessed at http://k12chinese.rutgers.edu/Site/The_Initiative.html .

The next phase of this initiative involves expansion of these initiatives to include **Hindi, Korean and Arabic Certification Programs.** New department initiatives that support international education and the expansion of critical language programs include a partnership with i Tunes University, and the development of a virtual school policy and state virtual learning initiative.

areas of strength and improvement for schools using the indicators of effective school practice from a document entitled the *Teaching and Learning Tool*.

Collaborative Benchmark Meetings provide ongoing technical assistance to Title I schools and districts in need of improvement to aid them in implementing CAPA recommendations, conducting of data analysis using one (Exhibit A) and three-year trend charts (Exhibit B) and cluster results (Exhibit C), needs assessment and creation of the unified school improvement plan. The benchmark follow-up process consists of at least two full-day visits each year for all schools having received a CAPA visit. There are approximately 200 schools that continue to receive assistance from a highly skilled educator.

- **Restructuring Process** – A total of 123 schools in NJ were required to restructure under federal law. All schools/districts planning for restructuring participate in two status meetings that include district leadership, school leadership, school improvement consultants, and NJDOE staff. During these meetings, the participants review the content and implementation status of the CAPA recommendations and the most recent NCLB Unified Plan. Participants also review the instructional improvements and governance changes already underway. The selection of an option must take into account the capacity of the district and of the school; but, most importantly, the decision must be based on which option is most effective in helping students meet proficiency benchmarks. The district is responsible for a continuous assessment of the school's needs to identify those strategies that are successful and those that need modification.

Workshops and Technical Assistance Sessions - On an annual basis**, workshops and technical assistance sessions** are required for schools in advanced levels of improvement status. These workshops focus on needs assessment, the Title I Unified Plan, restructuring, systems thinking, data analysis, walkthroughs, accountability and effective practices/research-based programs. School improvement consultants and DOE school support specialists provide on-going follow up after the workshops to assist schools with turn keying or implementing the processes.

The **School Support Services Project** focuses on NJ's 29 lowest achieving Title I schools. These schools were selected based on their AYP status and the state's differentiated model (Exhibit D). The NJDOE school support specialist works intensively with the

identified schools to assist with planning and implementation of the action plans contained in the approved Title I Unified Plan (school improvement plan). The specialists visit their assigned schools at least twice a month. Using a prescribed protocol, they conduct 8 to 10 classroom walkthroughs with the principal and school leaders.

School Improvement Funds - NJJDOE uses the **school improvement Part G funds** for Title I schools in the most advanced levels of school improvement directing these resources to support the implementation of designated improvement strategies. Ongoing monitoring and implementation checks are conducted by school improvement consultants.

The **NLCB School Improvement Learning Community** meets monthly and provides professional development to enhance the knowledge, capacity and skills of school improvement consultants and DOE staff for their work in conducting school reviews and follow-up services to schools and districts.

The Reward Grant and Case Studies on Effective Practices Project recognizes and rewards those schools that met state benchmark for two consecutive years and came out of improvement status after receiving services from the statewide system of support process. In 2009, twenty six schools were recognized and awarded Reward Grants of $100,000. The *Case Studies on Effective Practices* portion of the project closely examines (1) which practices have proven more difficult to change, (2) relationships between the different practices, and (3) whether certain practices are more critical for improvement. These schools represent an important opportunity to learn how the leadership in these schools was able to implement effective practices. Lessons learned from these schools helps to build a knowledge base for NJDOE to e provide supports to schools that have not experienced improvement.

District In Need of Improvement Project (DINI) - In 2009, fifteen districts reached the federal corrective action phase of district in need of improvement status. As a result, the NJDOE launched a **DINI Project** of intervention to provide onsite technical assistance and support. The intent of the project is to assist districts with the design and implementation of programs using the ARRA funds as well as the completion of the required DINI plan. **Safe and Civil Schools: A Coordinated Approach for Social-Emotional and Character Development** – In response to the research findings on the importance of social and emotional learning to student performance and success, the department has been collaborating with Rutgers University since 2007-2008 to provide technical support to 44 schools in fully integrating social-emotional learning (SEL) throughout their educational programs. The **Turnaround Leadership Network**, a

professional development initiative to create collegial networks for school leaders across the state, fosters the abilities of educational leaders by providing opportunities to enhance and hone leadership skills. Through an established partnership beginning in 2008 with Montclair State University (Northern Region), The College of New Jersey (Central Region), and Rowan University (Southern Region), the network works to assist new and veteran educational leaders, as well as those in schools in years three to five of NCLB corrective action status.

Partnerships with Regional Assistance Centers assist NJ in its school turnaround efforts. The USDE funded **Mid Atlantic Comprehensive Center (MACC)** works with the NJDOE with technical assistance, research, project design and provides the state with national education perspectives. The **Regional Education Laboratory (REL) Mid-Atlantic Center at Rutgers University** has collaborated with the NJDOE to present to NJ educators relevant research developed as practice guides by USDE's Institute of Educational Sciences.

Section (E) (2) Historical Data on Intervention Approach Used Under ESEA

Intervention Approach Used*	# of Schools Since SY 2004-05
School Support Visit for Needs Assessment (CAPA)	280
Collaborative Benchmark Meetings	272
Restructuring Process	**Total 123**
Workshops with Technical Assistance Title I Unified Plan Data Analysis Effective Learning Walks	272
School Support Services Project	29
SIA Part G Grants	97
NCLB School Improvement Learning Community	1 meeting per month
Reward Grant and Case Studies on Effective Practices	26
Districts in Need of Improvement Project	15 districts
Safe and Civil Schools	44
Turnaround Leadership Network	
Partnerships with Regional Assistance Centers	2 centers

Collaborative Assessment and Planning for Achievement (CAPA), provides a comprehensive assessment of needs using an on-the-scene review, consultation and follow-up to schools in improvement status. http://www.nj.gov/njded/capa/. As required under NCLB, section 1117, the NJDOE has established school support teams in 2004, also known as CAPA teams, to work with Title I schools in need of improvement. During a CAPA visit, district and school staff members serve as partners on the team in an effort to build local capacity to oversee their low-performing schools. The CAPA review is designed to assist schools and districts in identifying programs and systems that are effective in advancing student achievement. CAPA identifies programs and systems that need to be improved or eliminated in order to ensure delivery of a thorough and efficient education for all of New Jersey's students. CAPA identifies

areas of strength and improvement for schools using the indicators of effective school practice from a document entitled the *Teaching and Learning Tool*.

Collaborative Benchmark Meetings provide ongoing technical assistance to Title I schools and districts in need of improvement to aid them in implementing CAPA recommendations, conducting of data analysis using one (Exhibit A) and three-year trend charts (Exhibit B) and cluster results (Exhibit C), needs assessment and creation of the unified school improvement plan. The benchmark follow-up process consists of at least two full-day visits each year for all schools having received a CAPA visit. There are approximately 200 schools that continue to receive assistance from a highly skilled educator.

- **Restructuring Process** – A total of 123 schools in NJ were required to restructure under federal law. All schools/districts planning for restructuring participate in two status meetings that include district leadership, school leadership, school improvement consultants, and NJDOE staff. During these meetings, the participants review the content and implementation status of the CAPA recommendations and the most recent NCLB Unified Plan. Participants also review the instructional improvements and governance changes already underway. The selection of an option must take into account the capacity of the district and of the school; but, most importantly, the decision must be based on which option is most effective in helping students meet proficiency benchmarks. The district is responsible for a continuous assessment of the school's needs to identify those strategies that are successful and those that need modification.

Workshops and Technical Assistance Sessions - On an annual basis**, workshops and technical assistance sessions** are required for schools in advanced levels of improvement status. These workshops focus on needs assessment, the Title I Unified Plan, restructuring, systems thinking, data analysis, walkthroughs, accountability and effective practices/research-based programs. School improvement consultants and DOE school support specialists provide on-going follow up after the workshops to assist schools with turn keying or implementing the processes.

The **School Support Services Project** focuses on NJ's 29 lowest achieving Title I schools. These schools were selected based on their AYP status and the state's differentiated model (Exhibit D). The NJDOE school support specialist works intensively with the

identified schools to assist with planning and implementation of the action plans contained in the approved Title I Unified Plan (school improvement plan). The specialists visit their assigned schools at least twice a month. Using a prescribed protocol, they conduct 8 to 10 classroom walkthroughs with the principal and school leaders.

School Improvement Funds - NJJDOE uses the **school improvement Part G funds** for Title I schools in the most advanced levels of school improvement directing these resources to support the implementation of designated improvement strategies. Ongoing monitoring and implementation checks are conducted by school improvement consultants.

The **NLCB School Improvement Learning Community** meets monthly and provides professional development to enhance the knowledge, capacity and skills of school improvement consultants and DOE staff for their work in conducting school reviews and follow-up services to schools and districts.

The Reward Grant and Case Studies on Effective Practices Project recognizes and rewards those schools that met state benchmark for two consecutive years and came out of improvement status after receiving services from the statewide system of support process. In 2009, twenty six schools were recognized and awarded Reward Grants of $100,000. The *Case Studies on Effective Practices* portion of the project closely examines (1) which practices have proven more difficult to change, (2) relationships between the different practices, and (3) whether certain practices are more critical for improvement. These schools represent an important opportunity to learn how the leadership in these schools was able to implement effective practices. Lessons learned from these schools helps to build a knowledge base for NJDOE to e provide supports to schools that have not experienced improvement.

District In Need of Improvement Project (DINI) - In 2009, fifteen districts reached the federal corrective action phase of district in need of improvement status. As a result, the NJDOE launched a **DINI Project** of intervention to provide onsite technical assistance and support. The intent of the project is to assist districts with the design and implementation of programs using the ARRA funds as well as the completion of the required DINI plan. **Safe and Civil Schools: A Coordinated Approach for Social-Emotional and Character Development** – In response to the research findings on the importance of social and emotional learning to student performance and success, the department has been collaborating with Rutgers University since 2007-2008 to provide technical support to 44 schools in fully integrating social-emotional learning (SEL) throughout their educational programs. The **Turnaround Leadership Network**, a

professional development initiative to create collegial networks for school leaders across the state, fosters the abilities of educational leaders by providing opportunities to enhance and hone leadership skills. Through an established partnership beginning in 2008 with Montclair State University (Northern Region), The College of New Jersey (Central Region), and Rowan University (Southern Region), the network works to assist new and veteran educational leaders, as well as those in schools in years three to five of NCLB corrective action status.

Partnerships with Regional Assistance Centers assist NJ in its school turnaround efforts. The USDE funded **Mid Atlantic Comprehensive Center (MACC)** works with the NJDOE with technical assistance, research, project design and provides the state with national education perspectives. The **Regional Education Laboratory (REL) Mid-Atlantic Center at Rutgers University** has collaborated with the NJDOE to present to NJ educators relevant research developed as practice guides by USDE's Institute of Educational Sciences.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the State Profiles. http://nces.ed.gov/nationsreportcard/states/

Summary of NAEP results for **New Jersey**

Assessment			Average Scale Score			Achievement Level					
			State		National Public		At or above Basic		above Proficient		At Advanced	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Mathematics	4	2009	247	(1.0)	239	(0.2)	88	(1.1)	49	(1.5)	9	(0.8)
		2007	249	(1.1)	239	(0.2)	90	(0.9)	52	(2.0)	9	(1.0)
		2005	244	(1.1)	237	(0.2)	86	(1.1)	45	(1.7)	8	(0.9)
		2003	239	(1.1)	234	(0.2)	80	(1.4)	39	(1.4)	5	(0.8)
		19961	227	(1.5)	222	(1.0)	68	(2.1)	25	(1.7)	3	(0.7)
		19921	227	(1.5)	219	(0.8)	68	(2.1)	25	(1.5)	2	(0.6)
	8	2009	293	(1.4)	282	(0.3)	80	(1.4)	44	(1.7)	14	(0.9)
		2007	289	(1.2)	280	(0.3)	77	(1.4)	40	(1.6)	10	(0.7)
		2005	284	(1.4)	278	(0.2)	74	(1.4)	36	(1.5)	9	(1.0)
		2003	281	(1.1)	276	(0.3)	72	(1.2)	33	(1.3)	6	(0.7)
		19921	272	(1.6)	267	(1.0)	62	(1.9)	24	(1.3)	3	(0.4)
		19901	270	(1.1)	262	(1.4)	58	(1.5)	21	(1.1)	3	(0.5)
Reading	4	2007	231	(1.2)	220	(0.3)	77	(1.3)	43	(1.5)	12	(0.9)
		2005	223	(1.3)	217	(0.2)	68	(1.6)	37	(1.5)	10	(0.8)
		2003	225	(1.2)	216	(0.3)	70	(1.4)	39	(1.7)	11	(1.0)
		19941	219	(1.2)	212	(1.1)	65	(1.5)	33	(1.6)	8	(0.8)
		19921	223	(1.4)	215	(1.0)	69	(1.8)	35	(1.8)	8	(1.0)
	8	2007	270	(1.1)	261	(0.2)	81	(1.0)	39	(1.5)	4	(0.6)
		2005	269	(1.2)	260	(0.2)	80	(1.4)	38	(1.7)	4	(0.6)
		2003	268	(1.2)	261	(0.2)	79	(1.4)	37	(1.3)	3	(0.5)
Science	4	2005	154	(1.3)	149	(0.3)	72	(1.8)	32	(1.5)	3	(0.4)
	8	2005	153	(1.2)	147	(0.3)	65	(1.5)	33	(1.6)	4	(0.5)
Writing	8	2007	175	(1.4)	154	(0.3)	95	(0.7)	56	(1.9)	7	(1.2)

[1]Accommodations were not permitted for this assessment.

Note: Standard Errors (SE) are shown in parentheses.

Grade 3 New Jersey Assessment of Knowledge and Skills
Spring 2004

Executive Summary

The spring 2004 grade 3 New Jersey Assessment of Knowledge and Skills (NJ ASK) consisted of two content areas: Language Arts Literacy and Mathematics. The NJ ASK is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Core Curriculum Content Standards. The results are to be used by schools and districts to identify strengths and weaknesses in their educational programs. It is anticipated that this process will lead to improved instruction and better alignment with the Core Curriculum Content Standards. The results may also be used, along with other indicators of student progress, to identify those students who may need instructional support in any of the content areas. This support, which could be in the form of individual or programmatic intervention, would be a means to address any identified knowledge or skill gaps.

The NJ ASK scores are reported as scale scores in each of the content areas. The scores range from 100-199 (Partially Proficient), 200-249 (Proficient), and 250-300 (Advanced Proficient). The scores of students who are included in the Partially Proficient level are considered to be below the state minimum of proficiency and those students may be most in need of instructional support.

The NJ ASK was administered between March 16 and March 19, 2004. From a total third grade student population of 104,962, valid scores were obtained in language arts literacy from 103,414 students, with 968 students not present and 580 voids (unscorable due to illness, other difficulties during testing, or an insufficient number of items answered in a given content area). Valid scores were obtained in mathematics from 103,559 students, with 1150 not present and 253 voids. Performance levels for the grade 3 NJ ASK tests were established by panels of educators during standard-setting sessions held between June 28 and July 6, 2004. The grade 3 standards were approved by the New Jersey State Board of Education on July 7, 2004.

This executive summary includes two tables summarizing statewide test results for the 2004 grade 3 administration of the NJ ASK. Table 1 presents results for Language Arts Literacy and Table 2 presents results for Mathematics. Results are presented for the following student groups: total, general education, special education, and limited English proficient students. Data are also summarized for several demographic variables including: gender, ethnicity, and economic status. The tables include the number of students enrolled, not present, voided, and with valid scale scores. In addition, the tables present mean scale scores and the percent of students in each performance category (i.e., Partially Proficient, Proficient, and Advanced Proficient).

The tables that follow are derived from the statewide performance data of the Cycle II report. Note that the enrollment is based on the number of scannable test booklets, and students coded multiple ethnicity are counted in every ethnic category that is applicable. The percentage of students in Proficient or Advanced Proficient is calculated by subtracting the percentage of students in Partially Proficient from one hundred. The percentages may not total to one hundred due to rounding.

Following are highlights of the 2004 third grade assessment results.

Grade 3 Language Arts Literacy Results:

- Of the 103,414 grade 3 students with valid scale scores in Language Arts Literacy in Spring 2004, 20.7% scored in Partially Proficient; 75.6% scored in Proficient and 3.8% scored in Advanced Proficient (Table 1).

- **General Education** 86.4% of general education grade 3 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table 1).

- **Special Education** 50.1% of special education grade 3 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table 1).

- **Limited English Proficient** 48.7% of limited English proficient grade 3 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table 1).

- **Gender** 83.5% of female compared to 75.4% of male grade 3 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table 1).

- **Ethnicity** For performance by ethnicity groups, students scoring in Proficient or Advanced Proficient in Language Arts Literacy ranged from 92.6% of Pacific Islanders to 61.8% of Black students. The percentage of Proficient and Advanced Proficient for all other race/ethnic groups fell between Pacific Islander and Black students (Table 1).

- **Economic Status** 61.3% of economically disadvantaged grade 3 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table 1).

- The mean scale score for all grade 3 students on the Language Arts Literacy test in Spring 2004 was 215.5 (Table 1).

Grade 3 Mathematics Results:

- Of the 103,559 grade 3 students with valid scale scores in Mathematics in Spring 2004, 23.4% scored in Partially Proficient; 53.8% scored in Proficient and 22.8% scored in Advanced Proficient (Table 2).

- **General Education** 81.6% of general education grade 3 students in 2004 scored in Proficient or Advanced Proficient in Mathematics (Table 2).

- **Special Education** 56.2% of special education grade 3 students in 2004 scored in Proficient or Advanced Proficient in Mathematics (Table 2).

- **Limited English Proficient** 54.8% of limited English proficient grade 3 students in 2004 scored in Proficient or Advanced Proficient in Mathematics (Table 2).

- **Gender** 77.3% of female compared to 75.9% of male grade 3 students in 2004 scored in Proficient or Advanced Proficient in Mathematics (Table 2).

- **Ethnicity** For performance by ethnicity groups, students scoring in Proficient or Advanced Proficient in Mathematics ranged from 90% of Asian students to 54% of Black students. The percentage of Proficient and Advanced Proficient for all other race/ethnic groups fell between Pacific Islander and Black students (Table 2).

- **Economic Status** 58.1% of economically disadvantaged grade 3 students in 2004 scored in Proficient or Advanced Proficient in Mathematics (Table 2).

- The mean scale score for all grade 3 students on the Mathematics test in Spring 2004 was 222.2 (Table 2).

Reporting Rules for Data File:

The accompanying state summary data file contains the same type of information shown in the statewide summary tables included with this executive summary. Please note that there may be small differences between the state summary data file and the Cycle II reports issued to districts. In order to safeguard student confidentiality, certain information is suppressed in the state summary file according to the following reporting rules:

- Data are not reported where the number of students with valid scale scores for a particular group is less than 11.

- Data are not reported where demographic groups are mutually exclusive (e.g., gender) and there are one or two students with a valid scale score in one of the groups (e.g., male).

- Data are not reported when it is otherwise possible to identify individual students' performance.

Table 1
STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS
SPRING 2004 GRADE 3

Language Arts Literacy

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	104962	968	580	103414	215.5	20.7%	75.6%	3.8%
General Education	83737	272	303	83162	220.1	13.6%	81.9%	4.5%
Special Education	15411	634	213	14564	196.7	49.9%	49.3%	0.8%
Limited English Proficient	6334	71	72	6191	194.8	51.3%	48.0%	0.8%
Gender								
Female	50753	339	189	50225	219.3	16.5%	77.9%	5.6%
Male	54117	582	385	53150	212.0	24.6%	73.4%	2.1%
Ethnicity								
American Indian	203	1	2	200	212.2	26.5%	72.0%	1.5%
Asian	7420	47	28	7345	225.0	9.5%	82.3%	8.2%
Black	18779	236	203	18340	204.0	38.2%	60.8%	1.1%
Hispanic	18898	237	145	18516	204.6	35.2%	63.9%	0.9%
Pacific Islander	699	6	4	689	225.2	7.4%	83.2%	9.4%
White	58749	346	189	58214	221.4	12.0%	83.0%	5.0%
Economic Status								
Economically Disadvantaged	31428	368	299	30761	203.1	38.7%	60.4%	0.9%
Non-Economically Disadvantaged	73534	600	281	72653	220.8	13.1%	82.0%	5.0%

Table 2
STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS
SPRING 2004 GRADE 3

Mathematics

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	104962	1150	253	103559	222.2	23.4%	53.8%	22.8%
General Education Students	83737	411	133	83193	226.5	18.4%	55.7%	25.9%
Special Education Students	15411	691	95	14625	204.7	43.8%	45.7%	10.5%
Limited English Proficient Students	6334	51	28	6255	203.4	45.2%	45.8%	9.0%
Gender								
Female	50753	424	83	50246	222.9	22.7%	53.9%	23.4%
Male	54117	711	161	53245	221.6	24.1%	53.7%	22.3%
Ethnicity								
American Indian	203	0	1	202	219.5	25.7%	53.5%	20.8%
Asian	7420	44	12	7364	237.8	10.0%	48.2%	41.8%
Black	18779	296	74	18409	202.7	46.0%	46.1%	7.9%
Hispanic	18898	248	65	18585	209.8	36.5%	52.1%	11.4%
Pacific Islander	699	8	1	690	237.4	10.7%	47.7%	41.6%
White	58749	496	83	58170	230.3	13.9%	57.4%	28.8%
Economic Status								
Economically Disadvantaged	31428	428	109	30891	205.8	41.9%	48.7%	9.4%
Non-Economically Disadvantaged	73534	722	144	72668	229.2	15.6%	55.9%	28.5%

NEW JERSEY STATEWIDE TESTING SYSTEM
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE

STATEWIDE REPORT: LANGUAGE ARTS LITERACY

SPRING 2005 • CYCLE II • GRADE 3

Performance by Demographic Groups

	Number of Students Enrolled[1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						Number	Percent	Number	Percent	Number	Percent
Total Students	102,727	851	945	100,931	218.0	16,871	16.7%	79,575	78.8%	4,485	4.4%
General Education[2]	83,409	163	189	83,057	221.9	8,963	10.8%	69,749	84.0%	4,345	5.2%
Special Education	14,891	73	725	14,093	200.4	6,106	43.3%	7,859	55.8%	128	0.9%
Limited English Proficient	4,788	627	47	4,114	196.1	2,053	49.9%	2,049	49.8%	12	0.3%
Gender[3]											
Female	50,019	420	327	49,272	221.4	6,484	13.2%	39,645	80.5%	3,143	6.4%
Male	52,583	419	613	51,551	214.7	10,365	20.1%	39,846	77.3%	1,340	2.6%
Ethnicity											
American Indian	99	0	3	96	215.5	17	17.7%	77	80.2%	2	2.1%
Asian	7,467	96	39	7,332	226.6	555	7.6%	6,046	82.5%	731	10.0%
Black	17,803	107	264	17,432	207.3	5,535	31.8%	11,663	66.9%	234	1.3%
Hispanic	18,352	452	190	17,710	207.9	5,256	29.7%	12,221	69.0%	233	1.3%
Pacific Islander	397	5	3	389	223.2	40	10.3%	323	83.0%	26	6.7%
White	57,718	161	429	57,128	223.2	5,319	9.3%	48,592	85.1%	3,217	5.6%
Other[4]	891	30	17	844	217.6	149	17.7%	653	77.4%	42	5.0%
Economic Status											
Economically Disadvantaged	30,872	486	390	29,996	206.4	9,738	32.5%	19,945	66.5%	313	1.0%
Non-Economically Disadvantaged	71,855	365	555	70,935	222.9	7,133	10.1%	59,630	84.1%	4,172	5.9%
Migrant Status											
Migrant	66	2	1	63	195.4	38	60.3%	25	39.7%	0	0.0%
Non-Migrant	102,661	849	944	100,868	218.0	16,833	16.7%	79,550	78.9%	4,485	4.4%

Note: Percentages may not total 100 due to rounding.
1 Enrollment is based on the number of scannable test booklets.
2 General Education excludes Special Education and Limited English Proficient students.
3 Excludes students who did not have gender coded.
4 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

NEW JERSEY STATEWIDE TESTING SYSTEM
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE

STATEWIDE REPORT: MATHEMATICS

SPRING 2005 • CYCLE II • GRADE 3

Performance by Demographic Groups

	Number of Students Enrolled[1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						Number	Percent	Number	Percent	Number	Percent
Total Students	102,727	338	706	101,683	227.9	17,759	17.5%	54,623	53.7%	29,301	28.8%
General Education[2]	83,409	216	89	83,104	231.6	10,967	13.2%	45,431	54.7%	26,706	32.1%
Special Education	14,891	100	610	14,181	212.1	5,044	35.6%	7,096	50.0%	2,041	14.4%
Limited English Proficient	4,788	25	17	4,746	208.0	1,939	40.9%	2,234	47.1%	573	12.1%
Gender[3]											
Female	50,019	140	260	49,619	227.9	8,516	17.2%	26,936	54.3%	14,167	28.6%
Male	52,583	196	442	51,945	227.9	9,219	17.7%	27,627	53.2%	15,099	29.1%
Ethnicity											
American Indian	99	0	2	97	226.0	26	26.8%	41	42.3%	30	30.9%
Asian	7,467	22	37	7,408	242.2	513	6.9%	3,203	43.2%	3,692	49.8%
Black	17,803	94	187	17,522	212.7	5,905	33.7%	9,242	52.7%	2,375	13.6%
Hispanic	18,352	73	140	18,139	217.6	5,055	27.9%	9,877	54.5%	3,207	17.7%
Pacific Islander	397	0	3	394	234.8	43	10.9%	198	50.3%	153	38.8%
White	57,718	133	324	57,261	233.9	6,062	10.6%	31,630	55.2%	19,569	34.2%
Other[4]	891	16	13	862	228.4	155	18.0%	432	50.1%	275	31.9%
Economic Status											
Economically Disadvantaged	30,872	151	292	30,429	215.2	9,462	31.1%	16,147	53.1%	4,820	15.8%
Non-Economically Disadvantaged	71,855	187	414	71,254	233.3	8,297	11.6%	38,476	54.0%	24,481	34.4%
Migrant Status											
Migrant	66	0	0	66	212.6	24	36.4%	33	50.0%	9	13.6%
Non-Migrant	102,661	338	706	101,617	227.9	17,735	17.5%	54,590	53.7%	29,292	28.8%

Note: Percentages may not total 100 due to rounding.
1 Enrollment is based on the number of scannable test booklets.
2 General Education excludes Special Education and Limited English Proficient students.
3 Excludes students who did not have gender coded.
4 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students	102,583	610	259	1,034	100,680	17,658	17.5	79,563	79.0	3,459	3.4	218.3
General Education[3]	83,495	0	127	178	83,190	9,325	11.2	70,532	84.8	3,333	4.0	222.4
Special Education	14,920	610	62	176	14,072	6,640	47.2	7,331	52.1	101	0.7	199.1
Limited English Proficient	4,565	10	72	697	3,786	1,961	51.8	1,800	47.5	25	0.7	196.3
Gender[4]												
Female	49,883	209	99	424	49,151	6,623	13.5	39,960	81.3	2,568	5.2	222.1
Male	52,670	398	146	610	51,516	11,033	21.4	39,593	76.9	890	1.7	214.7
Ethnicity												
American Indian	113	1	5	0	107	20	18.7	85	79.4	2	1.9	217.5
Asian	7,818	38	26	131	7,623	607	8.0	6,374	83.6	642	8.4	227.6
Black	17,797	137	60	193	17,407	5,843	33.6	11,412	65.6	152	0.9	206.8
Hispanic	19,261	120	83	516	18,542	5,492	29.6	12,866	69.4	184	1.0	208.9
Pacific Islander	325	2	0	3	320	29	9.1	272	85.0	19	5.9	224.6
White	56,468	297	64	172	55,935	5,534	9.9	47,959	85.7	2,442	4.4	223.8
Other[5]	801	15	21	19	746	133	17.8	595	79.8	18	2.4	217.3
Economic Status												
Economically Disadvantaged	31,112	172	111	586	30,243	10,085	33.3	19,952	66.0	206	0.7	206.7
Non-Economically Disadvantaged	71,471	438	148	448	70,437	7,573	10.8	59,611	84.6	3,253	4.6	223.3
Migrant Status												
Migrant	71	0	0	4	67	26	38.8	40	59.7	1	1.5	205.3
Non-Migrant	102,512	610	259	1,030	100,613	17,632	17.5	79,523	79.0	3,458	3.4	218.3

NOTE: Percentages may not total 100 due to rounding.

- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 General Education category excludes Special Education and Limited English Proficient students.

4 Excludes students who did not have gender coded.

5 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

Run date: 08162006-Z9974600-0000033

Statewide Report: Mathematics

Cycle II Report
Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students	102,583	598	243	140	101,602	13,356	13.1	56,631	55.7	31,615	31.1	231.6
General Education[3]	83,495	0	141	66	83,288	7,856	9.4	46,806	56.2	28,626	34.4	235.2
Special Education	14,920	598	86	67	14,169	4,126	29.1	7,609	53.7	2,434	17.2	216.3
Limited English Proficient	4,565	10	17	9	4,529	1,541	34.0	2,399	53.0	589	13.0	211.7
Gender[4]												
Female	49,883	208	102	38	49,535	6,509	13.1	28,114	56.8	14,912	30.1	231.2
Male	52,670	387	137	101	52,045	6,841	13.1	28,504	54.8	16,700	32.1	232.0
Ethnicity												
American Indian	113	1	1	0	111	21	18.9	59	53.2	31	27.9	227.0
Asian	7,818	38	11	5	7,764	342	4.4	3,281	42.3	4,141	53.3	245.7
Black	17,797	135	93	56	17,513	4,831	27.6	10,184	58.2	2,498	14.3	215.9
Hispanic	19,261	119	49	20	19,073	4,009	21.0	11,319	59.3	3,745	19.6	222.3
Pacific Islander	325	2	0	1	322	22	6.8	159	49.4	141	43.8	240.0
White	56,468	289	76	56	56,047	4,014	7.2	31,246	55.7	20,787	37.1	237.7
Other[5]	801	14	13	2	772	117	15.2	383	49.6	272	35.2	231.7
Economic Status												
Economically Disadvantaged	31,112	168	123	68	30,753	7,558	24.6	18,018	58.6	5,177	16.8	218.9
Non-Economically Disadvantaged	71,471	430	120	72	70,849	5,798	8.2	38,613	54.5	26,438	37.3	237.1
Migrant Status												
Migrant	71	0	0	0	71	18	25.4	43	60.6	10	14.1	218.4
Non-Migrant	102,512	598	243	140	101,531	13,338	13.1	56,588	55.7	31,605	31.1	231.6

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

1 Enrollment is based on the number of scannable test booklets.
2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
3 General Education category excludes Special Education and Limited English Proficient students.
4 Excludes students who did not have gender coded.
5 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students[3]	102,812	649	289	997	100,877	16,760	16.6	75,893	75.2	8,224	8.2	218.0
General Education[4]	83,538	0	139	181	83,218	9,033	10.9	66,276	79.6	7,909	9.5	222.0
Special Education	15,275	649	75	184	14,367	6,200	43.2	7,900	55.0	267	1.9	199.1
Limited English Proficient[5]	6,626	13	85	654	5,874	2,270	38.6	3,476	59.2	128	2.2	202.0
Current LEP	4,363	7	80	651	3,625	1,765	48.7	1,811	50.0	49	1.4	196.0
Former LEP	2,263	6	5	3	2,249	505	22.5	1,665	74.0	79	3.5	211.7
Gender[6]												
Female	49,756	209	112	391	49,044	6,573	13.4	36,858	75.2	5,613	11.4	221.5
Male	53,007	429	166	604	51,808	10,177	19.6	39,020	75.3	2,611	5.0	214.6
Ethnicity												
American Indian	76	0	0	1	75	19	25.3	50	66.7	6	8.0	212.7
Asian	8,514	52	27	148	8,287	606	7.3	6,273	75.7	1,408	17.0	227.6
Black	17,722	127	66	175	17,354	5,434	31.3	11,443	65.9	477	2.7	206.7
Hispanic	19,590	138	102	424	18,926	5,263	27.8	13,106	69.2	557	2.9	208.5
Pacific Islander	211	1	1	3	206	16	7.8	161	78.2	29	14.1	224.4
White	56,143	310	63	236	55,534	5,317	9.6	44,505	80.1	5,712	10.3	223.3
Other[7]	556	21	30	10	495	105	21.2	355	71.7	35	7.1	214.8
Economic Status												
Economically Disadvantaged	31,727	224	127	547	30,829	9,558	31.0	20,536	66.6	735	2.4	206.5
Non-Economically Disadvantaged	71,085	425	162	450	70,048	7,202	10.3	55,357	79.0	7,489	10.7	223.0
Migrant Status												
Migrant	25	0	0	2	23	10	43.5	13	56.5	0	0.0	199.0
Non-Migrant	102,787	649	289	995	100,854	16,750	16.6	75,880	75.2	8,224	8.2	218.0

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 Students appear in each applicable category; they are included in Total Students only once.

4 Includes students who were coded Former Limited English Proficient.

5 Includes Current and Former Limited English Proficient Students.

6 Excludes students who did not have gender coded.

7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Language Arts Literacy

Cycle II Report
Grade 3

CLUSTER MEANS[1]

	Writing	Writing About Pictures	Writing About Poems	Reading	Working With Text	Analyzing Text	Total
Total Points Possible	20.0	10.0	10.0	20.0	8.0	12.0	40.0
Just Proficient Means[2]	7.6	3.9	3.7	9.4	4.9	4.5	17.0
Total Students[3]	8.8	4.5	4.3	12.4	6.2	6.2	21.2
General Education[4]	9.2	4.7	4.5	12.9	6.4	6.5	22.1
Special Education	6.9	3.6	3.3	10.0	5.1	4.9	16.9
Limited English Proficient[5]	7.7	4.0	3.7	9.9	5.1	4.8	17.6
Current LEP	7.2	3.7	3.5	9.1	4.7	4.3	16.2
Former LEP	8.6	4.4	4.2	11.3	5.7	5.6	19.8
Title I	7.9	4.1	3.8	10.4	5.3	5.1	18.2
State Mean	8.8	4.5	4.3	12.4	6.2	6.2	21.2

Students coded both SE and Current LEP 364

\- No Students in this category.
[1] Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
[2] Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
[3] Students appear in each applicable category; they are included in Total Students only once.
[4] Includes students who were coded Former Limited English Proficient.
[5] Includes Current and Former Limited English Proficient Students.

Statewide Report: Mathematics

Cycle II Report
Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	102,812	611	238	163	101,800	12,887	12.7	56,037	55.0	32,876	32.3	232.3
General Education[4]	83,538	0	152	67	83,319	7,469	9.0	46,193	55.4	29,657	35.6	236.0
Special Education	15,275	611	67	89	14,508	4,078	28.1	7,698	53.1	2,732	18.8	217.2
Limited English Proficient[5]	6,626	10	26	8	6,582	1,867	28.4	3,673	55.8	1,042	15.8	216.1
Current LEP	4,363	4	22	7	4,330	1,511	34.9	2,300	53.1	519	12.0	210.5
Former LEP	2,263	6	4	1	2,252	356	15.8	1,373	61.0	523	23.2	226.9
Gender[6]												
Female	49,756	203	91	48	49,414	6,099	12.3	27,806	56.3	15,509	31.4	232.2
Male	53,007	397	143	114	52,353	6,782	13.0	28,208	53.9	17,363	33.2	232.5
Ethnicity												
American Indian	76	0	0	0	76	12	15.8	47	61.8	17	22.4	227.1
Asian	8,514	51	16	8	8,439	328	3.9	3,572	42.3	4,539	53.8	246.3
Black	17,722	122	82	62	17,456	4,775	27.4	10,235	58.6	2,446	14.0	215.6
Hispanic	19,590	127	61	28	19,374	4,094	21.1	11,767	60.7	3,513	18.1	221.5
Pacific Islander	211	1	1	0	209	15	7.2	105	50.2	89	42.6	240.2
White	56,143	289	60	61	55,733	3,571	6.4	30,040	53.9	22,122	39.7	239.2
Other[7]	556	21	18	4	513	92	17.9	271	52.8	150	29.2	228.3
Economic Status												
Economically Disadvantaged	31,727	209	118	76	31,324	7,629	24.4	18,627	59.5	5,068	16.2	218.5
Non-Economically Disadvantaged	71,085	402	120	87	70,476	5,258	7.5	37,410	53.1	27,808	39.5	238.5
Migrant Status												
Migrant	25	0	0	0	25	8	32.0	13	52.0	4	16.0	214.0
Non-Migrant	102,787	611	238	163	101,775	12,879	12.7	56,024	55.0	32,872	32.3	232.3

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

1 Enrollment is based on the number of scannable test booklets.
2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.
6 Excludes students who did not have gender coded.
7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Mathematics

Cycle II Report
Grade 3

CLUSTER MEANS[1]

	Number and Numerical Operations	Geometry and Measurement	Patterns and Algebra	Data Analysis, Probability, and Discrete Mathematics	Problem Solving	**Total**
Total Points Possible	9.0	8.0	8.0	8.0	12.0	33.0
Just Proficient Means[2]	4.0	3.3	3.2	2.6	3.0	13.0
Total Students[3]	6.1	5.1	5.2	4.8	6.9	21.3
General Education[4]	6.4	5.2	5.4	5.1	7.2	22.1
Special Education	5.1	4.4	4.4	4.0	5.6	17.9
Limited English Proficient[5]	5.3	4.2	4.4	3.7	5.3	17.5
Current LEP	5.0	3.9	4.1	3.4	4.8	16.3
Former LEP	5.8	4.7	5.0	4.3	6.3	19.9
Title I	5.1	4.2	4.2	3.7	5.1	17.1
State Mean	6.1	5.1	5.2	4.8	6.9	21.3

Students coded both SE and Current LEP 364

- No Students in this category.
[1] Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
[2] Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
[3] Students appear in each applicable category; they are included in Total Students only once.
[4] Includes students who were coded Former Limited English Proficient.
[5] Includes Current and Former Limited English Proficient Students.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 3

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	102,761	775	115	450	101,421	37,832	37.3	57,708	56.9	5,881	5.8	206.0
General Education [5]	82,604	0	57	88	82,459	25,291	30.7	51,566	62.5	5,602	6.8	210.4
Special Education	16,159	775	39	85	15,260	9,948	65.2	5,059	33.2	253	1.7	187.3
Limited English Proficient [6]	6,844	24	20	289	6,511	4,146	63.7	2,281	35.0	84	1.3	189.7
Current LEP	4,423	17	20	286	4,100	2,950	72.0	1,122	27.4	28	0.7	184.4
Former LEP	2,421	7	0	3	2,411	1,196	49.6	1,159	48.1	56	2.3	198.8
Gender [7]												
Female	49,876	218	54	195	49,409	15,804	32.0	29,671	60.1	3,934	8.0	210.2
Male	52,807	555	57	255	51,940	21,977	42.3	28,016	53.9	1,947	3.7	202.0
Migrant Status												
Migrant	17	0	0	0	17	12	70.6	5	29.4	0	0.0	185.0
Non-Migrant	102,744	775	115	450	101,404	37,820	37.3	57,703	56.9	5,881	5.8	206.0
Ethnicity [8]												
White	53,773	370	30	125	53,248	14,335	26.9	34,868	65.5	4,045	7.6	212.4
Black or African American	17,388	156	33	114	17,085	9,996	58.5	6,795	39.8	294	1.7	192.7
Asian	9,154	47	19	152	8,936	1,875	21.0	6,013	67.3	1,048	11.7	217.7
Pacific Islander	258	1	0	0	257	79	30.7	152	59.1	26	10.1	211.1
Hispanic or Latino	20,896	180	23	50	20,643	11,002	53.3	9,233	44.7	408	2.0	195.7
Amer. Indian/AK Native	116	1	0	1	114	50	43.9	59	51.8	5	4.4	200.9
Other	1,176	20	10	8	1,138	495	43.5	588	51.7	55	4.8	201.9
Economic Status												
Econ. Disadvantaged	34,417	265	56	216	33,880	19,532	57.7	13,844	40.9	504	1.5	193.3
Non-Econ. Disadvantaged	68,344	510	59	234	67,541	18,300	27.1	43,864	64.9	5,377	8.0	212.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 3

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	102,761	709	138	185	101,729	25,226	24.8	44,046	43.3	32,457	31.9	227.0
General Education [5]	82,604	0	61	76	82,467	16,713	20.3	36,570	44.3	29,184	35.4	231.8
Special Education	16,159	709	65	96	15,289	6,521	42.7	5,987	39.2	2,781	18.2	207.8
Limited English Proficient [6]	6,844	22	15	18	6,789	2,950	43.5	2,661	39.2	1,178	17.4	207.5
Current LEP	4,423	17	14	16	4,376	2,258	51.6	1,599	36.5	519	11.9	199.1
Former LEP	2,421	5	1	2	2,413	692	28.7	1,062	44.0	659	27.3	222.6
Gender [7]												
Female	49,876	200	50	69	49,557	12,238	24.7	21,837	44.1	15,482	31.2	226.7
Male	52,807	509	85	114	52,099	12,946	24.8	22,187	42.6	16,966	32.6	227.3
Migrant Status												
Migrant	17	0	0	0	17	9	52.9	7	41.2	1	5.9	189.5
Non-Migrant	102,744	709	138	185	101,712	25,217	24.8	44,039	43.3	32,456	31.9	227.0
Ethnicity [8]												
White	53,773	337	41	64	53,331	8,469	15.9	24,515	46.0	20,347	38.2	235.6
Black or African American	17,388	155	48	64	17,121	7,925	46.3	6,706	39.2	2,490	14.5	203.9
Asian	9,154	41	10	6	9,097	871	9.6	2,970	32.6	5,256	57.8	252.2
Pacific Islander	258	1	0	0	257	36	14.0	109	42.4	112	43.6	239.8
Hispanic or Latino	20,896	160	32	43	20,661	7,471	36.2	9,218	44.6	3,972	19.2	213.2
Amer. Indian/AK Native	116	1	0	1	114	37	32.5	51	44.7	26	22.8	218.3
Other	1,176	14	7	7	1,148	417	36.3	477	41.6	254	22.1	215.2
Economic Status												
Econ. Disadvantaged	34,417	250	64	99	34,004	13,998	41.2	14,327	42.1	5,679	16.7	208.7
Non-Econ. Disadvantaged	68,344	459	74	86	67,725	11,228	16.6	29,719	43.9	26,778	39.5	236.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	103,114	735	309	985	101,085	14,195	14.0	82,290	81.4	4,600	4.6	217.7
General Education[4]	83,504	0	146	223	83,135	7,307	8.8	71,413	85.9	4,415	5.3	221.4
Special Education	15,569	735	71	174	14,589	5,624	38.5	8,800	60.3	165	1.1	200.3
Limited English Proficient[5]	6,501	23	98	604	5,776	1,851	32.0	3,851	66.7	74	1.3	203.6
Current LEP	4,432	15	95	599	3,723	1,498	40.2	2,205	59.2	20	0.5	198.4
Former LEP	2,069	8	3	5	2,053	353	17.2	1,646	80.2	54	2.6	213.1
Gender[6]												
Female	50,158	233	123	399	49,403	5,218	10.6	40,956	82.9	3,229	6.5	221.4
Male	52,919	499	169	583	51,668	8,971	17.4	41,326	80.0	1,371	2.7	214.1
Ethnicity												
American Indian	93	1	0	1	91	14	15.4	74	81.3	3	3.3	214.9
Asian	8,602	53	37	130	8,382	437	5.2	6,977	83.2	968	11.5	228.2
Black	17,937	170	61	187	17,519	4,599	26.3	12,648	72.2	272	1.6	207.9
Hispanic	20,208	138	104	432	19,534	4,387	22.5	14,833	75.9	314	1.6	209.6
Pacific Islander	226	1	0	4	221	16	7.2	189	85.5	16	7.2	223.2
White	55,181	344	80	213	54,544	4,588	8.4	46,965	86.1	2,991	5.5	222.1
Other[7]	867	28	27	18	794	154	19.4	604	76.1	36	4.5	213.7
Economic Status												
Economically Disadvantaged	32,454	257	141	555	31,501	8,126	25.8	22,999	73.0	376	1.2	207.6
Non-Economically Disadvantaged	70,660	478	168	430	69,584	6,069	8.7	59,291	85.2	4,224	6.1	222.2
Migrant Status												
Migrant	22	0	2	1	19	7	36.8	12	63.2	0	0.0	196.1
Non-Migrant	103,092	735	307	984	101,066	14,188	14.0	82,278	81.4	4,600	4.6	217.7

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 Students appear in each applicable category; they are included in Total Students only once.

4 Includes students who were coded Former Limited English Proficient.

5 Includes Current and Former Limited English Proficient Students.

6 Excludes students who did not have gender coded.

7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Language Arts Literacy

Cycle II Report
Grade 3

CLUSTER MEANS[1]

	Writing	Writing About Pictures	Writing About Poems	**Reading**	Working With Text	Analyzing Text	**Total**
Total Points Possible	20.0	10.0	10.0	20.0	9.0	11.0	40.0
Just Proficient Means[2]	7.4	3.9	3.6	8.6	5.3	3.3	16.0
Total Students[3]	8.8	4.6	4.2	11.7	7.0	4.6	20.4
General Education[4]	9.1	4.8	4.4	12.2	7.3	4.8	21.3
Special Education	6.9	3.6	3.3	9.6	5.9	3.7	16.5
Limited English Proficient[5]	7.7	4.0	3.6	9.6	5.8	3.8	17.3
Current LEP	7.2	3.8	3.4	8.8	5.3	3.5	16.1
Former LEP	8.5	4.4	4.0	10.9	6.6	4.3	19.4
Title I	7.8	4.1	3.7	9.8	6.0	3.9	17.7
State Mean	8.8	4.6	4.2	11.7	7.0	4.6	20.4

Students coded both SE and Current LEP 391

- No Students in this category.
1 Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
2 Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Mathematics

Cycle II Report

Grade 3

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	103,114	720	269	157	101,968	13,548	13.3	54,420	53.4	34,000	33.3	232.3
General Education[4]	83,504	0	180	79	83,245	8,157	9.8	44,413	53.4	30,675	36.8	235.8
Special Education	15,569	720	82	64	14,703	4,040	27.5	7,885	53.6	2,778	18.9	217.7
Limited English Proficient[5]	6,501	24	17	18	6,442	1,847	28.7	3,471	53.9	1,124	17.4	216.7
Current LEP	4,432	15	12	15	4,390	1,522	34.7	2,297	52.3	571	13.0	211.2
Former LEP	2,069	9	5	3	2,052	325	15.8	1,174	57.2	553	26.9	228.3
Gender[6]												
Female	50,158	233	104	51	49,770	6,176	12.4	26,570	53.4	17,024	34.2	233.1
Male	52,919	485	151	105	52,178	7,360	14.1	27,843	53.4	16,975	32.5	231.5
Ethnicity												
American Indian	93	1	1	0	91	14	15.4	51	56.0	26	28.6	226.1
Asian	8,602	52	11	8	8,531	388	4.5	3,368	39.5	4,775	56.0	246.6
Black	17,937	164	86	61	17,626	4,981	28.3	10,001	56.7	2,644	15.0	216.1
Hispanic	20,208	134	64	38	19,972	4,207	21.1	11,725	58.7	4,040	20.2	222.5
Pacific Islander	226	1	0	1	224	18	8.0	115	51.3	91	40.6	237.0
White	55,181	340	82	45	54,714	3,792	6.9	28,721	52.5	22,201	40.6	238.9
Other[7]	867	28	25	4	810	148	18.3	439	54.2	223	27.5	225.9
Economic Status												
Economically Disadvantaged	32,454	246	131	87	31,990	7,870	24.6	18,433	57.6	5,687	17.8	219.3
Non-Economically Disadvantaged	70,660	474	138	70	69,978	5,678	8.1	35,987	51.4	28,313	40.5	238.2
Migrant Status												
Migrant	22	0	0	0	22	7	31.8	13	59.1	2	9.1	209.5
Non-Migrant	103,092	720	269	157	101,946	13,541	13.3	54,407	53.4	33,998	33.3	232.3

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

[1] Enrollment is based on the number of scannable test booklets.

[2] Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

[3] Students appear in each applicable category; they are included in Total Students only once.

[4] Includes students who were coded Former Limited English Proficient.

[5] Includes Current and Former Limited English Proficient Students.

[6] Excludes students who did not have gender coded.

[7] Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Mathematics

Cycle II Report
Grade 3

CLUSTER MEANS[1]

	Number and Numerical Operations	Geometry and Measurement	Patterns and Algebra	Data Analysis, Probability, and Discrete Mathematics	Problem Solving	**Total**
Total Points Possible	9.0	8.0	8.0	8.0	18.0	33.0
Just Proficient Means[2]	5.2	3.5	3.4	1.9	6.3	14.0
Total Students[3]	7.1	5.2	5.1	4.2	11.0	21.6
General Education[4]	7.4	5.4	5.3	4.4	11.5	22.4
Special Education	6.0	4.5	4.5	3.4	9.3	18.5
Limited English Proficient[5]	6.1	4.4	4.4	3.3	9.0	18.2
Current LEP	5.8	4.2	4.1	3.0	8.3	17.0
Former LEP	6.8	5.0	5.0	3.9	10.5	20.7
Title I	6.0	4.3	4.3	3.2	8.8	17.9
State Mean	7.1	5.2	5.1	4.2	11.0	21.6

Students coded both SE and Current LEP 391

- No Students in this category.
1 Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
2 Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 4

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,360	698	130	467	102,065	37,772	37.0	57,421	56.3	6,872	6.7	206.5
General Education [5]	83,194	0	72	81	83,041	24,791	29.9	51,658	62.2	6,592	7.9	211.6
Special Education	17,073	698	43	118	16,214	10,896	67.2	5,059	31.2	259	1.6	184.8
Limited English Proficient [6]	5,591	8	20	276	5,287	3,557	67.3	1,655	31.3	75	1.4	186.4
Current LEP	3,397	6	17	273	3,101	2,358	76.0	722	23.3	21	0.7	179.7
Former LEP	2,194	2	3	3	2,186	1,199	54.8	933	42.7	54	2.5	195.9
Gender [7]												
Female	50,376	213	49	209	49,905	17,092	34.2	28,709	57.5	4,104	8.2	209.2
Male	52,935	484	78	258	52,115	20,654	39.6	28,693	55.1	2,768	5.3	204.0
Migrant Status												
Migrant	19	0	0	0	19	10	52.6	8	42.1	1	5.3	196.2
Non-Migrant	103,341	698	130	467	102,046	37,762	37.0	57,413	56.3	6,871	6.7	206.5
Ethnicity [8]												
White	55,268	348	38	139	54,743	14,111	25.8	35,913	65.6	4,719	8.6	213.8
Black or African American	17,771	158	38	108	17,467	10,545	60.4	6,599	37.8	323	1.8	190.8
Asian	8,748	48	15	152	8,533	1,636	19.2	5,537	64.9	1,360	15.9	220.9
Pacific Islander	269	0	0	1	268	69	25.7	171	63.8	28	10.4	214.8
Hispanic or Latino	20,221	132	29	65	19,995	10,934	54.7	8,655	43.3	406	2.0	194.4
Amer. Indian/AK Native	86	1	0	0	85	39	45.9	42	49.4	4	4.7	201.4
Other	997	11	10	2	974	438	45.0	504	51.7	32	3.3	200.2
Economic Status												
Econ. Disadvantaged	33,864	232	67	214	33,351	19,647	58.9	13,179	39.5	525	1.6	191.7
Non-Econ. Disadvantaged	69,496	466	63	253	68,714	18,125	26.4	44,242	64.4	6,347	9.2	213.7

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 4

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,360	668	133	148	102,411	27,687	27.0	46,521	45.4	28,203	27.5	223.4
General Education [5]	83,194	0	69	62	83,063	18,278	22.0	39,235	47.2	25,550	30.8	228.5
Special Education	17,073	668	58	78	16,269	7,743	47.6	6,202	38.1	2,324	14.3	202.1
Limited English Proficient [6]	5,591	9	8	12	5,562	2,657	47.8	2,168	39.0	737	13.3	202.7
Current LEP	3,397	6	7	8	3,376	1,866	55.3	1,165	34.5	345	10.2	195.5
Former LEP	2,194	3	1	4	2,186	791	36.2	1,003	45.9	392	17.9	213.9
Gender [7]												
Female	50,376	206	47	59	50,064	13,579	27.1	23,539	47.0	12,946	25.9	222.5
Male	52,935	462	83	89	52,301	14,074	26.9	22,973	43.9	15,254	29.2	224.2
Migrant Status												
Migrant	19	0	0	0	19	9	47.4	8	42.1	2	10.5	205.8
Non-Migrant	103,341	668	133	148	102,392	27,678	27.0	46,513	45.4	28,201	27.5	223.4
Ethnicity [8]												
White	55,268	333	50	57	54,828	9,866	18.0	26,613	48.5	18,349	33.5	231.9
Black or African American	17,771	156	36	47	17,532	8,684	49.5	6,996	39.9	1,852	10.6	200.4
Asian	8,748	43	11	9	8,685	956	11.0	3,150	36.3	4,579	52.7	248.1
Pacific Islander	269	0	0	0	269	44	16.4	109	40.5	116	43.1	237.2
Hispanic or Latino	20,221	127	30	34	20,030	7,731	38.6	9,194	45.9	3,105	15.5	209.9
Amer. Indian/AK Native	86	1	0	0	85	31	36.5	41	48.2	13	15.3	208.3
Other	997	8	6	1	982	375	38.2	418	42.6	189	19.2	211.8
Economic Status												
Econ. Disadvantaged	33,864	231	59	79	33,495	14,590	43.6	14,340	42.8	4,565	13.6	205.7
Non-Econ. Disadvantaged	69,496	437	74	69	68,916	13,097	19.0	32,181	46.7	23,638	34.3	231.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 4

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,360	624	320	122	102,294	9,268	9.1	44,963	44.0	48,063	47.0	239.5
General Education [5]	83,194	0	170	66	82,958	4,980	6.0	35,220	42.5	42,758	51.5	243.2
Special Education	17,073	624	136	47	16,266	3,269	20.1	8,129	50.0	4,868	29.9	226.0
Limited English Proficient [6]	5,591	6	22	13	5,550	1,497	27.0	3,012	54.3	1,041	18.8	217.6
Current LEP	3,397	4	18	9	3,366	1,155	34.3	1,747	51.9	464	13.8	211.4
Former LEP	2,194	2	4	4	2,184	342	15.7	1,265	57.9	577	26.4	227.2
Gender [7]												
Female	50,376	192	117	50	50,017	4,348	8.7	22,765	45.5	22,904	45.8	239.2
Male	52,935	432	200	72	52,231	4,909	9.4	22,172	42.4	25,150	48.2	239.9
Migrant Status												
Migrant	19	0	0	0	19	5	26.3	9	47.4	5	26.3	223.1
Non-Migrant	103,341	624	320	122	102,275	9,263	9.1	44,954	44.0	48,058	47.0	239.5
Ethnicity [8]												
White	55,268	303	124	44	54,797	1,969	3.6	20,632	37.7	32,196	58.8	247.4
Black or African American	17,771	144	90	46	17,491	3,608	20.6	9,888	56.5	3,995	22.8	222.8
Asian	8,748	41	23	9	8,675	369	4.3	2,669	30.8	5,637	65.0	250.6
Pacific Islander	269	0	0	0	269	9	3.3	100	37.2	160	59.5	248.8
Hispanic or Latino	20,221	127	72	22	20,000	3,180	15.9	11,180	55.9	5,640	28.2	227.8
Amer. Indian/AK Native	86	1	0	1	84	8	9.5	45	53.6	31	36.9	233.8
Other	997	8	11	0	978	125	12.8	449	45.9	404	41.3	234.9
Economic Status												
Econ. Disadvantaged	33,864	217	151	67	33,429	6,187	18.5	18,731	56.0	8,511	25.5	225.0
Non-Econ. Disadvantaged	69,496	407	169	55	68,865	3,081	4.5	26,232	38.1	39,552	57.4	246.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	102,719	749	300	930	100,740	17,544	17.4	78,601	78.0	4,595	4.6	215.6
General Education[4]	82,851	0	132	179	82,540	9,342	11.3	68,725	83.3	4,473	5.4	220.0
Special Education	16,643	749	77	152	15,665	7,058	45.1	8,496	54.2	111	0.7	195.6
Limited English Proficient[5]	5,319	15	100	611	4,593	1,813	39.5	2,746	59.8	34	0.7	199.1
Current LEP	3,519	11	98	608	2,802	1,332	47.5	1,459	52.1	11	0.4	193.4
Former LEP	1,800	4	2	3	1,791	481	26.9	1,287	71.9	23	1.3	207.9
Gender[6]												
Female	49,650	249	121	380	48,900	6,741	13.8	38,891	79.5	3,268	6.7	219.4
Male	53,034	499	163	548	51,824	10,796	20.8	39,701	76.6	1,327	2.6	212.1
Ethnicity												
American Indian	83	1	0	1	81	23	28.4	54	66.7	4	4.9	210.0
Asian	8,723	63	39	124	8,497	637	7.5	6,900	81.2	960	11.3	226.1
Black	17,380	159	51	185	16,985	5,628	33.1	11,127	65.5	230	1.4	203.6
Hispanic	19,505	149	86	417	18,853	5,109	27.1	13,486	71.5	258	1.4	207.1
Pacific Islander	237	0	0	0	237	26	11.0	194	81.9	17	7.2	221.7
White	56,036	349	92	187	55,408	5,972	10.8	46,336	83.6	3,100	5.6	220.6
Other[7]	755	28	32	16	679	149	21.9	504	74.2	26	3.8	213.0
Economic Status												
Economically Disadvantaged	31,399	247	124	491	30,537	9,603	31.4	20,614	67.5	320	1.0	204.3
Non-Economically Disadvantaged	71,320	502	176	439	70,203	7,941	11.3	57,987	82.6	4,275	6.1	220.5
Migrant Status												
Migrant	16	0	1	3	12	5	41.7	7	58.3	0	0.0	198.3
Non-Migrant	102,703	749	299	927	100,728	17,539	17.4	78,594	78.0	4,595	4.6	215.6

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 Students appear in each applicable category; they are included in Total Students only once.

4 Includes students who were coded Former Limited English Proficient.

5 Includes Current and Former Limited English Proficient Students.

6 Excludes students who did not have gender coded.

7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Language Arts Literacy

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Writing	Writing About Pictures	Writing About Poems	**Reading**	Working With Text	Analyzing Text	**Total**
Total Points Possible	20.0	10.0	10.0	23.0	8.0	15.0	43.0
Just Proficient Means[2]	8.2	4.1	4.1	10.8	5.3	5.5	19.0
Total Students[3]	9.3	4.6	4.7	13.1	6.2	6.9	22.4
General Education[4]	9.6	4.8	4.8	13.7	6.5	7.2	23.3
Special Education	7.7	3.9	3.8	10.6	5.1	5.5	18.3
Limited English Proficient[5]	8.1	4.1	4.0	10.9	5.2	5.7	19.0
Current LEP	7.7	3.9	3.8	10.2	4.9	5.3	17.9
Former LEP	8.8	4.4	4.4	11.9	5.6	6.3	20.7
Title I	8.4	4.2	4.2	11.2	5.4	5.8	19.6
State Mean	9.3	4.6	4.7	13.1	6.2	6.9	22.4

Students coded both SE and Current LEP 294

- No Students in this category.
1 Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
2 Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Mathematics

Cycle II Report

Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students[3]	102,719	714	236	243	101,526	15,434	15.2	45,078	44.4	41,014	40.4	234.6
General Education[4]	82,851	0	143	122	82,586	8,651	10.5	36,722	44.5	37,213	45.1	239.6
Special Education	16,643	714	78	102	15,749	5,435	34.5	7,016	44.5	3,298	20.9	213.9
Limited English Proficient[5]	5,319	14	19	26	5,260	1,858	35.3	2,384	45.3	1,018	19.4	213.2
Current LEP	3,519	10	18	22	3,469	1,503	43.3	1,440	41.5	526	15.2	206.5
Former LEP	1,800	4	1	4	1,791	355	19.8	944	52.7	492	27.5	226.1
Gender[6]												
Female	49,650	245	97	103	49,205	7,357	15.0	22,182	45.1	19,666	40.0	234.6
Male	53,034	468	128	139	52,299	8,064	15.4	22,891	43.8	21,344	40.8	234.6
Ethnicity												
American Indian	83	0	0	0	83	14	16.9	37	44.6	32	38.6	233.1
Asian	8,723	59	11	16	8,637	451	5.2	2,638	30.5	5,548	64.2	251.5
Black	17,380	152	64	91	17,073	5,466	32.0	8,329	48.8	3,278	19.2	215.3
Hispanic	19,505	138	46	47	19,274	4,688	24.3	9,850	51.1	4,736	24.6	222.3
Pacific Islander	237	0	0	0	237	19	8.0	101	42.6	117	49.4	241.5
White	56,036	337	94	78	55,527	4,654	8.4	23,826	42.9	27,047	48.7	242.2
Other[7]	755	28	21	11	695	142	20.4	297	42.7	256	36.8	228.8
Economic Status												
Economically Disadvantaged	31,399	233	94	130	30,942	8,710	28.1	15,422	49.8	6,810	22.0	218.9
Non-Economically Disadvantaged	71,320	481	142	113	70,584	6,724	9.5	29,656	42.0	34,204	48.5	241.5
Migrant Status												
Migrant	16	0	1	0	15	7	46.7	5	33.3	3	20.0	208.9
Non-Migrant	102,703	714	235	243	101,511	15,427	15.2	45,073	44.4	41,011	40.4	234.6

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

[1] Enrollment is based on the number of scannable test booklets.

[2] Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

[3] Students appear in each applicable category; they are included in Total Students only once.

[4] Includes students who were coded Former Limited English Proficient.

[5] Includes Current and Former Limited English Proficient Students.

[6] Excludes students who did not have gender coded.

[7] Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Mathematics

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Number and Numerical Operations	Geometry and Measurement	Patterns and Algebra	Data Analysis, Probability, and Discrete Mathematics	Problem Solving	**Total**
Total Points Possible	13.0	10.0	10.0	10.0	23.0	43.0
Just Proficient Means[2]	6.5	3.6	4.8	3.2	8.6	18.0
Total Students[3]	9.3	5.9	6.8	5.7	14.4	27.8
General Education[4]	9.6	6.2	7.2	6.1	15.2	29.1
Special Education	7.7	4.7	5.5	4.4	11.4	22.3
Limited English Proficient[5]	7.9	4.4	5.7	4.1	11.1	22.1
Current LEP	7.4	4.0	5.3	3.7	10.0	20.4
Former LEP	8.8	5.2	6.4	4.9	13.1	25.4
Title I	7.8	4.6	5.7	4.4	11.3	22.4
State Mean	9.3	5.9	6.8	5.7	14.4	27.8

Students coded both SE and Current LEP 294

\- No Students in this category.
[1] Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
[2] Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
[3] Students appear in each applicable category; they are included in Total Students only once.
[4] Includes students who were coded Former Limited English Proficient.
[5] Includes Current and Former Limited English Proficient Students.

Statewide Report: Science

Cycle II Report
Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students[3]	102,719	680	477	144	101,418	15,203	15.0	46,325	45.7	39,890	39.3	233.0
General Education[4]	82,851	0	296	74	82,481	8,936	10.8	37,501	45.5	36,044	43.7	237.4
Special Education	16,643	680	158	55	15,750	4,533	28.8	7,638	48.5	3,579	22.7	217.5
Limited English Proficient[5]	5,319	13	29	20	5,257	2,428	46.2	2,239	42.6	590	11.2	201.9
Current LEP	3,519	9	27	16	3,467	1,899	54.8	1,290	37.2	278	8.0	195.1
Former LEP	1,800	4	2	4	1,790	529	29.6	949	53.0	312	17.4	215.1
Gender[6]												
Female	49,650	230	196	57	49,167	7,634	15.5	23,529	47.9	18,004	36.6	231.5
Male	53,034	449	271	85	52,229	7,558	14.5	22,788	43.6	21,883	41.9	234.4
Ethnicity												
American Indian	83	0	0	0	83	13	15.7	43	51.8	27	32.5	230.3
Asian	8,723	58	25	12	8,628	650	7.5	3,200	37.1	4,778	55.4	245.0
Black	17,380	146	121	45	17,068	5,444	31.9	8,728	51.1	2,896	17.0	213.6
Hispanic	19,505	137	82	34	19,252	5,346	27.8	10,027	52.1	3,879	20.1	216.9
Pacific Islander	237	0	0	0	237	26	11.0	109	46.0	102	43.0	238.2
White	56,036	311	228	46	55,451	3,594	6.5	23,912	43.1	27,945	50.4	242.7
Other[7]	755	28	21	7	699	130	18.6	306	43.8	263	37.6	230.1
Economic Status												
Economically Disadvantaged	31,399	223	169	73	30,934	9,397	30.4	15,989	51.7	5,548	17.9	214.8
Non-Economically Disadvantaged	71,320	457	308	71	70,484	5,806	8.2	30,336	43.0	34,342	48.7	241.0
Migrant Status												
Migrant	16	0	1	0	15	7	46.7	6	40.0	2	13.3	201.2
Non-Migrant	102,703	680	476	144	101,403	15,196	15.0	46,319	45.7	39,888	39.3	233.0

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

1 Enrollment is based on the number of scannable test booklets.
2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.
6 Excludes students who did not have gender coded.
7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Science

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Life Science	Physical Science	Earth Science	Application	Total
Total Points Possible	15.0	12.0	12.0	33.0	39.0
Just Proficient Means[2]	7.5	5.8	4.7	15.2	18.0
Total Students[3]	10.4	7.7	6.8	20.8	24.9
General Education[4]	10.7	7.9	7.1	21.6	25.8
Special Education	9.2	6.7	5.7	18.1	21.6
Limited English Proficient[5]	7.5	5.8	5.2	15.4	18.5
Current LEP	6.8	5.4	4.9	14.2	17.1
Former LEP	8.7	6.6	5.8	17.8	21.1
Title I	8.5	6.3	5.6	17.1	20.4
State Mean	10.4	7.7	6.8	20.8	24.9

Students coded both SE and Current LEP 294

- No Students in this category.

[1] Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
[2] Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
[3] Students appear in each applicable category; they are included in Total Students only once.
[4] Includes students who were coded Former Limited English Proficient.
[5] Includes Current and Former Limited English Proficient Students.

Grade 4 New Jersey Assessment of Knowledge and Skills
Spring, 2004

Executive Summary

The spring, 2004, grade 4 New Jersey Assessment of Knowledge and Skills (NJ ASK) consisted of two content areas: Language Arts Literacy and Mathematics. Science was administered as a field test to grade four students in 2004. Thus, science results will not be presented here. The NJ ASK is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Core Curriculum Content Standards. The results are to be used by schools and districts to identify strengths and weaknesses in their educational programs. It is anticipated that this process will lead to improved instruction and better alignment with the Core Curriculum Content Standards. The results may also be used, along with other indicators of student progress, to identify those students who may need instructional support in any of the content areas. This support, which could be in the form of individual or programmatic intervention, would be a means to address any identified knowledge or skill gaps.

The NJ ASK scores are reported as scale scores in each of the content areas. The scores range from 100-199 (Partially Proficient), 200-249 (Proficient), and 250-300 (Advanced Proficient). The scores of students who are included in the Partially Proficient level are considered to be below the state minimum of proficiency, and those students may be most in need of instructional support.

The NJ ASK was administered between March 16 and March 19, 2004. From a total fourth grade student population of 105,340, valid scores were obtained in language arts literacy from 103,818 students, with 869 students not present and 653 voids (unscorable due to illness, other difficulties during testing, or an insufficient number of items answered in a given content area.) Valid scores were obtained in mathematics from 103,770 students, with 899 not present and 671 voids.

This executive summary includes two tables summarizing statewide test results for the 2004 administration of the grade 4 NJ ASK. Table 1 presents results for Language Arts Literacy and Table 2 presents results for Mathematics. Results are presented for the following student groups: total, general education, special education, and limited English proficient students. Data are also summarized for several demographic variables including: gender, ethnicity, and economic status. The tables include the number of students enrolled, not present, voided, and with valid scale scores. In addition, the tables present mean scale scores and the percentage of students in each performance category (i.e., Partially Proficient, Proficient, and Advanced Proficient).

The tables that follow are derived from the statewide performance data of the Cycle II report. As a result of adjustments made to the data by districts after the reporting deadline, small differences may exist between the information in these tables and the reports issued to districts. Note that the enrollment is based on the number of scannable test booklets, and students coded multiple ethnicity are counted in every ethnic category that is applicable. The percentage of students in Proficient or Advanced Proficient is calculated by subtracting the percentage of

students in Partially Proficient from one hundred. The percentages may not total to one hundred due to rounding.

Following is a list of highlights from the two tables included in the Executive Summary.

Grade 4 Language Arts Literacy Results:

- Of the 103,818 grade 4 students with valid scale scores in Language Arts Literacy in spring, 2004, 17.9% scored in Partially Proficient; 77.5% scored in Proficient and 4.7% scored in Advanced Proficient.

- **General Education:** 90.3% of general education grade 4 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy.

- **Special Education:** 49.0% of special education grade 4 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy.

- **Limited English Proficient:** 48.6% of limited English proficient grade 4 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy.

- **Gender**: 86.6% of female compared to 77.9% of male grade 4 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy.

- **Ethnicity:** For performance by ethnic groups, students scoring in Proficient or Advanced Proficient in Language Arts Literacy ranged from 91.7% (Pacific Islander) to 66.8% (Black). The percentage of Advanced Proficient and Proficient for all other race/ethnic groups fell between Pacific Islander and Black.

- **Economic Status:** 66.2% of economically disadvantaged grade 4 students in 2004 scored in Proficient or Advanced Proficient in Language Arts Literacy.

- The mean scale score for all grade 4 students on the Language Arts Literacy test in spring, 2004, was 217.7.

Grade 4 Mathematics Results:

- Of the 103,770 grade 4 students with valid scale scores in Mathematics in spring, 2004, 27.9% scored in Partially Proficient; 46.4% scored in Proficient and 25.7% scored in Advanced Proficient.

- **General Education:** 78.4% of general education grade 4 students in 2004 scored in Proficient or Advanced Proficient in Mathematics.

- **Special Education:** 46.3% of special education grade 4 students in 2004 scored in Proficient or Advanced Proficient in Mathematics.

- **Limited English Proficient:** 47.2% of limited English proficient grade 4 students in 2004 scored in Proficient or Advanced Proficient in Mathematics.

- **Gender:** 71.7% of female compared to 72.5% of male grade 4 students in 2004 scored in Proficient or Advanced Proficient in Mathematics.

- **Ethnicity:** For performance by ethnic groups, students scoring in Proficient or Advanced Proficient in Language Arts Literacy ranged from 87.8% (Asian) to 50.2% (Black). The percentage of Advanced Proficient and Proficient for all other race/ethnic groups fell between Asian and Black.

- **Economic Status:** 54.1% of economically disadvantaged grade 4 students in 2004 scored in Proficient or Advanced Proficient in Mathematics.

- The mean scale score for all grade 4 students on the Mathematics test in spring, 2004, was 221.4.

Reporting Rules for Data File:

The accompanying state summary data file contains the same type of information shown in the statewide summary tables included with this executive summary. Please note that there may be small differences between the data file and reports issued to districts due to adjustments made to the data by districts after the reporting deadline. In order to safeguard student confidentiality, certain information is suppressed in the state summary file according to the following reporting rules:

- Data are not reported where the number of students with valid scale scores for a particular group is less than 11.

- Data are not reported where demographic groups are mutually exclusive (e.g., gender) and there are one or two students with a valid scale score in one of the groups (e.g., male).

- Data are not reported when it is otherwise possible to identify individual student performance.

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS
SPRING 2004 GRADE 4

Language Arts Literacy

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	105340	869	653	103818	217.7	17.9%	77.5%	4.7%
General Education	83617	184	289	83144	223.2	9.7%	84.6%	5.7%
Special Education	16726	645	287	15794	195.7	51.0%	48.4%	0.7%
Limited English Proficient	5443	49	88	5306	192.7	51.4%	47.9%	0.8%
Gender								
Female	51181	273	239	50669	221.7	13.4%	79.8%	6.7%
Male	54093	563	409	53121	213.8	22.1%	75.2%	2.7%
Ethnicity								
American Indian	235	2	0	233	215.9	19.7%	76.0%	4.3%
Asian	7316	47	25	7244	227.3	8.4%	81.2%	10.4%
Black	19268	257	255	18756	205.9	33.2%	65.7%	1.1%
Hispanic	18293	169	189	17935	206.4	31.0%	67.8%	1.2%
Pacific Islander	708	2	4	702	227.3	8.3%	81.6%	10.1%
White	59318	312	173	58833	223.6	10.2%	83.7%	6.1%
Economic Status								
Economically Disadvantaged	31462	320	393	30749	204.8	33.8%	65.4%	0.8%
Non-Economically Disadvantaged	73878	549	260	73069	223.1	11.2%	82.5%	6.3%

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS
SPRING 2004 GRADE 4

Mathematics

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	105340	899	671	103770	221.4	27.9%	46.4%	25.7%
General Education	83617	195	390	83032	227.0	21.6%	48.9%	29.5%
Special Education	16726	673	241	15812	198.2	53.7%	36.4%	10.0%
Limited English Proficient	5443	40	42	5361	200.1	52.8%	36.0%	11.2%
All Students	105340	899	671	103770	221.4	27.9%	46.4%	25.7%
Gender								
Female	51181	299	276	50606	220.6	28.3%	47.6%	24.1%
Male	54093	582	387	53124	222.1	27.5%	45.3%	27.3%
Ethnicity								
American Indian	235	2	0	233	222.1	27.5%	45.5%	27.0%
Asian	7316	44	29	7243	239.9	12.2%	40.9%	46.9%
Black	19268	283	245	18740	202.0	49.8%	39.6%	10.6%
Hispanic	18293	181	136	17976	209.2	40.8%	44.4%	14.9%
Pacific Islander	708	2	3	703	238.7	14.1%	38.8%	47.1%
White	59318	331	250	58737	228.9	19.0%	49.9%	31.2%
Economic Status								
Economically Disadvantaged	31462	366	336	30760	205.2	45.9%	41.7%	12.5%
Non-Economically Disadvantaged	73878	533	335	73010	228.1	20.3%	48.4%	31.3%

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students[3]	102,490	655	339	879	100,617	19,525	19.4	74,371	73.9	6,721	6.7	215.7
General Education[4]	82,960	0	169	150	82,641	10,372	12.6	65,750	79.6	6,519	7.9	220.4
Special Education	16,130	655	83	163	15,229	7,688	50.5	7,358	48.3	183	1.2	194.1
Limited English Proficient[5]	5,521	13	89	589	4,830	2,257	46.7	2,510	52.0	63	1.3	196.4
Current LEP	3,747	9	89	586	3,063	1,698	55.4	1,345	43.9	20	0.7	190.5
Former LEP	1,774	4	0	3	1,767	559	31.6	1,165	65.9	43	2.4	206.5
Gender[6]												
Female	49,817	214	148	359	49,096	7,722	15.7	36,762	74.9	4,612	9.4	219.3
Male	52,633	429	184	518	51,502	11,795	22.9	37,599	73.0	2,108	4.1	212.2
Ethnicity												
American Indian	111	2	0	1	108	28	25.9	76	70.4	4	3.7	209.3
Asian	8,304	48	27	110	8,119	662	8.2	6,191	76.3	1,266	15.6	226.8
Black	17,495	131	81	152	17,131	6,348	37.1	10,432	60.9	351	2.0	202.9
Hispanic	19,277	117	104	414	18,642	5,764	30.9	12,433	66.7	445	2.4	206.3
Pacific Islander	230	1	1	5	223	28	12.6	162	72.6	33	14.8	224.2
White	56,561	317	93	186	55,965	6,584	11.8	44,782	80.0	4,599	8.2	221.1
Other[7]	512	39	33	11	429	111	25.9	295	68.8	23	5.4	209.8
Economic Status												
Economically Disadvantaged	30,922	205	160	507	30,050	10,656	35.5	18,882	62.8	512	1.7	203.4
Non-Economically Disadvantaged	71,568	450	179	372	70,567	8,869	12.6	55,489	78.6	6,209	8.8	220.9
Migrant Status												
Migrant	34	0	1	5	28	5	17.9	23	82.1	0	0.0	208.9
Non-Migrant	102,456	655	338	874	100,589	19,520	19.4	74,348	73.9	6,721	6.7	215.7

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 Students appear in each applicable category; they are included in Total Students only once.

4 Includes students who were coded Former Limited English Proficient.

5 Includes Current and Former Limited English Proficient Students.

6 Excludes students who did not have gender coded.

7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Language Arts Literacy

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Writing	Writing About Pictures	Writing About Poems	**Reading**	Working With Text	Analyzing Text	**Total**
Total Points Possible	20.0	10.0	10.0	23.0	7.0	16.0	43.0
Just Proficient Means[2]	8.6	4.7	3.9	9.4	3.8	5.6	18.0
Total Students[3]	9.9	5.4	4.5	12.1	5.0	7.2	22.1
General Education[4]	10.4	5.6	4.7	12.8	5.2	7.6	23.2
Special Education	8.0	4.4	3.6	9.2	3.8	5.4	17.2
Limited English Proficient[5]	8.6	4.7	3.9	9.1	3.7	5.5	17.7
Current LEP	8.1	4.4	3.7	8.3	3.4	4.9	16.4
Former LEP	9.4	5.1	4.3	10.5	4.2	6.4	20.0
Title I	8.9	4.8	4.1	9.8	3.9	5.8	18.6
State Mean	9.9	5.4	4.5	12.1	5.0	7.2	22.1

Students coded both SE and Current LEP 347

- No Students in this category.
1 Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
2 Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.

Statewide Report: Mathematics

Cycle II Report
Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	102,490	643	278	259	101,310	15,525	15.3	44,238	43.7	41,547	41.0	234.1
General Education[4]	82,960	0	169	132	82,659	8,502	10.3	36,280	43.9	37,877	45.8	239.3
Special Education	16,130	643	92	109	15,286	5,548	36.3	6,586	43.1	3,152	20.6	212.2
Limited English Proficient[5]	5,521	12	22	22	5,465	2,065	37.8	2,390	43.7	1,010	18.5	210.8
Current LEP	3,747	8	19	19	3,701	1,672	45.2	1,488	40.2	541	14.6	204.7
Former LEP	1,774	4	3	3	1,764	393	22.3	902	51.1	469	26.6	223.7
Gender[6]												
Female	49,817	215	108	83	49,411	7,523	15.2	22,467	45.5	19,421	39.3	233.4
Male	52,633	416	162	174	51,881	7,993	15.4	21,763	41.9	22,125	42.6	234.7
Ethnicity												
American Indian	111	2	0	0	109	21	19.3	54	49.5	34	31.2	226.3
Asian	8,304	45	14	6	8,239	423	5.1	2,393	29.0	5,423	65.8	251.6
Black	17,495	132	88	103	17,172	5,447	31.7	8,420	49.0	3,305	19.2	214.8
Hispanic	19,277	113	60	53	19,051	4,825	25.3	9,458	49.6	4,768	25.0	221.0
Pacific Islander	230	1	0	1	228	16	7.0	75	32.9	137	60.1	246.3
White	56,561	311	93	89	56,068	4,696	8.4	23,645	42.2	27,727	49.5	241.9
Other[7]	512	39	23	7	443	97	21.9	193	43.6	153	34.5	227.0
Economic Status												
Economically Disadvantaged	30,922	198	130	133	30,461	8,742	28.7	15,041	49.4	6,678	21.9	217.7
Non-Economically Disadvantaged	71,568	445	148	126	70,849	6,783	9.6	29,197	41.2	34,869	49.2	241.1
Migrant Status												
Migrant	34	0	0	1	33	14	42.4	16	48.5	3	9.1	207.5
Non-Migrant	102,456	643	278	258	101,277	15,511	15.3	44,222	43.7	41,544	41.0	234.1

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

1 Enrollment is based on the number of scannable test booklets.
2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.
6 Excludes students who did not have gender coded.
7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Mathematics

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Number and Numerical Operations	Geometry and Measurement	Patterns and Algebra	Data Analysis, Probability, and Discrete Mathematics	Problem Solving	**Total**
Total Points Possible	13.0	10.0	10.0	10.0	23.0	43.0
Just Proficient Means[2]	6.4	3.7	3.1	2.8	7.7	16.0
Total Students[3]	8.9	5.9	6.0	5.4	13.7	26.3
General Education[4]	9.3	6.2	6.4	5.7	14.5	27.6
Special Education	7.3	4.7	4.5	4.0	10.5	20.5
Limited English Proficient[5]	7.3	4.4	4.6	3.7	10.1	20.0
Current LEP	6.8	4.0	4.2	3.4	9.2	18.4
Former LEP	8.2	5.3	5.3	4.4	12.0	23.2
Title I	7.3	4.6	4.6	3.9	10.3	20.4
State Mean	8.9	5.9	6.0	5.4	13.7	26.3

Students coded both SE and Current LEP 347

\- No Students in this category.
[1] Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
[2] Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
[3] Students appear in each applicable category; they are included in Total Students only once.
[4] Includes students who were coded Former Limited English Proficient.
[5] Includes Current and Former Limited English Proficient Students.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Science

Cycle II Report

Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students[3]	102,490	597	497	130	101,266	17,071	16.9	42,885	42.3	41,310	40.8	231.3
General Education[4]	82,960	0	294	65	82,601	9,986	12.1	35,040	42.4	37,575	45.5	236.1
Special Education	16,130	597	162	60	15,311	5,140	33.6	6,739	44.0	3,432	22.4	213.8
Limited English Proficient[5]	5,521	11	47	9	5,454	2,705	49.6	2,100	38.5	649	11.9	199.6
Current LEP	3,747	7	44	7	3,689	2,165	58.7	1,203	32.6	321	8.7	193.0
Former LEP	1,774	4	3	2	1,765	540	30.6	897	50.8	328	18.6	213.6
Gender[6]												
Female	49,817	198	217	42	49,360	8,650	17.5	22,112	44.8	18,598	37.7	229.6
Male	52,633	386	274	87	51,886	8,413	16.2	20,764	40.0	22,709	43.8	233.0
Ethnicity												
American Indian	111	2	1	0	108	19	17.6	53	49.1	36	33.3	227.3
Asian	8,304	41	27	5	8,231	677	8.2	2,707	32.9	4,847	58.9	244.5
Black	17,495	128	137	47	17,183	6,098	35.5	8,189	47.7	2,896	16.9	210.9
Hispanic	19,277	107	110	14	19,046	5,879	30.9	9,099	47.8	4,068	21.4	215.0
Pacific Islander	230	1	0	2	227	22	9.7	79	34.8	126	55.5	242.2
White	56,561	280	198	58	56,025	4,273	7.6	22,562	40.3	29,190	52.1	241.3
Other[7]	512	38	24	4	446	103	23.1	196	43.9	147	33.0	225.1
Economic Status												
Economically Disadvantaged	30,922	184	230	55	30,453	10,289	33.8	14,496	47.6	5,668	18.6	212.4
Non-Economically Disadvantaged	71,568	413	267	75	70,813	6,782	9.6	28,389	40.1	35,642	50.3	239.5
Migrant Status												
Migrant	34	0	2	0	32	11	34.4	15	46.9	6	18.8	214.3
Non-Migrant	102,456	597	495	130	101,234	17,060	16.9	42,870	42.3	41,304	40.8	231.3

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

1 Enrollment is based on the number of scannable test booklets.

2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

3 Students appear in each applicable category; they are included in Total Students only once.

4 Includes students who were coded Former Limited English Proficient.

5 Includes Current and Former Limited English Proficient Students.

6 Excludes students who did not have gender coded.

7 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

See page 2 for Cluster Information

Summary of Statewide Cluster Performance: Science

Cycle II Report
Grade 4

CLUSTER MEANS[1]

	Life Science	Physical Science	Earth Science	Application	Total
Total Points Possible	15.0	12.0	12.0	33.0	39.0
Just Proficient Means[2]	6.5	6.1	5.4	14.5	18.0
Total Students[3]	9.1	8.0	7.6	20.3	24.7
General Education[4]	9.5	8.3	8.0	21.2	25.8
Special Education	7.7	6.8	6.4	17.1	21.0
Limited English Proficient[5]	6.5	5.8	5.7	14.6	17.9
Current LEP	6.0	5.3	5.3	13.4	16.5
Former LEP	7.7	6.8	6.5	17.0	20.9
Title I	7.3	6.4	6.0	16.0	19.7
State Mean	9.1	8.0	7.6	20.3	24.7

Students coded both SE and Current LEP 347

- No Students in this category.
1 Cluster means exclude students who took alternate test forms, as well as students with voided test booklets.
2 Just Proficient Means are the statewide raw score means for students whose scale scores are 200.
3 Students appear in each applicable category; they are included in Total Students only once.
4 Includes students who were coded Former Limited English Proficient.
5 Includes Current and Former Limited English Proficient Students.

NEW JERSEY STATEWIDE TESTING SYSTEM
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE

STATEWIDE REPORT: LANGUAGE ARTS LITERACY

SPRING 2005 • CYCLE II • GRADE 4

Performance by Demographic Groups

	Number of Students Enrolled[1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						Number	Percent	Number	Percent	Number	Percent
Total Students	104,743	897	952	102,894	216.6	18,928	18.4%	79,445	77.2%	4,521	4.4%
General Education[2]	84,464	169	185	84,110	221.5	9,271	11.0%	70,430	83.7%	4,409	5.2%
Special Education	16,545	73	728	15,744	195.0	8,084	51.3%	7,556	48.0%	104	0.7%
Limited English Proficient	4,047	664	46	3,337	192.1	1,794	53.8%	1,535	46.0%	8	0.2%
Gender[3]											
Female	50,790	416	326	50,048	221.1	6,792	13.6%	39,864	79.7%	3,392	6.8%
Male	53,797	458	621	52,718	212.4	12,118	23.0%	39,476	74.9%	1,124	2.1%
Ethnicity											
American Indian	113	3	2	108	214.7	20	18.5%	86	79.6%	2	1.9%
Asian	7,197	102	46	7,049	226.7	560	7.9%	5,804	82.3%	685	9.7%
Black	18,263	88	271	17,904	205.2	6,184	34.5%	11,515	64.3%	205	1.1%
Hispanic	18,746	486	208	18,052	207.5	5,274	29.2%	12,523	69.4%	255	1.4%
Pacific Islander	401	3	0	398	224.8	38	9.5%	321	80.7%	39	9.8%
White	59,017	175	403	58,439	221.7	6,662	11.4%	48,497	83.0%	3,280	5.6%
Other[4]	1,006	40	22	944	217.3	190	20.1%	699	74.0%	55	5.8%
Economic Status											
Economically Disadvantaged	31,598	510	420	30,668	205.3	10,254	33.4%	20,076	65.5%	338	1.1%
Non-Economically Disadvantaged	73,145	387	532	72,226	221.4	8,674	12.0%	59,369	82.2%	4,183	5.8%
Migrant Status											
Migrant	58	5	0	53	201.9	23	43.4%	29	54.7%	1	1.9%
Non-Migrant	104,685	892	952	102,841	216.6	18,905	18.4%	79,416	77.2%	4,520	4.4%

Note: Percentages may not total 100 due to rounding.
1 Enrollment is based on the number of scannable test booklets.
2 General Education excludes Special Education and Limited English Proficient students.
3 Excludes students who did not have gender coded.
4 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

NEW JERSEY STATEWIDE TESTING SYSTEM
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE

STATEWIDE REPORT: MATHEMATICS

SPRING 2005 • CYCLE II • GRADE 4

Performance by Demographic Groups

	Number of Students Enrolled[1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						Number	Percent	Number	Percent	Number	Percent
Total Students	104,743	295	812	103,636	228.0	20,504	19.8%	50,285	48.5%	32,847	31.7%
General Education[2]	84,464	175	137	84,152	233.6	11,687	13.9%	42,113	50.0%	30,352	36.1%
Special Education	16,545	87	655	15,803	204.5	7,070	44.7%	6,713	42.5%	2,020	12.8%
Limited English Proficient	4,047	33	24	3,990	201.7	1,949	48.8%	1,552	38.9%	489	12.3%
Gender[3]											
Female	50,790	102	299	50,389	227.9	9,826	19.5%	24,947	49.5%	15,616	31.0%
Male	53,797	173	511	53,113	228.2	10,649	20.0%	25,280	47.6%	17,184	32.4%
Ethnicity											
American Indian	113	0	1	112	227.6	23	20.5%	50	44.6%	39	34.8%
Asian	7,197	16	38	7,143	245.9	553	7.7%	2,593	36.3%	3,997	56.0%
Black	18,263	88	219	17,956	209.1	7,115	39.6%	8,209	45.7%	2,632	14.7%
Hispanic	18,746	75	166	18,505	216.7	5,558	30.0%	9,249	50.0%	3,698	20.0%
Pacific Islander	401	0	0	401	240.9	47	11.7%	168	41.9%	186	46.4%
White	59,017	88	365	58,564	235.2	7,019	12.0%	29,614	50.6%	21,931	37.4%
Other[4]	1,006	28	23	955	229.5	189	19.8%	402	42.1%	364	38.1%
Economic Status											
Economically Disadvantaged	31,598	128	342	31,128	212.7	10,932	35.1%	14,834	47.7%	5,362	17.2%
Non-Economically Disadvantaged	73,145	167	470	72,508	234.6	9,572	13.2%	35,451	48.9%	27,485	37.9%
Migrant Status											
Migrant	58	0	0	58	220.2	21	36.2%	20	34.5%	17	29.3%
Non-Migrant	104,685	295	812	103,578	228.1	20,483	19.8%	50,265	48.5%	32,830	31.7%

Note: Percentages may not total 100 due to rounding.
1 Enrollment is based on the number of scannable test booklets.
2 General Education excludes Special Education and Limited English Proficient students.
3 Excludes students who did not have gender coded.
4 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

NEW JERSEY STATEWIDE TESTING SYSTEM
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE

STATEWIDE REPORT: SCIENCE

SPRING 2005 • CYCLE II • GRADE 4

Performance by Demographic Groups

	Number of Students Enrolled[1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
						Number	Percent	Number	Percent	Number	Percent
Total Students	104,743	653	710	103,380	224.2	19,530	18.9%	61,093	59.1%	22,757	22.0%
General Education[2]	84,464	392	96	83,976	228.5	11,617	13.8%	51,402	61.2%	20,957	25.0%
Special Education	16,545	198	602	15,745	209.0	5,654	35.9%	8,413	53.4%	1,678	10.7%
Limited English Proficient	4,047	65	15	3,967	189.3	2,457	61.9%	1,382	34.8%	128	3.2%
Gender[3]											
Female	50,790	275	256	50,259	223.2	9,509	18.9%	30,866	61.4%	9,884	19.7%
Male	53,797	366	449	52,982	225.1	9,995	18.9%	30,170	56.9%	12,817	24.2%
Ethnicity											
American Indian	113	0	1	112	222.4	25	22.3%	64	57.1%	23	20.5%
Asian	7,197	24	37	7,136	235.5	717	10.0%	3,889	54.5%	2,530	35.5%
Black	18,263	177	163	17,923	207.1	6,746	37.6%	9,829	54.8%	1,348	7.5%
Hispanic	18,746	157	152	18,437	208.8	6,412	34.8%	10,485	56.9%	1,540	8.4%
Pacific Islander	401	0	0	401	233.5	42	10.5%	233	58.1%	126	31.4%
White	59,017	268	325	58,424	232.8	5,416	9.3%	36,047	61.7%	16,961	29.0%
Other[4]	1,006	27	32	947	225.5	172	18.2%	546	57.7%	229	24.2%
Economic Status											
Economically Disadvantaged	31,598	298	275	31,025	207.2	11,495	37.1%	17,259	55.6%	2,271	7.3%
Non-Economically Disadvantaged	73,145	355	435	72,355	231.5	8,035	11.1%	43,834	60.6%	20,486	28.3%
Migrant Status											
Migrant	58	1	2	55	202.3	24	43.6%	28	50.9%	3	5.5%
Non-Migrant	104,685	652	708	103,325	224.2	19,506	18.9%	61,065	59.1%	22,754	22.0%

Note: Percentages may not total 100 due to rounding.
1 Enrollment is based on the number of scannable test booklets.
2 General Education excludes Special Education and Limited English Proficient students.
3 Excludes students who did not have gender coded.
4 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System

New Jersey Assessment of Skills and Knowledge

Statewide Report: Language Arts Literacy

Cycle II Report

Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students	102,725	611	275	959	100,880	20,157	20.0	76,841	76.2	3,882	3.8	215.6
General Education[3]	82,827	0	131	116	82,580	10,723	13.0	68,083	82.4	3,774	4.6	220.4
Special Education	16,437	611	70	203	15,553	7,961	51.2	7,507	48.3	85	0.5	194.3
Limited English Proficient	3,762	11	76	658	3,017	1,677	55.6	1,316	43.6	24	0.8	191.1
Gender[4]												
Female	50,163	211	102	393	49,457	7,719	15.6	38,848	78.5	2,890	5.8	219.8
Male	52,532	396	163	562	51,411	12,436	24.2	37,985	73.9	990	1.9	211.6
Ethnicity												
American Indian	117	0	0	0	117	32	27.4	81	69.2	4	3.4	212.1
Asian	7,831	31	14	102	7,684	680	8.8	6,296	81.9	708	9.2	226.0
Black	17,610	126	69	153	17,262	6,406	37.1	10,698	62.0	158	0.9	203.5
Hispanic	18,537	123	96	484	17,834	5,933	33.3	11,717	65.7	184	1.0	205.4
Pacific Islander	235	1	0	1	233	22	9.4	193	82.8	18	7.7	221.8
White	57,665	314	79	195	57,077	6,936	12.2	47,361	83.0	2,780	4.9	221.1
Other[5]	730	16	17	24	673	148	22.0	495	73.6	30	4.5	216.0
Economic Status												
Economically Disadvantaged	30,336	209	133	557	29,437	10,973	37.3	18,205	61.8	259	0.9	203.1
Non-Economically Disadvantaged	72,389	402	142	402	71,443	9,184	12.9	58,636	82.1	3,623	5.1	220.8
Migrant Status												
Migrant	52	0	0	1	51	18	35.3	33	64.7	0	0.0	198.7
Non-Migrant	102,673	611	275	958	100,829	20,139	20.0	76,808	76.2	3,882	3.9	215.6

NOTE: Percentages may not total 100 due to rounding.

\- No students in this category.

[1] Enrollment is based on the number of scannable test booklets.

[2] Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).

[3] General Education category excludes Special Education and Limited English Proficient students.

[4] Excludes students who did not have gender coded.

[5] Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

Statewide Report: Mathematics

Cycle II Report
Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students	102,725	588	236	242	101,659	17,929	17.6	41,934	41.2	41,796	41.1	232.8
General Education[3]	82,827	0	137	108	82,582	10,101	12.2	34,455	41.7	38,026	46.0	238.4
Special Education	16,437	588	84	126	15,639	6,339	40.5	6,176	39.5	3,124	20.0	208.9
Limited English Proficient	3,762	10	17	10	3,725	1,663	44.6	1,394	37.4	668	17.9	205.8
Gender[4]												
Female	50,163	211	90	94	49,768	8,862	17.8	21,126	42.4	19,780	39.7	232.2
Male	52,532	373	133	148	51,878	9,064	17.5	20,800	40.1	22,014	42.4	233.5
Ethnicity												
American Indian	117	0	0	0	117	26	22.2	44	37.6	47	40.2	228.9
Asian	7,831	31	6	8	7,786	491	6.3	2,143	27.5	5,152	66.2	251.6
Black	17,610	122	79	94	17,315	6,341	36.6	7,790	45.0	3,184	18.4	211.2
Hispanic	18,537	118	60	47	18,312	5,076	27.7	8,368	45.7	4,868	26.6	220.4
Pacific Islander	235	1	0	0	234	18	7.7	89	38.0	127	54.3	243.0
White	57,665	300	76	91	57,198	5,838	10.2	23,241	40.6	28,119	49.2	240.8
Other[5]	730	16	15	2	697	139	19.9	259	37.2	299	42.9	232.9
Economic Status												
Economically Disadvantaged	30,336	194	121	137	29,884	9,705	32.5	13,385	44.8	6,794	22.7	215.7
Non-Economically Disadvantaged	72,389	394	115	105	71,775	8,224	11.5	28,549	39.8	35,002	48.8	239.9
Migrant Status												
Migrant	52	0	0	0	52	12	23.1	27	51.9	13	25.0	216.6
Non-Migrant	102,673	588	236	242	101,607	17,917	17.6	41,907	41.2	41,783	41.1	232.8

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

1 Enrollment is based on the number of scannable test booklets.
2 Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
3 General Education category excludes Special Education and Limited English Proficient students.
4 Excludes students who did not have gender coded.
5 Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

Statewide Report: Science

Cycle II Report
Grade 4

PERFORMANCE BY DEMOGRAPHIC GROUP

	Students Enrolled[1]	APA Students[2]	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students	102,725	553	437	99	101,636	18,028	17.7	55,343	54.5	28,265	27.8	227.9
General Education[3]	82,827	0	260	31	82,536	11,207	13.6	45,778	55.5	25,551	31.0	231.9
Special Education	16,437	553	146	60	15,678	4,864	31.0	8,343	53.2	2,471	15.8	214.3
Limited English Proficient	3,762	9	35	8	3,710	2,127	57.3	1,325	35.7	258	7.0	193.7
Gender[4]												
Female	50,163	187	179	30	49,767	9,627	19.3	27,754	55.8	12,386	24.9	225.7
Male	52,532	362	250	69	51,851	8,392	16.2	27,582	53.2	15,877	30.6	230.0
Ethnicity												
American Indian	117	0	0	0	117	24	20.5	67	57.3	26	22.2	225.0
Asian	7,831	31	13	6	7,781	648	8.3	3,606	46.3	3,527	45.3	241.0
Black	17,610	119	141	35	17,315	6,405	37.0	9,207	53.2	1,703	9.8	208.9
Hispanic	18,537	114	110	17	18,296	5,940	32.5	9,992	54.6	2,364	12.9	212.4
Pacific Islander	235	1	0	0	234	26	11.1	125	53.4	83	35.5	234.7
White	57,665	272	161	37	57,195	4,843	8.5	32,001	56.0	20,351	35.6	236.8
Other[5]	730	16	12	4	698	142	20.3	345	49.4	211	30.2	227.0
Economic Status												
Economically Disadvantaged	30,336	192	216	53	29,875	10,561	35.4	15,990	53.5	3,324	11.1	210.1
Non-Economically Disadvantaged	72,389	361	221	46	71,761	7,467	10.4	39,353	54.8	24,941	34.8	235.3
Migrant Status												
Migrant	52	0	0	0	52	21	40.4	25	48.1	6	11.5	210.9
Non-Migrant	102,673	553	437	99	101,584	18,007	17.7	55,318	54.5	28,259	27.8	227.9

NOTE: Percentages may not total 100 due to rounding.
- No students in this category.

[1] Enrollment is based on the number of scannable test booklets.
[2] Includes Special Education students who did not take the NJ ASK and are required to take the Alternate Proficiency Assessment (APA).
[3] General Education category excludes Special Education and Limited English Proficient students.
[4] Excludes students who did not have gender coded.
[5] Includes students who did not have ethnicity coded and students who had more than one ethnicity coded.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,339	689	142	432	102,076	34,859	34.2	58,324	57.1	8,893	8.7	209.0
General Education [5]	83,744	0	82	79	83,583	21,703	26.0	53,218	63.7	8,662	10.4	214.3
Special Education	17,078	689	49	89	16,251	11,352	69.9	4,681	28.8	218	1.3	185.2
Limited English Proficient [6]	4,615	16	14	272	4,313	3,063	71.0	1,195	27.7	55	1.3	186.2
Current LEP	2,722	8	11	266	2,437	1,981	81.3	443	18.2	13	0.5	179.5
Former LEP	1,893	8	3	6	1,876	1,082	57.7	752	40.1	42	2.2	195.0
Gender [7]												
Female	49,960	204	66	187	49,503	14,482	29.3	29,552	59.7	5,469	11.0	212.9
Male	53,304	482	76	244	52,502	20,333	38.7	28,748	54.8	3,421	6.5	205.3
Migrant Status												
Migrant	12	0	0	0	12	9	75.0	3	25.0	0	0.0	186.0
Non-Migrant	103,327	689	142	432	102,064	34,850	34.1	58,321	57.1	8,893	8.7	209.0
Ethnicity [8]												
White	55,996	323	53	116	55,504	12,803	23.1	36,519	65.8	6,182	11.1	215.9
Black or African American	17,401	143	41	96	17,121	9,898	57.8	6,863	40.1	360	2.1	193.3
Asian	8,815	50	23	153	8,589	1,400	16.3	5,456	63.5	1,733	20.2	223.6
Pacific Islander	313	3	1	5	304	59	19.4	204	67.1	41	13.5	218.9
Hispanic or Latino	19,655	143	18	52	19,442	10,219	52.6	8,727	44.9	496	2.6	196.8
Amer. Indian/AK Native	94	1	0	3	90	47	52.2	41	45.6	2	2.2	198.8
Other	1,065	26	6	7	1,026	433	42.2	514	50.1	79	7.7	203.7
Economic Status												
Econ. Disadvantaged	32,958	240	51	187	32,480	18,401	56.7	13,405	41.3	674	2.1	194.1
Non-Econ. Disadvantaged	70,381	449	91	245	69,596	16,458	23.6	44,919	64.5	8,219	11.8	215.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,339	688	143	126	102,382	23,204	22.7	46,362	45.3	32,816	32.1	227.9
General Education [5]	83,744	0	80	52	83,612	13,911	16.6	39,323	47.0	30,378	36.3	233.9
Special Education	17,078	688	60	67	16,263	7,931	48.8	6,173	38.0	2,159	13.3	202.0
Limited English Proficient [6]	4,615	13	6	10	4,586	2,111	46.0	1,822	39.7	653	14.2	204.9
Current LEP	2,722	6	5	7	2,704	1,495	55.3	919	34.0	290	10.7	196.8
Former LEP	1,893	7	1	3	1,882	616	32.7	903	48.0	363	19.3	216.6
Gender [7]												
Female	49,960	214	50	33	49,663	11,147	22.4	23,523	47.4	14,993	30.2	227.1
Male	53,304	471	92	92	52,649	12,021	22.8	22,817	43.3	17,811	33.8	228.8
Migrant Status												
Migrant	12	0	0	0	12	5	41.7	5	41.7	2	16.7	206.8
Non-Migrant	103,327	688	143	126	102,370	23,199	22.7	46,357	45.3	32,814	32.1	227.9
Ethnicity [8]												
White	55,996	324	56	47	55,569	8,001	14.4	25,934	46.7	21,634	38.9	236.0
Black or African American	17,401	135	45	52	17,169	7,565	44.1	7,630	44.4	1,974	11.5	204.7
Asian	8,815	51	11	6	8,747	674	7.7	2,727	31.2	5,346	61.1	254.3
Pacific Islander	313	3	0	1	309	31	10.0	137	44.3	141	45.6	242.8
Hispanic or Latino	19,655	146	25	20	19,464	6,570	33.8	9,428	48.4	3,466	17.8	213.9
Amer. Indian/AK Native	94	1	0	0	93	29	31.2	47	50.5	17	18.3	215.3
Other	1,065	28	6	0	1,031	334	32.4	459	44.5	238	23.1	216.4
Economic Status												
Econ. Disadvantaged	32,958	234	71	65	32,588	12,506	38.4	15,196	46.6	4,886	15.0	209.8
Non-Econ. Disadvantaged	70,381	454	72	61	69,794	10,698	15.3	31,166	44.7	27,930	40.0	236.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG A

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	17,564	121	31	17,412	37.7	51.2	11.1	207.2	17,564	101	38	17,180	33.3	64.8	1.9	206.7
General Education	13,009	74	16	12,919	28.6	57.4	14.0	214.7	13,009	36	22	12,951	22.3	75.2	2.5	211.3
Special Education	2,971	43	15	2,913	68.1	29.8	2.2	181.9	2,968	24	16	2,928	69.7	30.1	0.2	191.5
Limited English Proficient [3]	1,699	4	0	1,695	56.9	39.5	3.6	191.5	1,454	42	0	1,412	61.6	38.0	0.4	194.1
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	245	--	--	--	--	--	--	--
Gender [4]																
Female	8,635	44	14	8,577	34.7	54.2	11.1	209.1	8,635	35	16	8,467	28.5	69.0	2.5	208.6
Male	8,924	73	17	8,834	40.6	48.3	11.1	205.3	8,924	62	22	8,712	37.8	60.7	1.4	204.7
Migrant Status																
Migrant	19	1	0	18	33.3	55.6	11.1	208.3	19	1	1	16	37.5	56.3	6.3	208.4
Non-Migrant	17,545	120	31	17,394	37.7	51.2	11.1	207.2	17,545	100	37	17,164	33.2	64.8	1.9	206.7
Ethnicity [5]																
White	1,731	7	4	1,720	18.5	58.4	23.0	224.4	1,731	3	2	1,701	16.0	78.1	5.9	217.0
Black	7,254	76	19	7,159	46.5	46.9	6.6	199.6	7,254	38	25	7,184	39.4	59.5	1.0	203.5
Asian	275	0	0	275	18.2	56.4	25.5	226.6	275	0	0	265	15.8	74.7	9.4	217.7
Pacific Islander	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Hispanic	8,231	34	8	8,189	34.6	53.3	12.1	209.5	8,231	56	11	7,965	31.9	66.4	1.7	206.9
American Indian/Alaskan Native	11	0	0	11	9.1	81.8	9.1	230.6	11	0	0	11	0.0	100.0	0.0	215.4
Other	54	4	0	50	58.0	40.0	2.0	185.6	54	4	0	46	41.3	58.7	0.0	200.3
Economic Status																
Economically Disadvantaged	13,654	92	27	13,535	39.4	50.8	9.8	205.7	13,654	63	32	13,386	35.4	63.1	1.5	205.5
Non-Economically Disadvantaged	3,910	29	4	3,877	32.0	52.4	15.6	212.4	3,910	38	6	3,794	25.6	70.7	3.7	210.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG B

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	10,503	36	23	10,444	27.2	56.7	16.1	216.2	10,503	36	25	10,335	21.4	74.6	4.0	212.9
General Education	8,161	22	5	8,134	18.2	62.2	19.5	223.4	8,161	15	1	8,145	12.0	82.9	5.0	217.3
Special Education	1,838	14	16	1,808	57.0	38.7	4.3	191.8	1,838	4	23	1,811	55.3	44.3	0.3	196.8
Limited English Proficient [3]	523	0	2	521	65.8	31.1	3.1	186.5	416	17	1	398	60.8	38.9	0.3	195.1
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	107	--	--	--	--	--	--	--
Gender [4]																
Female	5,116	10	9	5,097	25.5	58.0	16.4	217.2	5,116	16	7	5,033	17.6	77.6	4.7	214.7
Male	5,381	22	14	5,345	28.8	55.4	15.8	215.2	5,381	17	17	5,300	24.9	71.7	3.4	211.3
Migrant Status																
Migrant	6	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*
Non-Migrant	10,497	36	23	10,438	27.2	56.7	16.1	216.2	10,497	36	25	10,332	21.4	74.6	4.0	212.9
Ethnicity [5]																
White	4,060	7	5	4,048	17.9	59.0	23.1	225.5	4,060	7	6	4,029	13.3	80.9	5.9	217.9
Black	2,493	13	10	2,470	41.5	50.5	7.9	203.7	2,493	9	11	2,471	33.8	64.7	1.5	205.8
Asian	565	4	0	561	15.0	56.9	28.2	229.1	565	3	0	549	12.4	78.1	9.5	220.1
Pacific Islander	60	1	0	59	10.2	71.2	18.6	227.4	60	0	0	60	8.3	80.0	11.7	222.0
Hispanic	3,269	8	7	3,254	30.2	58.2	11.6	211.9	3,269	13	7	3,175	23.8	73.6	2.6	210.7
American Indian/Alaskan Native	25	0	1	24	20.8	66.7	12.5	214.2	25	0	1	24	12.5	83.3	4.2	219.8
Other	31	3	0	28	53.6	35.7	10.7	202.7	31	4	0	27	29.6	63.0	7.4	211.0
Economic Status																
Economically Disadvantaged	6,078	16	20	6,042	34.1	55.4	10.4	209.3	6,078	15	20	5,952	27.5	70.3	2.2	209.1
Non-Economically Disadvantaged	4,425	20	3	4,402	17.7	58.4	23.9	225.6	4,425	21	5	4,383	13.1	80.4	6.5	218.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG CD

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	9,924	25	21	9,878	20.1	58.7	21.3	223.2	9,924	28	20	9,831	15.7	78.4	6.0	217.1
General Education	8,045	15	6	8,024	12.6	62.4	25.0	229.6	8,045	12	6	8,027	8.1	84.7	7.2	221.0
Special Education	1,651	9	15	1,627	51.9	43.2	4.9	195.7	1,648	9	14	1,625	48.2	51.2	0.6	200.1
Limited English Proficient [3]	235	1	0	234	56.8	38.0	5.1	194.2	190	7	0	183	59.0	41.0	0.0	195.6
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	45	--	--	--	--	--	--	--
Gender [4]																
Female	4,768	12	5	4,751	18.5	60.9	20.6	223.8	4,768	13	4	4,730	12.6	80.0	7.4	219.1
Male	5,156	13	16	5,127	21.5	56.6	21.8	222.7	5,156	15	16	5,101	18.5	76.9	4.6	215.2
Migrant Status																
Migrant	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Non-Migrant	9,922	25	21	9,876	20.1	58.7	21.3	223.2	9,922	28	20	9,829	15.7	78.4	6.0	217.1
Ethnicity [5]																
White	5,407	10	19	5,378	14.1	60.6	25.2	228.5	5,407	7	12	5,376	10.8	81.7	7.5	220.4
Black	1,882	7	1	1,874	31.9	57.7	10.4	210.5	1,882	6	4	1,871	25.0	73.0	2.0	210.1
Asian	598	2	0	596	12.4	45.3	42.3	239.7	598	4	0	587	10.6	74.8	14.7	223.8
Pacific Islander	18	0	0	18	5.6	50.0	44.4	242.6	18	0	0	18	0.0	94.4	5.6	227.2
Hispanic	1,928	6	1	1,921	28.2	57.8	14.1	215.3	1,928	11	2	1,890	22.6	74.7	2.7	212.2
American Indian/Alaskan Native	12	0	0	12	16.7	75.0	8.3	217.8	12	0	0	12	8.3	91.7	0.0	219.8
Other	79	0	0	79	10.1	67.1	22.8	229.4	79	0	2	77	3.9	89.6	6.5	224.4
Economic Status																
Economically Disadvantaged	3,245	13	4	3,228	29.6	57.7	12.7	213.6	3,245	18	7	3,192	24.2	73.5	2.3	210.9
Non-Economically Disadvantaged	6,679	12	17	6,650	15.5	59.1	25.4	227.9	6,679	10	13	6,639	11.6	80.7	7.7	220.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG DE

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	13,413	17	18	13,378	14.4	57.9	27.7	229.9	13,413	18	17	13,339	10.4	81.5	8.1	220.8
General Education	11,166	9	8	11,149	9.2	59.3	31.5	234.9	11,166	9	8	11,149	5.1	85.4	9.5	224.2
Special Education	2,072	8	10	2,054	40.2	51.3	8.5	204.9	2,071	3	9	2,059	36.7	62.5	0.8	203.9
Limited English Proficient [3]	184	0	0	184	46.7	44.0	9.2	201.8	145	6	0	139	51.8	46.8	1.4	199.6
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	39	--	--	--	--	--	--	--
Gender [4]																
Female	6,464	9	7	6,448	13.6	59.4	26.9	230.0	6,464	7	9	6,429	8.2	82.0	9.8	222.7
Male	6,943	8	11	6,924	15.2	56.4	28.4	229.8	6,943	10	8	6,905	12.4	81.1	6.5	219.1
Migrant Status																
Migrant	3	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
Non-Migrant	13,410	17	18	13,375	14.4	57.9	27.7	229.9	13,410	18	17	13,336	10.4	81.5	8.1	220.8
Ethnicity [5]																
White	9,018	11	14	8,993	11.0	59.0	30.1	233.0	9,018	8	14	8,992	7.8	83.5	8.8	222.8
Black	1,860	2	3	1,855	27.7	58.4	13.9	215.0	1,860	0	1	1,858	19.8	77.0	3.2	213.0
Asian	804	0	0	804	7.1	45.8	47.1	245.4	804	0	1	792	6.3	76.9	16.8	227.2
Pacific Islander	22	0	0	22	9.1	63.6	27.3	233.9	22	0	0	22	9.1	86.4	4.5	221.0
Hispanic	1,515	2	1	1,512	21.2	57.8	21.0	222.2	1,515	8	1	1,484	16.1	78.8	5.1	215.9
American Indian/Alaskan Native	16	0	0	16	25.0	56.3	18.8	225.5	16	0	0	16	18.8	62.5	18.8	220.6
Other	178	2	0	176	27.3	53.4	19.3	219.1	178	2	0	175	14.3	77.1	8.6	217.1
Economic Status																
Economically Disadvantaged	2,705	6	3	2,696	25.3	58.9	15.8	217.4	2,705	4	3	2,685	20.1	76.5	3.4	213.0
Non-Economically Disadvantaged	10,708	11	15	10,682	11.7	57.6	30.7	233.0	10,708	14	14	10,654	8.0	82.8	9.2	222.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG FG

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	13,275	22	13	13,240	12.2	58.7	29.1	231.7	13,275	26	17	13,195	8.3	82.4	9.3	223.0
General Education	11,036	12	8	11,016	6.8	60.0	33.2	237.1	11,036	7	10	11,019	3.4	85.7	10.9	226.4
Special Education	2,067	10	5	2,052	38.3	53.1	8.7	205.4	2,067	9	7	2,051	32.5	66.0	1.6	206.1
Limited English Proficient [3]	185	0	0	185	48.6	44.3	7.0	199.9	148	10	0	138	47.8	52.2	0.0	200.6
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	37	--	--	--	--	--	--	--
Gender [4]																
Female	6,389	7	4	6,378	11.8	60.4	27.8	231.3	6,389	8	6	6,357	6.7	82.1	11.1	224.7
Male	6,885	15	9	6,861	12.5	57.2	30.2	232.1	6,885	18	11	6,837	9.8	82.6	7.6	221.4
Migrant Status																
Migrant	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Non-Migrant	13,273	22	13	13,238	12.2	58.7	29.1	231.7	13,273	26	17	13,193	8.3	82.4	9.3	223.0
Ethnicity [5]																
White	9,822	16	7	9,799	10.1	59.2	30.7	233.7	9,822	14	11	9,790	6.7	83.5	9.8	224.2
Black	1,035	3	3	1,029	25.6	60.7	13.7	216.2	1,035	3	2	1,028	18.3	77.7	4.0	214.7
Asian	875	0	0	875	7.1	50.5	42.4	242.5	875	3	0	864	5.9	79.6	14.5	227.5
Pacific Islander	88	0	0	88	4.5	48.9	46.6	244.8	88	0	0	88	5.7	73.9	20.5	230.4
Hispanic	1,270	3	2	1,265	22.2	61.8	16.0	219.1	1,270	6	3	1,246	14.8	80.5	4.7	216.1
American Indian/Alaskan Native	10	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*
Other	175	0	1	174	6.3	45.4	48.3	244.3	175	0	1	169	7.1	76.3	16.6	228.4
Economic Status																
Economically Disadvantaged	1,768	6	0	1,762	24.6	60.6	14.8	217.0	1,768	5	2	1,753	18.0	79.1	2.9	213.9
Non-Economically Disadvantaged	11,507	16	13	11,478	10.3	58.5	31.3	234.0	11,507	21	15	11,442	6.8	82.9	10.3	224.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG GH

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,031	28	25	13,978	11.0	53.6	35.4	236.3	14,031	29	22	13,938	7.4	80.0	12.7	225.4
General Education	11,717	11	6	11,700	5.9	54.0	40.1	241.7	11,717	6	7	11,704	2.8	82.5	14.7	228.8
Special Education	2,096	17	17	2,062	36.1	52.5	11.4	208.9	2,094	13	15	2,066	30.1	67.6	2.3	207.9
Limited English Proficient [3]	233	2	3	228	45.2	43.0	11.8	203.6	191	10	1	180	46.7	50.6	2.8	201.2
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	42	--	--	--	--	--	--	--
Gender [4]																
Female	6,751	15	9	6,727	10.4	55.1	34.5	236.0	6,751	14	9	6,714	5.9	79.1	15.0	227.2
Male	7,278	13	16	7,249	11.5	52.2	36.3	236.6	7,278	15	13	7,222	8.7	80.7	10.6	223.8
Migrant Status																
Migrant	2	0	2	0	0.0	0.0	0.0	0.0	2	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,029	28	23	13,978	11.0	53.6	35.4	236.3	14,029	29	22	13,938	7.4	80.0	12.7	225.4
Ethnicity [5]																
White	9,407	25	15	9,367	8.6	54.3	37.1	238.4	9,407	19	18	9,362	5.4	81.6	13.1	226.8
Black	1,402	0	2	1,400	24.3	60.3	15.4	217.8	1,402	0	1	1,400	18.4	76.4	5.3	215.7
Asian	1,776	1	2	1,773	5.4	41.1	53.6	250.1	1,776	4	0	1,755	4.2	74.4	21.4	231.6
Pacific Islander	23	0	0	23	4.3	39.1	56.5	251.3	23	0	0	23	0.0	78.3	21.7	234.3
Hispanic	1,195	2	5	1,188	21.3	58.4	20.3	222.3	1,195	6	2	1,171	14.8	79.2	6.1	217.3
American Indian/Alaskan Native	11	*	*	*	*	*	*	*	11	*	*	*	*	*	*	*
Other	217	0	0	217	15.7	58.1	26.3	230.4	217	0	0	217	8.8	84.8	6.5	221.9
Economic Status																
Economically Disadvantaged	1,472	2	5	1,465	26.4	57.0	16.6	217.4	1,472	8	4	1,449	20.6	75.1	4.3	213.7
Non-Economically Disadvantaged	12,559	26	20	12,513	9.2	53.2	37.6	238.5	12,559	21	18	12,489	5.8	80.5	13.6	226.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG I

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	19,475	41	19	19,415	7.9	50.9	41.2	241.3	19,475	37	20	19,381	4.7	78.7	16.6	229.1
General Education	16,488	28	9	16,451	3.5	50.2	46.2	246.5	16,488	21	5	16,462	1.5	79.4	19.1	232.3
Special Education	2,826	13	10	2,803	32.4	54.7	12.9	211.9	2,826	11	15	2,800	22.4	75.0	2.6	211.2
Limited English Proficient [3]	170	0	0	170	28.2	50.0	21.8	218.1	133	5	0	128	28.9	68.0	3.1	210.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	37	--	--	--	--	--	--	--
Gender [4]																
Female	9,534	18	9	9,507	7.3	52.2	40.5	240.7	9,534	17	5	9,491	3.6	76.8	19.6	231.1
Male	9,939	22	10	9,907	8.5	49.6	41.9	241.9	9,939	19	15	9,889	5.7	80.5	13.7	227.3
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	19,475	41	19	19,415	7.9	50.9	41.2	241.3	19,475	37	20	19,381	4.7	78.7	16.6	229.1
Ethnicity [5]																
White	15,296	30	17	15,249	6.9	52.3	40.8	241.5	15,296	26	17	15,248	3.8	80.0	16.3	229.6
Black	1,043	7	0	1,036	23.6	59.1	17.3	219.7	1,043	6	0	1,037	14.6	79.0	6.5	217.0
Asian	2,075	1	1	2,073	3.2	33.5	63.3	257.2	2,075	2	2	2,052	3.0	69.3	27.7	235.5
Pacific Islander	62	0	0	62	9.7	29.0	61.3	251.8	62	0	0	62	8.1	74.2	17.7	230.1
Hispanic	790	2	1	787	17.5	60.7	21.7	224.5	790	2	1	774	12.3	79.5	8.3	220.7
American Indian/Alaskan Native	20	0	0	20	30.0	60.0	10.0	214.8	20	0	0	20	20.0	75.0	5.0	213.5
Other	189	1	0	188	10.6	50.0	39.4	238.5	189	1	0	188	7.4	77.7	14.9	226.3
Economic Status																
Economically Disadvantaged	760	4	0	756	25.4	59.3	15.3	217.2	760	3	0	751	16.6	79.0	4.4	215.8
Non-Economically Disadvantaged	18,715	37	19	18,659	7.2	50.5	42.3	242.3	18,715	34	20	18,630	4.2	78.7	17.1	229.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG J

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,266	7	8	4,251	5.6	45.3	49.1	247.3	4,266	7	5	4,236	2.5	75.1	22.4	233.3
General Education	3,654	6	1	3,647	2.5	43.6	53.9	251.7	3,654	5	1	3,648	0.8	73.7	25.5	236.2
Special Education	570	1	7	562	24.4	56.4	19.2	219.8	570	2	4	564	12.6	84.2	3.2	215.6
Limited English Proficient [3]	42	0	0	42	23.8	45.2	31.0	231.6	24	0	0	24	29.2	66.7	4.2	208.7
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	18	--	--	--	--	--	--	--
Gender [4]																
Female	2,045	4	2	2,039	4.6	48.7	46.7	246.5	2,045	3	2	2,032	1.7	72.0	26.3	235.6
Male	2,221	3	6	2,212	6.5	42.2	51.3	248.0	2,221	4	3	2,204	3.3	77.9	18.8	231.2
Migrant Status																
Migrant	1	*	*	*	*	*	*	*	1	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,265	7	8	4,250	5.6	45.3	49.1	247.3	4,265	7	5	4,236	2.5	75.1	22.4	233.3
Ethnicity [5]																
White	3,359	4	8	3,347	5.6	47.5	46.9	245.5	3,359	5	5	3,341	2.4	76.4	21.2	232.8
Black	66	0	0	66	24.2	57.6	18.2	219.9	66	0	0	66	6.1	89.4	4.5	221.6
Asian	662	2	0	660	3.2	30.2	66.7	261.4	662	1	0	653	2.1	66.5	31.4	238.0
Pacific Islander	25	0	0	25	0.0	40.0	60.0	254.3	25	0	0	25	0.0	72.0	28.0	237.4
Hispanic	123	1	0	122	10.7	59.8	29.5	232.6	123	1	0	120	5.0	80.8	14.2	226.1
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	31	0	0	31	3.2	48.4	48.4	249.8	31	0	0	31	6.5	71.0	22.6	234.5
Economic Status																
Economically Disadvantaged	63	2	0	61	26.2	54.1	19.7	217.9	63	1	0	61	11.5	82.0	6.6	219.0
Non-Economically Disadvantaged	4,203	5	8	4,190	5.3	45.2	49.5	247.7	4,203	6	5	4,175	2.4	75.0	22.6	233.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG O

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	49	0	1	48	77.1	20.8	2.1	172.9	49	0	1	48	81.3	18.8	0.0	188.6
General Education	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Special Education	47	0	1	46	76.1	21.7	2.2	173.8	47	0	1	46	80.4	19.6	0.0	188.9
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	10	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*
Male	39	0	1	38	73.7	23.7	2.6	176.4	39	0	1	38	76.3	23.7	0.0	189.8
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	49	0	1	48	77.1	20.8	2.1	172.9	49	0	1	48	81.3	18.8	0.0	188.6
Ethnicity [5]																
White	15	0	0	15	60.0	33.3	6.7	189.3	15	0	0	15	53.3	46.7	0.0	199.7
Black	26	0	1	25	80.0	20.0	0.0	164.4	26	0	1	25	96.0	4.0	0.0	183.5
Asian	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	7	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Economic Status																
Economically Disadvantaged	27	0	1	26	76.9	19.2	3.8	169.0	27	0	1	26	84.6	15.4	0.0	186.0
Non-Economically Disadvantaged	22	0	0	22	77.3	22.7	0.0	177.5	22	0	0	22	77.3	22.7	0.0	191.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG R

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	1,522	7	6	1,509	39.9	46.7	13.4	208.4	1,522	5	5	1,511	28.2	68.6	3.2	210.1
General Education	1,353	6	6	1,341	36.1	49.4	14.5	211.4	1,353	3	5	1,345	23.2	73.2	3.6	212.0
Special Education	166	1	0	165	69.7	25.5	4.8	184.8	166	2	0	164	68.3	31.7	0.0	194.6
Limited English Proficient [3]	4	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--
Gender [4]																
Female	777	4	2	771	39.2	47.7	13.1	208.9	777	3	1	772	25.4	71.0	3.6	211.3
Male	745	3	4	738	40.7	45.7	13.7	207.9	745	2	4	739	31.1	66.0	2.8	208.7
Migrant Status																
Migrant	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Non-Migrant	1,520	7	6	1,507	39.9	46.6	13.4	208.4	1,520	5	5	1,509	28.2	68.6	3.2	210.1
Ethnicity [5]																
White	142	0	4	138	13.8	45.7	40.6	237.5	142	1	4	137	6.6	79.6	13.9	228.0
Black	982	5	2	975	46.6	45.9	7.5	201.6	982	3	1	978	33.6	65.0	1.3	206.3
Asian	29	1	0	28	3.6	53.6	42.9	245.3	29	1	0	28	3.6	75.0	21.4	229.4
Pacific Islander	3	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
Hispanic	311	1	0	310	36.1	46.5	17.4	212.5	311	0	0	310	24.5	72.6	2.9	211.8
American Indian/Alaskan Native	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Other	54	0	0	54	25.9	61.1	13.0	215.9	54	0	0	54	18.5	77.8	3.7	213.3
Economic Status																
Economically Disadvantaged	888	6	1	881	46.7	42.6	10.8	203.7	888	4	1	883	33.6	64.1	2.3	207.0
Non-Economically Disadvantaged	634	1	5	628	30.4	52.5	17.0	215.0	634	1	4	628	20.5	74.8	4.6	214.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
DFG V

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0
General Education	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Special Education	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Male	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0
Ethnicity [5]																
White	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Black	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Asian	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0
Economic Status																
Economically Disadvantaged	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Economically Disadvantaged	1	1	0	0	0.0	0.0	0.0	0.0	1	1	0	0	0.0	0.0	0.0	0.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/23/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
Statewide

NJ ASK

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	104,418	306	166	103,946	18.3	54.2	27.5	227.6	104,418	290	171	103,379	14.1	76.6	9.3	220.1
General Education	84,940	184	65	84,691	11.6	56.4	32.0	234.0	84,940	115	65	84,760	7.6	81.3	11.1	224.0
Special Education	16,371	117	97	16,157	46.1	45.9	8.0	200.3	16,362	79	105	16,178	41.7	57.0	1.3	202.8
Limited English Proficient [3]	3,296	7	5	3,284	54.7	39.4	6.0	194.7	2,718	97	2	2,619	57.3	42.0	0.7	196.4
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	578	--	--	--	--	--	--	--
Gender [4]																
Female	50,687	123	61	50,503	17.1	56.1	26.8	227.8	50,687	117	60	50,226	11.7	77.2	11.1	221.9
Male	53,709	174	105	53,430	19.3	52.5	28.2	227.5	53,709	164	110	53,141	16.3	76.0	7.7	218.3
Migrant Status																
Migrant	37	1	2	34	35.3	55.9	8.8	208.2	37	1	1	28	35.7	60.7	3.6	206.0
Non-Migrant	104,381	305	164	103,912	18.2	54.2	27.5	227.6	104,381	289	170	103,351	14.1	76.6	9.3	220.1
Ethnicity [5]																
White	58,308	110	93	58,105	10.1	55.9	34.0	235.7	58,308	90	89	58,042	6.8	81.3	11.9	225.3
Black	18,183	113	41	18,029	37.9	52.3	9.8	206.7	18,183	66	47	18,056	30.4	67.4	2.3	208.1
Asian	7,662	11	3	7,648	6.7	41.7	51.6	248.4	7,662	18	3	7,548	5.6	73.5	20.9	230.4
Pacific Islander	309	1	0	308	7.1	48.7	44.2	242.8	309	0	0	309	6.1	77.0	16.8	228.2
Hispanic	18,832	60	26	18,746	29.5	56.1	14.3	213.9	18,832	104	27	18,327	24.9	72.0	3.1	210.9
American Indian/Alaskan Native	107	0	2	105	24.8	63.8	11.4	216.6	107	0	2	105	16.2	78.1	5.7	216.8
Other	1,017	11	1	1,005	18.1	52.6	29.3	229.0	1,017	12	3	992	11.4	78.4	10.2	221.8
Economic Status																
Economically Disadvantaged	30,981	148	62	30,771	34.3	54.1	11.6	209.8	30,981	123	71	30,450	29.0	68.8	2.2	208.6
Non-Economically Disadvantaged	73,437	158	104	73,175	11.5	54.3	34.2	235.1	73,437	167	100	72,929	7.8	79.9	12.3	224.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
Statewide - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	103,163	691	258	170	102,044	15.8	54.7	29.4	228.5	103,163	707	233	217	101,370	11.2	75.9	12.9	223.1
General Education [5]	83,376	0	153	72	83,151	10.1	56.1	33.8	234.2	83,376	0	134	83	83,159	5.5	79.3	15.2	227.1
Special Education	16,917	691	97	88	16,041	40.3	49.3	10.4	204.2	16,917	707	68	100	16,027	36.0	61.8	2.3	205.2
Limited English Proficient [6]	4,799	14	12	14	4,759	39.1	49.3	11.6	205.6	4,799	14	38	38	4,073	38.3	59.3	2.4	204.0
Current LEP	3,101	11	9	10	3,071	47.2	44.4	8.4	198.9	3,101	11	35	34	2,385	49.6	49.0	1.4	198.7
Former LEP	1,698	3	3	4	1,688	24.3	58.2	17.5	217.7	1,698	3	3	4	1,688	22.4	73.9	3.7	211.6
Gender [7]																		
Female	50,313	264	104	50	49,895	15.0	56.2	28.8	228.6	50,313	260	79	70	49,612	9.3	74.3	16.4	225.9
Male	52,728	417	152	115	52,044	16.6	53.4	30.0	228.5	52,728	437	152	142	51,658	13.1	77.4	9.5	220.4
Migrant Status																		
Migrant	38	0	0	0	38	34.2	60.5	5.3	202.5	38	0	4	0	32	28.1	71.9	0.0	204.4
Non-Migrant	103,125	691	258	170	102,006	15.8	54.7	29.4	228.6	103,125	707	229	217	101,338	11.2	75.9	12.9	223.1
Ethnicity [8]																		
White	57,555	334	97	75	57,049	9.1	55.7	35.2	235.3	57,555	352	73	64	56,968	5.2	78.3	16.5	228.4
Black or African American	17,581	151	90	48	17,292	31.8	55.9	12.3	210.4	17,581	147	64	83	17,260	24.3	72.2	3.5	210.8
Asian	8,332	43	8	6	8,275	5.3	38.6	56.1	249.5	8,332	43	14	8	8,146	3.8	69.9	26.3	234.1
Pacific Islander	185	1	0	0	184	10.3	54.9	34.8	234.9	185	1	0	0	182	6.6	77.5	15.9	226.3
Hispanic or Latino	18,837	143	57	35	18,602	26.1	57.9	16.0	215.7	18,837	145	72	55	18,183	21.0	74.5	4.5	213.0
Amer. Indian/AK Native	80	1	1	0	78	14.1	61.5	24.4	224.6	80	1	1	0	78	10.3	83.3	6.4	219.4
Other	593	18	5	6	564	22.2	52.8	25.0	222.1	593	18	9	7	553	14.8	74.1	11.0	220.0
Economic Status																		
Econ. Disadvantaged	30,027	256	122	79	29,570	29.7	56.2	14.0	212.5	30,027	259	102	118	29,191	24.3	72.2	3.5	211.0
Non-Econ. Disadvantaged	73,136	435	136	91	72,474	10.1	54.1	35.7	235.1	73,136	448	131	99	72,179	6.0	77.4	16.7	227.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG A - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	16,674	144	104	43	16,383	33.2	52.8	14.0	210.4	16,674	142	101	74	16,124	28.5	68.5	3.0	208.7
General Education [5]	12,221	0	64	22	12,135	24.2	58.6	17.1	217.6	12,221	0	55	31	12,135	17.7	78.4	3.9	213.7
Special Education	3,080	144	36	18	2,882	62.9	32.9	4.2	186.5	3,080	142	32	27	2,868	64.4	35.4	0.2	192.5
Limited English Proficient [6]	2,503	6	7	6	2,484	41.4	49.0	9.6	203.2	2,503	6	20	19	2,225	42.2	56.4	1.3	201.7
Current LEP	1,510	6	5	3	1,496	50.6	42.7	6.7	196.0	1,510	6	18	16	1,237	54.6	44.8	0.6	195.9
Former LEP	993	0	2	3	988	27.5	58.4	14.1	214.2	993	0	2	3	988	26.8	71.0	2.2	209.0
Gender [7]																		
Female	8,005	61	43	12	7,889	31.0	54.5	14.5	212.2	8,005	57	32	26	7,783	24.6	71.4	4.0	210.9
Male	8,631	80	60	30	8,461	35.1	51.2	13.6	208.9	8,631	82	68	47	8,309	32.0	65.8	2.1	206.7
Migrant Status																		
Migrant	19	0	0	0	19	31.6	63.2	5.3	206.0	19	0	0	0	17	29.4	70.6	0.0	205.4
Non-Migrant	16,655	144	104	43	16,364	33.2	52.8	14.0	210.4	16,655	142	101	74	16,107	28.5	68.5	3.0	208.7
Ethnicity [8]																		
White	1,566	13	5	6	1,542	17.3	54.7	28.0	227.0	1,566	13	4	3	1,528	13.3	78.2	8.5	219.9
Black or African American	6,706	60	59	24	6,563	40.0	50.7	9.3	204.0	6,706	57	39	41	6,557	33.4	64.6	1.9	205.8
Asian	210	2	1	0	207	11.6	48.3	40.1	235.3	210	2	2	0	202	11.4	78.2	10.4	221.8
Pacific Islander	7	*	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*	*
Hispanic or Latino	8,045	66	36	12	7,931	31.1	54.4	14.6	212.0	8,045	67	52	28	7,702	27.7	69.6	2.7	208.7
Amer. Indian/AK Native	6	*	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*	*
Other	134	3	3	1	127	39.4	48.8	11.8	204.7	134	3	4	2	122	33.6	64.8	1.6	207.8
Economic Status																		
Econ. Disadvantaged	12,877	91	78	36	12,672	34.7	52.7	12.6	208.8	12,877	91	67	56	12,497	30.7	66.9	2.4	207.3
Non-Econ. Disadvantaged	3,797	53	26	7	3,711	27.9	53.4	18.7	215.9	3,797	51	34	18	3,627	20.8	74.0	5.2	213.5

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG B - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	10,228	94	28	23	10,083	23.1	58.0	18.8	218.7	10,228	96	25	32	9,945	17.2	76.9	5.8	216.0
General Education [5]	7,911	0	16	11	7,884	15.8	62.1	22.1	224.8	7,911	0	15	14	7,882	8.9	84.0	7.2	220.4
Special Education	1,845	94	12	10	1,729	48.8	43.5	7.8	197.4	1,845	96	7	15	1,726	48.4	50.8	0.8	199.8
Limited English Proficient [6]	686	3	0	2	681	45.4	46.3	8.4	200.2	686	3	3	3	547	41.3	56.7	2.0	202.2
Current LEP	496	2	0	2	492	53.3	41.7	5.1	193.2	496	2	3	3	358	53.9	45.3	0.8	196.9
Former LEP	190	1	0	0	189	24.9	58.2	16.9	218.5	190	1	0	0	189	17.5	78.3	4.2	212.3
Gender [7]																		
Female	4,955	38	10	6	4,901	22.2	59.5	18.3	219.1	4,955	37	11	10	4,829	14.1	78.1	7.9	218.5
Male	5,254	55	18	14	5,167	23.9	56.7	19.4	218.4	5,254	58	14	19	5,105	20.2	75.9	3.9	213.7
Migrant Status																		
Migrant	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Non-Migrant	10,219	94	28	23	10,074	23.1	58.0	18.9	218.7	10,219	96	22	32	9,939	17.2	76.9	5.8	216.0
Ethnicity [8]																		
White	3,966	46	7	4	3,909	14.5	58.5	27.0	227.7	3,966	47	9	6	3,876	11.0	80.3	8.7	221.3
Black or African American	2,339	16	9	8	2,306	35.0	56.6	8.4	206.4	2,339	16	7	14	2,298	26.3	71.4	2.3	209.0
Asian	605	3	0	1	601	17.0	48.6	34.4	230.6	605	3	0	0	583	9.3	78.9	11.8	223.9
Pacific Islander	31	0	0	0	31	12.9	58.1	29.0	229.4	31	0	0	0	31	3.2	74.2	22.6	230.1
Hispanic or Latino	3,253	26	11	7	3,209	26.3	60.3	13.4	214.3	3,253	28	8	8	3,132	19.9	76.6	3.6	213.1
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Other	25	3	1	3	18	33.3	55.6	11.1	197.9	25	2	1	4	16	25.0	75.0	0.0	207.9
Economic Status																		
Econ. Disadvantaged	5,587	48	14	16	5,509	29.7	57.2	13.1	211.8	5,587	50	16	24	5,409	22.7	73.9	3.3	211.7
Non-Econ. Disadvantaged	4,641	46	14	7	4,574	15.2	59.0	25.8	227.0	4,641	46	9	8	4,536	10.7	80.5	8.8	221.1

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG CD - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	9,711	69	29	33	9,580	18.2	59.5	22.2	223.3	9,711	72	18	32	9,540	12.4	79.4	8.2	219.5
General Education [5]	7,805	0	14	10	7,781	11.4	62.7	25.9	229.1	7,805	0	10	9	7,786	5.3	84.9	9.8	223.7
Special Education	1,679	69	14	21	1,575	47.4	45.7	6.9	198.4	1,679	72	7	17	1,583	43.5	55.4	1.1	201.0
Limited English Proficient [6]	350	1	1	2	346	40.2	52.3	7.5	203.8	350	1	1	6	293	39.2	59.0	1.7	203.3
Current LEP	238	1	1	2	234	49.1	47.0	3.8	197.6	238	1	1	6	181	49.7	50.3	0.0	198.4
Former LEP	112	0	0	0	112	21.4	63.4	15.2	216.8	112	0	0	0	112	22.3	73.2	4.5	211.3
Gender [7]																		
Female	4,745	29	13	7	4,696	16.9	60.1	23.0	224.4	4,745	31	6	6	4,683	9.9	78.8	11.3	222.5
Male	4,959	37	16	26	4,880	19.5	59.0	21.5	222.2	4,959	38	12	26	4,853	14.8	80.0	5.2	216.6
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	9,708	69	29	33	9,577	18.2	59.5	22.3	223.3	9,708	72	18	32	9,537	12.4	79.4	8.2	219.5
Ethnicity [8]																		
White	5,234	27	19	19	5,169	13.8	60.5	25.7	227.3	5,234	30	8	15	5,170	9.4	80.4	10.2	222.4
Black or African American	1,845	25	5	6	1,809	28.5	59.4	12.1	212.5	1,845	25	4	7	1,808	17.9	79.3	2.8	213.2
Asian	653	4	0	1	648	8.6	51.1	40.3	238.6	653	3	1	2	635	7.2	77.0	15.7	226.5
Pacific Islander	22	0	0	0	22	13.6	72.7	13.6	223.2	22	0	0	0	22	9.1	86.4	4.5	219.3
Hispanic or Latino	1,863	13	4	7	1,839	23.8	59.4	16.7	217.5	1,863	14	3	8	1,813	17.3	77.2	5.5	215.1
Amer. Indian/AK Native	19	0	1	0	18	16.7	61.1	22.2	220.0	19	0	1	0	18	5.6	94.4	0.0	213.8
Other	75	0	0	0	75	20.0	66.7	13.3	218.9	75	0	1	0	74	12.2	83.8	4.1	217.8
Economic Status																		
Econ. Disadvantaged	3,253	35	6	16	3,196	24.9	59.8	15.2	215.7	3,253	35	5	15	3,167	18.9	76.8	4.3	214.0
Non-Econ. Disadvantaged	6,458	34	23	17	6,384	14.8	59.4	25.8	227.1	6,458	37	13	17	6,373	9.2	80.7	10.1	222.2

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG DE - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,226	105	26	19	13,076	12.9	58.3	28.8	229.6	13,226	110	28	24	13,017	8.2	79.9	11.8	223.6
General Education [5]	10,815	0	15	11	10,789	8.2	59.4	32.4	234.2	10,815	0	17	9	10,789	3.5	82.6	13.8	227.0
Special Education	2,229	105	11	8	2,105	34.7	53.0	12.4	208.8	2,229	110	9	11	2,099	30.6	67.3	2.0	206.9
Limited English Proficient [6]	264	1	0	0	263	38.4	50.6	11.0	206.7	264	1	3	4	209	31.6	65.6	2.9	206.2
Current LEP	191	1	0	0	190	44.2	49.5	6.3	200.8	191	1	2	4	137	38.0	59.9	2.2	202.0
Former LEP	73	0	0	0	73	23.3	53.4	23.3	222.0	73	0	1	0	72	19.4	76.4	4.2	214.0
Gender [7]																		
Female	6,454	36	9	8	6,401	12.1	59.2	28.7	230.0	6,454	37	10	9	6,379	6.5	77.8	15.6	226.5
Male	6,763	68	17	11	6,667	13.7	57.3	28.9	229.4	6,763	72	18	15	6,630	9.9	82.0	8.2	220.7
Migrant Status																		
Migrant	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Non-Migrant	13,224	105	26	19	13,074	12.9	58.3	28.8	229.6	13,224	110	28	24	13,015	8.2	79.9	11.8	223.6
Ethnicity [8]																		
White	8,812	69	20	13	8,710	10.3	59.0	30.7	232.1	8,812	76	19	13	8,700	6.0	80.9	13.1	225.6
Black or African American	1,837	15	6	2	1,814	22.1	61.4	16.6	218.0	1,837	13	7	3	1,811	16.1	79.6	4.4	215.0
Asian	854	6	0	2	846	5.8	42.3	51.9	246.0	854	6	0	2	840	4.2	73.5	22.4	231.3
Pacific Islander	15	0	0	0	15	20.0	46.7	33.3	231.7	15	0	0	0	15	13.3	73.3	13.3	226.2
Hispanic or Latino	1,633	12	0	2	1,619	19.8	59.8	20.4	221.4	1,633	12	0	6	1,581	13.3	78.7	8.0	218.5
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*	*
Other	65	3	0	0	62	29.0	50.0	21.0	213.3	65	3	2	0	60	13.3	76.7	10.0	214.9
Economic Status																		
Econ. Disadvantaged	2,759	26	7	1	2,725	20.7	61.2	18.2	219.9	2,759	26	4	5	2,699	15.5	79.1	5.5	216.0
Non-Econ. Disadvantaged	10,467	79	19	18	10,351	10.9	57.5	31.6	232.2	10,467	84	24	19	10,318	6.4	80.2	13.5	225.5

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG FG - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	12,695	66	14	17	12,598	12.0	58.7	29.4	230.8	12,695	65	10	11	12,568	6.5	81.2	12.3	225.4
General Education [5]	10,470	0	11	9	10,450	7.0	59.6	33.4	235.6	10,470	0	6	4	10,460	2.4	83.2	14.4	228.9
Special Education	2,068	66	3	8	1,991	35.7	54.4	9.9	208.0	2,068	65	2	7	1,994	26.1	71.8	2.2	208.4
Limited English Proficient [6]	271	1	0	0	270	33.7	53.0	13.3	208.8	271	0	2	0	228	30.3	68.9	0.9	208.1
Current LEP	170	1	0	0	169	39.6	49.1	11.2	202.5	170	0	2	0	127	44.1	55.1	0.8	202.5
Former LEP	101	0	0	0	101	23.8	59.4	16.8	219.3	101	0	0	0	101	12.9	86.1	1.0	215.1
Gender [7]																		
Female	6,206	20	9	6	6,171	12.0	59.4	28.6	230.3	6,206	18	6	3	6,163	5.3	78.9	15.8	228.2
Male	6,474	46	5	11	6,412	11.9	57.9	30.2	231.4	6,474	47	4	8	6,390	7.7	83.3	9.0	222.8
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	12,694	66	14	17	12,597	12.0	58.6	29.4	230.8	12,694	65	10	11	12,567	6.5	81.1	12.3	225.4
Ethnicity [8]																		
White	9,344	41	9	14	9,280	10.0	59.2	30.8	232.6	9,344	42	5	9	9,279	5.1	81.8	13.1	226.7
Black or African American	993	7	1	1	984	25.0	60.7	14.3	216.4	993	7	0	2	981	13.1	82.1	4.8	216.4
Asian	1,001	8	1	0	992	5.9	47.7	46.4	243.4	1,001	8	0	0	979	4.1	75.3	20.6	231.5
Pacific Islander	53	0	0	0	53	11.3	54.7	34.0	235.0	53	0	0	0	52	7.7	80.8	11.5	224.6
Hispanic or Latino	1,254	5	3	2	1,244	21.3	62.1	16.6	219.0	1,254	3	5	0	1,233	13.8	80.0	6.2	218.3
Amer. Indian/AK Native	7	*	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*	*
Other	43	4	0	0	39	12.8	48.7	38.5	233.4	43	4	0	0	38	5.3	84.2	10.5	225.0
Economic Status																		
Econ. Disadvantaged	1,838	15	4	4	1,815	24.1	61.3	14.5	216.5	1,838	15	4	3	1,800	14.9	80.6	4.4	216.1
Non-Econ. Disadvantaged	10,857	51	10	13	10,783	9.9	58.2	31.9	233.2	10,857	50	6	8	10,768	5.1	81.2	13.7	226.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG GH - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	14,248	83	18	20	14,127	8.9	54.4	36.6	236.3	14,248	83	17	16	14,069	5.5	76.9	17.5	228.8
General Education [5]	11,847	0	8	6	11,833	4.8	54.0	41.2	241.1	11,847	0	7	6	11,834	1.8	78.0	20.2	232.3
Special Education	2,181	83	9	12	2,077	29.3	57.4	13.3	212.4	2,181	83	5	9	2,082	24.4	72.1	3.5	210.3
Limited English Proficient [6]	339	0	1	3	335	31.0	52.8	16.1	211.9	339	0	5	2	269	27.5	68.4	4.1	209.2
Current LEP	234	0	1	2	231	39.4	48.1	12.6	205.2	234	0	5	1	165	36.4	60.6	3.0	205.0
Former LEP	105	0	0	1	104	12.5	63.5	24.0	226.7	105	0	0	1	104	13.5	80.8	5.8	215.8
Gender [7]																		
Female	6,964	34	6	6	6,918	8.7	55.1	36.2	236.1	6,964	33	3	4	6,892	4.1	73.8	22.1	231.9
Male	7,277	48	12	13	7,204	9.1	53.8	37.1	236.6	7,277	49	14	11	7,172	6.8	80.0	13.2	225.8
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	14,245	83	18	20	14,124	8.9	54.4	36.6	236.3	14,245	83	16	16	14,067	5.5	76.9	17.6	228.8
Ethnicity [8]																		
White	9,588	54	8	11	9,515	7.2	55.4	37.4	237.5	9,588	54	7	7	9,509	3.9	77.7	18.4	230.4
Black or African American	1,459	13	6	3	1,437	18.3	63.0	18.7	221.1	1,459	13	3	6	1,434	13.1	79.7	7.2	218.9
Asian	1,853	10	3	2	1,838	4.2	38.0	57.8	251.6	1,853	10	4	1	1,806	3.4	69.3	27.4	234.7
Pacific Islander	27	0	0	0	27	0.0	37.0	63.0	256.2	27	0	0	0	27	0.0	70.4	29.6	234.5
Hispanic or Latino	1,232	5	1	3	1,223	18.2	61.8	20.0	221.8	1,232	5	3	1	1,206	12.5	79.5	8.0	218.8
Amer. Indian/AK Native	12	0	0	0	12	16.7	66.7	16.7	229.0	12	0	0	0	12	8.3	83.3	8.3	224.4
Other	77	1	0	1	75	12.0	56.0	32.0	234.3	77	1	0	1	75	5.3	76.0	18.7	228.6
Economic Status																		
Econ. Disadvantaged	1,439	16	7	2	1,414	20.2	61.9	18.0	219.9	1,439	16	3	4	1,399	15.1	77.7	7.2	216.9
Non-Econ. Disadvantaged	12,809	67	11	18	12,713	7.7	53.6	38.7	238.1	12,809	67	14	12	12,670	4.5	76.9	18.7	230.1

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG I - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	19,892	84	30	9	19,769	6.8	50.3	42.9	240.9	19,892	92	23	12	19,715	3.4	74.3	22.3	232.4
General Education [5]	16,763	0	22	2	16,739	3.4	48.8	47.8	245.4	16,763	0	19	5	16,739	0.9	73.8	25.3	235.6
Special Education	2,965	84	7	7	2,867	25.7	59.2	15.1	215.4	2,965	92	3	5	2,864	17.6	77.5	4.9	214.4
Limited English Proficient [6]	274	2	2	0	270	19.3	47.4	33.3	226.2	274	3	1	2	218	17.0	69.7	13.3	219.0
Current LEP	185	0	1	0	184	24.5	48.4	27.2	220.1	185	1	1	2	131	26.0	65.6	8.4	212.6
Former LEP	89	2	1	0	86	8.1	45.3	46.5	239.3	89	2	0	0	87	3.4	75.9	20.7	228.5
Gender [7]																		
Female	9,744	31	9	3	9,701	6.4	52.6	41.0	239.8	9,744	32	5	4	9,679	2.6	69.4	28.0	235.6
Male	10,128	53	20	6	10,049	7.1	48.1	44.8	242.0	10,128	60	17	8	10,017	4.2	79.0	16.8	229.3
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	19,891	84	30	9	19,768	6.8	50.3	42.9	240.9	19,891	92	23	12	19,714	3.4	74.3	22.3	232.4
Ethnicity [8]																		
White	15,459	61	26	7	15,365	6.2	51.8	42.0	240.6	15,459	67	16	9	15,356	2.8	75.1	22.1	232.8
Black or African American	1,048	4	0	0	1,044	18.6	60.4	21.0	222.0	1,048	5	0	0	1,042	11.6	79.1	9.3	219.9
Asian	2,359	7	2	0	2,350	2.2	31.5	66.3	257.1	2,359	8	5	3	2,319	1.6	64.1	34.2	239.4
Pacific Islander	26	1	0	0	25	8.0	60.0	32.0	231.3	26	1	0	0	24	4.2	79.2	16.7	225.0
Hispanic or Latino	841	8	1	1	831	14.9	62.7	22.4	225.4	841	7	1	0	820	9.5	81.3	9.1	221.8
Amer. Indian/AK Native	15	0	0	0	15	13.3	46.7	40.0	230.5	15	0	0	0	15	6.7	80.0	13.3	228.4
Other	144	3	1	1	139	10.1	53.2	36.7	236.1	144	4	1	0	139	7.2	73.4	19.4	229.0
Economic Status																		
Econ. Disadvantaged	795	6	2	0	787	23.5	57.9	18.6	218.7	795	7	1	1	779	16.3	77.4	6.3	216.3
Non-Econ. Disadvantaged	19,097	78	28	9	18,982	6.1	50.0	43.9	241.8	19,097	85	22	11	18,936	2.9	74.2	22.9	233.1

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG J - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	4,404	17	4	1	4,382	4.7	43.9	51.4	246.7	4,404	18	7	2	4,362	1.8	71.3	26.9	236.3
General Education [5]	3,788	0	0	0	3,788	1.9	42.1	55.9	250.8	3,788	0	2	1	3,785	0.3	69.5	30.1	239.0
Special Education	578	17	3	1	557	23.2	55.3	21.5	220.1	578	18	2	1	557	10.8	83.8	5.4	218.4
Limited English Proficient [6]	51	0	1	0	50	12.0	48.0	40.0	236.5	51	0	3	0	33	18.2	72.7	9.1	219.9
Current LEP	38	0	1	0	37	16.2	48.6	35.1	232.2	38	0	3	0	20	30.0	55.0	15.0	218.3
Former LEP	13	0	0	0	13	0.0	46.2	53.8	248.8	13	0	0	0	13	0.0	100.0	0.0	222.3
Gender [7]																		
Female	2,123	5	1	0	2,117	4.5	47.5	48.0	244.9	2,123	5	2	1	2,111	1.5	66.3	32.2	239.0
Male	2,276	11	3	1	2,261	5.0	40.6	54.5	248.4	2,276	12	5	1	2,247	2.0	76.1	21.9	233.7
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,404	17	4	1	4,382	4.7	43.9	51.4	246.7	4,404	18	7	2	4,362	1.8	71.3	26.9	236.3
Ethnicity [8]																		
White	3,400	10	3	0	3,387	4.4	46.9	48.7	245.2	3,400	10	5	0	3,381	1.5	72.5	26.1	236.1
Black or African American	102	4	0	1	97	20.6	61.9	17.5	218.6	102	4	0	1	97	8.2	81.4	10.3	222.4
Asian	746	2	1	0	743	2.0	25.6	72.4	260.9	746	2	2	0	732	1.8	62.3	35.9	241.0
Pacific Islander	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Hispanic or Latino	132	0	0	0	132	15.2	57.6	27.3	228.2	132	1	0	1	129	4.7	83.7	11.6	225.7
Amer. Indian/AK Native	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	1	0	0	21	19.0	38.1	42.9	236.6	22	1	0	0	21	4.8	76.2	19.0	227.4
Economic Status																		
Econ. Disadvantaged	51	2	0	0	49	28.6	53.1	18.4	216.7	51	2	0	0	49	10.2	87.8	2.0	217.1
Non-Econ. Disadvantaged	4,353	15	4	1	4,333	4.5	43.8	51.8	247.1	4,353	16	7	2	4,313	1.7	71.1	27.2	236.5

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG R - Grade 5

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	1,639	1	4	3	1,631	33.5	51.3	15.2	212.2	1,639	1	4	11	1,623	24.2	72.3	3.6	211.3
General Education [5]	1,454	0	3	1	1,450	29.8	53.7	16.6	215.5	1,454	0	3	3	1,448	19.6	76.5	3.9	213.2
Special Education	178	1	1	2	174	64.9	31.6	3.4	184.5	178	1	1	6	170	63.5	35.3	1.2	195.0
Limited English Proficient [6]	13	0	0	0	13	46.2	38.5	15.4	206.8	13	0	0	2	11	18.2	81.8	0.0	210.4
Current LEP	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Former LEP	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Gender [7]																		
Female	891	0	3	1	887	31.7	53.2	15.1	213.0	891	0	4	5	882	21.0	74.6	4.4	213.0
Male	747	1	1	2	743	35.7	49.0	15.3	211.4	747	1	0	6	740	27.8	69.6	2.6	209.3
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	1,639	1	4	3	1,631	33.5	51.3	15.2	212.2	1,639	1	4	11	1,623	24.2	72.3	3.6	211.3
Ethnicity [8]																		
White	118	0	0	0	118	15.3	44.9	39.8	238.3	118	0	0	1	117	4.3	82.9	12.8	228.7
Black or African American	1,095	0	4	3	1,088	36.6	52.0	11.4	208.3	1,095	0	4	8	1,083	28.1	69.5	2.4	208.7
Asian	47	1	0	0	46	4.3	28.3	67.4	255.6	47	1	0	0	46	2.2	80.4	17.4	233.0
Pacific Islander	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Hispanic or Latino	372	0	0	0	372	34.1	54.0	11.8	209.9	372	0	0	2	370	21.9	75.9	2.2	210.6
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Other	5	*	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*	*
Economic Status																		
Econ. Disadvantaged	1,100	1	3	3	1,093	37.4	51.6	11.0	207.5	1,100	1	2	8	1,089	28.2	69.4	2.4	208.3
Non-Econ. Disadvantaged	539	0	1	0	538	25.7	50.6	23.8	221.7	539	0	2	3	534	15.9	78.1	6.0	217.5

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	102,924	720	154	554	101,496	40,681	40.1	56,636	55.8	4,179	4.1	204.7
General Education [5]	83,414	0	78	110	83,226	26,714	32.1	52,422	63.0	4,090	4.9	210.0
Special Education	16,703	720	50	95	15,838	11,967	75.6	3,787	23.9	84	0.5	181.1
Limited English Proficient [6]	4,445	15	28	356	4,046	3,148	77.8	886	21.9	12	0.3	180.8
Current LEP	3,062	8	28	355	2,671	2,228	83.4	438	16.4	5	0.2	176.1
Former LEP	1,383	7	0	1	1,375	920	66.9	448	32.6	7	0.5	189.8
Gender [7]												
Female	49,921	240	60	220	49,401	17,018	34.4	29,663	60.0	2,720	5.5	208.8
Male	52,820	460	93	327	51,940	23,555	45.4	26,928	51.8	1,457	2.8	201.0
Migrant Status												
Migrant	19	0	1	1	17	11	64.7	6	35.3	0	0.0	195.4
Non-Migrant	102,905	720	153	553	101,479	40,670	40.1	56,630	55.8	4,179	4.1	204.7
Ethnicity [8]												
White	56,381	354	51	135	55,841	16,392	29.4	36,657	65.6	2,792	5.0	211.1
Black or African American	17,527	152	43	124	17,208	10,942	63.6	6,122	35.6	144	0.8	189.9
Asian	8,640	62	14	134	8,430	1,700	20.2	5,695	67.6	1,035	12.3	220.0
Pacific Islander	178	2	0	2	174	57	32.8	106	60.9	11	6.3	210.2
Hispanic or Latino	19,374	134	40	150	19,050	11,179	58.7	7,698	40.4	173	0.9	193.1
Amer. Indian/AK Native	106	0	0	0	106	59	55.7	43	40.6	4	3.8	197.3
Other	718	16	6	9	687	352	51.2	315	45.9	20	2.9	197.2
Economic Status												
Econ. Disadvantaged	31,019	249	67	268	30,435	19,433	63.9	10,818	35.5	184	0.6	189.9
Non-Econ. Disadvantaged	71,905	471	87	286	71,061	21,248	29.9	45,818	64.5	3,995	5.6	211.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	102,924	698	126	177	101,923	23,979	23.5	49,561	48.6	28,383	27.8	225.5
General Education [5]	83,414	0	71	77	83,266	14,267	17.1	42,303	50.8	26,696	32.1	231.7
Special Education	16,703	698	51	89	15,865	8,173	51.5	6,241	39.3	1,451	9.1	198.5
Limited English Proficient [6]	4,445	15	6	11	4,413	2,207	50.0	1,776	40.2	430	9.7	199.9
Current LEP	3,062	8	5	11	3,038	1,722	56.7	1,075	35.4	241	7.9	194.5
Former LEP	1,383	7	1	0	1,375	485	35.3	701	51.0	189	13.7	211.9
Gender [7]												
Female	49,921	242	54	59	49,566	11,494	23.2	24,981	50.4	13,091	26.4	225.1
Male	52,820	436	72	117	52,195	12,408	23.8	24,504	46.9	15,283	29.3	226.0
Migrant Status												
Migrant	19	0	0	0	19	6	31.6	12	63.2	1	5.3	210.3
Non-Migrant	102,905	698	126	177	101,904	23,973	23.5	49,549	48.6	28,382	27.9	225.5
Ethnicity [8]												
White	56,381	346	46	55	55,934	8,471	15.1	28,805	51.5	18,658	33.4	233.0
Black or African American	17,527	145	39	72	17,271	7,913	45.8	7,679	44.5	1,679	9.7	203.2
Asian	8,640	60	7	5	8,568	646	7.5	3,004	35.1	4,918	57.4	251.9
Pacific Islander	178	2	0	0	176	31	17.6	81	46.0	64	36.4	233.8
Hispanic or Latino	19,374	129	30	43	19,172	6,643	34.6	9,627	50.2	2,902	15.1	212.3
Amer. Indian/AK Native	106	0	0	0	106	34	32.1	53	50.0	19	17.9	216.4
Other	718	16	4	2	696	241	34.6	312	44.8	143	20.5	214.3
Economic Status												
Econ. Disadvantaged	31,019	235	59	97	30,628	12,434	40.6	14,419	47.1	3,775	12.3	207.6
Non-Econ. Disadvantaged	71,905	463	67	80	71,295	11,545	16.2	35,142	49.3	24,608	34.5	233.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,614	136	51	155	16,272	10,886	66.9	5,287	32.5	99	0.6	187.5
General Education [5]	12,220	0	22	45	12,153	7,221	59.4	4,833	39.8	99	0.8	193.8
Special Education	3,011	136	18	29	2,828	2,562	90.6	266	9.4	0	0.0	166.1
Limited English Proficient [6]	2,285	8	13	82	2,182	1,769	81.1	411	18.8	2	0.1	177.8
Current LEP	1,540	3	13	81	1,443	1,246	86.3	197	13.7	0	0.0	173.2
Former LEP	745	5	0	1	739	523	70.8	214	29.0	2	0.3	186.9
Gender [7]												
Female	8,091	55	20	58	7,958	4,878	61.3	3,014	37.9	66	0.8	191.4
Male	8,462	80	31	96	8,255	5,961	72.2	2,261	27.4	33	0.4	183.8
Migrant Status												
Migrant	5	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	16,609	136	51	155	16,267	10,882	66.9	5,286	32.5	99	0.6	187.5
Ethnicity [8]												
White	1,528	10	4	11	1,503	697	46.4	781	52.0	25	1.7	200.0
Black or African American	6,558	61	25	74	6,398	4,690	73.3	1,692	26.4	16	0.3	183.3
Asian	282	2	3	9	268	130	48.5	129	48.1	9	3.4	198.1
Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	8,142	63	18	60	8,001	5,290	66.1	2,664	33.3	47	0.6	188.2
Amer. Indian/AK Native	13	0	0	0	13	11	84.6	2	15.4	0	0.0	187.6
Other	89	0	1	1	87	66	75.9	19	21.8	2	2.3	174.4
Economic Status												
Econ. Disadvantaged	13,131	101	32	126	12,872	8,886	69.0	3,925	30.5	61	0.5	186.3
Non-Econ. Disadvantaged	3,483	35	19	29	3,400	2,000	58.8	1,362	40.1	38	1.1	191.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,614	131	40	64	16,379	7,065	43.1	7,269	44.4	2,045	12.5	205.8
General Education [5]	12,220	0	21	29	12,170	4,283	35.2	6,016	49.4	1,871	15.4	212.9
Special Education	3,011	131	17	28	2,835	1,951	68.8	778	27.4	106	3.7	182.4
Limited English Proficient [6]	2,285	8	3	7	2,267	1,220	53.8	891	39.3	156	6.9	196.1
Current LEP	1,540	3	3	7	1,527	943	61.8	512	33.5	72	4.7	189.7
Former LEP	745	5	0	0	740	277	37.4	379	51.2	84	11.4	209.4
Gender [7]												
Female	8,091	55	15	22	7,999	3,335	41.7	3,730	46.6	934	11.7	206.6
Male	8,462	75	25	41	8,321	3,691	44.4	3,520	42.3	1,110	13.3	205.1
Migrant Status												
Migrant	5	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	16,609	131	40	64	16,374	7,064	43.1	7,265	44.4	2,045	12.5	205.8
Ethnicity [8]												
White	1,528	10	5	2	1,511	342	22.6	772	51.1	397	26.3	224.7
Black or African American	6,558	58	18	37	6,445	3,442	53.4	2,539	39.4	464	7.2	196.9
Asian	282	2	3	2	275	74	26.9	119	43.3	82	29.8	225.2
Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	8,142	61	12	22	8,047	3,146	39.1	3,806	47.3	1,095	13.6	208.9
Amer. Indian/AK Native	13	0	0	0	13	6	46.2	5	38.5	2	15.4	208.2
Other	89	0	2	1	86	53	61.6	28	32.6	5	5.8	185.9
Economic Status												
Econ. Disadvantaged	13,131	96	27	52	12,956	5,778	44.6	5,695	44.0	1,483	11.4	204.6
Non-Econ. Disadvantaged	3,483	35	13	12	3,423	1,287	37.6	1,574	46.0	562	16.4	210.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,276	96	22	108	10,050	5,608	55.8	4,325	43.0	117	1.2	194.8
General Education [5]	7,946	0	14	11	7,921	3,784	47.8	4,025	50.8	112	1.4	200.4
Special Education	1,844	96	6	16	1,726	1,476	85.5	247	14.3	3	0.2	173.3
Limited English Proficient [6]	673	3	2	83	585	490	83.8	92	15.7	3	0.5	178.8
Current LEP	511	2	2	83	424	369	87.0	53	12.5	2	0.5	175.0
Former LEP	162	1	0	0	161	121	75.2	39	24.2	1	0.6	188.8
Gender [7]												
Female	4,883	29	8	42	4,804	2,392	49.8	2,328	48.5	84	1.7	198.8
Male	5,364	61	14	66	5,223	3,200	61.3	1,990	38.1	33	0.6	191.2
Migrant Status												
Migrant	7	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,269	96	21	107	10,045	5,605	55.8	4,323	43.0	117	1.2	194.8
Ethnicity [8]												
White	3,832	43	6	28	3,755	1,694	45.1	1,997	53.2	64	1.7	200.9
Black or African American	2,397	29	8	19	2,341	1,632	69.7	703	30.0	6	0.3	186.1
Asian	622	3	2	20	597	231	38.7	343	57.5	23	3.9	205.9
Pacific Islander	21	0	0	0	21	10	47.6	11	52.4	0	0.0	197.0
Hispanic or Latino	3,322	19	6	40	3,257	1,989	61.1	1,245	38.2	23	0.7	192.1
Amer. Indian/AK Native	11	0	0	0	11	6	54.5	5	45.5	0	0.0	196.6
Other	71	2	0	1	68	46	67.6	21	30.9	1	1.5	191.8
Economic Status												
Econ. Disadvantaged	5,732	56	14	65	5,597	3,579	63.9	1,987	35.5	31	0.6	190.0
Non-Econ. Disadvantaged	4,544	40	8	43	4,453	2,029	45.6	2,338	52.5	86	1.9	200.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,276	94	19	29	10,134	3,403	33.6	5,038	49.7	1,693	16.7	213.8
General Education [5]	7,946	0	13	14	7,919	2,085	26.3	4,261	53.8	1,573	19.9	220.2
Special Education	1,844	94	6	13	1,731	1,045	60.4	589	34.0	97	5.6	190.6
Limited English Proficient [6]	673	3	0	2	668	357	53.4	266	39.8	45	6.7	195.5
Current LEP	511	2	0	2	507	293	57.8	191	37.7	23	4.5	191.4
Former LEP	162	1	0	0	161	64	39.8	75	46.6	22	13.7	208.6
Gender [7]												
Female	4,883	29	7	8	4,839	1,644	34.0	2,442	50.5	753	15.6	213.3
Male	5,364	59	12	21	5,272	1,746	33.1	2,586	49.1	940	17.8	214.3
Migrant Status												
Migrant	7	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,269	94	19	29	10,127	3,401	33.6	5,034	49.7	1,692	16.7	213.8
Ethnicity [8]												
White	3,832	41	5	9	3,777	915	24.2	1,993	52.8	869	23.0	222.3
Black or African American	2,397	29	9	13	2,346	1,169	49.8	1,004	42.8	173	7.4	199.6
Asian	622	3	0	0	619	105	17.0	282	45.6	232	37.5	234.6
Pacific Islander	21	0	0	0	21	5	23.8	13	61.9	3	14.3	221.8
Hispanic or Latino	3,322	19	5	7	3,291	1,179	35.8	1,707	51.9	405	12.3	210.2
Amer. Indian/AK Native	11	0	0	0	11	3	27.3	6	54.5	2	18.2	217.4
Other	71	2	0	0	69	27	39.1	33	47.8	9	13.0	208.4
Economic Status												
Econ. Disadvantaged	5,732	54	14	16	5,648	2,272	40.2	2,683	47.5	693	12.3	207.6
Non-Econ. Disadvantaged	4,544	40	5	13	4,486	1,131	25.2	2,355	52.5	1,000	22.3	221.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	9,550	57	10	46	9,437	4,436	47.0	4,828	51.2	173	1.8	200.1
General Education [5]	7,773	0	9	10	7,754	3,033	39.1	4,550	58.7	171	2.2	205.1
Special Education	1,574	57	1	14	1,502	1,256	83.6	244	16.2	2	0.1	176.7
Limited English Proficient [6]	301	1	0	23	277	211	76.2	65	23.5	1	0.4	181.5
Current LEP	212	0	0	23	189	155	82.0	34	18.0	0	0.0	178.4
Former LEP	89	1	0	0	88	56	63.6	31	35.2	1	1.1	188.0
Gender [7]												
Female	4,679	15	6	16	4,642	1,879	40.5	2,639	56.9	124	2.7	204.1
Male	4,858	40	4	30	4,784	2,550	53.3	2,186	45.7	48	1.0	196.2
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,549	57	10	46	9,436	4,435	47.0	4,828	51.2	173	1.8	200.1
Ethnicity [8]												
White	5,036	26	3	17	4,990	2,049	41.1	2,824	56.6	117	2.3	203.5
Black or African American	1,810	16	2	7	1,785	1,039	58.2	732	41.0	14	0.8	193.1
Asian	617	5	1	7	604	200	33.1	379	62.7	25	4.1	208.7
Pacific Islander	21	0	0	1	20	6	30.0	14	70.0	0	0.0	207.4
Hispanic or Latino	2,002	10	4	14	1,974	1,106	56.0	852	43.2	16	0.8	195.3
Amer. Indian/AK Native	11	0	0	0	11	6	54.5	5	45.5	0	0.0	191.7
Other	53	0	0	0	53	30	56.6	22	41.5	1	1.9	193.8
Economic Status												
Econ. Disadvantaged	3,407	24	5	23	3,355	1,981	59.0	1,351	40.3	23	0.7	193.0
Non-Econ. Disadvantaged	6,143	33	5	23	6,082	2,455	40.4	3,477	57.2	150	2.5	204.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	9,550	53	8	19	9,470	2,664	28.1	4,950	52.3	1,856	19.6	218.5
General Education [5]	7,773	0	6	5	7,762	1,634	21.1	4,360	56.2	1,768	22.8	224.3
Special Education	1,574	53	2	14	1,505	920	61.1	515	34.2	70	4.7	191.3
Limited English Proficient [6]	301	1	1	0	299	153	51.2	116	38.8	30	10.0	199.9
Current LEP	212	0	0	0	212	117	55.2	77	36.3	18	8.5	196.5
Former LEP	89	1	1	0	87	36	41.4	39	44.8	12	13.8	208.3
Gender [7]												
Female	4,679	15	5	4	4,655	1,295	27.8	2,503	53.8	857	18.4	218.2
Male	4,858	36	3	15	4,804	1,367	28.5	2,439	50.8	998	20.8	218.8
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,549	53	8	19	9,469	2,663	28.1	4,950	52.3	1,856	19.6	218.5
Ethnicity [8]												
White	5,036	26	3	3	5,004	1,117	22.3	2,731	54.6	1,156	23.1	223.5
Black or African American	1,810	13	2	9	1,786	784	43.9	849	47.5	153	8.6	204.6
Asian	617	5	0	1	611	65	10.6	308	50.4	238	39.0	238.0
Pacific Islander	21	0	0	0	21	5	23.8	7	33.3	9	42.9	229.1
Hispanic or Latino	2,002	9	3	6	1,984	667	33.6	1,027	51.8	290	14.6	212.4
Amer. Indian/AK Native	11	0	0	0	11	5	45.5	4	36.4	2	18.2	212.1
Other	53	0	0	0	53	21	39.6	24	45.3	8	15.1	209.7
Economic Status												
Econ. Disadvantaged	3,407	21	4	12	3,370	1,275	37.8	1,705	50.6	390	11.6	209.2
Non-Econ. Disadvantaged	6,143	32	4	7	6,100	1,389	22.8	3,245	53.2	1,466	24.0	223.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 5

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,213	113	11	39	13,050	5,122	39.2	7,521	57.6	407	3.1	205.1
General Education [5]	10,864	0	4	14	10,846	3,452	31.8	6,996	64.5	398	3.7	209.6
Special Education	2,185	113	4	7	2,061	1,555	75.4	497	24.1	9	0.4	182.9
Limited English Proficient [6]	263	0	3	19	241	178	73.9	63	26.1	0	0.0	184.2
Current LEP	178	0	3	19	156	128	82.1	28	17.9	0	0.0	178.7
Former LEP	85	0	0	0	85	50	58.8	35	41.2	0	0.0	194.3
Gender [7]												
Female	6,349	40	3	18	6,288	2,105	33.5	3,916	62.3	267	4.2	209.0
Male	6,857	72	8	21	6,756	3,014	44.6	3,602	53.3	140	2.1	201.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,213	113	11	39	13,050	5,122	39.2	7,521	57.6	407	3.1	205.1
Ethnicity [8]												
White	8,636	76	7	14	8,539	2,963	34.7	5,267	61.7	309	3.6	207.7
Black or African American	1,836	9	2	8	1,817	1,017	56.0	775	42.7	25	1.4	195.1
Asian	836	9	0	5	822	197	24.0	570	69.3	55	6.7	215.4
Pacific Islander	24	0	0	0	24	7	29.2	16	66.7	1	4.2	210.0
Hispanic or Latino	1,764	17	2	11	1,734	876	50.5	843	48.6	15	0.9	198.1
Amer. Indian/AK Native	18	0	0	0	18	12	66.7	6	33.3	0	0.0	195.5
Other	99	2	0	1	96	50	52.1	44	45.8	2	2.1	197.4
Economic Status												
Econ. Disadvantaged	2,945	18	5	17	2,905	1,689	58.1	1,192	41.0	24	0.8	194.4
Non-Econ. Disadvantaged	10,268	95	6	22	10,145	3,433	33.8	6,329	62.4	383	3.8	208.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,213	110	10	15	13,078	2,711	20.7	6,762	51.7	3,605	27.6	227.0
General Education [5]	10,864	0	5	7	10,852	1,612	14.9	5,864	54.0	3,376	31.1	232.2
Special Education	2,185	110	4	7	2,064	1,008	48.8	845	40.9	211	10.2	201.6
Limited English Proficient [6]	263	0	1	1	261	134	51.3	95	36.4	32	12.3	200.9
Current LEP	178	0	1	1	176	102	58.0	56	31.8	18	10.2	196.3
Former LEP	85	0	0	0	85	32	37.6	39	45.9	14	16.5	210.4
Gender [7]												
Female	6,349	41	2	6	6,300	1,281	20.3	3,373	53.5	1,646	26.1	226.6
Male	6,857	68	8	9	6,772	1,426	21.1	3,387	50.0	1,959	28.9	227.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,213	110	10	15	13,078	2,711	20.7	6,762	51.7	3,605	27.6	227.0
Ethnicity [8]												
White	8,636	74	6	7	8,549	1,412	16.5	4,564	53.4	2,573	30.1	230.5
Black or African American	1,836	8	2	6	1,820	697	38.3	903	49.6	220	12.1	209.3
Asian	836	9	0	1	826	63	7.6	318	38.5	445	53.9	248.9
Pacific Islander	24	0	0	0	24	1	4.2	15	62.5	8	33.3	239.5
Hispanic or Latino	1,764	16	2	1	1,745	497	28.5	909	52.1	339	19.4	218.4
Amer. Indian/AK Native	18	0	0	0	18	5	27.8	9	50.0	4	22.2	219.3
Other	99	3	0	0	96	36	37.5	44	45.8	16	16.7	212.9
Economic Status												
Econ. Disadvantaged	2,945	16	3	8	2,918	996	34.1	1,473	50.5	449	15.4	213.5
Non-Econ. Disadvantaged	10,268	94	7	7	10,160	1,715	16.9	5,289	52.1	3,156	31.1	230.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	12,763	72	12	61	12,618	4,365	34.6	7,809	61.9	444	3.5	207.7
General Education [5]	10,586	0	9	9	10,568	2,858	27.0	7,275	68.8	435	4.1	212.2
Special Education	2,019	72	3	15	1,929	1,413	73.3	507	26.3	9	0.5	184.6
Limited English Proficient [6]	256	0	0	38	218	152	69.7	64	29.4	2	0.9	185.9
Current LEP	168	0	0	38	130	103	79.2	27	20.8	0	0.0	177.8
Former LEP	88	0	0	0	88	49	55.7	37	42.0	2	2.3	197.9
Gender [7]												
Female	6,158	23	4	22	6,109	1,761	28.8	4,061	66.5	287	4.7	211.4
Male	6,585	48	8	38	6,491	2,592	39.9	3,742	57.6	157	2.4	204.2
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,761	72	12	61	12,616	4,365	34.6	7,807	61.9	444	3.5	207.7
Ethnicity [8]												
White	9,207	43	7	22	9,135	2,914	31.9	5,897	64.6	324	3.5	209.1
Black or African American	1,084	12	0	7	1,065	555	52.1	495	46.5	15	1.4	197.9
Asian	1,040	9	1	23	1,007	238	23.6	686	68.1	83	8.2	215.7
Pacific Islander	67	0	0	1	66	23	34.8	36	54.5	7	10.6	214.5
Hispanic or Latino	1,310	7	3	8	1,292	610	47.2	669	51.8	13	1.0	199.5
Amer. Indian/AK Native	8	*	*	*	*	*	*	*	*	*	*	*
Other	47	1	1	0	45	22	48.9	21	46.7	2	4.4	196.9
Economic Status												
Econ. Disadvantaged	1,883	19	2	9	1,853	1,024	55.3	816	44.0	13	0.7	195.5
Non-Econ. Disadvantaged	10,880	53	10	52	10,765	3,341	31.0	6,993	65.0	431	4.0	209.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	12,763	70	15	15	12,663	2,507	19.8	6,615	52.2	3,541	28.0	227.6
General Education [5]	10,586	0	10	4	10,572	1,486	14.1	5,731	54.2	3,355	31.7	232.8
Special Education	2,019	70	5	11	1,933	940	48.6	826	42.7	167	8.6	201.1
Limited English Proficient [6]	256	0	0	0	256	112	43.8	112	43.8	32	12.5	204.3
Current LEP	168	0	0	0	168	89	53.0	60	35.7	19	11.3	197.5
Former LEP	88	0	0	0	88	23	26.1	52	59.1	13	14.8	217.2
Gender [7]												
Female	6,158	23	8	4	6,123	1,215	19.8	3,333	54.4	1,575	25.7	226.5
Male	6,585	46	7	11	6,521	1,286	19.7	3,269	50.1	1,966	30.1	228.6
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,761	70	15	15	12,661	2,507	19.8	6,613	52.2	3,541	28.0	227.6
Ethnicity [8]												
White	9,207	42	9	14	9,142	1,580	17.3	4,926	53.9	2,636	28.8	229.3
Black or African American	1,084	11	2	1	1,070	425	39.7	501	46.8	144	13.5	209.6
Asian	1,040	9	1	0	1,030	98	9.5	420	40.8	512	49.7	245.1
Pacific Islander	67	0	0	0	67	12	17.9	32	47.8	23	34.3	232.6
Hispanic or Latino	1,310	7	2	0	1,301	380	29.2	704	54.1	217	16.7	216.1
Amer. Indian/AK Native	8	*	*	*	*	*	*	*	*	*	*	*
Other	47	1	1	0	45	10	22.2	27	60.0	8	17.8	220.9
Economic Status												
Econ. Disadvantaged	1,883	18	1	2	1,862	653	35.1	957	51.4	252	13.5	211.4
Non-Econ. Disadvantaged	10,880	52	14	13	10,801	1,854	17.2	5,658	52.4	3,289	30.5	230.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,976	79	17	58	13,822	3,984	28.8	8,998	65.1	840	6.1	211.8
General Education [5]	11,627	0	7	7	11,613	2,443	21.0	8,347	71.9	823	7.1	216.7
Special Education	2,185	79	7	4	2,095	1,451	69.3	627	29.9	17	0.8	186.8
Limited English Proficient [6]	293	1	3	47	242	179	74.0	63	26.0	0	0.0	185.0
Current LEP	180	1	3	47	129	105	81.4	24	18.6	0	0.0	178.7
Former LEP	113	0	0	0	113	74	65.5	39	34.5	0	0.0	192.2
Gender [7]												
Female	6,750	24	6	25	6,695	1,526	22.8	4,641	69.3	528	7.9	216.0
Male	7,207	51	11	29	7,116	2,450	34.4	4,355	61.2	311	4.4	208.0
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,973	79	17	58	13,819	3,982	28.8	8,997	65.1	840	6.1	211.9
Ethnicity [8]												
White	9,299	43	10	14	9,232	2,340	25.3	6,372	69.0	520	5.6	213.3
Black or African American	1,343	6	2	3	1,332	638	47.9	664	49.8	30	2.3	200.3
Asian	1,894	17	3	29	1,845	344	18.6	1,244	67.4	257	13.9	221.9
Pacific Islander	12	1	0	0	11	3	27.3	7	63.6	1	9.1	212.7
Hispanic or Latino	1,233	7	1	10	1,215	581	47.8	607	50.0	27	2.2	199.3
Amer. Indian/AK Native	21	0	0	0	21	13	61.9	8	38.1	0	0.0	192.8
Other	174	5	1	2	166	65	39.2	96	57.8	5	3.0	204.9
Economic Status												
Econ. Disadvantaged	1,565	7	2	20	1,536	842	54.8	676	44.0	18	1.2	196.0
Non-Econ. Disadvantaged	12,411	72	15	38	12,286	3,142	25.6	8,322	67.7	822	6.7	213.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,976	79	10	15	13,872	2,217	16.0	6,811	49.1	4,844	34.9	233.7
General Education [5]	11,627	0	4	5	11,618	1,231	10.6	5,806	50.0	4,581	39.4	239.2
Special Education	2,185	79	6	9	2,091	908	43.4	941	45.0	242	11.6	205.2
Limited English Proficient [6]	293	1	0	1	291	123	42.3	131	45.0	37	12.7	206.8
Current LEP	180	1	0	1	178	88	49.4	68	38.2	22	12.4	201.5
Former LEP	113	0	0	0	113	35	31.0	63	55.8	15	13.3	215.0
Gender [7]												
Female	6,750	26	5	6	6,713	1,068	15.9	3,406	50.7	2,239	33.4	233.1
Male	7,207	49	5	9	7,144	1,145	16.0	3,396	47.5	2,603	36.4	234.3
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,973	79	10	15	13,869	2,216	16.0	6,809	49.1	4,844	34.9	233.7
Ethnicity [8]												
White	9,299	45	7	6	9,241	1,243	13.5	4,742	51.3	3,256	35.2	234.9
Black or African American	1,343	7	1	2	1,333	445	33.4	683	51.2	205	15.4	213.5
Asian	1,894	16	0	1	1,877	124	6.6	649	34.6	1,104	58.8	253.8
Pacific Islander	12	1	0	0	11	2	18.2	4	36.4	5	45.5	238.5
Hispanic or Latino	1,233	6	1	5	1,221	354	29.0	643	52.7	224	18.3	217.2
Amer. Indian/AK Native	21	0	0	0	21	8	38.1	12	57.1	1	4.8	204.6
Other	174	4	1	1	168	41	24.4	78	46.4	49	29.2	225.0
Economic Status												
Econ. Disadvantaged	1,565	6	2	4	1,553	521	33.5	800	51.5	232	14.9	213.3
Non-Econ. Disadvantaged	12,411	73	8	11	12,319	1,696	13.8	6,011	48.8	4,612	37.4	236.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 5

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,742	124	21	59	19,538	4,314	22.1	13,639	69.8	1,585	8.1	216.6
General Education [5]	16,542	0	10	6	16,526	2,477	15.0	12,502	75.7	1,547	9.4	221.0
Special Education	3,032	124	9	9	2,890	1,771	61.3	1,083	37.5	36	1.2	192.3
Limited English Proficient [6]	250	2	2	45	201	105	52.2	93	46.3	3	1.5	198.1
Current LEP	183	2	2	45	134	77	57.5	55	41.0	2	1.5	195.2
Former LEP	67	0	0	0	67	28	41.8	38	56.7	1	1.5	203.9
Gender [7]												
Female	9,633	41	10	25	9,557	1,604	16.8	6,907	72.3	1,046	10.9	221.0
Male	10,087	78	10	33	9,966	2,703	27.1	6,724	67.5	539	5.4	212.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	19,742	124	21	59	19,538	4,314	22.1	13,639	69.8	1,585	8.1	216.6
Ethnicity [8]												
White	15,274	88	10	21	15,155	3,170	20.9	10,881	71.8	1,104	7.3	216.7
Black or African American	1,082	16	1	3	1,062	490	46.1	538	50.7	34	3.2	202.3
Asian	2,378	9	2	26	2,341	280	12.0	1,643	70.2	418	17.9	227.1
Pacific Islander	18	0	0	0	18	5	27.8	12	66.7	1	5.6	205.1
Hispanic or Latino	880	6	6	6	862	338	39.2	503	58.4	21	2.4	205.3
Amer. Indian/AK Native	20	0	0	0	20	7	35.0	9	45.0	4	20.0	212.6
Other	90	5	2	3	80	24	30.0	53	66.3	3	3.8	212.4
Economic Status												
Econ. Disadvantaged	815	16	4	4	791	418	52.8	367	46.4	6	0.8	196.6
Non-Econ. Disadvantaged	18,927	108	17	55	18,747	3,896	20.8	13,272	70.8	1,579	8.4	217.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,742	120	17	13	19,592	2,202	11.2	9,128	46.6	8,262	42.2	240.4
General Education [5]	16,542	0	7	6	16,529	1,084	6.6	7,673	46.4	7,772	47.0	245.7
Special Education	3,032	120	9	7	2,896	1,069	36.9	1,390	48.0	437	15.1	211.3
Limited English Proficient [6]	250	2	1	0	247	68	27.5	108	43.7	71	28.7	224.2
Current LEP	183	2	1	0	180	58	32.2	69	38.3	53	29.4	221.5
Former LEP	67	0	0	0	67	10	14.9	39	58.2	18	26.9	231.6
Gender [7]												
Female	9,633	40	9	6	9,578	1,045	10.9	4,640	48.4	3,893	40.6	239.5
Male	10,087	75	8	7	9,997	1,152	11.5	4,480	44.8	4,365	43.7	241.3
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	19,742	120	17	13	19,592	2,202	11.2	9,128	46.6	8,262	42.2	240.4
Ethnicity [8]												
White	15,274	84	10	10	15,170	1,578	10.4	7,396	48.8	6,196	40.8	239.8
Black or African American	1,082	16	1	2	1,063	319	30.0	553	52.0	191	18.0	216.9
Asian	2,378	9	1	0	2,368	97	4.1	654	27.6	1,617	68.3	260.7
Pacific Islander	18	0	0	0	18	3	16.7	7	38.9	8	44.4	237.1
Hispanic or Latino	880	6	5	1	868	186	21.4	470	54.1	212	24.4	224.6
Amer. Indian/AK Native	20	0	0	0	20	4	20.0	10	50.0	6	30.0	232.5
Other	90	5	0	0	85	15	17.6	38	44.7	32	37.6	232.7
Economic Status												
Econ. Disadvantaged	815	16	4	1	794	247	31.1	412	51.9	135	17.0	214.9
Non-Econ. Disadvantaged	18,927	104	13	12	18,798	1,955	10.4	8,716	46.4	8,127	43.2	241.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,566	32	6	22	4,506	652	14.5	3,362	74.6	492	10.9	222.7
General Education [5]	3,916	0	1	5	3,910	366	9.4	3,061	78.3	483	12.4	226.2
Special Education	602	32	1	0	569	275	48.3	286	50.3	8	1.4	199.5
Limited English Proficient [6]	64	0	4	17	43	16	37.2	26	60.5	1	2.3	207.8
Current LEP	51	0	4	17	30	13	43.3	16	53.3	1	3.3	204.8
Former LEP	13	0	0	0	13	3	23.1	10	76.9	0	0.0	214.8
Gender [7]												
Female	2,234	10	2	9	2,213	226	10.2	1,686	76.2	301	13.6	226.6
Male	2,327	22	4	13	2,288	424	18.5	1,673	73.1	191	8.3	218.9
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,566	32	6	22	4,506	652	14.5	3,362	74.6	492	10.9	222.7
Ethnicity [8]												
White	3,347	21	4	7	3,315	488	14.7	2,505	75.6	322	9.7	221.8
Black or African American	110	2	0	0	108	36	33.3	71	65.7	1	0.9	207.0
Asian	918	7	2	14	895	73	8.2	664	74.2	158	17.7	230.1
Pacific Islander	8	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	147	0	0	0	147	49	33.3	92	62.6	6	4.1	209.3
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other	34	1	0	1	32	5	15.6	23	71.9	4	12.5	221.1
Economic Status												
Econ. Disadvantaged	65	1	0	0	64	32	50.0	32	50.0	0	0.0	197.0
Non-Econ. Disadvantaged	4,501	31	6	22	4,442	620	14.0	3,330	75.0	492	11.1	223.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,566	30	3	4	4,529	318	7.0	1,960	43.3	2,251	49.7	246.8
General Education [5]	3,916	0	2	4	3,910	136	3.5	1,649	42.2	2,125	54.3	251.2
Special Education	602	30	1	0	571	174	30.5	286	50.1	111	19.4	217.6
Limited English Proficient [6]	64	0	0	0	64	10	15.6	30	46.9	24	37.5	235.2
Current LEP	51	0	0	0	51	9	17.6	27	52.9	15	29.4	229.5
Former LEP	13	0	0	0	13	1	7.7	3	23.1	9	69.2	257.5
Gender [7]												
Female	2,234	10	1	3	2,220	153	6.9	1,004	45.2	1,063	47.9	245.5
Male	2,327	20	2	1	2,304	164	7.1	953	41.4	1,187	51.5	248.0
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,566	30	3	4	4,529	318	7.0	1,960	43.3	2,251	49.7	246.8
Ethnicity [8]												
White	3,347	20	1	4	3,322	239	7.2	1,569	47.2	1,514	45.6	243.7
Black or African American	110	2	0	0	108	29	26.9	59	54.6	20	18.5	219.9
Asian	918	6	2	0	910	16	1.8	233	25.6	661	72.6	264.7
Pacific Islander	8	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	147	0	0	0	147	30	20.4	80	54.4	37	25.2	225.1
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other	34	1	0	0	33	4	12.1	16	48.5	13	39.4	237.8
Economic Status												
Econ. Disadvantaged	65	1	0	0	64	17	26.6	40	62.5	7	10.9	211.8
Non-Econ. Disadvantaged	4,501	29	3	4	4,465	301	6.7	1,920	43.0	2,244	50.3	247.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 5

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,807	0	3	4	1,800	1,082	60.1	701	38.9	17	0.9	192.5
General Education [5]	1,636	0	1	3	1,632	936	57.4	679	41.6	17	1.0	194.8
Special Education	165	0	1	1	163	143	87.7	20	12.3	0	0.0	170.0
Limited English Proficient [6]	10	*	*	*	*	*	*	*	*	*	*	*
Current LEP	10	*	*	*	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	923	0	1	3	919	529	57.6	376	40.9	14	1.5	195.1
Male	878	0	2	1	875	548	62.6	324	37.0	3	0.3	189.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	1,806	0	3	4	1,799	1,081	60.1	701	39.0	17	0.9	192.5
Ethnicity [8]												
White	154	0	0	0	154	47	30.5	102	66.2	5	3.2	210.7
Black or African American	1,190	0	2	3	1,185	776	65.5	406	34.3	3	0.3	189.0
Asian	47	0	0	0	47	6	12.8	36	76.6	5	10.6	219.8
Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	351	0	0	1	350	209	59.7	137	39.1	4	1.1	193.8
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other	60	0	1	0	59	43	72.9	16	27.1	0	0.0	184.4
Economic Status												
Econ. Disadvantaged	1,202	0	2	3	1,197	817	68.3	374	31.2	6	0.5	187.5
Non-Econ. Disadvantaged	605	0	1	1	603	265	43.9	327	54.2	11	1.8	202.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,807	0	3	3	1,801	776	43.1	797	44.3	228	12.7	207.2
General Education [5]	1,636	0	2	3	1,631	662	40.6	748	45.9	221	13.5	209.4
Special Education	165	0	1	0	164	111	67.7	47	28.7	6	3.7	185.4
Limited English Proficient [6]	10	*	*	*	*	*	*	*	*	*	*	*
Current LEP	10	*	*	*	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	923	0	2	0	921	389	42.2	433	47.0	99	10.7	206.8
Male	878	0	1	3	874	385	44.1	360	41.2	129	14.8	207.7
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	1,806	0	3	3	1,800	775	43.1	797	44.3	228	12.7	207.2
Ethnicity [8]												
White	154	0	0	0	154	27	17.5	77	50.0	50	32.5	232.3
Black or African American	1,190	0	3	2	1,185	566	47.8	524	44.2	95	8.0	201.7
Asian	47	0	0	0	47	3	6.4	18	38.3	26	55.3	250.3
Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	351	0	0	1	350	144	41.1	154	44.0	52	14.9	210.8
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other	60	0	0	0	60	34	56.7	23	38.3	3	5.0	194.4
Economic Status												
Econ. Disadvantaged	1,202	0	3	2	1,197	604	50.5	497	41.5	96	8.0	200.5
Non-Econ. Disadvantaged	605	0	0	1	604	172	28.5	300	49.7	132	21.9	220.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,496	157	47	185	19,107	12,708	66.5	6,264	32.8	135	0.7	187.9
General Education [5]	14,452	0	22	48	14,382	8,482	59.0	5,768	40.1	132	0.9	194.2
Special Education	3,464	157	17	31	3,259	2,966	91.0	292	9.0	1	0.0	165.6
Limited English Proficient [6]	2,505	9	10	109	2,377	1,939	81.6	433	18.2	5	0.2	177.7
Current LEP	1,748	4	10	108	1,626	1,411	86.8	213	13.1	2	0.1	173.2
Former LEP	757	5	0	1	751	528	70.3	220	29.3	3	0.4	187.3
Gender [7]												
Female	9,486	61	18	64	9,343	5,675	60.7	3,575	38.3	93	1.0	192.0
Male	9,937	95	29	120	9,693	6,979	72.0	2,672	27.6	42	0.4	184.0
Migrant Status												
Migrant	4	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	19,492	157	47	185	19,103	12,704	66.5	6,264	32.8	135	0.7	187.9
Ethnicity [8]												
White	2,057	19	4	26	2,008	960	47.8	1,008	50.2	40	2.0	199.4
Black or African American	7,642	71	25	81	7,465	5,454	73.1	1,991	26.7	20	0.3	183.5
Asian	556	5	2	17	532	240	45.1	271	50.9	21	3.9	201.9
Pacific Islander	19	0	0	0	19	8	42.1	11	57.9	0	0.0	201.1
Hispanic or Latino	9,112	62	15	59	8,976	5,963	66.4	2,961	33.0	52	0.6	188.2
Amer. Indian/AK Native	17	0	0	0	17	13	76.5	4	23.5	0	0.0	190.4
Other	93	0	1	2	90	70	77.8	18	20.0	2	2.2	175.1
Economic Status												
Econ. Disadvantaged	15,248	117	31	143	14,957	10,340	69.1	4,541	30.4	76	0.5	186.4
Non-Econ. Disadvantaged	4,248	40	16	42	4,150	2,368	57.1	1,723	41.5	59	1.4	193.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,496	151	41	71	19,233	8,324	43.3	8,489	44.1	2,420	12.6	205.9
General Education [5]	14,452	0	21	34	14,397	5,084	35.3	7,088	49.2	2,225	15.5	213.0
Special Education	3,464	151	18	29	3,266	2,292	70.2	851	26.1	123	3.8	181.6
Limited English Proficient [6]	2,505	9	3	8	2,485	1,346	54.2	973	39.2	166	6.7	195.6
Current LEP	1,748	4	3	8	1,733	1,069	61.7	588	33.9	76	4.4	189.5
Former LEP	757	5	0	0	752	277	36.8	385	51.2	90	12.0	209.7
Gender [7]												
Female	9,486	61	15	20	9,390	3,938	41.9	4,342	46.2	1,110	11.8	206.8
Male	9,937	89	26	50	9,772	4,338	44.4	4,125	42.2	1,309	13.4	205.2
Migrant Status												
Migrant	4	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	19,492	151	41	71	19,229	8,323	43.3	8,486	44.1	2,420	12.6	205.9
Ethnicity [8]												
White	2,057	18	5	1	2,033	534	26.3	987	48.5	512	25.2	222.3
Black or African American	7,642	68	21	45	7,508	4,021	53.6	2,955	39.4	532	7.1	196.9
Asian	556	5	3	1	547	121	22.1	247	45.2	179	32.7	229.3
Pacific Islander	19	0	0	0	19	6	31.6	6	31.6	7	36.8	227.3
Hispanic or Latino	9,112	60	10	23	9,019	3,579	39.7	4,258	47.2	1,182	13.1	208.4
Amer. Indian/AK Native	17	0	0	0	17	7	41.2	8	47.1	2	11.8	210.9
Other	93	0	2	1	90	56	62.2	28	31.1	6	6.7	186.9
Economic Status												
Econ. Disadvantaged	15,248	111	30	55	15,052	6,764	44.9	6,596	43.8	1,692	11.2	204.3
Non-Econ. Disadvantaged	4,248	40	11	16	4,181	1,560	37.3	1,893	45.3	728	17.4	211.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 5

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	83,428	563	107	369	82,389	27,973	34.0	50,372	61.1	4,044	4.9	208.7
General Education [5]	68,962	0	56	62	68,844	18,232	26.5	46,654	67.8	3,958	5.7	213.3
Special Education	13,239	563	33	64	12,579	9,001	71.6	3,495	27.8	83	0.7	185.1
Limited English Proficient [6]	1,940	6	18	247	1,669	1,209	72.4	453	27.1	7	0.4	185.2
Current LEP	1,314	4	18	247	1,045	817	78.2	225	21.5	3	0.3	180.5
Former LEP	626	2	0	0	624	392	62.8	228	36.5	4	0.6	192.9
Gender [7]												
Female	40,435	179	42	156	40,058	11,343	28.3	26,088	65.1	2,627	6.6	212.7
Male	42,883	365	64	207	42,247	16,576	39.2	24,256	57.4	1,415	3.3	204.9
Migrant Status												
Migrant	15	0	1	1	13	7	53.8	6	46.2	0	0.0	199.5
Non-Migrant	83,413	563	106	368	82,376	27,966	33.9	50,366	61.1	4,044	4.9	208.7
Ethnicity [8]												
White	54,324	335	47	109	53,833	15,432	28.7	35,649	66.2	2,752	5.1	211.5
Black or African American	9,885	81	18	43	9,743	5,488	56.3	4,131	42.4	124	1.3	194.8
Asian	8,084	57	12	117	7,898	1,460	18.5	5,424	68.7	1,014	12.8	221.2
Pacific Islander	159	2	0	2	155	49	31.6	95	61.3	11	7.1	211.3
Hispanic or Latino	10,262	72	25	91	10,074	5,216	51.8	4,737	47.0	121	1.2	197.4
Amer. Indian/AK Native	89	0	0	0	89	46	51.7	39	43.8	4	4.5	198.6
Other	625	16	5	7	597	282	47.2	297	49.7	18	3.0	200.5
Economic Status												
Econ. Disadvantaged	15,771	132	36	125	15,478	9,093	58.7	6,277	40.6	108	0.7	193.3
Non-Econ. Disadvantaged	67,657	431	71	244	66,911	18,880	28.2	44,095	65.9	3,936	5.9	212.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 5

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	83,428	547	85	106	82,690	15,655	18.9	41,072	49.7	25,963	31.4	230.1
General Education [5]	68,962	0	50	43	68,869	9,183	13.3	35,215	51.1	24,471	35.5	235.5
Special Education	13,239	547	33	60	12,599	5,881	46.7	5,390	42.8	1,328	10.5	202.9
Limited English Proficient [6]	1,940	6	3	3	1,928	861	44.7	803	41.6	264	13.7	205.5
Current LEP	1,314	4	2	3	1,305	653	50.0	487	37.3	165	12.6	201.2
Former LEP	626	2	1	0	623	208	33.4	316	50.7	99	15.9	214.4
Gender [7]												
Female	40,435	181	39	39	40,176	7,556	18.8	20,639	51.4	11,981	29.8	229.3
Male	42,883	347	46	67	42,423	8,070	19.0	20,379	48.0	13,974	32.9	230.8
Migrant Status												
Migrant	15	0	0	0	15	5	33.3	9	60.0	1	6.7	213.1
Non-Migrant	83,413	547	85	106	82,675	15,650	18.9	41,063	49.7	25,962	31.4	230.1
Ethnicity [8]												
White	54,324	328	41	54	53,901	7,937	14.7	27,818	51.6	18,146	33.7	233.4
Black or African American	9,885	77	18	27	9,763	3,892	39.9	4,724	48.4	1,147	11.7	208.1
Asian	8,084	55	4	4	8,021	525	6.5	2,757	34.4	4,739	59.1	253.4
Pacific Islander	159	2	0	0	157	25	15.9	75	47.8	57	36.3	234.5
Hispanic or Latino	10,262	69	20	20	10,153	3,064	30.2	5,369	52.9	1,720	16.9	215.8
Amer. Indian/AK Native	89	0	0	0	89	27	30.3	45	50.6	17	19.1	217.5
Other	625	16	2	1	606	185	30.5	284	46.9	137	22.6	218.4
Economic Status												
Econ. Disadvantaged	15,771	124	29	42	15,576	5,670	36.4	7,823	50.2	2,083	13.4	210.7
Non-Econ. Disadvantaged	67,657	423	56	64	67,114	9,985	14.9	33,249	49.5	23,880	35.6	234.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG A

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	17,513	206	26	17,281	55.0	40.1	4.9	196.8	17,513	143	39	17,097	52.9	45.6	1.5	193.9
General Education	13,028	138	13	12,877	46.3	47.3	6.4	202.7	13,028	86	20	12,922	42.7	55.4	1.9	200.8
Special Education	3,152	61	12	3,079	84.0	15.4	0.6	177.0	3,151	38	18	3,095	86.6	13.2	0.2	171.1
Limited English Proficient [3]	1,432	7	1	1,424	73.4	25.4	1.3	184.8	1,198	19	1	1,178	80.1	19.8	0.2	175.2
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	234	--	--	--	--	--	--	--
Gender [4]																
Female	8,462	79	9	8,374	53.6	41.3	5.1	197.7	8,462	57	11	8,274	48.9	49.3	1.8	197.0
Male	8,995	122	17	8,856	56.3	38.9	4.8	196.1	8,995	81	28	8,772	56.5	42.3	1.2	191.0
Migrant Status																
Migrant	28	0	0	28	71.4	25.0	3.6	188.4	28	0	0	24	62.5	37.5	0.0	192.5
Non-Migrant	17,485	206	26	17,253	55.0	40.1	4.9	196.8	17,485	143	39	17,073	52.9	45.6	1.5	193.9
Ethnicity [5]																
White	1,664	17	5	1,642	34.6	53.2	12.2	211.9	1,664	14	5	1,620	32.3	63.3	4.4	207.2
Black	7,477	115	13	7,349	65.6	32.3	2.0	189.7	7,477	62	22	7,381	59.6	39.8	0.7	189.9
Asian	250	2	0	248	33.1	46.8	20.2	216.2	250	1	0	240	32.5	61.3	6.3	207.6
Pacific Islander	9	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*
Hispanic	7,962	66	8	7,888	49.6	44.7	5.7	199.9	7,962	60	12	7,711	51.1	47.4	1.5	194.7
American Indian/Alaskan Native	13	0	0	13	53.8	23.1	23.1	207.0	13	0	0	13	61.5	38.5	0.0	198.7
Other	138	6	0	132	81.1	16.7	2.3	181.0	138	6	0	123	78.9	21.1	0.0	176.5
Economic Status																
Economically Disadvantaged	13,381	156	23	13,202	56.5	39.5	4.0	195.7	13,381	102	31	13,109	55.0	43.8	1.2	192.7
Non-Economically Disadvantaged	4,132	50	3	4,079	50.2	41.9	7.9	200.6	4,132	41	8	3,988	45.9	51.5	2.5	197.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG B

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	10,745	73	36	10,636	40.2	51.0	8.8	206.8	10,745	39	40	10,544	36.0	60.5	3.5	204.4
General Education	8,347	44	12	8,291	31.1	58.2	10.7	212.9	8,347	23	18	8,306	25.5	70.2	4.3	210.6
Special Education	1,915	28	24	1,863	73.3	24.7	2.0	184.8	1,914	13	16	1,885	74.5	25.3	0.3	181.9
Limited English Proficient [3]	494	1	0	493	70.2	27.6	2.2	186.8	372	3	6	363	78.2	21.5	0.3	179.1
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	122	--	--	--	--	--	--	--
Gender [4]																
Female	5,161	30	14	5,117	39.7	51.8	8.4	206.9	5,161	14	17	5,073	32.0	63.3	4.7	207.0
Male	5,580	43	22	5,515	40.7	50.2	9.2	206.8	5,580	25	23	5,467	39.7	57.9	2.3	202.0
Migrant Status																
Migrant	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Non-Migrant	10,737	73	36	10,628	40.2	51.0	8.8	206.8	10,737	39	40	10,536	36.0	60.5	3.5	204.4
Ethnicity [5]																
White	4,218	13	12	4,193	28.8	58.1	13.0	214.8	4,218	9	18	4,176	25.9	69.0	5.1	210.1
Black	2,593	38	17	2,538	58.5	38.6	2.9	194.3	2,593	15	15	2,560	52.0	46.8	1.2	195.7
Asian	589	4	0	585	23.6	54.7	21.7	222.4	589	4	0	569	19.5	72.4	8.1	215.0
Pacific Islander	60	0	0	60	33.3	58.3	8.3	210.9	60	0	0	54	18.5	79.6	1.9	211.9
Hispanic	3,217	18	6	3,193	43.9	50.5	5.6	203.3	3,217	11	6	3,120	39.7	58.0	2.2	201.9
American Indian/Alaskan Native	25	0	0	25	32.0	48.0	20.0	219.6	25	0	0	24	25.0	62.5	12.5	215.4
Other	43	0	1	42	38.1	59.5	2.4	204.8	43	0	1	41	39.0	56.1	4.9	200.3
Economic Status																
Economically Disadvantaged	5,874	55	22	5,797	48.5	46.3	5.2	200.7	5,874	28	25	5,726	43.9	54.2	1.9	199.5
Non-Economically Disadvantaged	4,871	18	14	4,839	30.3	56.6	13.1	214.1	4,871	11	15	4,818	26.6	68.0	5.4	210.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG CD

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	9,928	49	19	9,860	31.9	55.7	12.4	213.1	9,928	38	24	9,813	27.5	66.7	5.8	210.3
General Education	8,086	28	9	8,049	23.2	62.0	14.9	219.0	8,086	13	10	8,063	18.4	74.6	7.0	215.6
Special Education	1,633	20	7	1,606	71.7	26.8	1.6	186.3	1,630	17	14	1,599	68.8	30.8	0.4	186.3
Limited English Proficient [3]	222	2	3	217	64.5	32.7	2.8	189.0	169	8	0	161	77.0	22.4	0.6	180.4
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	53	--	--	--	--	--	--	--
Gender [4]																
Female	4,858	16	5	4,837	31.2	56.4	12.5	213.7	4,858	13	6	4,814	23.8	68.5	7.7	213.3
Male	5,059	33	14	5,012	32.5	55.0	12.4	212.5	5,059	25	17	4,989	31.1	64.9	4.0	207.4
Migrant Status																
Migrant	3	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
Non-Migrant	9,925	49	19	9,857	31.9	55.7	12.4	213.1	9,925	38	24	9,810	27.5	66.7	5.8	210.3
Ethnicity [5]																
White	5,399	21	8	5,370	25.2	59.5	15.3	218.2	5,399	13	12	5,365	20.7	71.6	7.7	214.8
Black	1,929	18	4	1,907	49.1	45.5	5.4	200.3	1,929	11	4	1,911	44.8	53.1	2.1	200.0
Asian	585	1	0	584	16.3	58.9	24.8	227.9	585	1	1	578	16.4	72.3	11.2	218.2
Pacific Islander	13	0	0	13	23.1	76.9	0.0	215.3	13	0	0	13	38.5	53.8	7.7	209.5
Hispanic	1,927	9	6	1,912	38.9	53.3	7.8	206.9	1,927	13	6	1,872	33.4	64.1	2.5	205.3
American Indian/Alaskan Native	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Other	67	0	1	66	15.2	72.7	12.1	217.9	67	0	1	66	12.1	81.8	6.1	218.4
Economic Status																
Economically Disadvantaged	3,285	27	4	3,254	43.5	49.6	6.9	203.7	3,285	22	8	3,219	39.5	57.9	2.5	202.3
Non-Economically Disadvantaged	6,643	22	15	6,606	26.2	58.7	15.2	217.7	6,643	16	16	6,594	21.7	70.9	7.4	214.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG DE

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	13,597	48	21	13,528	27.6	58.5	13.9	216.0	13,597	27	40	13,494	21.6	71.2	7.2	213.8
General Education	11,322	34	9	11,279	19.8	63.9	16.3	221.3	11,322	18	27	11,277	13.6	77.9	8.5	218.5
Special Education	2,098	14	11	2,073	66.6	31.4	2.0	189.5	2,097	9	12	2,076	61.7	38.0	0.4	190.1
Limited English Proficient [3]	183	0	1	182	67.0	30.8	2.2	188.6	147	0	1	146	74.7	25.3	0.0	180.5
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	36	--	--	--	--	--	--	--
Gender [4]																
Female	6,566	24	9	6,533	26.9	59.3	13.8	216.2	6,566	10	18	6,521	18.0	73.2	8.8	216.8
Male	7,012	24	12	6,976	28.2	57.8	14.1	215.9	7,012	17	22	6,954	25.0	69.3	5.6	211.0
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	13,597	48	21	13,528	27.6	58.5	13.9	216.0	13,597	27	40	13,494	21.6	71.2	7.2	213.8
Ethnicity [5]																
White	9,172	28	15	9,129	22.6	61.6	15.7	219.4	9,172	16	34	9,116	17.1	74.4	8.5	216.9
Black	1,901	14	3	1,884	48.4	47.4	4.2	200.2	1,901	8	2	1,890	38.9	58.9	2.1	202.2
Asian	691	1	0	690	10.9	61.2	28.0	232.7	691	0	0	683	12.3	75.8	11.9	221.2
Pacific Islander	23	0	0	23	21.7	52.2	26.1	223.5	23	0	0	23	13.0	73.9	13.0	219.7
Hispanic	1,546	3	3	1,540	38.3	53.3	8.4	208.3	1,546	3	4	1,521	30.6	65.8	3.6	206.7
American Indian/Alaskan Native	19	0	0	19	26.3	63.2	10.5	216.8	19	0	0	19	26.3	73.7	0.0	210.7
Other	245	2	0	243	32.5	52.3	15.2	212.4	245	0	0	242	26.9	66.5	6.6	211.0
Economic Status																
Economically Disadvantaged	2,809	15	9	2,785	42.5	50.8	6.6	205.0	2,809	8	8	2,774	35.9	61.5	2.6	203.6
Non-Economically Disadvantaged	10,788	33	12	10,743	23.7	60.5	15.8	218.9	10,788	19	32	10,720	17.9	73.7	8.3	216.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG FG

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	13,179	46	17	13,116	23.5	59.1	17.4	219.9	13,179	28	16	13,091	18.9	72.3	8.8	216.4
General Education	10,975	27	10	10,938	15.6	64.0	20.4	225.5	10,975	17	8	10,950	11.5	78.1	10.4	221.1
Special Education	2,061	18	7	2,036	62.7	34.8	2.6	191.9	2,060	7	8	2,045	56.8	42.7	0.5	192.6
Limited English Proficient [3]	151	1	0	150	68.7	28.7	2.7	187.3	107	4	0	103	67.0	33.0	0.0	187.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	44	--	--	--	--	--	--	--
Gender [4]																
Female	6,439	19	6	6,414	22.6	60.7	16.7	220.0	6,439	12	5	6,401	15.3	73.7	11.0	219.7
Male	6,727	26	11	6,690	24.3	57.6	18.1	219.8	6,727	15	11	6,678	22.4	70.9	6.6	213.3
Migrant Status																
Migrant	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Non-Migrant	13,177	46	17	13,114	23.5	59.1	17.4	219.9	13,177	28	16	13,090	18.9	72.3	8.8	216.4
Ethnicity [5]																
White	9,820	33	10	9,777	20.4	61.3	18.3	221.9	9,820	18	10	9,784	16.1	74.8	9.1	218.2
Black	1,086	6	3	1,077	43.9	50.3	5.8	202.9	1,086	2	3	1,076	37.6	59.4	3.0	203.8
Asian	846	1	1	844	14.7	55.7	29.6	230.2	846	0	0	838	14.6	70.8	14.7	221.8
Pacific Islander	41	0	0	41	9.8	51.2	39.0	234.5	41	0	0	40	2.5	85.0	12.5	224.8
Hispanic	1,198	6	2	1,190	39.4	53.4	7.1	207.3	1,198	8	2	1,172	31.0	64.8	4.3	207.1
American Indian/Alaskan Native	14	0	0	14	28.6	42.9	28.6	228.8	14	0	0	14	7.1	64.3	28.6	228.2
Other	174	0	1	173	8.7	45.7	45.7	243.1	174	0	1	167	7.2	66.5	26.3	231.7
Economic Status																
Economically Disadvantaged	1,864	17	3	1,844	41.9	51.0	7.0	204.7	1,864	14	1	1,831	38.0	59.0	2.9	203.8
Non-Economically Disadvantaged	11,315	29	14	11,272	20.5	60.4	19.1	222.4	11,315	14	15	11,260	15.8	74.4	9.7	218.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG GH

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,420	48	14	14,358	19.4	57.8	22.8	224.9	14,420	56	33	14,285	14.6	71.7	13.7	221.4
General Education	12,168	24	9	12,135	11.9	61.7	26.3	230.6	12,168	16	24	12,128	7.6	76.4	16.0	226.2
Special Education	2,071	22	5	2,044	60.7	35.9	3.4	193.5	2,070	18	9	2,043	53.8	45.1	1.1	194.6
Limited English Proficient [3]	190	2	0	188	52.1	43.1	4.8	197.4	144	23	0	121	57.0	43.0	0.0	190.4
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	46	--	--	--	--	--	--	--
Gender [4]																
Female	7,046	16	3	7,027	18.8	58.9	22.4	224.9	7,046	23	13	6,987	11.7	72.0	16.2	224.4
Male	7,361	31	11	7,319	19.9	56.9	23.3	225.0	7,361	32	20	7,286	17.3	71.4	11.3	218.7
Migrant Status																
Migrant	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Non-Migrant	14,419	48	14	14,357	19.4	57.8	22.8	224.9	14,419	56	33	14,284	14.6	71.7	13.7	221.4
Ethnicity [5]																
White	9,953	37	9	9,907	16.2	60.4	23.5	226.9	9,953	28	23	9,894	11.6	74.2	14.2	223.2
Black	1,512	5	3	1,504	39.1	53.2	7.7	206.6	1,512	2	5	1,504	30.7	64.8	4.6	208.5
Asian	1,653	2	0	1,651	9.6	47.2	43.1	241.3	1,653	16	4	1,612	8.4	65.8	25.7	231.3
Pacific Islander	12	0	0	12	16.7	50.0	33.3	229.1	12	0	0	12	16.7	66.7	16.7	223.0
Hispanic	1,175	4	2	1,169	33.2	57.8	9.0	210.1	1,175	10	1	1,149	27.5	67.5	5.0	209.8
American Indian/Alaskan Native	21	0	0	21	47.6	47.6	4.8	204.6	21	0	0	21	23.8	66.7	9.5	213.1
Other	94	0	0	94	30.9	56.4	12.8	214.4	94	0	0	93	21.5	69.9	8.6	213.6
Economic Status																
Economically Disadvantaged	1,471	7	3	1,461	39.6	52.4	8.0	206.1	1,471	12	7	1,435	34.9	61.8	3.3	205.3
Non-Economically Disadvantaged	12,949	41	11	12,897	17.1	58.4	24.5	227.1	12,949	44	26	12,850	12.3	72.8	14.9	223.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG I

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	19,541	72	19	19,450	13.9	56.2	29.9	231.6	19,541	53	26	19,422	9.8	72.8	17.3	226.2
General Education	16,664	45	11	16,608	7.8	58.4	33.8	236.8	16,664	30	12	16,622	4.8	75.2	20.0	230.3
Special Education	2,714	25	8	2,681	50.3	43.8	5.9	200.2	2,713	16	14	2,683	39.1	59.2	1.8	201.6
Limited English Proficient [3]	176	2	0	174	40.8	39.1	20.1	210.8	136	7	0	129	54.3	44.2	1.6	195.4
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	40	--	--	--	--	--	--	--
Gender [4]																
Female	9,456	31	6	9,419	14.1	57.5	28.3	230.6	9,456	21	6	9,413	8.2	71.3	20.5	228.8
Male	10,048	40	13	9,995	13.7	55.0	31.3	232.5	10,048	31	20	9,974	11.4	74.3	14.3	223.7
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	19,541	72	19	19,450	13.9	56.2	29.9	231.6	19,541	53	26	19,422	9.8	72.8	17.3	226.2
Ethnicity [5]																
White	15,355	48	13	15,294	12.7	58.6	28.8	231.5	15,355	34	21	15,291	8.4	74.4	17.2	226.8
Black	1,093	8	3	1,082	34.6	53.3	12.1	211.7	1,093	3	2	1,083	25.6	69.6	4.8	210.5
Asian	2,066	5	1	2,060	5.2	41.6	53.2	249.0	2,066	8	1	2,041	5.8	64.8	29.4	235.2
Pacific Islander	52	0	0	52	5.8	48.1	46.2	245.4	52	0	0	52	7.7	71.2	21.2	228.0
Hispanic	811	6	1	804	31.1	54.4	14.6	214.8	811	3	1	799	24.2	69.7	6.1	213.2
American Indian/Alaskan Native	19	1	0	18	50.0	50.0	0.0	196.8	19	1	0	18	38.9	50.0	11.1	204.9
Other	145	4	1	140	17.1	54.3	28.6	227.7	145	4	1	138	15.2	69.6	15.2	222.9
Economic Status																
Economically Disadvantaged	764	10	2	752	39.4	50.5	10.1	208.3	764	5	2	747	32.9	62.5	4.6	206.9
Non-Economically Disadvantaged	18,777	62	17	18,698	12.9	56.5	30.7	232.5	18,777	48	24	18,675	8.9	73.2	17.8	226.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG J

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,349	12	7	4,330	8.8	53.0	38.2	239.0	4,349	12	31	4,291	6.7	73.2	20.1	229.5
General Education	3,757	8	4	3,745	4.0	53.3	42.7	243.7	3,757	6	28	3,723	2.9	74.5	22.6	233.1
Special Education	548	4	2	542	40.6	51.1	8.3	208.1	548	4	3	541	30.7	66.0	3.3	206.4
Limited English Proficient [3]	44	0	1	43	25.6	51.2	23.3	219.6	29	2	0	27	51.9	40.7	7.4	203.1
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	15	--	--	--	--	--	--	--
Gender [4]																
Female	2,116	2	0	2,114	7.6	54.6	37.7	238.8	2,116	2	11	2,097	4.8	72.0	23.2	232.5
Male	2,219	10	7	2,202	9.9	51.4	38.7	239.2	2,219	10	20	2,180	8.5	74.4	17.1	226.7
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,349	12	7	4,330	8.8	53.0	38.2	239.0	4,349	12	31	4,291	6.7	73.2	20.1	229.5
Ethnicity [5]																
White	3,386	10	2	3,374	8.8	56.2	35.0	237.2	3,386	9	15	3,358	6.2	75.8	18.0	228.7
Black	87	1	0	86	25.6	59.3	15.1	219.3	87	0	1	86	16.3	79.1	4.7	217.5
Asian	703	1	4	698	4.0	35.7	60.3	254.0	703	2	14	679	5.4	60.1	34.5	237.6
Pacific Islander	7	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*
Hispanic	136	0	0	136	22.1	61.0	16.9	218.1	136	1	0	133	18.8	72.2	9.0	216.9
American Indian/Alaskan Native	3	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
Other	27	0	1	26	3.8	57.7	38.5	238.8	27	0	1	25	12.0	60.0	28.0	228.0
Economic Status																
Economically Disadvantaged	59	1	1	57	29.8	61.4	8.8	214.4	59	1	2	54	18.5	74.1	7.4	216.0
Non-Economically Disadvantaged	4,290	11	6	4,273	8.5	52.9	38.6	239.3	4,290	11	29	4,237	6.6	73.2	20.2	229.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG O

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	46	0	0	46	93.5	6.5	0.0	173.1	46	0	0	46	89.1	10.9	0.0	168.0
General Education	2	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Special Education	44	0	0	44	93.2	6.8	0.0	173.4	44	0	0	44	88.6	11.4	0.0	167.3
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Male	38	0	0	38	92.1	7.9	0.0	173.8	38	0	0	38	89.5	10.5	0.0	167.3
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	46	0	0	46	93.5	6.5	0.0	173.1	46	0	0	46	89.1	10.9	0.0	168.0
Ethnicity [5]																
White	17	0	0	17	82.4	17.6	0.0	180.2	17	0	0	17	76.5	23.5	0.0	171.5
Black	24	0	0	24	100.0	0.0	0.0	171.0	24	0	0	24	95.8	4.2	0.0	169.3
Asian	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	5	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status																
Economically Disadvantaged	25	0	0	25	96.0	4.0	0.0	171.7	25	0	0	25	96.0	4.0	0.0	167.0
Non-Economically Disadvantaged	21	0	0	21	90.5	9.5	0.0	174.8	21	0	0	21	81.0	19.0	0.0	169.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG R

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	1,579	6	4	1,569	50.7	42.4	6.9	200.7	1,579	4	3	1,572	41.6	55.7	2.7	201.5
General Education	1,422	4	3	1,415	47.8	44.7	7.5	202.5	1,422	3	3	1,416	38.0	59.0	3.0	203.7
Special Education	153	2	1	150	76.0	22.0	2.0	184.4	153	1	0	152	74.3	25.7	0.0	181.1
Limited English Proficient [3]	5	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	831	1	3	827	49.9	42.4	7.6	201.7	831	0	2	829	39.3	56.9	3.7	203.5
Male	748	5	1	742	51.5	42.3	6.2	199.5	748	4	1	743	44.1	54.4	1.5	199.2
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	1,579	6	4	1,569	50.7	42.4	6.9	200.7	1,579	4	3	1,572	41.6	55.7	2.7	201.5
Ethnicity [5]																
White	127	0	1	126	23.8	48.4	27.8	224.7	127	0	1	126	21.4	71.4	7.1	216.8
Black	890	4	1	885	58.5	38.4	3.1	194.7	890	2	1	887	47.4	50.7	1.9	198.0
Asian	45	0	0	45	11.1	68.9	20.0	233.3	45	0	0	45	13.3	75.6	11.1	220.9
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	319	0	1	318	43.4	45.9	10.7	207.0	319	0	0	319	33.5	63.3	3.1	204.9
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	198	2	1	195	53.3	44.6	2.1	194.3	198	2	1	195	48.2	51.3	0.5	197.5
Economic Status																
Economically Disadvantaged	878	4	1	873	57.5	38.1	4.4	196.5	878	2	1	875	45.9	52.2	1.8	198.4
Non-Economically Disadvantaged	701	2	3	696	42.1	47.7	10.2	205.9	701	2	2	697	36.2	60.1	3.7	205.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
DFG V

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	23	0	0	23	4.3	87.0	8.7	230.3	23	0	0	23	4.3	69.6	26.1	236.3
General Education	23	0	0	23	4.3	87.0	8.7	230.3	23	0	0	23	4.3	69.6	26.1	236.3
Special Education	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	15	0	0	15	6.7	86.7	6.7	227.8	15	0	0	15	6.7	66.7	26.7	238.0
Male	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	23	0	0	23	4.3	87.0	8.7	230.3	23	0	0	23	4.3	69.6	26.1	236.3
Ethnicity [5]																
White	4	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Black	6	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*
Asian	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	5	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status																
Economically Disadvantaged	13	0	0	13	0.0	92.3	7.7	234.1	13	0	0	13	7.7	61.5	30.8	234.2
Non-Economically Disadvantaged	10	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/23/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 6
Statewide

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	105,298	561	164	104,573	29.2	53.5	17.3	216.9	105,298	400	252	104,047	25.0	65.8	9.2	213.3
General Education	86,079	352	80	85,647	21.0	58.5	20.5	223.0	86,079	212	150	85,717	16.8	72.3	11.0	218.9
Special Education	16,462	195	78	16,189	66.5	30.7	2.8	189.4	16,453	123	94	16,236	62.5	36.8	0.8	188.3
Limited English Proficient [3]	2,918	15	6	2,897	67.6	29.1	3.3	188.7	2,319	66	8	2,245	75.6	24.1	0.4	179.4
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	599	--	--	--	--	--	--	--
Gender [4]																
Female	51,136	218	55	50,863	28.6	54.6	16.8	217.0	51,136	152	89	50,606	21.9	67.0	11.1	216.3
Male	53,995	335	109	53,551	29.8	52.4	17.7	216.9	53,995	240	162	53,284	28.0	64.6	7.3	210.6
Migrant Status																
Migrant	42	0	0	42	61.9	33.3	4.8	193.2	42	0	0	37	62.2	35.1	2.7	194.2
Non-Migrant	105,256	561	164	104,531	29.2	53.5	17.3	216.9	105,256	400	252	104,010	25.0	65.8	9.2	213.3
Ethnicity [5]																
White	59,175	207	75	58,893	18.8	59.5	21.6	224.6	59,175	141	139	58,810	14.5	73.5	11.9	220.4
Black	18,736	210	48	18,478	55.2	40.6	4.1	196.4	18,736	105	55	18,546	48.4	49.8	1.8	197.1
Asian	7,440	17	6	7,417	11.0	48.5	40.5	239.1	7,440	32	20	7,297	10.8	67.5	21.7	227.8
Pacific Islander	217	0	0	217	18.0	53.9	28.1	227.8	217	0	0	210	13.3	75.7	11.0	219.8
Hispanic	18,464	112	29	18,323	43.6	49.4	7.0	204.0	18,464	109	32	17,961	40.9	56.5	2.6	201.0
American Indian/Alaskan Native	122	1	0	121	37.2	48.8	14.0	212.8	122	1	0	120	28.3	61.7	10.0	212.7
Other	1,144	14	6	1,124	34.8	48.0	17.3	212.8	1,144	12	6	1,103	30.6	60.0	9.3	210.1
Economic Status																
Economically Disadvantaged	30,701	293	69	30,339	49.9	44.7	5.4	199.9	30,701	194	85	30,079	46.5	51.6	1.9	197.9
Non-Economically Disadvantaged	74,597	268	95	74,234	20.8	57.1	22.1	223.9	74,597	206	167	73,968	16.3	71.5	12.1	219.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
Statewide - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	105,113	595	377	227	103,914	21.0	60.0	19.0	220.1	105,113	605	295	290	103,376	24.2	63.1	12.7	212.1
General Education [5]	85,336	0	244	137	84,955	14.0	63.7	22.4	225.5	85,336	0	174	190	84,972	15.8	69.0	15.2	218.3
Special Education	17,052	595	120	83	16,254	53.1	43.4	3.5	195.6	17,052	605	77	87	16,272	61.8	37.0	1.2	184.7
Limited English Proficient [6]	4,183	4	16	10	4,153	43.2	51.2	5.6	201.0	4,183	5	44	15	3,572	65.9	32.9	1.2	181.2
Current LEP	2,880	1	13	8	2,858	50.3	45.1	4.6	196.8	2,880	1	44	13	2,275	75.6	23.6	0.7	173.5
Former LEP	1,303	3	3	2	1,295	27.6	64.7	7.6	210.4	1,303	4	0	2	1,297	48.7	49.2	2.1	194.5
Gender [7]																		
Female	50,914	204	148	103	50,459	20.0	61.6	18.4	220.2	50,914	205	125	124	50,212	20.9	63.2	15.9	215.8
Male	54,046	370	220	124	53,332	21.9	58.6	19.5	220.0	54,046	380	160	165	53,047	27.4	62.9	9.7	208.5
Migrant Status																		
Migrant	35	0	0	0	35	45.7	45.7	8.6	199.9	35	0	2	0	27	48.1	48.1	3.7	190.4
Non-Migrant	105,078	595	377	227	103,879	21.0	60.0	19.0	220.1	105,078	605	293	290	103,349	24.2	63.1	12.7	212.1
Ethnicity [8]																		
White	58,700	320	135	90	58,155	13.0	63.8	23.2	226.5	58,700	327	91	123	58,082	13.6	70.1	16.3	219.7
Black or African American	18,188	125	145	81	17,837	42.6	52.3	5.0	201.3	18,188	124	93	91	17,856	47.2	49.8	3.1	194.6
Asian	7,995	29	11	14	7,941	6.3	48.4	45.3	242.0	7,995	29	16	14	7,838	10.6	61.0	28.4	227.6
Pacific Islander	177	0	0	0	177	10.2	61.6	28.2	231.0	177	0	0	1	174	17.8	60.9	21.3	221.9
Hispanic or Latino	19,164	109	80	40	18,935	31.1	60.9	8.0	209.0	19,164	113	79	56	18,585	41.0	55.0	4.1	198.3
Amer. Indian/AK Native	141	2	0	1	138	26.8	64.5	8.7	213.5	141	1	0	2	137	27.0	60.6	12.4	208.5
Other	748	10	6	1	731	27.1	55.8	17.1	215.6	748	11	16	3	704	28.8	58.9	12.2	209.7
Economic Status																		
Econ. Disadvantaged	30,628	194	185	104	30,145	37.2	56.2	6.5	205.2	30,628	198	132	123	29,864	45.6	51.2	3.2	195.4
Non-Econ. Disadvantaged	74,485	401	192	123	73,769	14.4	61.6	24.0	226.2	74,485	407	163	167	73,512	15.6	67.9	16.6	218.8

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG A - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	16,815	98	147	42	16,528	40.6	53.3	6.0	203.0	16,815	100	117	51	16,332	51.3	45.9	2.8	191.5
General Education [5]	12,326	0	101	18	12,207	31.6	60.6	7.7	208.7	12,326	0	78	24	12,224	40.3	56.0	3.6	199.9
Special Education	3,183	98	39	19	3,027	71.0	28.1	0.8	184.2	3,183	100	19	24	3,033	85.8	14.1	0.1	165.5
Limited English Proficient [6]	2,164	2	9	6	2,147	47.1	49.5	3.4	197.9	2,164	2	20	4	1,923	70.2	29.2	0.7	177.1
Current LEP	1,400	1	7	6	1,386	55.5	42.3	2.2	192.7	1,400	1	20	3	1,161	80.2	19.4	0.4	168.5
Former LEP	764	1	2	0	761	31.8	62.5	5.7	207.4	764	1	0	1	762	54.9	44.1	1.0	190.3
Gender [7]																		
Female	8,232	33	51	14	8,134	38.2	55.7	6.1	204.2	8,232	34	46	16	8,032	46.5	49.7	3.8	195.4
Male	8,537	61	90	28	8,358	42.9	51.1	6.0	201.9	8,537	62	66	35	8,265	56.1	42.2	1.7	187.7
Migrant Status																		
Migrant	21	0	0	0	21	52.4	38.1	9.5	198.2	21	0	0	0	19	57.9	42.1	0.0	181.1
Non-Migrant	16,794	98	147	42	16,507	40.6	53.3	6.0	203.0	16,794	100	117	51	16,313	51.3	45.9	2.8	191.5
Ethnicity [8]																		
White	1,665	6	7	8	1,644	22.3	64.3	13.4	216.7	1,665	6	5	7	1,628	29.4	63.3	7.3	206.8
Black or African American	6,849	48	84	20	6,697	52.2	44.9	2.9	195.3	6,849	46	53	25	6,711	59.2	39.3	1.6	186.5
Asian	209	0	1	0	208	16.3	62.5	21.2	223.5	209	0	0	0	204	28.4	60.3	11.3	209.0
Pacific Islander	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Hispanic or Latino	7,936	42	50	14	7,830	35.4	57.9	6.7	206.2	7,936	45	50	19	7,651	49.8	47.5	2.6	192.1
Amer. Indian/AK Native	15	0	0	0	15	26.7	66.7	6.7	210.5	15	0	0	0	15	33.3	60.0	6.7	210.9
Other	137	2	5	0	130	37.7	54.6	7.7	204.5	137	3	9	0	119	47.9	47.9	4.2	194.6
Economic Status																		
Econ. Disadvantaged	12,975	64	97	26	12,788	41.7	52.8	5.5	202.3	12,975	65	71	32	12,653	53.4	44.2	2.4	190.1
Non-Econ. Disadvantaged	3,840	34	50	16	3,740	37.1	55.1	7.8	205.5	3,840	35	46	19	3,679	44.4	51.6	4.0	196.3

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG B - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	10,621	87	47	21	10,466	30.1	60.7	9.2	210.2	10,621	85	31	37	10,376	36.6	58.5	4.8	201.3
General Education [5]	8,235	0	31	5	8,199	22.4	66.6	11.0	215.0	8,235	0	20	13	8,202	26.5	67.4	6.1	208.0
Special Education	1,941	87	13	15	1,826	58.5	38.9	2.6	192.7	1,941	85	5	17	1,834	74.0	25.7	0.3	176.7
Limited English Proficient [6]	616	1	3	2	610	48.5	48.9	2.6	197.4	616	1	6	8	509	69.7	30.1	0.2	178.9
Current LEP	457	0	3	1	453	56.5	41.3	2.2	193.0	457	0	6	7	352	78.7	21.3	0.0	171.9
Former LEP	159	1	0	1	157	25.5	70.7	3.8	209.9	159	1	0	1	157	49.7	49.7	0.6	194.6
Gender [7]																		
Female	5,171	36	22	8	5,105	28.3	63.2	8.5	210.9	5,171	33	19	10	5,064	32.3	61.4	6.3	204.8
Male	5,437	47	25	13	5,352	31.8	58.4	9.7	209.5	5,437	48	12	27	5,303	40.8	55.8	3.4	197.9
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	10,618	87	47	21	10,463	30.1	60.7	9.2	210.2	10,618	85	29	37	10,375	36.6	58.5	4.8	201.3
Ethnicity [8]																		
White	4,076	35	16	6	4,019	19.1	66.6	14.2	218.5	4,076	35	7	12	4,004	24.0	68.5	7.5	209.4
Black or African American	2,504	29	19	11	2,445	47.3	49.4	3.3	198.2	2,504	29	12	15	2,447	53.2	45.0	1.8	190.8
Asian	609	3	0	0	606	15.5	63.0	21.5	224.4	609	3	0	0	598	22.9	67.1	10.0	212.2
Pacific Islander	13	0	0	0	13	23.1	69.2	7.7	212.6	13	0	0	0	13	30.8	53.8	15.4	210.2
Hispanic or Latino	3,347	19	12	4	3,312	33.1	61.7	5.1	206.5	3,347	18	12	9	3,244	42.0	55.3	2.7	197.3
Amer. Indian/AK Native	38	1	0	0	37	32.4	62.2	5.4	211.1	38	0	0	1	37	29.7	54.1	16.2	208.0
Other	34	0	0	0	34	55.9	35.3	8.8	193.8	34	0	0	0	33	63.6	27.3	9.1	179.9
Economic Status																		
Econ. Disadvantaged	5,733	43	35	14	5,641	37.4	57.0	5.6	204.7	5,733	43	25	25	5,579	45.4	51.9	2.6	195.6
Non-Econ. Disadvantaged	4,888	44	12	7	4,825	21.6	65.1	13.3	216.6	4,888	42	6	12	4,797	26.4	66.2	7.4	207.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG CD - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	10,096	69	42	26	9,959	23.0	63.3	13.6	216.2	10,096	72	26	27	9,919	26.7	65.2	8.1	208.5
General Education [5]	8,177	0	22	16	8,139	15.4	68.5	16.1	221.4	8,177	0	12	19	8,146	17.2	73.0	9.8	214.7
Special Education	1,704	69	18	9	1,608	58.8	39.2	2.0	192.4	1,704	72	12	8	1,611	69.6	30.0	0.4	181.0
Limited English Proficient [6]	304	0	2	1	301	40.2	53.8	6.0	201.5	304	0	2	0	250	63.6	33.6	2.8	183.4
Current LEP	224	0	2	1	221	46.6	47.5	5.9	198.0	224	0	2	0	170	77.1	22.9	0.0	173.9
Former LEP	80	0	0	0	80	22.5	71.3	6.3	211.4	80	0	0	0	80	35.0	56.3	8.8	203.5
Gender [7]																		
Female	4,850	21	21	12	4,796	21.6	65.5	12.9	216.6	4,850	21	14	13	4,775	22.9	66.8	10.2	212.2
Male	5,233	43	21	14	5,155	24.4	61.3	14.3	215.8	5,233	46	12	14	5,136	30.2	63.6	6.2	205.2
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	10,095	69	42	26	9,958	23.0	63.3	13.6	216.2	10,095	72	26	27	9,918	26.7	65.2	8.1	208.5
Ethnicity [8]																		
White	5,392	34	14	9	5,335	17.7	65.4	16.9	220.8	5,392	36	10	15	5,322	18.9	70.7	10.4	213.7
Black or African American	1,979	17	18	9	1,935	35.2	59.7	5.1	205.1	1,979	17	9	6	1,942	41.0	56.3	2.6	199.0
Asian	597	4	1	4	588	8.5	59.4	32.1	233.0	597	4	0	1	574	16.2	66.6	17.2	219.1
Pacific Islander	22	0	0	0	22	4.5	72.7	22.7	227.4	22	0	0	0	22	18.2	50.0	31.8	230.1
Hispanic or Latino	2,002	13	9	4	1,976	29.7	62.4	7.9	209.9	2,002	14	7	4	1,957	36.5	58.8	4.6	200.8
Amer. Indian/AK Native	21	0	0	0	21	28.6	66.7	4.8	212.1	21	0	0	0	21	28.6	66.7	4.8	200.4
Other	83	1	0	0	82	30.5	61.0	8.5	211.1	83	1	0	1	81	32.1	61.7	6.2	207.7
Economic Status																		
Econ. Disadvantaged	3,417	26	17	15	3,359	32.3	60.3	7.4	208.5	3,417	28	10	17	3,332	38.7	57.4	3.9	200.1
Non-Econ. Disadvantaged	6,679	43	25	11	6,600	18.3	64.9	16.8	220.1	6,679	44	16	10	6,587	20.6	69.1	10.3	212.8

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG DE - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,609	104	45	17	13,443	18.0	64.6	17.5	220.6	13,609	108	35	22	13,424	19.7	69.8	10.5	213.4
General Education [5]	11,262	0	25	10	11,227	11.8	68.0	20.2	225.3	11,262	0	12	10	11,240	11.9	75.7	12.4	218.5
Special Education	2,194	104	19	7	2,064	49.9	46.7	3.4	196.8	2,194	108	20	10	2,056	58.9	40.2	0.9	187.5
Limited English Proficient [6]	221	1	1	0	219	38.8	54.8	6.4	204.4	221	1	3	2	195	60.0	39.0	1.0	185.8
Current LEP	156	0	1	0	155	45.8	51.6	2.6	198.9	156	0	3	2	131	73.3	26.7	0.0	178.0
Former LEP	65	1	0	0	64	21.9	62.5	15.6	217.8	65	1	0	0	64	32.8	64.1	3.1	201.6
Gender [7]																		
Female	6,549	41	18	7	6,483	17.1	66.1	16.8	220.6	6,549	43	15	6	6,477	16.2	70.2	13.6	217.1
Male	7,052	63	27	10	6,952	18.8	63.1	18.1	220.6	7,052	65	20	16	6,939	22.9	69.4	7.7	210.0
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	13,609	104	45	17	13,443	18.0	64.6	17.5	220.6	13,609	108	35	22	13,424	19.7	69.8	10.5	213.4
Ethnicity [8]																		
White	9,163	81	32	12	9,038	14.5	66.4	19.1	223.3	9,163	84	20	12	9,044	15.7	72.5	11.9	216.3
Black or African American	1,919	8	6	3	1,902	34.1	59.3	6.6	206.0	1,919	9	6	4	1,900	33.2	63.3	3.5	202.3
Asian	811	0	4	0	807	6.4	56.1	37.4	237.6	811	0	3	1	803	12.6	66.7	20.7	222.2
Pacific Islander	13	0	0	0	13	7.7	84.6	7.7	226.9	13	0	0	0	12	16.7	83.3	0.0	211.0
Hispanic or Latino	1,631	14	2	2	1,613	23.6	64.8	11.6	214.5	1,631	14	4	4	1,597	29.1	64.6	6.3	206.0
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*	*
Other	62	1	1	0	60	41.7	53.3	5.0	203.9	62	1	2	1	58	39.7	53.4	6.9	197.9
Economic Status																		
Econ. Disadvantaged	2,673	24	14	6	2,629	29.7	61.0	9.2	210.1	2,673	24	10	7	2,623	32.9	62.4	4.7	203.1
Non-Econ. Disadvantaged	10,936	80	31	11	10,814	15.1	65.4	19.4	223.1	10,936	84	25	15	10,801	16.5	71.6	11.9	215.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG FG - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,520	71	33	12	13,404	16.0	65.0	18.9	222.6	13,520	71	18	18	13,363	18.3	69.7	12.0	215.1
General Education [5]	11,206	0	20	4	11,182	9.4	68.5	22.1	227.6	11,206	0	9	9	11,188	10.5	75.4	14.1	220.3
Special Education	2,142	71	13	8	2,050	49.5	47.9	2.6	197.5	2,142	71	8	8	2,055	57.9	40.9	1.3	189.1
Limited English Proficient [6]	257	0	0	0	257	40.9	52.5	6.6	202.4	257	0	1	1	205	57.6	41.5	1.0	188.4
Current LEP	184	0	0	0	184	49.5	45.1	5.4	197.1	184	0	1	1	132	68.9	31.1	0.0	180.4
Former LEP	73	0	0	0	73	19.2	71.2	9.6	215.7	73	0	0	0	73	37.0	60.3	2.7	202.9
Gender [7]																		
Female	6,492	28	7	2	6,455	15.3	65.9	18.8	222.6	6,492	28	3	4	6,441	14.6	69.7	15.7	219.2
Male	7,010	36	23	10	6,941	16.7	64.3	19.1	222.5	7,010	37	12	13	6,915	21.7	69.7	8.6	211.4
Migrant Status																		
Migrant	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Non-Migrant	13,518	71	33	12	13,402	16.0	65.0	18.9	222.6	13,518	71	18	18	13,362	18.3	69.7	12.0	215.1
Ethnicity [8]																		
White	9,863	49	25	5	9,784	14.1	66.3	19.6	224.0	9,863	50	14	8	9,781	15.1	72.3	12.6	217.1
Black or African American	1,089	10	6	3	1,070	30.1	61.8	8.1	209.4	1,089	10	4	2	1,072	34.0	61.9	4.0	202.9
Asian	1,031	4	0	1	1,026	7.8	55.0	37.2	236.9	1,031	3	0	2	1,013	13.7	63.5	22.8	223.1
Pacific Islander	37	0	0	0	37	10.8	67.6	21.6	229.0	37	0	0	1	35	20.0	62.9	17.1	213.2
Hispanic or Latino	1,333	8	2	2	1,321	26.3	65.7	7.9	211.1	1,333	8	0	4	1,299	33.1	61.7	5.2	204.4
Amer. Indian/AK Native	14	0	0	1	13	15.4	84.6	0.0	214.8	14	0	0	1	12	8.3	91.7	0.0	211.3
Other	153	0	0	0	153	10.5	65.4	24.2	226.6	153	0	0	0	151	17.9	68.2	13.9	217.4
Economic Status																		
Econ. Disadvantaged	1,827	10	10	5	1,802	30.8	62.1	7.1	208.5	1,827	10	4	5	1,789	37.2	59.5	3.4	200.6
Non-Econ. Disadvantaged	11,693	61	23	7	11,602	13.7	65.5	20.8	224.8	11,693	61	14	13	11,574	15.4	71.3	13.3	217.4

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG GH - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	14,357	57	22	78	14,200	14.4	61.1	24.5	226.5	14,357	56	23	79	14,132	14.9	66.8	18.2	220.3
General Education [5]	12,031	0	14	69	11,948	8.3	63.6	28.1	231.5	12,031	0	14	70	11,947	7.8	71.0	21.2	225.6
Special Education	2,111	57	8	9	2,037	47.6	47.4	5.0	199.4	2,111	56	5	9	2,041	52.9	45.2	1.9	192.0
Limited English Proficient [6]	313	0	0	0	313	36.1	53.7	10.2	207.7	313	0	4	0	242	59.1	37.2	3.7	190.7
Current LEP	225	0	0	0	225	44.0	48.4	7.6	202.7	225	0	4	0	154	70.1	26.0	3.9	183.8
Former LEP	88	0	0	0	88	15.9	67.0	17.0	220.5	88	0	0	0	88	39.8	56.8	3.4	202.7
Gender [7]																		
Female	6,882	18	10	45	6,809	13.7	61.7	24.7	226.6	6,882	18	9	41	6,787	11.9	65.2	22.9	224.3
Male	7,466	39	12	33	7,382	15.1	60.5	24.4	226.4	7,466	38	14	38	7,337	17.7	68.3	13.9	216.6
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	14,354	57	22	78	14,197	14.4	61.1	24.5	226.5	14,354	56	23	79	14,130	14.9	66.8	18.2	220.3
Ethnicity [8]																		
White	9,698	44	20	30	9,604	11.9	64.1	24.0	227.4	9,698	43	12	28	9,607	11.7	69.5	18.8	222.3
Black or African American	1,466	4	2	31	1,429	31.1	59.5	9.4	210.1	1,466	4	3	33	1,424	31.5	62.1	6.4	205.7
Asian	1,805	6	0	8	1,791	6.1	45.3	48.6	243.4	1,805	6	5	7	1,760	9.0	59.3	31.8	229.9
Pacific Islander	32	0	0	0	32	9.4	53.1	37.5	236.4	32	0	0	0	32	18.8	43.8	37.5	231.4
Hispanic or Latino	1,258	1	0	9	1,248	25.6	63.3	11.1	214.1	1,258	1	2	11	1,216	29.4	63.6	7.1	207.4
Amer. Indian/AK Native	18	0	0	0	18	33.3	55.6	11.1	209.3	18	0	0	0	18	33.3	50.0	16.7	207.8
Other	80	2	0	0	78	32.1	47.4	20.5	216.1	80	2	1	0	75	21.3	52.0	26.7	220.6
Economic Status																		
Econ. Disadvantaged	1,579	5	2	29	1,543	30.9	59.9	9.1	210.0	1,579	4	4	29	1,517	34.7	59.7	5.6	203.8
Non-Econ. Disadvantaged	12,778	52	20	49	12,657	12.4	61.2	26.4	228.5	12,778	52	19	50	12,615	12.6	67.7	19.8	222.3

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG I - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	19,611	65	30	20	19,496	10.1	58.5	31.3	232.4	19,611	71	37	26	19,447	9.5	67.6	22.9	225.4
General Education [5]	16,594	0	21	9	16,564	5.1	59.3	35.5	237.2	16,594	0	22	21	16,551	4.0	69.5	26.4	230.0
Special Education	2,865	65	9	11	2,780	39.3	54.2	6.5	204.5	2,865	71	7	5	2,780	40.3	56.9	2.8	198.8
Limited English Proficient [6]	215	0	1	1	213	20.7	57.3	22.1	221.9	215	1	8	0	176	40.9	55.7	3.4	198.0
Current LEP	165	0	0	0	165	21.2	56.4	22.4	221.7	165	0	8	0	127	47.2	50.4	2.4	193.1
Former LEP	50	0	1	1	48	18.8	60.4	20.8	222.8	50	1	0	0	49	24.5	69.4	6.1	210.8
Gender [7]																		
Female	9,558	16	11	9	9,522	9.9	60.1	30.0	231.9	9,558	18	14	18	9,496	7.2	65.0	27.8	229.3
Male	10,017	49	19	11	9,938	10.4	57.1	32.5	232.9	10,017	53	21	8	9,918	11.6	70.1	18.2	221.6
Migrant Status																		
Migrant	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Non-Migrant	19,609	65	30	20	19,494	10.1	58.5	31.3	232.4	19,609	71	37	26	19,445	9.5	67.6	22.9	225.4
Ethnicity [8]																		
White	15,300	52	20	16	15,212	9.3	60.4	30.3	232.3	15,300	56	21	21	15,197	8.0	69.3	22.7	226.0
Black or African American	1,045	2	4	1	1,038	28.1	61.2	10.7	211.7	1,045	2	2	1	1,039	28.7	62.0	9.3	208.2
Asian	2,142	6	4	1	2,131	3.1	41.2	55.6	249.7	2,142	7	8	3	2,111	5.5	57.0	37.4	235.1
Pacific Islander	51	0	0	0	51	7.8	52.9	39.2	238.4	51	0	0	0	51	7.8	74.5	17.6	226.4
Hispanic or Latino	879	3	2	1	873	19.2	65.6	15.1	218.0	879	4	2	0	865	20.2	70.8	9.0	212.4
Amer. Indian/AK Native	23	1	0	0	22	18.2	68.2	13.6	218.2	23	1	0	0	22	13.6	68.2	18.2	215.9
Other	171	1	0	1	169	19.5	53.3	27.2	225.4	171	1	4	1	162	17.3	67.3	15.4	219.4
Economic Status																		
Econ. Disadvantaged	806	6	5	3	792	29.3	60.2	10.5	210.9	806	8	5	0	787	30.4	63.5	6.1	205.6
Non-Econ. Disadvantaged	18,805	59	25	17	18,704	9.3	58.5	32.2	233.3	18,805	63	32	26	18,660	8.6	67.8	23.6	226.2

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG J - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	4,304	23	3	4	4,274	6.1	53.2	40.7	239.6	4,304	21	3	20	4,250	5.8	65.5	28.7	230.5
General Education [5]	3,652	0	3	2	3,647	2.3	51.9	45.8	244.4	3,652	0	3	17	3,632	2.1	65.0	33.0	234.7
Special Education	616	23	0	2	591	29.4	60.2	10.3	211.1	616	21	0	3	592	26.7	69.6	3.7	206.5
Limited English Proficient [6]	43	0	0	0	43	9.3	62.8	27.9	228.9	43	0	0	0	33	39.4	54.5	6.1	201.9
Current LEP	36	0	0	0	36	11.1	63.9	25.0	227.1	36	0	0	0	26	46.2	50.0	3.8	197.9
Former LEP	7	*	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*	*
Gender [7]																		
Female	2,060	5	1	2	2,052	5.7	55.1	39.2	239.1	2,060	4	1	11	2,039	3.7	60.6	35.7	235.3
Male	2,241	18	2	2	2,219	6.5	51.3	42.2	240.1	2,241	17	2	9	2,208	7.7	70.0	22.3	226.2
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,304	23	3	4	4,274	6.1	53.2	40.7	239.6	4,304	21	3	20	4,250	5.8	65.5	28.7	230.5
Ethnicity [8]																		
White	3,338	13	1	4	3,320	6.2	57.1	36.6	237.2	3,338	11	2	19	3,305	5.9	67.0	27.0	229.6
Black or African American	75	1	0	0	74	32.4	54.1	13.5	214.4	75	1	0	0	74	18.9	71.6	9.5	214.4
Asian	746	6	1	0	739	1.8	33.2	65.1	255.5	746	6	0	0	732	3.4	56.8	39.8	237.6
Pacific Islander	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Hispanic or Latino	128	0	1	0	127	11.8	64.6	23.6	228.2	128	0	1	1	125	5.6	74.4	20.0	223.6
Amer. Indian/AK Native	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	13	*	*	*	*	*	*	*	*	13	*	*	*	*	*	*	*	*
Economic Status																		
Econ. Disadvantaged	79	2	0	0	77	27.3	54.5	18.2	216.9	79	2	0	0	77	14.3	76.6	9.1	214.4
Non-Econ. Disadvantaged	4,225	21	3	4	4,197	5.7	53.1	41.1	240.0	4,225	19	3	20	4,173	5.6	65.3	29.1	230.8

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG R - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	1,718	8	7	4	1,699	39.4	52.1	8.5	205.3	1,718	8	4	5	1,697	43.6	51.7	4.7	198.2
General Education [5]	1,517	0	7	4	1,506	36.1	54.6	9.3	207.4	1,517	0	4	5	1,508	39.6	55.3	5.1	201.2
Special Education	192	8	0	0	184	65.8	32.1	2.2	188.3	192	8	0	0	183	75.4	24.0	0.5	174.2
Limited English Proficient [6]	12	0	0	0	12	50.0	41.7	8.3	196.1	12	*	*	*	*	*	*	*	*
Current LEP	11	0	0	0	11	45.5	45.5	9.1	197.5	11	*	*	*	*	*	*	*	*
Former LEP	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Gender [7]																		
Female	893	2	6	2	883	38.7	53.2	8.0	205.5	893	2	3	2	886	41.0	52.9	6.1	200.7
Male	822	6	1	2	813	40.0	50.9	9.1	205.1	822	6	1	3	808	46.4	50.5	3.1	195.5
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	1,715	8	7	4	1,696	39.3	52.2	8.5	205.3	1,715	8	4	5	1,696	43.6	51.7	4.7	198.2
Ethnicity [8]																		
White	138	1	0	0	137	19.7	50.4	29.9	227.4	138	1	0	0	134	16.4	69.4	14.2	218.0
Black or African American	1,089	2	5	1	1,081	44.7	51.4	3.9	200.1	1,089	2	3	2	1,082	48.4	48.2	3.3	194.7
Asian	33	0	0	0	33	9.1	60.6	30.3	235.1	33	0	0	0	33	6.1	75.8	18.2	223.3
Pacific Islander	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Hispanic or Latino	442	5	2	3	432	35.2	53.0	11.8	208.8	442	5	1	3	432	43.5	52.5	3.9	198.4
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Other	13	0	0	0	13	23.1	76.9	0.0	206.9	13	0	0	0	13	15.4	76.9	7.7	214.8
Economic Status																		
Econ. Disadvantaged	1,191	6	4	3	1,178	43.7	50.7	5.6	201.4	1,191	6	2	4	1,177	49.5	47.0	3.5	194.4
Non-Econ. Disadvantaged	527	2	3	1	521	29.6	55.3	15.2	214.1	527	2	2	1	520	30.2	62.5	7.3	206.8

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG V - Grade 6

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13	0	0	0	13	7.7	53.8	38.5	235.8	13	0	0	0	13	7.7	69.2	23.1	223.7
General Education [5]	13	0	0	0	13	7.7	53.8	38.5	235.8	13	0	0	0	13	7.7	69.2	23.1	223.7
Special Education	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Limited English Proficient [6]	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [7]																		
Female	5	*	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*	*
Male	8	*	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*	*
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	13	0	0	0	13	7.7	53.8	38.5	235.8	13	0	0	0	13	7.7	69.2	23.1	223.7
Ethnicity [8]																		
White	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Black or African American	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status																		
Econ. Disadvantaged	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,606	672	240	548	102,146	43,773	42.9	55,956	54.8	2,417	2.4	201.9
General Education [5]	84,195	0	132	91	83,972	28,798	34.3	52,775	62.8	2,399	2.9	207.5
Special Education	16,827	672	73	112	15,970	13,031	81.6	2,923	18.3	16	0.1	177.0
Limited English Proficient [6]	3,965	14	40	355	3,556	2,945	82.8	608	17.1	3	0.1	173.3
Current LEP	2,781	8	36	353	2,384	2,121	89.0	261	10.9	2	0.1	166.7
Former LEP	1,184	6	4	2	1,172	824	70.3	347	29.6	1	0.1	186.6
Gender [7]												
Female	50,412	246	109	222	49,835	19,150	38.4	29,153	58.5	1,532	3.1	204.9
Male	52,990	410	120	318	52,142	24,490	47.0	26,767	51.3	885	1.7	199.0
Migrant Status												
Migrant	28	0	1	0	27	21	77.8	5	18.5	1	3.7	170.6
Non-Migrant	103,578	672	239	548	102,119	43,752	42.8	55,951	54.8	2,416	2.4	201.9
Ethnicity [8]												
White	57,461	344	71	154	56,892	17,763	31.2	37,531	66.0	1,598	2.8	208.6
Black or African American	17,577	141	80	113	17,243	11,895	69.0	5,296	30.7	52	0.3	186.4
Asian	8,522	38	18	136	8,330	1,794	21.5	5,879	70.6	657	7.9	216.6
Pacific Islander	158	0	0	2	156	62	39.7	91	58.3	3	1.9	203.7
Hispanic or Latino	19,070	129	53	135	18,753	11,818	63.0	6,845	36.5	90	0.5	189.5
Amer. Indian/AK Native	98	1	0	2	95	51	53.7	41	43.2	3	3.2	199.2
Other	720	19	18	6	677	390	57.6	273	40.3	14	2.1	193.1
Economic Status												
Econ. Disadvantaged	30,251	226	102	247	29,676	20,107	67.8	9,474	31.9	95	0.3	186.9
Non-Econ. Disadvantaged	73,355	446	138	301	72,470	23,666	32.7	46,482	64.1	2,322	3.2	208.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,606	631	224	180	102,571	28,709	28.0	53,298	52.0	20,564	20.0	219.0
General Education [5]	84,195	0	122	67	84,006	16,931	20.2	47,343	56.4	19,732	23.5	225.5
Special Education	16,827	631	93	111	15,992	10,147	63.5	5,156	32.2	689	4.3	189.4
Limited English Proficient [6]	3,965	13	15	6	3,931	2,300	58.5	1,380	35.1	251	6.4	193.7
Current LEP	2,781	8	11	4	2,758	1,794	65.0	819	29.7	145	5.3	188.8
Former LEP	1,184	5	4	2	1,173	506	43.1	561	47.8	106	9.0	205.3
Gender [7]												
Female	50,412	240	91	69	50,012	13,659	27.3	27,021	54.0	9,332	18.7	218.6
Male	52,990	376	128	109	52,377	14,935	28.5	26,221	50.1	11,221	21.4	219.5
Migrant Status												
Migrant	28	0	0	0	28	20	71.4	5	17.9	3	10.7	192.0
Non-Migrant	103,578	631	224	180	102,543	28,689	28.0	53,293	52.0	20,561	20.1	219.0
Ethnicity [8]												
White	57,461	316	74	81	56,990	10,228	17.9	32,794	57.5	13,968	24.5	226.9
Black or African American	17,577	130	93	57	17,297	9,213	53.3	7,174	41.5	910	5.3	196.7
Asian	8,522	36	6	10	8,470	831	9.8	3,684	43.5	3,955	46.7	244.2
Pacific Islander	158	0	0	0	158	29	18.4	88	55.7	41	25.9	225.8
Hispanic or Latino	19,070	129	48	31	18,862	8,085	42.9	9,190	48.7	1,587	8.4	204.6
Amer. Indian/AK Native	98	1	0	0	97	34	35.1	49	50.5	14	14.4	213.0
Other	720	19	3	1	697	289	41.5	319	45.8	89	12.8	207.7
Economic Status												
Econ. Disadvantaged	30,251	206	114	86	29,845	14,275	47.8	13,442	45.0	2,128	7.1	201.0
Non-Econ. Disadvantaged	73,355	425	110	94	72,726	14,434	19.8	39,856	54.8	18,436	25.3	226.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,122	119	95	135	15,773	11,415	72.4	4,319	27.4	39	0.2	183.2
General Education [5]	11,844	0	51	24	11,769	7,694	65.4	4,039	34.3	36	0.3	190.3
Special Education	3,069	119	25	34	2,891	2,729	94.4	161	5.6	1	0.0	161.1
Limited English Proficient [6]	2,035	7	22	84	1,922	1,623	84.4	297	15.5	2	0.1	171.3
Current LEP	1,323	4	19	83	1,217	1,095	90.0	120	9.9	2	0.2	164.3
Former LEP	712	3	3	1	705	528	74.9	177	25.1	0	0.0	183.5
Gender [7]												
Female	7,688	38	47	53	7,550	5,177	68.6	2,346	31.1	27	0.4	186.5
Male	8,337	77	42	82	8,136	6,159	75.7	1,965	24.2	12	0.1	180.2
Migrant Status												
Migrant	14	0	0	0	14	13	92.9	1	7.1	0	0.0	155.6
Non-Migrant	16,108	119	95	135	15,759	11,402	72.4	4,318	27.4	39	0.2	183.2
Ethnicity [8]												
White	1,509	12	10	14	1,473	746	50.6	709	48.1	18	1.2	197.8
Black or African American	6,328	45	53	60	6,170	4,949	80.2	1,218	19.7	3	0.0	178.3
Asian	242	4	4	5	229	111	48.5	116	50.7	2	0.9	200.4
Pacific Islander	6	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,874	57	25	54	7,738	5,467	70.7	2,255	29.1	16	0.2	184.0
Amer. Indian/AK Native	13	1	0	1	11	8	72.7	3	27.3	0	0.0	193.6
Other	150	0	3	1	146	130	89.0	16	11.0	0	0.0	170.8
Economic Status												
Econ. Disadvantaged	12,345	73	56	97	12,119	9,018	74.4	3,080	25.4	21	0.2	181.9
Non-Econ. Disadvantaged	3,777	46	39	38	3,654	2,397	65.6	1,239	33.9	18	0.5	187.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,122	115	100	42	15,865	8,273	52.1	6,514	41.1	1,078	6.8	198.0
General Education [5]	11,844	0	56	21	11,767	5,165	43.9	5,604	47.6	998	8.5	204.6
Special Education	3,069	115	38	20	2,896	2,303	79.5	552	19.1	41	1.4	176.0
Limited English Proficient [6]	2,035	6	11	4	2,014	1,236	61.4	695	34.5	83	4.1	190.6
Current LEP	1,323	4	7	2	1,310	900	68.7	371	28.3	39	3.0	185.0
Former LEP	712	2	4	2	704	336	47.7	324	46.0	44	6.3	201.1
Gender [7]												
Female	7,688	41	39	17	7,591	3,871	51.0	3,195	42.1	525	6.9	199.1
Male	8,337	71	57	24	8,185	4,336	53.0	3,297	40.3	552	6.7	197.3
Migrant Status												
Migrant	14	0	0	0	14	14	100.0	0	0.0	0	0.0	172.8
Non-Migrant	16,108	115	100	42	15,851	8,259	52.1	6,514	41.1	1,078	6.8	198.0
Ethnicity [8]												
White	1,509	13	4	3	1,489	454	30.5	801	53.8	234	15.7	215.7
Black or African American	6,328	41	64	21	6,202	3,940	63.5	2,057	33.2	205	3.3	189.3
Asian	242	3	2	1	236	61	25.8	117	49.6	58	24.6	223.7
Pacific Islander	6	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,874	57	28	16	7,773	3,709	47.7	3,485	44.8	579	7.4	201.1
Amer. Indian/AK Native	13	1	0	0	12	4	33.3	8	66.7	0	0.0	204.7
Other	150	0	2	1	147	103	70.1	42	28.6	2	1.4	180.9
Economic Status												
Econ. Disadvantaged	12,345	70	72	32	12,171	6,509	53.5	4,931	40.5	731	6.0	196.9
Non-Econ. Disadvantaged	3,777	45	28	10	3,694	1,764	47.8	1,583	42.9	347	9.4	201.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,192	84	25	81	10,002	5,806	58.0	4,132	41.3	64	0.6	192.7
General Education [5]	7,878	0	15	9	7,854	3,857	49.1	3,933	50.1	64	0.8	199.1
Special Education	1,883	84	9	15	1,775	1,607	90.5	168	9.5	0	0.0	169.9
Limited English Proficient [6]	597	1	2	57	537	466	86.8	71	13.2	0	0.0	170.7
Current LEP	465	1	2	57	405	373	92.1	32	7.9	0	0.0	164.7
Former LEP	132	0	0	0	132	93	70.5	39	29.5	0	0.0	189.0
Gender [7]												
Female	4,873	32	9	25	4,807	2,594	54.0	2,178	45.3	35	0.7	195.7
Male	5,291	49	16	51	5,175	3,198	61.8	1,948	37.6	29	0.6	189.9
Migrant Status												
Migrant	6	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,186	84	25	81	9,996	5,802	58.0	4,131	41.3	63	0.6	192.7
Ethnicity [8]												
White	3,903	40	7	26	3,830	1,764	46.1	2,030	53.0	36	0.9	199.7
Black or African American	2,338	17	9	20	2,292	1,711	74.7	578	25.2	3	0.1	183.3
Asian	576	1	0	14	561	219	39.0	333	59.4	9	1.6	202.8
Pacific Islander	30	0	0	0	30	13	43.3	16	53.3	1	3.3	202.6
Hispanic or Latino	3,271	22	9	21	3,219	2,056	63.9	1,149	35.7	14	0.4	189.2
Amer. Indian/AK Native	13	0	0	0	13	8	61.5	4	30.8	1	7.7	198.9
Other	61	4	0	0	57	35	61.4	22	38.6	0	0.0	189.7
Economic Status												
Econ. Disadvantaged	5,535	45	16	54	5,420	3,643	67.2	1,761	32.5	16	0.3	187.3
Non-Econ. Disadvantaged	4,657	39	9	27	4,582	2,163	47.2	2,371	51.7	48	1.0	199.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,192	80	20	22	10,070	3,913	38.9	5,098	50.6	1,059	10.5	208.0
General Education [5]	7,878	0	11	8	7,859	2,376	30.2	4,479	57.0	1,004	12.8	214.6
Special Education	1,883	80	9	14	1,780	1,225	68.8	511	28.7	44	2.5	184.4
Limited English Proficient [6]	597	1	1	0	595	394	66.2	175	29.4	26	4.4	188.7
Current LEP	465	1	1	0	463	340	73.4	112	24.2	11	2.4	183.5
Former LEP	132	0	0	0	132	54	40.9	63	47.7	15	11.4	207.1
Gender [7]												
Female	4,873	32	10	6	4,825	1,866	38.7	2,480	51.4	479	9.9	208.0
Male	5,291	45	10	16	5,220	2,030	38.9	2,610	50.0	580	11.1	208.1
Migrant Status												
Migrant	6	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,186	80	20	22	10,064	3,910	38.9	5,096	50.6	1,058	10.5	208.0
Ethnicity [8]												
White	3,903	37	5	8	3,853	981	25.5	2,261	58.7	611	15.9	217.9
Black or African American	2,338	17	7	12	2,302	1,365	59.3	863	37.5	74	3.2	193.0
Asian	576	1	0	0	575	117	20.3	315	54.8	143	24.9	225.8
Pacific Islander	30	0	0	0	30	7	23.3	15	50.0	8	26.7	224.4
Hispanic or Latino	3,271	21	8	2	3,240	1,417	43.7	1,608	49.6	215	6.6	203.5
Amer. Indian/AK Native	13	0	0	0	13	4	30.8	6	46.2	3	23.1	220.4
Other	61	4	0	0	57	22	38.6	30	52.6	5	8.8	205.3
Economic Status												
Econ. Disadvantaged	5,535	43	13	17	5,462	2,595	47.5	2,493	45.6	374	6.8	201.4
Non-Econ. Disadvantaged	4,657	37	7	5	4,608	1,318	28.6	2,605	56.5	685	14.9	215.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	9,812	74	22	65	9,651	4,964	51.4	4,593	47.6	94	1.0	197.3
General Education [5]	7,944	0	12	14	7,918	3,424	43.2	4,400	55.6	94	1.2	202.8
Special Education	1,664	74	9	20	1,561	1,390	89.0	171	11.0	0	0.0	172.5
Limited English Proficient [6]	291	1	2	32	256	211	82.4	45	17.6	0	0.0	174.2
Current LEP	220	1	1	31	187	165	88.2	22	11.8	0	0.0	169.0
Former LEP	71	0	1	1	69	46	66.7	23	33.3	0	0.0	188.3
Gender [7]												
Female	4,766	32	10	22	4,702	2,130	45.3	2,509	53.4	63	1.3	201.0
Male	5,037	42	12	42	4,941	2,828	57.2	2,082	42.1	31	0.6	193.9
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,810	74	21	65	9,650	4,963	51.4	4,593	47.6	94	1.0	197.3
Ethnicity [8]												
White	5,152	32	8	29	5,083	2,232	43.9	2,791	54.9	60	1.2	201.3
Black or African American	1,936	25	6	5	1,900	1,256	66.1	639	33.6	5	0.3	189.0
Asian	632	4	2	11	615	226	36.7	371	60.3	18	2.9	207.6
Pacific Islander	22	0	0	1	21	11	52.4	10	47.6	0	0.0	196.0
Hispanic or Latino	1,934	12	5	18	1,899	1,160	61.1	730	38.4	9	0.5	191.9
Amer. Indian/AK Native	17	0	0	1	16	10	62.5	6	37.5	0	0.0	192.4
Other	119	1	1	0	117	69	59.0	46	39.3	2	1.7	193.9
Economic Status												
Econ. Disadvantaged	3,494	32	11	29	3,422	2,172	63.5	1,237	36.1	13	0.4	190.5
Non-Econ. Disadvantaged	6,318	42	11	36	6,229	2,792	44.8	3,356	53.9	81	1.3	201.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	9,812	72	13	22	9,705	3,210	33.1	5,273	54.3	1,222	12.6	212.3
General Education [5]	7,944	0	5	10	7,929	1,992	25.1	4,762	60.1	1,175	14.8	218.4
Special Education	1,664	72	7	12	1,573	1,096	69.7	440	28.0	37	2.4	183.6
Limited English Proficient [6]	291	1	1	0	289	165	57.1	111	38.4	13	4.5	194.3
Current LEP	220	1	1	0	218	137	62.8	71	32.6	10	4.6	191.0
Former LEP	71	0	0	0	71	28	39.4	40	56.3	3	4.2	204.5
Gender [7]												
Female	4,766	31	6	7	4,722	1,496	31.7	2,635	55.8	591	12.5	212.9
Male	5,037	41	7	15	4,974	1,709	34.4	2,634	53.0	631	12.7	211.7
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,810	72	13	22	9,703	3,209	33.1	5,272	54.3	1,222	12.6	212.3
Ethnicity [8]												
White	5,152	32	6	15	5,099	1,330	26.1	2,970	58.2	799	15.7	217.7
Black or African American	1,936	24	6	3	1,903	921	48.4	904	47.5	78	4.1	198.6
Asian	632	3	0	2	627	101	16.1	359	57.3	167	26.6	230.2
Pacific Islander	22	0	0	0	22	4	18.2	15	68.2	3	13.6	218.1
Hispanic or Latino	1,934	12	1	2	1,919	793	41.3	962	50.1	164	8.5	206.0
Amer. Indian/AK Native	17	0	0	0	17	6	35.3	7	41.2	4	23.5	208.4
Other	119	1	0	0	118	55	46.6	56	47.5	7	5.9	204.1
Economic Status												
Econ. Disadvantaged	3,494	30	6	9	3,449	1,472	42.7	1,713	49.7	264	7.7	204.1
Non-Econ. Disadvantaged	6,318	42	7	13	6,256	1,738	27.8	3,560	56.9	958	15.3	216.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,464	100	16	43	13,305	5,655	42.5	7,431	55.9	219	1.6	202.3
General Education [5]	11,071	0	10	8	11,053	3,775	34.2	7,060	63.9	218	2.0	207.2
Special Education	2,234	100	3	7	2,124	1,763	83.0	360	16.9	1	0.0	179.2
Limited English Proficient [6]	219	1	3	29	186	160	86.0	26	14.0	0	0.0	172.2
Current LEP	166	1	3	29	133	122	91.7	11	8.3	0	0.0	165.7
Former LEP	53	0	0	0	53	38	71.7	15	28.3	0	0.0	188.4
Gender [7]												
Female	6,561	36	5	19	6,501	2,438	37.5	3,919	60.3	144	2.2	205.5
Male	6,888	64	9	24	6,791	3,206	47.2	3,510	51.7	75	1.1	199.4
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,463	100	16	43	13,304	5,655	42.5	7,430	55.8	219	1.6	202.3
Ethnicity [8]												
White	8,838	62	8	12	8,756	3,293	37.6	5,294	60.5	169	1.9	205.1
Black or African American	1,892	14	4	3	1,871	1,129	60.3	738	39.4	4	0.2	192.7
Asian	870	7	1	12	850	226	26.6	592	69.6	32	3.8	211.2
Pacific Islander	18	0	0	0	18	8	44.4	10	55.6	0	0.0	205.1
Hispanic or Latino	1,748	15	2	15	1,716	954	55.6	750	43.7	12	0.7	194.8
Amer. Indian/AK Native	11	0	0	0	11	4	36.4	7	63.6	0	0.0	201.1
Other	87	2	1	1	83	41	49.4	40	48.2	2	2.4	197.0
Economic Status												
Econ. Disadvantaged	3,021	25	5	17	2,974	1,756	59.0	1,199	40.3	19	0.6	193.1
Non-Econ. Disadvantaged	10,443	75	11	26	10,331	3,899	37.7	6,232	60.3	200	1.9	205.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,464	83	17	30	13,334	3,653	27.4	7,343	55.1	2,338	17.5	218.1
General Education [5]	11,071	0	12	5	11,054	2,170	19.6	6,629	60.0	2,255	20.4	223.9
Special Education	2,234	83	5	25	2,121	1,374	64.8	670	31.6	77	3.6	190.0
Limited English Proficient [6]	219	1	0	1	217	136	62.7	72	33.2	9	4.1	190.1
Current LEP	166	1	0	1	164	114	69.5	44	26.8	6	3.7	185.2
Former LEP	53	0	0	0	53	22	41.5	28	52.8	3	5.7	205.0
Gender [7]												
Female	6,561	32	9	11	6,509	1,717	26.4	3,715	57.1	1,077	16.5	218.2
Male	6,888	51	7	19	6,811	1,928	28.3	3,623	53.2	1,260	18.5	218.0
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,463	83	17	30	13,333	3,653	27.4	7,342	55.1	2,338	17.5	218.1
Ethnicity [8]												
White	8,838	46	13	19	8,760	1,992	22.7	5,078	58.0	1,690	19.3	221.5
Black or African American	1,892	13	4	4	1,871	869	46.4	878	46.9	124	6.6	202.3
Asian	870	7	0	1	862	104	12.1	425	49.3	333	38.6	237.7
Pacific Islander	18	0	0	0	18	4	22.2	7	38.9	7	38.9	230.1
Hispanic or Latino	1,748	15	0	6	1,727	648	37.5	905	52.4	174	10.1	208.6
Amer. Indian/AK Native	11	0	0	0	11	3	27.3	7	63.6	1	9.1	212.7
Other	87	2	0	0	85	33	38.8	43	50.6	9	10.6	208.6
Economic Status												
Econ. Disadvantaged	3,021	16	5	15	2,985	1,250	41.9	1,469	49.2	266	8.9	205.9
Non-Econ. Disadvantaged	10,443	67	12	15	10,349	2,403	23.2	5,874	56.8	2,072	20.0	221.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	12,825	77	17	57	12,674	4,815	38.0	7,646	60.3	213	1.7	204.6
General Education [5]	10,643	0	8	12	10,623	3,159	29.7	7,253	68.3	211	2.0	209.3
Special Education	2,035	77	5	13	1,940	1,562	80.5	376	19.4	2	0.1	180.6
Limited English Proficient [6]	209	1	4	33	171	133	77.8	38	22.2	0	0.0	178.5
Current LEP	151	0	4	33	114	97	85.1	17	14.9	0	0.0	172.7
Former LEP	58	1	0	0	57	36	63.2	21	36.8	0	0.0	190.0
Gender [7]												
Female	6,282	31	6	24	6,221	2,090	33.6	3,994	64.2	137	2.2	207.2
Male	6,532	46	10	33	6,443	2,720	42.2	3,647	56.6	76	1.2	202.1
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,824	77	17	57	12,673	4,814	38.0	7,646	60.3	213	1.7	204.6
Ethnicity [8]												
White	9,338	58	11	23	9,246	3,184	34.4	5,901	63.8	161	1.7	206.4
Black or African American	1,048	10	1	10	1,027	616	60.0	407	39.6	4	0.4	193.1
Asian	1,013	4	0	13	996	266	26.7	686	68.9	44	4.4	211.9
Pacific Islander	49	0	0	0	49	19	38.8	29	59.2	1	2.0	203.7
Hispanic or Latino	1,330	4	2	10	1,314	710	54.0	601	45.7	3	0.2	195.1
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other	37	1	3	1	32	14	43.8	18	56.3	0	0.0	203.9
Economic Status												
Econ. Disadvantaged	1,901	12	3	24	1,862	1,123	60.3	736	39.5	3	0.2	192.5
Non-Econ. Disadvantaged	10,924	65	14	33	10,812	3,692	34.1	6,910	63.9	210	1.9	206.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	12,825	69	19	20	12,717	2,944	23.2	7,293	57.3	2,480	19.5	221.0
General Education [5]	10,643	0	11	5	10,627	1,657	15.6	6,578	61.9	2,392	22.5	227.0
Special Education	2,035	69	8	15	1,943	1,196	61.6	665	34.2	82	4.2	190.6
Limited English Proficient [6]	209	1	0	0	208	112	53.8	80	38.5	16	7.7	196.3
Current LEP	151	0	0	0	151	94	62.3	50	33.1	7	4.6	190.1
Former LEP	58	1	0	0	57	18	31.6	30	52.6	9	15.8	212.7
Gender [7]												
Female	6,282	30	5	8	6,239	1,417	22.7	3,709	59.4	1,113	17.8	220.1
Male	6,532	39	14	12	6,467	1,523	23.6	3,579	55.3	1,365	21.1	221.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,824	69	19	20	12,716	2,943	23.1	7,293	57.4	2,480	19.5	221.0
Ethnicity [8]												
White	9,338	50	16	10	9,262	1,806	19.5	5,551	59.9	1,905	20.6	223.5
Black or African American	1,048	8	1	4	1,035	474	45.8	489	47.2	72	7.0	201.9
Asian	1,013	5	0	3	1,005	123	12.2	507	50.4	375	37.3	237.0
Pacific Islander	49	0	0	0	49	9	18.4	29	59.2	11	22.4	223.2
Hispanic or Latino	1,330	5	2	3	1,320	518	39.2	690	52.3	112	8.5	206.6
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other	37	1	0	0	36	9	25.0	22	61.1	5	13.9	222.0
Economic Status												
Econ. Disadvantaged	1,901	10	5	2	1,884	808	42.9	937	49.7	139	7.4	204.0
Non-Econ. Disadvantaged	10,924	59	14	18	10,833	2,136	19.7	6,356	58.7	2,341	21.6	224.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,405	80	20	67	14,238	4,347	30.5	9,321	65.5	570	4.0	209.6
General Education [5]	12,050	0	11	8	12,031	2,690	22.4	8,774	72.9	567	4.7	214.4
Special Education	2,157	80	6	5	2,066	1,538	74.4	525	25.4	3	0.1	184.1
Limited English Proficient [6]	280	1	3	54	222	167	75.2	55	24.8	0	0.0	180.7
Current LEP	202	1	3	54	144	122	84.7	22	15.3	0	0.0	173.0
Former LEP	78	0	0	0	78	45	57.7	33	42.3	0	0.0	195.0
Gender [7]												
Female	7,028	27	10	39	6,952	1,769	25.4	4,828	69.4	355	5.1	212.8
Male	7,353	48	9	27	7,269	2,570	35.4	4,484	61.7	215	3.0	206.6
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	14,404	80	20	67	14,237	4,346	30.5	9,321	65.5	570	4.0	209.6
Ethnicity [8]												
White	9,573	47	7	19	9,500	2,538	26.7	6,613	69.6	349	3.7	211.5
Black or African American	1,535	15	0	4	1,516	794	52.4	709	46.8	13	0.9	196.8
Asian	1,903	8	6	36	1,853	356	19.2	1,314	70.9	183	9.9	218.9
Pacific Islander	13	0	0	0	13	4	30.8	9	69.2	0	0.0	205.2
Hispanic or Latino	1,231	5	2	6	1,218	596	48.9	602	49.4	20	1.6	198.0
Amer. Indian/AK Native	14	0	0	0	14	9	64.3	4	28.6	1	7.1	195.9
Other	136	5	5	2	124	50	40.3	70	56.5	4	3.2	205.1
Economic Status												
Econ. Disadvantaged	1,567	16	0	13	1,538	891	57.9	636	41.4	11	0.7	193.4
Non-Econ. Disadvantaged	12,838	64	20	54	12,700	3,456	27.2	8,685	68.4	559	4.4	211.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,405	79	14	19	14,293	2,758	19.3	7,814	54.7	3,721	26.0	226.9
General Education [5]	12,050	0	5	9	12,036	1,497	12.4	6,958	57.8	3,581	29.8	232.8
Special Education	2,157	79	9	9	2,060	1,164	56.5	783	38.0	113	5.5	194.9
Limited English Proficient [6]	280	1	0	1	278	124	44.6	114	41.0	40	14.4	205.8
Current LEP	202	1	0	1	200	100	50.0	73	36.5	27	13.5	200.9
Former LEP	78	0	0	0	78	24	30.8	41	52.6	13	16.7	218.4
Gender [7]												
Female	7,028	26	3	9	6,990	1,326	19.0	3,960	56.7	1,704	24.4	226.2
Male	7,353	48	11	10	7,284	1,424	19.5	3,849	52.8	2,011	27.6	227.6
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	14,404	79	14	19	14,292	2,757	19.3	7,814	54.7	3,721	26.0	226.9
Ethnicity [8]												
White	9,573	47	9	11	9,506	1,515	15.9	5,503	57.9	2,488	26.2	228.7
Black or African American	1,535	14	2	6	1,513	590	39.0	776	51.3	147	9.7	207.2
Asian	1,903	8	1	1	1,893	174	9.2	816	43.1	903	47.7	244.8
Pacific Islander	13	0	0	0	13	1	7.7	10	76.9	2	15.4	234.5
Hispanic or Latino	1,231	5	2	1	1,223	436	35.7	636	52.0	151	12.3	210.3
Amer. Indian/AK Native	14	0	0	0	14	6	42.9	7	50.0	1	7.1	209.4
Other	136	5	0	0	131	36	27.5	66	50.4	29	22.1	222.4
Economic Status												
Econ. Disadvantaged	1,567	15	2	5	1,545	608	39.4	783	50.7	154	10.0	206.9
Non-Econ. Disadvantaged	12,838	64	12	14	12,748	2,150	16.9	7,031	55.2	3,567	28.0	229.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,103	98	29	59	19,917	4,678	23.5	14,301	71.8	938	4.7	213.5
General Education [5]	17,025	0	14	7	17,004	2,697	15.9	13,376	78.7	931	5.5	217.8
Special Education	2,923	98	11	11	2,803	1,899	67.7	897	32.0	7	0.2	188.5
Limited English Proficient [6]	216	2	4	41	169	111	65.7	57	33.7	1	0.6	186.5
Current LEP	167	0	4	41	122	93	76.2	29	23.8	0	0.0	179.1
Former LEP	49	2	0	0	47	18	38.3	28	59.6	1	2.1	205.7
Gender [7]												
Female	9,851	35	17	23	9,776	1,910	19.5	7,263	74.3	603	6.2	216.5
Male	10,241	59	12	36	10,134	2,763	27.3	7,036	69.4	335	3.3	210.6
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	20,102	98	29	59	19,916	4,678	23.5	14,300	71.8	938	4.7	213.5
Ethnicity [8]												
White	15,525	69	13	20	15,423	3,410	22.1	11,389	73.8	624	4.0	213.8
Black or African American	1,108	9	2	5	1,092	547	50.1	535	49.0	10	0.9	198.3
Asian	2,440	6	5	25	2,404	290	12.1	1,827	76.0	287	11.9	223.4
Pacific Islander	16	0	0	1	15	3	20.0	11	73.3	1	6.7	220.7
Hispanic or Latino	893	8	7	7	871	386	44.3	476	54.6	9	1.0	201.2
Amer. Indian/AK Native	18	0	0	0	18	6	33.3	11	61.1	1	5.6	209.3
Other	103	6	2	1	94	36	38.3	52	55.3	6	6.4	206.1
Economic Status												
Econ. Disadvantaged	837	10	4	8	815	472	57.9	338	41.5	5	0.6	194.2
Non-Econ. Disadvantaged	19,266	88	25	51	19,102	4,206	22.0	13,963	73.1	933	4.9	214.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,103	94	24	12	19,973	2,654	13.3	10,738	53.8	6,581	32.9	234.4
General Education [5]	17,025	0	12	3	17,010	1,193	7.0	9,476	55.7	6,341	37.3	240.1
Special Education	2,923	94	11	9	2,809	1,393	49.6	1,205	42.9	211	7.5	201.1
Limited English Proficient [6]	216	2	1	0	213	89	41.8	79	37.1	45	21.1	211.7
Current LEP	167	0	1	0	166	77	46.4	59	35.5	30	18.1	206.6
Former LEP	49	2	0	0	47	12	25.5	20	42.6	15	31.9	230.0
Gender [7]												
Female	9,851	34	13	5	9,799	1,271	13.0	5,580	56.9	2,948	30.1	232.8
Male	10,241	56	11	7	10,167	1,380	13.6	5,154	50.7	3,633	35.7	235.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	20,102	94	24	12	19,972	2,654	13.3	10,738	53.8	6,580	32.9	234.4
Ethnicity [8]												
White	15,525	67	14	9	15,435	1,860	12.1	8,691	56.3	4,884	31.6	234.2
Black or African American	1,108	7	2	3	1,096	396	36.1	579	52.8	121	11.0	210.0
Asian	2,440	6	3	0	2,431	126	5.2	884	36.4	1,421	58.5	253.9
Pacific Islander	16	0	0	0	16	1	6.3	7	43.8	8	50.0	242.1
Hispanic or Latino	893	8	5	0	880	248	28.2	515	58.5	117	13.3	215.5
Amer. Indian/AK Native	18	0	0	0	18	6	33.3	8	44.4	4	22.2	220.7
Other	103	6	0	0	97	17	17.5	54	55.7	26	26.8	227.9
Economic Status												
Econ. Disadvantaged	837	9	4	3	821	309	37.6	421	51.3	91	11.1	208.7
Non-Econ. Disadvantaged	19,266	85	20	9	19,152	2,345	12.2	10,317	53.9	6,490	33.9	235.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 6

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,465	16	8	29	4,412	717	16.3	3,429	77.7	266	6.0	218.1
General Education [5]	3,839	0	4	4	3,831	380	9.9	3,187	83.2	264	6.9	221.8
Special Education	570	16	4	1	549	312	56.8	235	42.8	2	0.4	194.7
Limited English Proficient [6]	64	0	0	24	40	27	67.5	13	32.5	0	0.0	186.3
Current LEP	58	0	0	24	34	27	79.4	7	20.6	0	0.0	181.2
Former LEP	6	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	2,144	6	3	11	2,124	291	13.7	1,674	78.8	159	7.5	220.3
Male	2,319	10	5	18	2,286	425	18.6	1,754	76.7	107	4.7	216.2
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	4,464	16	8	29	4,411	717	16.3	3,428	77.7	266	6.0	218.1
Ethnicity [8]												
White	3,425	12	6	8	3,399	529	15.6	2,693	79.2	177	5.2	217.8
Black or African American	105	1	1	0	103	48	46.6	51	49.5	4	3.9	201.8
Asian	790	3	0	20	767	85	11.1	601	78.4	81	10.6	224.2
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	133	0	0	1	132	52	39.4	76	57.6	4	3.0	203.8
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	11	*	*	*	*	*	*	*	*	*	*	*
Economic Status												
Econ. Disadvantaged	70	1	0	0	69	32	46.4	37	53.6	0	0.0	198.8
Non-Econ. Disadvantaged	4,395	15	8	29	4,343	685	15.8	3,392	78.1	266	6.1	218.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,465	15	8	6	4,436	335	7.6	2,231	50.3	1,870	42.2	242.5
General Education [5]	3,839	0	3	4	3,832	123	3.2	1,925	50.2	1,784	46.6	247.5
Special Education	570	15	5	2	548	200	36.5	277	50.5	71	13.0	209.3
Limited English Proficient [6]	64	0	0	0	64	14	21.9	32	50.0	18	28.1	227.2
Current LEP	58	0	0	0	58	14	24.1	29	50.0	15	25.9	224.5
Former LEP	6	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	2,144	5	3	3	2,133	163	7.6	1,171	54.9	799	37.5	239.6
Male	2,319	10	5	3	2,301	171	7.4	1,060	46.1	1,070	46.5	245.3
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	4,464	15	8	6	4,435	335	7.6	2,231	50.3	1,869	42.1	242.5
Ethnicity [8]												
White	3,425	12	6	4	3,403	243	7.1	1,858	54.6	1,302	38.3	240.5
Black or African American	105	1	2	0	102	35	34.3	54	52.9	13	12.7	212.0
Asian	790	2	0	2	786	23	2.9	239	30.4	524	66.7	259.8
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	133	0	0	0	133	30	22.6	78	58.6	25	18.8	218.0
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	11	0	0	0	11	4	36.4	2	18.2	5	45.5	228.7
Economic Status												
Econ. Disadvantaged	70	1	0	0	69	24	34.8	32	46.4	13	18.8	215.3
Non-Econ. Disadvantaged	4,395	14	8	6	4,367	311	7.1	2,199	50.4	1,857	42.5	243.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 6

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,782	2	8	6	1,766	1,116	63.2	636	36.0	14	0.8	191.3
General Education [5]	1,598	0	7	5	1,586	955	60.2	617	38.9	14	0.9	194.0
Special Education	178	2	1	1	174	155	89.1	19	10.9	0	0.0	167.6
Limited English Proficient [6]	10	*	*	*	*	*	*	*	*	*	*	*
Current LEP	10	*	*	*	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	998	1	2	4	991	626	63.2	356	35.9	9	0.9	191.5
Male	779	1	5	2	771	487	63.2	279	36.2	5	0.6	190.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	1,781	2	8	6	1,765	1,115	63.2	636	36.0	14	0.8	191.3
Ethnicity [8]												
White	130	0	1	0	129	44	34.1	81	62.8	4	3.1	207.6
Black or African American	1,141	0	4	5	1,132	764	67.5	362	32.0	6	0.5	189.1
Asian	49	1	0	0	48	9	18.8	38	79.2	1	2.1	215.6
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	446	1	1	1	443	289	65.2	151	34.1	3	0.7	189.5
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	*	*	*
Other	14	0	2	0	12	10	83.3	2	16.7	0	0.0	183.5
Economic Status												
Econ. Disadvantaged	1,207	1	7	5	1,194	815	68.3	372	31.2	7	0.6	188.2
Non-Econ. Disadvantaged	575	1	1	1	572	301	52.6	264	46.2	7	1.2	197.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,782	2	8	3	1,769	834	47.1	761	43.0	174	9.8	203.8
General Education [5]	1,598	0	7	2	1,589	689	43.4	734	46.2	166	10.4	206.7
Special Education	178	2	1	1	174	141	81.0	25	14.4	8	4.6	177.4
Limited English Proficient [6]	10	*	*	*	*	*	*	*	*	*	*	*
Current LEP	10	*	*	*	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	998	1	2	2	993	465	46.8	450	45.3	78	7.9	202.6
Male	779	1	6	1	771	367	47.6	308	39.9	96	12.5	205.3
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	1,781	2	8	3	1,768	834	47.2	760	43.0	174	9.8	203.7
Ethnicity [8]												
White	130	0	1	0	129	31	24.0	53	41.1	45	34.9	231.9
Black or African American	1,141	0	5	3	1,133	579	51.1	492	43.4	62	5.5	198.8
Asian	49	1	0	0	48	1	2.1	20	41.7	27	56.3	252.7
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	446	1	1	0	444	214	48.2	192	43.2	38	8.6	202.8
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	*	*	*
Other	14	0	1	0	13	8	61.5	4	30.8	1	7.7	197.6
Economic Status												
Econ. Disadvantaged	1,207	1	7	3	1,196	609	50.9	515	43.1	72	6.0	199.2
Non-Econ. Disadvantaged	575	1	1	0	573	225	39.3	246	42.9	102	17.8	213.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	15	0	0	0	15	6	40.0	9	60.0	0	0.0	204.2
General Education [5]	15	0	0	0	15	6	40.0	9	60.0	0	0.0	204.2
Special Education	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	7	*	*	*	*	*	*	*	*	*	*	*
Male	8	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	15	0	0	0	15	6	40.0	9	60.0	0	0.0	204.2
Ethnicity [8]												
White	1	*	*	*	*	*	*	*	*	*	*	*
Black or African American	4	*	*	*	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	6	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	9	*	*	*	*	*	*	*	*	*	*	*

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	15	0	0	0	15	0	0.0	9	60.0	6	40.0	240.1
General Education [5]	15	0	0	0	15	0	0.0	9	60.0	6	40.0	240.1
Special Education	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	7	*	*	*	*	*	*	*	*	*	*	*
Male	8	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	15	0	0	0	15	0	0.0	9	60.0	6	40.0	240.1
Ethnicity [8]												
White	1	*	*	*	*	*	*	*	*	*	*	*
Black or African American	4	*	*	*	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	6	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	9	*	*	*	*	*	*	*	*	*	*	*

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	18,889	143	104	174	18,468	13,339	72.2	5,069	27.4	60	0.3	183.3
General Education [5]	13,884	0	61	31	13,792	8,965	65.0	4,770	34.6	57	0.4	190.5
Special Education	3,604	143	26	47	3,388	3,216	94.9	171	5.0	1	0.0	160.7
Limited English Proficient [6]	2,257	7	20	103	2,127	1,816	85.4	309	14.5	2	0.1	170.3
Current LEP	1,522	4	17	102	1,399	1,269	90.7	128	9.1	2	0.1	163.4
Former LEP	735	3	3	1	728	547	75.1	181	24.9	0	0.0	183.6
Gender [7]												
Female	8,988	44	53	61	8,830	6,057	68.6	2,740	31.0	33	0.4	186.6
Male	9,794	95	45	109	9,545	7,200	75.4	2,318	24.3	27	0.3	180.3
Migrant Status												
Migrant	13	0	0	0	13	12	92.3	1	7.7	0	0.0	155.2
Non-Migrant	18,876	143	104	174	18,455	13,327	72.2	5,068	27.5	60	0.3	183.3
Ethnicity [8]												
White	2,029	22	11	33	1,963	1,044	53.2	899	45.8	20	1.0	195.7
Black or African American	7,437	52	56	72	7,257	5,804	80.0	1,447	19.9	6	0.1	178.4
Asian	480	4	3	13	460	214	46.5	238	51.7	8	1.7	199.5
Pacific Islander	20	0	0	0	20	15	75.0	4	20.0	1	5.0	190.9
Hispanic or Latino	8,746	63	31	55	8,597	6,117	71.2	2,456	28.6	24	0.3	183.8
Amer. Indian/AK Native	18	1	0	0	17	10	58.8	6	35.3	1	5.9	200.2
Other	159	1	3	1	154	135	87.7	19	12.3	0	0.0	170.6
Economic Status												
Econ. Disadvantaged	14,375	93	64	122	14,096	10,498	74.5	3,568	25.3	30	0.2	181.8
Non-Econ. Disadvantaged	4,514	50	40	52	4,372	2,841	65.0	1,501	34.3	30	0.7	188.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	18,889	140	107	55	18,587	9,769	52.6	7,580	40.8	1,238	6.7	197.8
General Education [5]	13,884	0	62	23	13,799	6,079	44.1	6,560	47.5	1,160	8.4	204.7
Special Education	3,604	140	39	31	3,394	2,733	80.5	622	18.3	39	1.1	174.8
Limited English Proficient [6]	2,257	6	11	3	2,237	1,405	62.8	746	33.3	86	3.8	189.7
Current LEP	1,522	4	7	2	1,509	1,058	70.1	412	27.3	39	2.6	184.2
Former LEP	735	2	4	1	728	347	47.7	334	45.9	47	6.5	201.0
Gender [7]												
Female	8,988	46	45	18	8,879	4,596	51.8	3,685	41.5	598	6.7	198.7
Male	9,794	91	58	36	9,609	5,102	53.1	3,868	40.3	639	6.7	197.1
Migrant Status												
Migrant	13	0	0	0	13	13	100.0	0	0.0	0	0.0	173.9
Non-Migrant	18,876	140	107	55	18,574	9,756	52.5	7,580	40.8	1,238	6.7	197.8
Ethnicity [8]												
White	2,029	23	5	8	1,993	649	32.6	1,051	52.7	293	14.7	213.8
Black or African American	7,437	50	65	31	7,291	4,647	63.7	2,404	33.0	240	3.3	189.2
Asian	480	4	2	0	474	136	28.7	242	51.1	96	20.3	220.2
Pacific Islander	20	0	0	0	20	9	45.0	8	40.0	3	15.0	207.3
Hispanic or Latino	8,746	61	33	15	8,637	4,219	48.8	3,815	44.2	603	7.0	200.3
Amer. Indian/AK Native	18	1	0	0	17	3	17.6	12	70.6	2	11.8	218.6
Other	159	1	2	1	155	106	68.4	48	31.0	1	0.6	180.9
Economic Status												
Econ. Disadvantaged	14,375	90	78	42	14,165	7,685	54.3	5,673	40.0	807	5.7	196.4
Non-Econ. Disadvantaged	4,514	50	29	13	4,422	2,084	47.1	1,907	43.1	431	9.7	202.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	84,717	529	136	374	83,678	30,434	36.4	50,887	60.8	2,357	2.8	206.0
General Education [5]	70,311	0	71	60	70,180	19,833	28.3	48,005	68.4	2,342	3.3	210.8
Special Education	13,223	529	47	65	12,582	9,815	78.0	2,752	21.9	15	0.1	181.4
Limited English Proficient [6]	1,708	7	20	252	1,429	1,129	79.0	299	20.9	1	0.1	177.7
Current LEP	1,259	4	19	251	985	852	86.5	133	13.5	0	0.0	171.4
Former LEP	449	3	1	1	444	277	62.4	166	37.4	1	0.2	191.6
Gender [7]												
Female	41,424	202	56	161	41,005	13,093	31.9	26,413	64.4	1,499	3.7	208.9
Male	43,196	315	75	209	42,597	17,290	40.6	24,449	57.4	858	2.0	203.2
Migrant Status												
Migrant	15	0	1	0	14	9	64.3	4	28.6	1	7.1	184.9
Non-Migrant	84,702	529	135	374	83,664	30,425	36.4	50,883	60.8	2,356	2.8	206.0
Ethnicity [8]												
White	55,432	322	60	121	54,929	16,719	30.4	36,632	66.7	1,578	2.9	209.1
Black or African American	10,140	89	24	41	9,986	6,091	61.0	3,849	38.5	46	0.5	192.2
Asian	8,042	34	15	123	7,870	1,580	20.1	5,641	71.7	649	8.2	217.6
Pacific Islander	138	0	0	2	136	47	34.6	87	64.0	2	1.5	205.6
Hispanic or Latino	10,324	66	22	80	10,156	5,701	56.1	4,389	43.2	66	0.6	194.3
Amer. Indian/AK Native	80	0	0	2	78	41	52.6	35	44.9	2	2.6	198.9
Other	561	18	15	5	523	255	48.8	254	48.6	14	2.7	199.7
Economic Status												
Econ. Disadvantaged	15,876	133	38	125	15,580	9,609	61.7	5,906	37.9	65	0.4	191.5
Non-Econ. Disadvantaged	68,841	396	98	249	68,098	20,825	30.6	44,981	66.1	2,292	3.4	209.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	84,717	491	117	125	83,984	18,940	22.6	45,718	54.4	19,326	23.0	223.7
General Education [5]	70,311	0	60	44	70,207	10,852	15.5	40,783	58.1	18,572	26.5	229.6
Special Education	13,223	491	54	80	12,598	7,414	58.9	4,534	36.0	650	5.2	193.3
Limited English Proficient [6]	1,708	7	4	3	1,694	895	52.8	634	37.4	165	9.7	199.0
Current LEP	1,259	4	4	2	1,249	736	58.9	407	32.6	106	8.5	194.4
Former LEP	449	3	0	1	445	159	35.7	227	51.0	59	13.3	212.2
Gender [7]												
Female	41,424	194	46	51	41,133	9,063	22.0	23,336	56.7	8,734	21.2	222.9
Male	43,196	285	70	73	42,768	9,833	23.0	22,353	52.3	10,582	24.7	224.5
Migrant Status												
Migrant	15	0	0	0	15	7	46.7	5	33.3	3	20.0	207.6
Non-Migrant	84,702	491	117	125	83,969	18,933	22.5	45,713	54.4	19,323	23.0	223.7
Ethnicity [8]												
White	55,432	293	69	73	54,997	9,579	17.4	31,743	57.7	13,675	24.9	227.4
Black or African American	10,140	80	28	26	10,006	4,566	45.6	4,770	47.7	670	6.7	202.2
Asian	8,042	32	4	10	7,996	695	8.7	3,442	43.0	3,859	48.3	245.7
Pacific Islander	138	0	0	0	138	20	14.5	80	58.0	38	27.5	228.4
Hispanic or Latino	10,324	68	15	16	10,225	3,866	37.8	5,375	52.6	984	9.6	208.2
Amer. Indian/AK Native	80	0	0	0	80	31	38.8	37	46.3	12	15.0	211.8
Other	561	18	1	0	542	183	33.8	271	50.0	88	16.2	215.4
Economic Status												
Econ. Disadvantaged	15,876	116	36	44	15,680	6,590	42.0	7,769	49.5	1,321	8.4	205.1
Non-Econ. Disadvantaged	68,841	375	81	81	68,304	12,350	18.1	37,949	55.6	18,005	26.4	227.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 6

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,584	616	200	336	102,432	30,967	30.2	64,123	62.6	7,342	7.2	210.3
General Education [5]	84,596	0	106	52	84,438	18,352	21.7	58,878	69.7	7,208	8.5	215.6
Special Education	16,707	616	68	94	15,929	11,001	69.1	4,800	30.1	128	0.8	185.8
Limited English Proficient [6]	3,970	11	27	197	3,735	2,600	69.6	1,112	29.8	23	0.6	186.1
Current LEP	2,451	3	27	195	2,226	1,765	79.3	455	20.4	6	0.3	180.1
Former LEP	1,519	8	0	2	1,509	835	55.3	657	43.5	17	1.1	194.9
Gender [7]												
Female	50,284	193	92	129	49,870	13,129	26.3	32,248	64.7	4,493	9.0	213.4
Male	53,234	421	105	207	52,501	17,799	33.9	31,853	60.7	2,849	5.4	207.3
Migrant Status												
Migrant	28	0	1	1	26	15	57.7	11	42.3	0	0.0	196.5
Non-Migrant	103,556	616	199	335	102,406	30,952	30.2	64,112	62.6	7,342	7.2	210.3
Ethnicity [8]												
White	56,505	322	52	115	56,016	11,018	19.7	40,080	71.6	4,918	8.8	216.6
Black or African American	17,494	103	59	67	17,265	9,207	53.3	7,782	45.1	276	1.6	195.3
Asian	8,569	42	19	100	8,408	1,107	13.2	5,660	67.3	1,641	19.5	225.2
Pacific Islander	284	1	0	2	281	55	19.6	158	56.2	68	24.2	223.7
Hispanic or Latino	19,548	127	49	48	19,324	9,129	47.2	9,824	50.8	371	1.9	198.9
Amer. Indian/AK Native	108	2	0	2	104	37	35.6	59	56.7	8	7.7	209.2
Other	1,076	19	21	2	1,034	414	40.0	560	54.2	60	5.8	204.4
Economic Status												
Econ. Disadvantaged	32,109	211	103	157	31,638	16,445	52.0	14,744	46.6	449	1.4	196.1
Non-Econ. Disadvantaged	71,475	405	97	179	70,794	14,522	20.5	49,379	69.8	6,893	9.7	216.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 6

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	103,584	596	199	146	102,643	29,869	29.1	46,773	45.6	26,001	25.3	220.6
General Education [5]	84,596	0	111	49	84,436	18,181	21.5	41,512	49.2	24,743	29.3	227.1
Special Education	16,707	596	81	94	15,936	10,183	63.9	4,684	29.4	1,069	6.7	190.6
Limited English Proficient [6]	3,970	11	7	6	3,946	2,331	59.1	1,241	31.4	374	9.5	194.4
Current LEP	2,451	3	7	5	2,436	1,646	67.6	599	24.6	191	7.8	187.7
Former LEP	1,519	8	0	1	1,510	685	45.4	642	42.5	183	12.1	205.3
Gender [7]												
Female	50,284	194	95	47	49,948	14,455	28.9	23,770	47.6	11,723	23.5	219.7
Male	53,234	400	103	99	52,632	15,375	29.2	22,984	43.7	14,273	27.1	221.5
Migrant Status												
Migrant	28	0	2	0	26	12	46.2	11	42.3	3	11.5	199.8
Non-Migrant	103,556	596	197	146	102,617	29,857	29.1	46,762	45.6	25,998	25.3	220.6
Ethnicity [8]												
White	56,505	311	66	58	56,070	10,815	19.3	28,142	50.2	17,113	30.5	228.4
Black or African American	17,494	99	69	49	17,277	9,324	54.0	6,547	37.9	1,406	8.1	197.9
Asian	8,569	45	5	7	8,512	857	10.1	2,933	34.5	4,722	55.5	249.0
Pacific Islander	284	1	0	1	282	45	16.0	109	38.7	128	45.4	240.5
Hispanic or Latino	19,548	120	42	27	19,359	8,360	43.2	8,566	44.2	2,433	12.6	206.2
Amer. Indian/AK Native	108	1	0	3	104	38	36.5	45	43.3	21	20.2	215.1
Other	1,076	19	17	1	1,039	430	41.4	431	41.5	178	17.1	208.9
Economic Status												
Econ. Disadvantaged	32,109	199	104	75	31,731	15,386	48.5	12,979	40.9	3,366	10.6	202.2
Non-Econ. Disadvantaged	71,475	397	95	71	70,912	14,483	20.4	33,794	47.7	22,635	31.9	228.9

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	104,297	685	244	463	102,905	28,889	28.1	55,311	53.7	18,705	18.2	215.2
General Education [5]	84,748	0	151	80	84,517	16,316	19.3	49,875	59.0	18,326	21.7	222.1
Special Education	17,105	685	74	132	16,214	11,002	67.9	4,860	30.0	352	2.2	183.9
Limited English Proficient [6]	3,700	19	25	255	3,401	2,240	65.9	1,083	31.8	78	2.3	185.8
Current LEP	2,620	11	19	253	2,337	1,715	73.4	595	25.5	27	1.2	179.9
Former LEP	1,080	8	6	2	1,064	525	49.3	488	45.9	51	4.8	198.6
Gender [7]												
Female	50,771	264	108	194	50,205	11,999	23.9	27,718	55.2	10,488	20.9	219.1
Male	53,460	418	131	269	52,642	16,855	32.0	27,573	52.4	8,214	15.6	211.6
Migrant Status												
Migrant	15	0	0	0	15	12	80.0	3	20.0	0	0.0	172.3
Non-Migrant	104,282	685	244	463	102,890	28,877	28.1	55,308	53.8	18,705	18.2	215.2
Ethnicity [8]												
White	57,548	350	58	165	56,975	10,415	18.3	33,409	58.6	13,151	23.1	223.0
Black or African American	17,477	127	100	96	17,154	8,696	50.7	7,578	44.2	880	5.1	196.2
Asian	8,546	39	14	112	8,381	907	10.8	4,189	50.0	3,285	39.2	235.7
Pacific Islander	234	2	0	2	230	46	20.0	130	56.5	54	23.5	221.5
Hispanic or Latino	19,324	144	51	76	19,053	8,396	44.1	9,435	49.5	1,222	6.4	200.7
Amer. Indian/AK Native	103	1	1	4	97	29	29.9	60	61.9	8	8.2	212.6
Other	1,065	22	20	8	1,015	400	39.4	510	50.2	105	10.3	204.9
Economic Status												
Econ. Disadvantaged	31,163	270	122	208	30,563	14,945	48.9	14,074	46.0	1,544	5.1	197.3
Non-Econ. Disadvantaged	73,134	415	122	255	72,342	13,944	19.3	41,237	57.0	17,161	23.7	222.8

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	104,297	677	268	179	103,173	34,752	33.7	43,988	42.6	24,433	23.7	215.7
General Education [5]	84,748	0	156	76	84,516	21,440	25.4	39,534	46.8	23,542	27.9	223.4
Special Education	17,105	677	105	95	16,228	11,615	71.6	3,894	24.0	719	4.4	180.3
Limited English Proficient [6]	3,700	18	10	9	3,663	2,356	64.3	1,014	27.7	293	8.0	187.6
Current LEP	2,620	9	7	9	2,595	1,841	70.9	579	22.3	175	6.7	181.7
Former LEP	1,080	9	3	0	1,068	515	48.2	435	40.7	118	11.0	202.0
Gender [7]												
Female	50,771	268	113	65	50,325	16,841	33.5	22,283	44.3	11,201	22.3	215.3
Male	53,460	406	150	114	52,790	17,873	33.9	21,691	41.1	13,226	25.1	216.1
Migrant Status												
Migrant	15	0	0	0	15	13	86.7	2	13.3	0	0.0	174.5
Non-Migrant	104,282	677	268	179	103,158	34,739	33.7	43,986	42.6	24,433	23.7	215.7
Ethnicity [8]												
White	57,548	351	75	81	57,041	13,436	23.6	27,064	47.4	16,541	29.0	224.4
Black or African American	17,477	125	108	54	17,190	10,254	59.7	5,768	33.6	1,168	6.8	190.9
Asian	8,546	38	6	6	8,496	1,010	11.9	3,010	35.4	4,476	52.7	245.1
Pacific Islander	234	2	0	0	232	57	24.6	104	44.8	71	30.6	223.6
Hispanic or Latino	19,324	139	63	35	19,087	9,491	49.7	7,582	39.7	2,014	10.6	199.6
Amer. Indian/AK Native	103	1	0	0	102	40	39.2	41	40.2	21	20.6	210.9
Other	1,065	21	16	3	1,025	464	45.3	419	40.9	142	13.9	203.1
Economic Status												
Econ. Disadvantaged	31,163	253	148	78	30,684	16,648	54.3	11,271	36.7	2,765	9.0	195.6
Non-Econ. Disadvantaged	73,134	424	120	101	72,489	18,104	25.0	32,717	45.1	21,668	29.9	224.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG A

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	17,998	325	33	17,640	62.3	34.8	3.0	192.8	17,998	239	71	17,400	45.0	53.3	1.7	199.9
General Education	13,238	223	16	12,999	54.7	41.5	3.9	197.6	13,238	142	46	13,050	33.7	64.0	2.2	206.1
Special Education	3,411	91	16	3,304	86.8	13.0	0.2	177.5	3,407	59	23	3,325	79.6	20.4	0.0	181.4
Limited English Proficient [3]	1,419	11	1	1,407	76.4	23.0	0.6	183.9	1,131	38	2	1,091	76.4	23.6	0.1	181.3
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	288	--	--	--	--	--	--	--
Gender [4]																
Female	8,765	132	10	8,623	62.0	35.2	2.8	193.0	8,765	99	28	8,498	37.0	60.5	2.5	204.3
Male	9,166	188	23	8,955	62.6	34.3	3.1	192.6	9,166	137	43	8,838	52.7	46.4	0.9	195.7
Migrant Status																
Migrant	21	0	0	21	57.1	38.1	4.8	192.7	21	0	0	20	45.0	50.0	5.0	196.9
Non-Migrant	17,977	325	33	17,619	62.3	34.8	3.0	192.8	17,977	239	71	17,380	45.0	53.3	1.7	199.9
Ethnicity [5]																
White	1,760	13	4	1,743	42.7	49.2	8.1	205.3	1,760	10	12	1,722	25.7	69.6	4.6	211.0
Black	7,682	190	20	7,472	73.0	26.2	0.8	186.1	7,682	125	39	7,509	53.3	45.9	0.7	195.9
Asian	267	1	0	266	35.0	51.5	13.5	212.4	267	3	0	256	25.0	68.0	7.0	214.0
Pacific Islander	3	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*
Hispanic	8,137	117	9	8,011	57.4	39.0	3.5	195.7	8,137	100	20	7,767	41.7	56.5	1.8	200.9
American Indian/Alaskan Native	23	0	0	23	52.2	43.5	4.3	202.7	23	0	0	23	26.1	60.9	13.0	211.7
Other	126	4	0	122	66.4	32.8	0.8	189.0	126	1	0	122	57.4	42.6	0.0	194.4
Economic Status																
Economically Disadvantaged	13,221	238	26	12,957	64.4	33.2	2.4	191.5	13,221	164	55	12,788	47.5	51.1	1.4	198.4
Non-Economically Disadvantaged	4,777	87	7	4,683	56.6	38.9	4.5	196.3	4,777	75	16	4,612	38.1	59.4	2.5	204.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG B

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	11,535	147	26	11,362	47.1	46.6	6.4	202.2	11,535	77	65	11,273	29.9	66.2	3.9	208.2
General Education	8,854	78	9	8,767	37.4	54.7	7.9	208.2	8,854	30	25	8,799	18.5	76.6	4.9	214.3
Special Education	2,110	63	17	2,030	81.3	17.7	1.0	180.8	2,110	39	25	2,046	69.8	30.0	0.2	187.4
Limited English Proficient [3]	588	6	0	582	74.7	23.5	1.7	185.9	468	9	15	444	73.9	26.1	0.0	182.9
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	120	--	--	--	--	--	--	--
Gender [4]																
Female	5,569	58	8	5,503	46.6	48.2	5.2	201.8	5,569	33	25	5,449	23.5	71.0	5.5	212.4
Male	5,952	88	18	5,846	47.5	45.0	7.5	202.6	5,952	43	40	5,812	35.8	61.8	2.4	204.3
Migrant Status																
Migrant	5	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*
Non-Migrant	11,530	147	26	11,357	47.0	46.6	6.4	202.2	11,530	77	65	11,268	29.9	66.2	3.9	208.2
Ethnicity [5]																
White	4,678	52	6	4,620	37.2	53.7	9.1	208.9	4,678	27	31	4,606	19.3	74.6	6.2	214.6
Black	2,762	51	11	2,700	64.1	33.6	2.3	191.2	2,762	17	16	2,728	45.2	53.7	1.1	199.8
Asian	565	4	1	560	26.3	57.3	16.4	219.1	565	3	1	544	16.5	75.6	7.9	215.8
Pacific Islander	42	2	0	40	25.0	62.5	12.5	216.2	42	3	0	37	24.3	64.9	10.8	216.7
Hispanic	3,395	36	8	3,351	50.6	45.3	4.1	198.8	3,395	26	17	3,267	34.3	63.6	2.1	204.9
American Indian/Alaskan Native	43	0	0	43	39.5	44.2	16.3	212.0	43	0	0	43	25.6	72.1	2.3	208.4
Other	50	2	0	48	52.1	45.8	2.1	198.5	50	1	0	48	37.5	50.0	12.5	204.8
Economic Status																
Economically Disadvantaged	6,014	99	16	5,899	56.1	40.4	3.5	196.2	6,014	52	33	5,840	38.6	59.5	1.9	202.8
Non-Economically Disadvantaged	5,521	48	10	5,463	37.3	53.2	9.5	208.8	5,521	25	32	5,433	20.5	73.4	6.0	214.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG CD

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	10,269	119	27	10,123	38.4	51.6	10.0	208.5	10,269	91	26	10,112	21.0	73.0	5.9	214.1
General Education	8,299	63	9	8,227	29.6	58.3	12.1	214.2	8,299	32	13	8,254	11.9	80.9	7.2	219.1
Special Education	1,727	53	18	1,656	77.8	21.4	0.7	183.4	1,726	34	13	1,679	61.2	38.6	0.2	191.8
Limited English Proficient [3]	257	4	0	253	66.0	31.6	2.4	189.8	217	26	0	191	67.0	33.0	0.0	190.2
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	40	--	--	--	--	--	--	--
Gender [4]																
Female	4,898	41	13	4,844	38.4	52.6	9.0	208.3	4,898	34	11	4,841	15.1	76.4	8.5	218.5
Male	5,368	77	14	5,277	38.4	50.7	10.9	208.7	5,368	57	15	5,269	26.5	69.9	3.6	210.0
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	10,269	119	27	10,123	38.4	51.6	10.0	208.5	10,269	91	26	10,112	21.0	73.0	5.9	214.1
Ethnicity [5]																
White	5,510	42	10	5,458	32.5	55.0	12.5	212.8	5,510	21	11	5,462	15.3	76.9	7.9	217.9
Black	2,076	46	13	2,017	54.3	41.9	3.8	197.3	2,076	24	12	2,036	33.4	64.0	2.6	206.1
Asian	499	3	1	495	18.2	58.6	23.2	226.8	499	5	1	490	10.8	79.0	10.2	222.2
Pacific Islander	93	0	0	93	16.1	69.9	14.0	221.6	93	0	0	93	12.9	78.5	8.6	219.0
Hispanic	2,004	27	3	1,974	44.9	49.4	5.7	202.8	2,004	40	2	1,945	27.8	69.4	2.8	209.0
American Indian/Alaskan Native	11	0	0	11	45.5	45.5	9.1	201.1	11	0	0	11	18.2	72.7	9.1	207.6
Other	76	1	0	75	26.7	53.3	20.0	218.7	76	1	0	75	9.3	86.7	4.0	220.3
Economic Status																
Economically Disadvantaged	3,176	52	13	3,111	49.1	45.6	5.3	200.5	3,176	34	10	3,116	31.5	65.7	2.9	207.3
Non-Economically Disadvantaged	7,093	67	14	7,012	33.6	54.3	12.1	212.1	7,093	57	16	6,996	16.4	76.3	7.3	217.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG DE

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	13,907	57	16	13,834	36.2	52.7	11.1	210.3	13,907	29	7	13,854	16.5	75.1	8.4	217.5
General Education	11,496	41	8	11,447	28.3	58.5	13.1	215.4	11,496	17	3	11,476	8.9	81.1	10.0	221.9
Special Education	2,228	16	8	2,204	74.5	24.1	1.5	185.8	2,228	9	4	2,215	51.7	47.6	0.7	196.6
Limited English Proficient [3]	192	0	0	192	66.7	30.7	2.6	190.1	175	3	0	172	74.4	24.4	1.2	187.5
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	17	--	--	--	--	--	--	--
Gender [4]																
Female	6,635	28	7	6,600	37.2	53.2	9.6	209.0	6,635	12	3	6,608	11.5	77.2	11.3	221.6
Male	7,256	27	9	7,220	35.2	52.3	12.5	211.5	7,256	15	4	7,232	21.1	73.2	5.8	213.7
Migrant Status																
Migrant	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Non-Migrant	13,906	57	16	13,833	36.2	52.7	11.1	210.3	13,906	29	7	13,853	16.5	75.1	8.4	217.5
Ethnicity [5]																
White	9,403	36	14	9,353	31.0	56.6	12.4	213.6	9,403	16	5	9,382	12.1	78.1	9.8	220.4
Black	1,986	11	1	1,974	59.2	37.6	3.2	195.0	1,986	5	2	1,978	30.8	65.7	3.4	207.5
Asian	745	1	0	744	18.7	54.3	27.0	227.4	745	2	0	734	10.6	74.4	15.0	224.0
Pacific Islander	25	0	0	25	16.0	56.0	28.0	222.7	25	0	0	25	20.0	72.0	8.0	219.0
Hispanic	1,565	8	0	1,557	45.9	48.0	6.0	202.3	1,565	5	0	1,553	27.2	69.2	3.7	209.5
American Indian/Alaskan Native	9	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*
Other	174	1	1	172	45.9	44.2	9.9	206.4	174	1	0	173	20.2	71.7	8.1	215.6
Economic Status																
Economically Disadvantaged	2,644	19	4	2,621	51.5	43.2	5.3	199.4	2,644	9	1	2,628	30.1	65.9	4.0	208.2
Non-Economically Disadvantaged	11,263	38	12	11,213	32.6	54.9	12.5	212.9	11,263	20	6	11,226	13.4	77.2	9.5	219.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG FG

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,309	67	22	14,220	29.9	57.0	13.1	214.3	14,309	35	16	14,218	12.7	77.7	9.7	220.4
General Education	12,065	46	12	12,007	22.6	62.2	15.2	219.2	12,065	15	9	12,041	6.2	82.4	11.3	224.4
Special Education	2,064	18	10	2,036	70.2	28.2	1.6	187.2	2,064	9	7	2,048	47.6	51.9	0.5	198.8
Limited English Proficient [3]	184	3	0	181	65.2	29.8	5.0	192.4	144	11	0	133	58.6	41.4	0.0	190.9
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	40	--	--	--	--	--	--	--
Gender [4]																
Female	7,001	29	7	6,965	30.5	57.9	11.7	213.4	7,001	12	6	6,962	8.8	77.6	13.6	224.9
Male	7,303	38	15	7,250	29.4	56.1	14.6	215.2	7,303	23	10	7,251	16.4	77.7	5.9	216.1
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,309	67	22	14,220	29.9	57.0	13.1	214.3	14,309	35	16	14,218	12.7	77.7	9.7	220.4
Ethnicity [5]																
White	10,860	48	19	10,793	27.3	59.1	13.6	215.8	10,860	17	14	10,820	10.7	79.1	10.2	221.7
Black	1,125	8	2	1,115	51.3	44.8	3.9	199.0	1,125	5	2	1,116	24.3	72.0	3.8	210.7
Asian	866	0	0	866	16.3	56.4	27.4	229.0	866	2	0	857	7.8	75.5	16.7	227.2
Pacific Islander	30	0	0	30	26.7	50.0	23.3	221.4	30	0	0	30	3.3	86.7	10.0	223.5
Hispanic	1,263	8	1	1,254	44.5	50.0	5.5	202.8	1,263	10	0	1,236	22.9	72.2	4.9	212.4
American Indian/Alaskan Native	14	1	0	13	23.1	61.5	15.4	215.5	14	0	0	14	21.4	78.6	0.0	209.4
Other	151	2	0	149	16.1	55.0	28.9	230.2	151	1	0	145	9.7	72.4	17.9	227.2
Economic Status																
Economically Disadvantaged	1,861	27	6	1,828	48.4	47.1	4.5	200.0	1,861	15	5	1,828	26.4	70.4	3.2	209.4
Non-Economically Disadvantaged	12,448	40	16	12,392	27.2	58.4	14.4	216.4	12,448	20	11	12,390	10.6	78.7	10.6	222.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG GH

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,138	50	8	14,080	24.7	54.3	21.0	221.2	14,138	35	13	14,045	10.8	74.1	15.1	224.7
General Education	11,932	30	5	11,897	17.1	58.7	24.2	226.8	11,932	11	8	11,913	4.6	77.8	17.6	229.1
Special Education	1,983	19	3	1,961	67.1	30.4	2.5	189.6	1,982	13	5	1,964	44.5	54.4	1.1	200.1
Limited English Proficient [3]	233	1	0	232	59.1	32.3	8.6	196.4	188	11	0	177	55.9	44.1	0.0	195.8
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	45	--	--	--	--	--	--	--
Gender [4]																
Female	6,964	26	3	6,935	25.1	55.8	19.1	220.0	6,964	13	5	6,928	7.3	72.8	19.9	229.2
Male	7,163	24	5	7,134	24.3	52.9	22.8	222.4	7,163	22	8	7,106	14.2	75.4	10.4	220.3
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,138	50	8	14,080	24.7	54.3	21.0	221.2	14,138	35	13	14,045	10.8	74.1	15.1	224.7
Ethnicity [5]																
White	9,668	31	8	9,629	21.5	56.9	21.6	222.9	9,668	12	10	9,644	8.2	75.9	15.9	226.5
Black	1,483	11	0	1,472	46.4	47.9	5.7	202.3	1,483	11	0	1,472	23.2	72.6	4.2	212.6
Asian	1,704	1	0	1,703	10.9	48.2	40.9	239.8	1,704	6	1	1,679	6.9	66.5	26.6	232.9
Pacific Islander	6	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*
Hispanic	1,192	6	0	1,186	43.1	50.0	6.9	204.7	1,192	6	2	1,159	21.7	72.6	5.7	213.2
American Indian/Alaskan Native	19	0	0	19	42.1	57.9	0.0	196.8	19	0	0	19	36.8	63.2	0.0	202.1
Other	66	1	0	65	29.2	55.4	15.4	213.9	66	0	0	66	16.7	69.7	13.6	219.9
Economic Status																
Economically Disadvantaged	1,370	16	0	1,354	48.2	44.9	6.9	201.4	1,370	13	1	1,340	26.9	68.7	4.3	210.2
Non-Economically Disadvantaged	12,768	34	8	12,726	22.2	55.3	22.5	223.3	12,768	22	12	12,705	9.1	74.7	16.2	226.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG I

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	20,109	68	21	20,020	19.0	54.5	26.5	227.2	20,109	52	40	19,982	6.6	75.5	17.9	228.5
General Education	17,221	42	11	17,168	12.7	57.1	30.1	232.4	17,221	20	27	17,174	2.6	76.8	20.6	232.2
Special Education	2,711	26	10	2,675	58.1	38.3	3.6	195.3	2,711	20	11	2,680	30.8	67.4	1.8	206.1
Limited English Proficient [3]	190	0	0	190	42.6	41.6	15.8	209.7	155	12	2	141	33.3	65.2	1.4	203.3
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	35	--	--	--	--	--	--	--
Gender [4]																
Female	9,673	33	5	9,635	20.1	56.4	23.5	225.2	9,673	20	15	9,616	3.9	72.4	23.7	233.2
Male	10,431	35	16	10,380	18.0	52.7	29.3	229.2	10,431	32	25	10,361	9.1	78.4	12.5	224.2
Migrant Status																
Migrant	1	*	*	*	*	*	*	*	1	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	20,108	68	21	20,019	19.0	54.5	26.5	227.2	20,108	52	40	19,982	6.6	75.5	17.9	228.5
Ethnicity [5]																
White	15,949	52	12	15,885	17.8	56.8	25.4	227.1	15,949	32	30	15,881	5.3	76.5	18.1	229.3
Black	1,129	10	3	1,116	44.0	47.5	8.5	205.4	1,129	6	3	1,120	20.9	73.2	5.9	214.3
Asian	2,004	1	2	2,001	7.6	40.8	51.5	247.9	2,004	8	3	1,976	4.7	67.9	27.4	235.1
Pacific Islander	40	0	0	40	12.5	52.5	35.0	232.2	40	0	0	39	7.7	76.9	15.4	227.2
Hispanic	831	4	4	823	35.7	53.7	10.6	210.2	831	5	3	814	15.5	76.8	7.7	217.9
American Indian/Alaskan Native	22	1	0	21	23.8	47.6	28.6	222.6	22	1	0	21	23.8	57.1	19.0	220.9
Other	134	0	0	134	25.4	45.5	29.1	223.9	134	0	1	131	8.4	75.6	16.0	226.5
Economic Status																
Economically Disadvantaged	758	6	3	749	47.3	44.2	8.5	204.0	758	3	3	747	23.2	72.7	4.1	212.0
Non-Economically Disadvantaged	19,351	62	18	19,271	17.9	54.9	27.2	228.1	19,351	49	37	19,235	5.9	75.6	18.5	229.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG J

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,190	8	7	4,175	11.7	52.9	35.4	236.1	4,190	4	7	4,173	3.7	73.4	23.0	232.6
General Education	3,629	5	5	3,619	7.3	53.1	39.6	240.7	3,629	0	3	3,626	1.0	72.9	26.1	235.9
Special Education	529	3	2	524	41.2	51.3	7.4	205.2	529	2	4	523	19.9	77.4	2.7	212.1
Limited English Proficient [3]	35	0	0	35	31.4	51.4	17.1	220.3	29	2	0	27	51.9	48.1	0.0	188.3
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	6	--	--	--	--	--	--	--
Gender [4]																
Female	2,079	5	5	2,069	12.5	56.5	30.9	233.2	2,079	0	3	2,071	2.8	67.3	29.9	236.7
Male	2,088	3	2	2,083	10.9	49.4	39.6	238.9	2,088	4	4	2,079	4.6	79.3	16.1	228.5
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,190	8	7	4,175	11.7	52.9	35.4	236.1	4,190	4	7	4,173	3.7	73.4	23.0	232.6
Ethnicity [5]																
White	3,287	8	5	3,274	11.8	56.8	31.5	233.7	3,287	3	4	3,280	3.1	75.1	21.8	232.4
Black	78	0	1	77	40.3	49.4	10.4	209.5	78	0	1	77	20.8	71.4	7.8	215.8
Asian	661	0	1	660	4.2	34.7	61.1	255.3	661	0	1	655	3.2	63.7	33.1	238.2
Pacific Islander	9	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*
Hispanic	130	0	0	130	26.9	53.1	20.0	220.0	130	1	0	128	9.4	77.3	13.3	222.6
American Indian/Alaskan Native	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Other	24	0	0	24	25.0	58.3	16.7	218.9	24	0	1	23	0.0	91.3	8.7	225.2
Economic Status																
Economically Disadvantaged	60	1	0	59	39.0	52.5	8.5	206.9	60	0	0	60	20.0	75.0	5.0	215.2
Non-Economically Disadvantaged	4,130	7	7	4,116	11.3	52.9	35.8	236.5	4,130	4	7	4,113	3.4	73.3	23.2	232.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG O

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	76	4	4	68	85.3	14.7	0.0	176.3	76	4	1	71	77.5	21.1	1.4	180.2
General Education	14	2	0	12	66.7	33.3	0.0	194.1	14	2	1	11	27.3	63.6	9.1	204.3
Special Education	62	2	4	56	89.3	10.7	0.0	172.4	62	2	0	60	86.7	13.3	0.0	175.8
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	19	2	0	17	76.5	23.5	0.0	177.5	19	2	1	16	68.8	25.0	6.3	187.7
Male	57	2	4	51	88.2	11.8	0.0	175.8	57	2	0	55	80.0	20.0	0.0	178.0
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	76	4	4	68	85.3	14.7	0.0	176.3	76	4	1	71	77.5	21.1	1.4	180.2
Ethnicity [5]																
White	28	1	1	26	65.4	34.6	0.0	184.2	28	1	0	27	59.3	37.0	3.7	188.5
Black	37	2	3	32	96.9	3.1	0.0	171.8	37	2	1	34	88.2	11.8	0.0	175.2
Asian	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	10	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	1	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*
Economic Status																
Economically Disadvantaged	49	2	3	44	86.4	13.6	0.0	177.9	49	2	0	47	70.2	27.7	2.1	180.9
Non-Economically Disadvantaged	27	2	1	24	83.3	16.7	0.0	173.2	27	2	1	24	91.7	8.3	0.0	178.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG R

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	1,449	9	1	1,439	56.6	37.5	5.9	197.1	1,449	6	0	1,443	35.1	61.8	3.0	206.6
General Education	1,297	9	1	1,287	54.7	38.9	6.4	198.6	1,297	5	0	1,292	31.6	65.2	3.3	208.4
Special Education	146	0	0	146	72.6	26.0	1.4	184.4	146	0	0	146	65.8	32.9	1.4	190.9
Limited English Proficient [3]	6	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	755	6	0	749	55.8	38.7	5.5	196.9	755	2	0	753	29.2	66.3	4.5	210.0
Male	693	3	1	689	57.6	36.1	6.2	197.2	693	4	0	689	41.7	57.0	1.3	202.7
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	1,449	9	1	1,439	56.6	37.5	5.9	197.1	1,449	6	0	1,443	35.1	61.8	3.0	206.6
Ethnicity [5]																
White	157	1	0	156	30.1	47.4	22.4	219.4	157	1	0	156	11.5	78.2	10.3	222.3
Black	816	8	0	808	65.5	33.7	0.9	189.8	816	4	0	812	42.5	55.9	1.6	202.0
Asian	30	0	0	30	16.7	50.0	33.3	232.7	30	0	0	30	3.3	76.7	20.0	232.7
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	268	0	1	267	51.7	40.8	7.5	200.8	268	1	0	267	29.6	68.2	2.2	208.5
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	178	0	0	178	53.9	38.8	7.3	199.2	178	0	0	178	36.0	62.4	1.7	206.4
Economic Status																
Economically Disadvantaged	810	3	1	806	63.9	34.6	1.5	191.1	810	1	0	809	42.2	56.1	1.7	202.5
Non-Economically Disadvantaged	639	6	0	633	47.4	41.1	11.5	204.8	639	5	0	634	26.2	69.1	4.7	211.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/26/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
DFG V

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	21	7	0	14	21.4	64.3	14.3	218.6	21	7	0	14	0.0	85.7	14.3	231.4
General Education	14	0	0	14	21.4	64.3	14.3	218.6	14	0	0	14	0.0	85.7	14.3	231.4
Special Education	7	7	0	0	0.0	0.0	0.0	0.0	7	7	0	0	0.0	0.0	0.0	0.0
Limited English Proficient [3]	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	0	--	--	--	--	--	--	--
Gender [4]																
Female	8	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*
Male	13	*	*	*	*	*	*	*	13	*	*	*	*	*	*	*
Migrant Status																
Migrant	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	21	7	0	14	21.4	64.3	14.3	218.6	21	7	0	14	0.0	85.7	14.3	231.4
Ethnicity [5]																
White	6	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*
Black	4	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Asian	4	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	7	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*
American Indian/Alaskan Native	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status																
Economically Disadvantaged	14	0	0	14	21.4	64.3	14.3	218.6	14	0	0	14	0.0	85.7	14.3	231.4
Non-Economically Disadvantaged	7	7	0	0	0.0	0.0	0.0	0.0	7	7	0	0	0.0	0.0	0.0	0.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: APRIL 2006
REPORT PRINTED: 10/23/2006

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 7
Statewide

Demographic Group	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores [1]								Performance Data for Students with Valid Scale Scores [1]			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number [1] Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	108,399	872	165	107,362	35.7	49.8	14.4	212.3	108,399	583	247	106,962	19.8	70.3	9.9	217.1
General Education	88,346	544	76	87,726	27.5	55.3	17.2	218.1	88,346	276	135	87,935	11.8	76.3	11.9	222.2
Special Education	17,052	303	88	16,661	73.1	25.2	1.8	186.0	17,045	195	93	16,757	55.1	44.2	0.7	194.5
Limited English Proficient [3]	3,143	26	1	3,116	69.8	27.1	3.0	188.7	2,536	114	19	2,403	69.9	29.9	0.2	185.7
LEP Exempt (LAL Only)	N/A	--	--	--	--	--	--	--	607	--	--	--	--	--	--	--
Gender [4]																
Female	52,556	365	58	52,133	36.1	51.0	12.8	211.3	52,556	229	98	51,927	15.0	71.7	13.4	221.5
Male	55,698	498	107	55,093	35.3	48.7	16.0	213.2	55,698	348	149	54,898	24.3	69.1	6.6	212.9
Migrant Status																
Migrant	28	0	0	28	67.9	28.6	3.6	188.9	28	0	0	26	50.0	46.2	3.8	195.2
Non-Migrant	108,371	872	165	107,334	35.7	49.8	14.4	212.3	108,371	583	247	106,936	19.8	70.3	9.9	217.1
Ethnicity [5]																
White	61,359	288	79	60,992	25.3	56.6	18.1	219.4	61,359	142	117	61,037	10.2	76.7	13.0	223.6
Black	19,334	346	54	18,934	62.8	34.6	2.7	192.4	19,334	204	76	19,036	41.2	56.7	2.1	202.3
Asian	7,348	12	5	7,331	13.4	48.1	38.5	237.4	7,348	30	7	7,227	8.1	70.1	21.8	229.7
Pacific Islander	248	2	0	246	18.3	60.6	21.1	222.8	248	3	0	240	12.9	76.7	10.4	221.0
Hispanic	18,987	211	26	18,750	51.0	44.2	4.9	199.4	18,987	198	45	18,318	33.7	63.4	2.9	205.7
American Indian/Alaskan Native	143	2	0	141	36.9	49.6	13.5	210.2	143	1	0	142	24.6	69.0	6.3	210.7
Other	980	11	1	968	39.8	45.5	14.8	210.3	980	5	2	962	23.9	67.4	8.7	214.8
Economic Status																
Economically Disadvantaged	30,239	470	72	29,697	57.7	38.6	3.7	195.4	30,239	296	108	29,462	39.5	58.3	2.2	202.8
Non-Economically Disadvantaged	78,160	402	93	77,665	27.3	54.1	18.6	218.7	78,160	287	139	77,500	12.3	74.9	12.8	222.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Excludes students coded former LEP.
[4] Excludes students who did not have Gender coded.
[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
Statewide - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	106,419	611	605	197	105,006	33.7	50.5	15.8	211.0	106,419	618	445	323	104,457	19.9	67.8	12.3	217.2
General Education [5]	86,281	0	409	81	85,791	25.5	55.7	18.8	217.1	86,281	0	276	160	85,845	11.9	73.4	14.7	222.5
Special Education	17,406	611	180	108	16,507	71.3	26.3	2.3	183.2	17,406	618	118	123	16,538	54.9	43.9	1.2	194.0
Limited English Proficient [6]	3,773	3	18	11	3,741	61.6	34.1	4.3	189.8	3,773	3	52	42	3,100	61.9	37.4	0.7	188.3
Current LEP	2,852	2	17	9	2,824	65.3	31.6	3.2	187.1	2,852	1	51	42	2,182	71.8	27.6	0.6	182.2
Former LEP	921	1	1	2	917	50.4	42.0	7.6	198.2	921	2	1	0	918	38.3	60.6	1.1	202.9
Gender [7]																		
Female	51,575	201	246	68	51,060	33.4	52.3	14.3	210.3	51,575	202	193	115	50,784	16.3	68.8	14.8	220.2
Male	54,699	397	348	124	53,830	33.9	48.8	17.3	211.7	54,699	403	239	201	53,565	23.2	66.9	9.9	214.3
Migrant Status																		
Migrant	40	1	0	0	39	66.7	33.3	0.0	186.5	40	1	1	0	37	54.1	40.5	5.4	191.2
Non-Migrant	106,379	610	605	197	104,967	33.7	50.5	15.8	211.0	106,379	617	444	323	104,420	19.9	67.9	12.3	217.2
Ethnicity [8]																		
White	59,744	329	193	81	59,141	23.3	56.7	19.9	218.8	59,744	331	124	117	59,098	10.7	73.4	15.9	223.8
Black or African American	18,927	119	235	71	18,502	59.7	37.0	3.3	190.0	18,927	122	138	105	18,529	40.0	57.0	3.0	202.5
Asian	7,748	28	16	7	7,697	11.9	47.9	40.2	236.6	7,748	31	25	18	7,581	7.8	64.9	27.3	231.1
Pacific Islander	187	0	2	1	184	16.3	62.0	21.7	222.6	187	0	2	0	181	12.7	71.3	16.0	223.1
Hispanic or Latino	19,096	122	137	32	18,805	49.4	45.1	5.4	197.1	19,096	121	134	78	18,404	33.8	62.2	4.0	205.4
Amer. Indian/AK Native	112	1	3	1	107	40.2	46.7	13.1	207.5	112	1	2	1	105	21.0	66.7	12.4	215.4
Other	605	12	19	4	570	45.1	43.7	11.2	202.2	605	12	20	4	559	29.9	60.6	9.5	209.9
Economic Status																		
Econ. Disadvantaged	30,073	212	311	76	29,474	54.8	40.8	4.4	193.4	30,073	212	212	157	29,181	38.8	58.4	2.9	202.7
Non-Econ. Disadvantaged	76,346	399	294	121	75,532	25.5	54.2	20.3	217.9	76,346	406	233	166	75,276	12.5	71.5	16.0	222.8

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG A - Grade 7

NJ ASK

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	17,364	90	243	46	16,985	58.8	37.2	4.0	190.8	17,364	96	186	71	16,780	44.8	52.9	2.3	199.2
General Education [5]	12,807	0	173	16	12,618	51.3	43.5	5.1	195.9	12,807	0	115	29	12,663	33.6	63.3	3.1	205.8
Special Education	3,289	90	60	28	3,111	85.1	14.6	0.3	172.8	3,289	96	47	36	3,107	79.4	20.5	0.1	179.5
Limited English Proficient [6]	1,876	0	10	4	1,862	65.5	31.7	2.7	187.0	1,876	0	24	7	1,614	66.8	32.8	0.4	184.9
Current LEP	1,319	0	10	3	1,306	70.1	28.5	1.5	183.6	1,319	0	24	7	1,057	79.1	20.8	0.1	176.9
Former LEP	557	0	0	1	556	54.9	39.4	5.8	194.8	557	0	0	0	557	43.4	55.7	0.9	200.1
Gender [7]																		
Female	8,359	31	102	13	8,213	57.5	38.8	3.7	191.4	8,359	31	80	22	8,111	39.4	57.6	3.0	202.5
Male	8,949	57	131	33	8,728	60.0	35.8	4.2	190.4	8,949	63	95	48	8,630	49.8	48.4	1.8	196.1
Migrant Status																		
Migrant	22	0	0	0	22	77.3	22.7	0.0	183.7	22	0	1	0	21	61.9	38.1	0.0	186.8
Non-Migrant	17,342	90	243	46	16,963	58.8	37.2	4.0	190.8	17,342	96	185	71	16,759	44.8	52.9	2.4	199.2
Ethnicity [8]																		
White	1,633	10	9	4	1,610	37.6	51.4	11.1	206.1	1,633	9	5	5	1,604	23.6	69.0	7.5	212.0
Black or African American	7,247	34	142	26	7,045	69.3	29.2	1.5	183.6	7,247	40	79	41	7,070	51.8	47.2	1.0	195.4
Asian	199	0	3	0	196	29.1	55.6	15.3	212.8	199	0	3	0	192	26.0	64.1	9.9	211.9
Pacific Islander	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Hispanic or Latino	8,118	45	75	15	7,983	54.6	41.0	4.5	193.6	8,118	46	86	24	7,765	43.1	54.6	2.3	199.7
Amer. Indian/AK Native	14	0	1	0	13	38.5	53.8	7.7	207.9	14	0	0	0	14	42.9	35.7	21.4	209.9
Other	149	1	13	0	135	65.9	30.4	3.7	188.3	149	1	13	1	132	51.5	46.2	2.3	197.3
Economic Status																		
Econ. Disadvantaged	12,947	59	183	35	12,670	60.3	36.3	3.4	189.8	12,947	63	128	47	12,552	46.9	51.4	1.8	197.9
Non-Econ. Disadvantaged	4,417	31	60	11	4,315	54.6	39.7	5.7	193.9	4,417	33	58	24	4,228	38.6	57.3	4.1	202.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG B - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	10,907	83	89	24	10,711	46.0	46.3	7.8	199.9	10,907	78	59	66	10,602	29.7	65.4	4.9	208.0
General Education [5]	8,374	0	55	11	8,308	37.1	53.3	9.6	205.8	8,374	0	39	26	8,309	18.8	74.9	6.3	214.1
Special Education	2,045	83	32	12	1,918	78.9	19.8	1.3	178.0	2,045	78	16	27	1,923	68.6	31.3	0.1	186.8
Limited English Proficient [6]	586	0	3	1	582	66.2	31.4	2.4	186.2	586	0	4	14	466	65.2	34.8	0.0	186.5
Current LEP	503	0	2	1	500	68.6	29.8	1.6	184.0	503	0	4	14	383	71.5	28.5	0.0	182.6
Former LEP	83	0	1	0	82	51.2	41.5	7.3	199.6	83	0	0	0	83	36.1	63.9	0.0	204.4
Gender [7]																		
Female	5,170	25	42	12	5,091	46.0	47.1	6.9	199.5	5,170	24	31	25	5,047	25.0	68.9	6.1	210.9
Male	5,726	56	47	12	5,611	45.9	45.6	8.6	200.3	5,726	52	28	39	5,548	33.9	62.2	3.8	205.4
Migrant Status																		
Migrant	6	*	*	*	*	*	*	*	*	6	*	*	*	*	*	*	*	*
Non-Migrant	10,901	83	89	24	10,705	46.0	46.3	7.8	199.9	10,901	78	59	66	10,596	29.7	65.4	4.9	208.0
Ethnicity [8]																		
White	4,360	32	30	3	4,295	33.8	54.6	11.6	208.7	4,360	30	20	15	4,276	20.0	72.5	7.5	214.1
Black or African American	2,627	23	35	14	2,555	64.3	33.4	2.3	186.9	2,627	20	21	28	2,555	44.0	54.2	1.7	199.7
Asian	612	6	3	1	602	24.3	55.5	20.3	217.1	612	6	4	1	588	17.2	71.6	11.2	217.2
Pacific Islander	25	0	0	0	25	16.0	68.0	16.0	216.0	25	0	0	0	25	8.0	84.0	8.0	218.5
Hispanic or Latino	3,216	21	21	3	3,171	51.9	43.6	4.5	195.2	3,216	21	14	20	3,100	33.6	63.5	2.9	204.8
Amer. Indian/AK Native	11	0	0	0	11	54.5	36.4	9.1	192.7	11	*	*	*	*	*	*	*	*
Other	56	1	0	3	52	51.9	42.3	5.8	190.0	56	1	0	1	48	39.6	58.3	2.1	203.9
Economic Status																		
Econ. Disadvantaged	5,420	52	50	11	5,307	54.9	40.6	4.4	193.2	5,420	48	31	43	5,223	37.9	59.4	2.7	202.9
Non-Econ. Disadvantaged	5,487	31	39	13	5,404	37.1	51.8	11.0	206.4	5,487	30	28	23	5,379	21.7	71.2	7.1	213.1

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG CD - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	10,031	78	55	19	9,879	38.7	51.2	10.1	205.2	10,031	78	38	33	9,826	21.7	70.8	7.5	213.6
General Education [5]	8,051	0	34	10	8,007	29.4	58.3	12.3	211.4	8,051	0	19	17	8,015	12.0	78.9	9.1	219.1
Special Education	1,761	78	20	7	1,656	79.8	19.5	0.7	178.1	1,761	78	13	15	1,652	63.6	35.8	0.5	190.3
Limited English Proficient [6]	315	0	2	2	311	65.3	30.9	3.9	187.8	315	0	6	1	252	58.7	40.5	0.8	189.5
Current LEP	234	0	2	2	230	70.4	28.3	1.3	183.6	234	0	6	1	171	72.5	27.5	0.0	180.8
Former LEP	81	0	0	0	81	50.6	38.3	11.1	199.7	81	0	0	0	81	29.6	67.9	2.5	208.0
Gender [7]																		
Female	4,881	29	21	8	4,823	38.8	51.7	9.6	205.1	4,881	29	17	11	4,794	17.6	72.8	9.5	216.8
Male	5,138	47	34	11	5,046	38.6	50.8	10.6	205.4	5,138	47	21	22	5,023	25.5	68.9	5.6	210.7
Migrant Status																		
Migrant	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Non-Migrant	10,027	78	55	19	9,875	38.7	51.2	10.1	205.2	10,027	78	38	33	9,822	21.7	70.8	7.5	213.6
Ethnicity [8]																		
White	5,344	32	27	10	5,275	31.8	55.1	13.0	210.6	5,344	33	16	14	5,272	15.6	75.1	9.3	217.7
Black or African American	1,949	23	18	6	1,902	55.0	41.3	3.7	192.8	1,949	23	9	11	1,904	34.2	61.4	4.4	205.7
Asian	592	2	0	0	590	19.0	59.5	21.5	222.1	592	2	1	0	577	12.5	73.8	13.7	221.2
Pacific Islander	15	0	1	0	14	28.6	64.3	7.1	210.5	15	0	1	0	14	14.3	85.7	0.0	215.6
Hispanic or Latino	2,005	19	3	3	1,980	47.1	47.7	5.3	198.3	2,005	18	7	7	1,940	28.2	67.8	4.0	208.4
Amer. Indian/AK Native	13	0	1	0	12	33.3	58.3	8.3	206.6	13	0	1	0	12	25.0	75.0	0.0	211.5
Other	113	2	5	0	106	42.5	50.9	6.6	200.2	113	2	3	1	107	29.9	65.4	4.7	207.0
Economic Status																		
Econ. Disadvantaged	3,400	36	25	8	3,331	49.9	44.9	5.2	196.7	3,400	36	17	19	3,301	32.0	64.4	3.6	206.4
Non-Econ. Disadvantaged	6,631	42	30	11	6,548	33.0	54.4	12.6	209.6	6,631	42	21	14	6,525	16.5	74.1	9.5	217.3

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG DE - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,844	114	85	24	13,621	33.3	53.7	13.0	209.9	13,844	122	67	25	13,592	16.9	72.8	10.3	217.7
General Education [5]	11,392	0	59	14	11,319	25.7	59.0	15.3	215.3	11,392	0	48	17	11,327	9.7	78.2	12.1	222.1
Special Education	2,269	114	24	10	2,121	70.9	27.1	2.0	183.7	2,269	122	17	8	2,122	52.1	46.9	1.0	196.3
Limited English Proficient [6]	224	1	2	0	221	64.3	34.4	1.4	187.0	224	1	2	0	183	62.8	35.5	1.6	189.1
Current LEP	189	0	2	0	187	67.4	31.6	1.1	185.0	189	0	2	0	149	69.1	29.5	1.3	185.5
Former LEP	35	1	0	0	34	47.1	50.0	2.9	197.8	35	1	0	0	34	35.3	61.8	2.9	205.2
Gender [7]																		
Female	6,670	37	35	1	6,597	32.8	55.4	11.8	209.7	6,670	40	24	6	6,581	12.9	74.2	12.9	220.9
Male	7,156	75	49	20	7,012	33.8	52.1	14.2	210.2	7,156	80	42	16	6,999	20.7	71.5	7.9	214.7
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	13,843	114	85	24	13,620	33.3	53.7	13.0	209.9	13,843	122	67	25	13,591	16.9	72.8	10.3	217.7
Ethnicity [8]																		
White	9,406	82	43	13	9,268	28.1	57.0	14.9	213.7	9,406	88	34	19	9,261	13.0	75.3	11.7	220.4
Black or African American	1,921	14	27	8	1,872	55.4	41.1	3.5	192.9	1,921	15	20	3	1,879	32.4	64.3	3.4	206.9
Asian	746	2	1	0	743	14.0	56.0	30.0	228.7	746	3	1	0	740	9.7	69.1	21.2	227.1
Pacific Islander	8	*	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*	*
Hispanic or Latino	1,690	14	13	2	1,661	45.2	48.7	6.1	200.2	1,690	14	11	3	1,636	24.3	70.2	5.5	211.1
Amer. Indian/AK Native	18	0	1	1	16	37.5	50.0	12.5	211.3	18	0	1	0	15	13.3	73.3	13.3	222.1
Other	55	2	0	0	53	52.8	43.4	3.8	196.4	55	2	0	0	53	30.2	66.0	3.8	208.8
Economic Status																		
Econ. Disadvantaged	2,722	23	28	6	2,665	49.2	45.6	5.2	197.5	2,722	24	23	8	2,646	28.6	67.2	4.2	208.7
Non-Econ. Disadvantaged	11,122	91	57	18	10,956	29.4	55.7	14.9	213.0	11,122	98	44	17	10,946	14.1	74.1	11.7	219.9

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG FG - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,987	93	40	32	13,822	27.5	57.1	15.4	213.9	13,987	91	38	51	13,775	13.3	74.3	12.4	220.8
General Education [5]	11,638	0	28	15	11,595	19.7	62.4	17.9	219.4	11,638	0	24	41	11,573	6.5	79.0	14.5	225.3
Special Education	2,208	93	12	17	2,086	68.9	29.0	2.2	184.8	2,208	91	7	9	2,100	48.2	50.7	1.1	197.9
Limited English Proficient [6]	195	1	0	0	194	58.2	38.1	3.6	190.3	195	2	8	1	152	57.9	41.4	0.7	190.4
Current LEP	151	1	0	0	150	62.7	35.3	2.0	188.3	151	1	7	1	110	70.0	29.1	0.9	184.1
Former LEP	44	0	0	0	44	43.2	47.7	9.1	197.1	44	1	1	0	42	26.2	73.8	0.0	207.0
Gender [7]																		
Female	6,840	30	15	16	6,779	27.0	59.4	13.6	213.1	6,840	31	15	27	6,750	9.8	74.7	15.6	224.0
Male	7,133	60	25	15	7,033	28.1	54.9	17.0	214.6	7,133	57	22	23	7,016	16.7	74.0	9.3	217.7
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	13,986	93	40	32	13,821	27.5	57.1	15.4	213.9	13,986	91	38	51	13,774	13.3	74.3	12.4	220.8
Ethnicity [8]																		
White	10,420	72	28	24	10,296	25.0	58.7	16.3	215.7	10,420	69	23	30	10,290	11.2	75.8	13.1	222.4
Black or African American	1,216	10	4	4	1,198	46.9	48.4	4.7	197.6	1,216	10	3	6	1,191	26.4	69.1	4.5	210.2
Asian	969	5	2	2	960	14.2	55.3	30.5	229.1	969	6	4	10	944	8.5	70.3	21.2	228.2
Pacific Islander	61	0	0	0	61	21.3	65.6	13.1	216.8	61	0	0	0	58	15.5	63.8	20.7	222.4
Hispanic or Latino	1,274	6	6	2	1,260	40.5	53.3	6.2	202.4	1,274	6	6	4	1,248	22.0	70.7	7.3	212.5
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Other	38	0	0	0	38	36.8	47.4	15.8	213.6	38	0	2	1	35	11.4	71.4	17.1	217.7
Economic Status																		
Econ. Disadvantaged	1,889	13	10	5	1,861	44.7	49.2	6.1	199.7	1,889	14	7	8	1,854	27.7	67.4	4.9	209.3
Non-Econ. Disadvantaged	12,098	80	30	27	11,961	24.9	58.3	16.8	216.1	12,098	77	31	43	11,921	11.1	75.4	13.6	222.6

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG GH - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	13,883	77	28	21	13,757	23.3	54.9	21.8	219.9	13,883	75	15	35	13,712	10.6	72.1	17.3	224.5
General Education [5]	11,602	0	17	9	11,576	15.6	59.1	25.2	225.8	11,602	0	9	18	11,575	4.7	75.1	20.2	228.9
Special Education	2,099	77	11	12	1,999	65.1	31.5	3.5	188.0	2,099	75	5	14	2,004	41.9	56.4	1.7	200.4
Limited English Proficient [6]	249	1	0	1	247	46.2	46.6	7.3	199.2	249	0	1	3	199	44.2	53.8	2.0	200.3
Current LEP	191	1	0	0	190	50.5	42.1	7.4	196.1	191	0	1	3	141	51.8	46.1	2.1	196.6
Former LEP	58	0	0	1	57	31.6	61.4	7.0	209.7	58	0	0	0	58	25.9	72.4	1.7	209.2
Gender [7]																		
Female	6,755	26	6	6	6,717	23.4	56.8	19.8	218.7	6,755	24	5	8	6,695	8.0	71.9	20.1	227.3
Male	7,111	51	22	15	7,023	23.1	53.1	23.8	221.1	7,111	51	10	27	7,000	13.1	72.2	14.7	221.8
Migrant Status																		
Migrant	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Non-Migrant	13,880	76	28	21	13,755	23.2	54.9	21.8	220.0	13,880	74	15	35	13,710	10.6	72.1	17.3	224.5
Ethnicity [8]																		
White	9,374	46	19	14	9,295	20.2	57.5	22.2	221.6	9,374	46	8	24	9,288	8.1	73.8	18.1	226.2
Black or African American	1,529	10	2	2	1,515	42.6	49.8	7.5	201.5	1,529	9	3	2	1,515	21.9	70.7	7.4	213.5
Asian	1,632	7	1	1	1,623	9.9	46.8	43.3	239.9	1,632	7	1	3	1,602	6.2	63.8	30.0	233.6
Pacific Islander	14	0	0	0	14	7.1	57.1	35.7	234.7	14	0	0	0	14	7.1	78.6	14.3	231.0
Hispanic or Latino	1,217	8	6	4	1,199	39.8	52.2	8.0	203.6	1,217	7	3	6	1,184	22.1	71.5	6.4	212.8
Amer. Indian/AK Native	22	0	0	0	22	40.9	45.5	13.6	207.2	22	0	0	0	21	23.8	66.7	9.5	214.6
Other	95	6	0	0	89	30.3	49.4	20.2	214.5	95	6	0	0	88	8.0	72.7	19.3	223.5
Economic Status																		
Econ. Disadvantaged	1,480	15	5	2	1,458	43.5	49.5	7.0	201.3	1,480	13	4	6	1,437	26.3	69.0	4.7	209.9
Non-Econ. Disadvantaged	12,403	62	23	19	12,299	20.9	55.5	23.6	222.2	12,403	62	11	29	12,275	8.8	72.5	18.8	226.2

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG I - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	19,974	53	42	19	19,860	17.3	54.7	28.0	226.5	19,974	54	33	11	19,828	7.2	70.5	22.3	228.9
General Education [5]	16,966	0	27	5	16,934	10.9	57.3	31.8	232.0	16,966	0	14	5	16,947	2.8	71.6	25.6	232.9
Special Education	2,839	53	15	12	2,759	55.6	39.4	5.0	194.0	2,839	54	12	4	2,769	33.3	64.0	2.7	205.7
Limited English Proficient [6]	227	0	0	2	225	34.7	47.1	18.2	211.2	227	0	7	2	170	37.6	60.0	2.4	205.4
Current LEP	181	0	0	2	179	36.9	46.9	16.2	209.0	181	0	7	2	124	43.5	53.2	3.2	202.7
Former LEP	46	0	0	0	46	26.1	47.8	26.1	219.6	46	0	0	0	46	21.7	78.3	0.0	212.6
Gender [7]																		
Female	9,675	12	18	8	9,637	17.7	57.3	24.9	224.5	9,675	11	14	3	9,624	5.6	68.2	26.3	231.5
Male	10,286	40	24	10	10,212	16.9	52.3	30.8	228.5	10,286	42	19	8	10,192	8.8	72.6	18.6	226.4
Migrant Status																		
Migrant	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Non-Migrant	19,973	53	42	19	19,859	17.3	54.7	28.0	226.5	19,973	54	33	11	19,827	7.2	70.5	22.3	228.9
Ethnicity [8]																		
White	15,619	41	27	11	15,540	16.1	57.1	26.8	226.4	15,619	42	15	6	15,544	6.2	71.4	22.4	229.5
Black or African American	1,130	3	3	3	1,121	39.9	50.9	9.2	204.3	1,130	3	2	3	1,121	19.1	73.6	7.3	215.7
Asian	2,197	4	5	1	2,187	7.1	40.5	52.4	246.1	2,197	4	10	2	2,155	4.1	61.2	34.7	236.9
Pacific Islander	56	0	1	0	55	10.9	52.7	36.4	232.4	56	0	1	0	55	10.9	67.3	21.8	228.4
Hispanic or Latino	877	4	5	3	865	34.2	54.3	11.4	208.8	877	4	3	0	862	17.1	73.3	9.6	217.6
Amer. Indian/AK Native	21	1	0	0	20	40.0	45.0	15.0	207.8	21	1	0	0	20	10.0	80.0	10.0	215.1
Other	74	0	1	1	72	27.8	48.6	23.6	218.3	74	0	2	0	71	23.9	60.6	15.5	215.9
Economic Status																		
Econ. Disadvantaged	736	6	3	2	725	42.8	49.4	7.9	201.5	736	6	1	1	725	25.4	69.8	4.8	210.7
Non-Econ. Disadvantaged	19,238	47	39	17	19,135	16.4	54.9	28.7	227.5	19,238	48	32	10	19,103	6.6	70.5	23.0	229.6

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG J - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	4,327	13	12	3	4,299	12.0	51.9	36.1	234.2	4,327	14	5	5	4,283	4.7	67.3	28.0	233.2
General Education [5]	3,707	0	9	0	3,698	6.3	53.1	40.6	239.6	3,707	0	4	3	3,700	1.3	66.9	31.8	236.9
Special Education	572	13	3	2	554	48.4	44.0	7.6	199.6	572	14	1	2	555	26.1	69.9	4.0	210.2
Limited English Proficient [6]	55	0	0	1	54	27.8	48.1	24.1	220.8	55	0	0	0	35	34.3	62.9	2.9	206.5
Current LEP	48	0	0	1	47	29.8	46.8	23.4	219.1	48	0	0	0	28	35.7	64.3	0.0	203.5
Former LEP	7	*	*	*	*	*	*	*	*	7	*	*	*	*	*	*	*	*
Gender [7]																		
Female	2,125	5	6	1	2,113	12.1	56.0	31.9	231.6	2,125	6	5	2	2,102	2.9	64.1	33.0	236.5
Male	2,200	8	6	2	2,184	11.9	47.8	40.2	236.7	2,200	8	0	3	2,179	6.6	70.3	23.2	230.1
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,327	13	12	3	4,299	12.0	51.9	36.1	234.2	4,327	14	5	5	4,283	4.7	67.3	28.0	233.2
Ethnicity [8]																		
White	3,323	11	10	1	3,301	12.2	55.2	32.6	231.5	3,323	11	3	4	3,304	4.3	70.1	25.6	232.3
Black or African American	97	0	0	0	97	32.0	53.6	14.4	210.6	97	0	0	0	97	15.5	70.1	14.4	221.2
Asian	749	2	1	2	744	5.0	36.2	58.9	253.7	749	3	1	1	732	3.0	54.1	42.9	241.2
Pacific Islander	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Hispanic or Latino	141	0	1	0	140	30.0	57.1	12.9	210.3	141	0	1	0	133	16.5	69.2	14.3	221.8
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Other	15	0	0	0	15	20.0	46.7	33.3	223.0	15	0	0	0	15	13.3	46.7	40.0	232.9
Economic Status																		
Econ. Disadvantaged	76	0	0	0	76	38.2	55.3	6.6	205.0	76	0	0	0	74	23.0	67.6	9.5	217.2
Non-Econ. Disadvantaged	4,251	13	12	3	4,223	11.5	51.8	36.7	234.7	4,251	14	5	5	4,209	4.4	67.3	28.3	233.5

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG R - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	1,616	5	3	2	1,606	54.0	39.3	6.7	195.7	1,616	5	2	4	1,602	32.6	62.2	5.2	207.7
General Education [5]	1,414	0	2	1	1,411	50.7	41.9	7.4	198.0	1,414	0	2	2	1,410	27.4	66.9	5.7	210.5
Special Education	191	5	1	1	184	78.3	20.1	1.6	178.0	191	5	0	2	184	70.7	28.8	0.5	186.9
Limited English Proficient [6]	12	0	0	0	12	66.7	25.0	8.3	196.3	12	*	*	*	*	*	*	*	*
Current LEP	11	0	0	0	11	63.6	27.3	9.1	198.0	11	*	*	*	*	*	*	*	*
Former LEP	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Gender [7]																		
Female	871	4	1	1	865	54.3	37.6	8.1	196.2	871	4	1	2	863	29.2	64.0	6.8	210.3
Male	745	1	2	1	741	53.6	41.3	5.1	195.2	745	1	1	2	739	36.5	60.2	3.2	204.8
Migrant Status																		
Migrant	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Non-Migrant	1,614	5	3	2	1,604	53.9	39.3	6.7	195.8	1,614	5	2	4	1,601	32.5	62.3	5.2	207.8
Ethnicity [8]																		
White	178	0	0	0	178	33.1	43.3	23.6	216.5	178	0	0	0	175	14.3	69.7	16.0	222.0
Black or African American	1,023	2	1	2	1,018	61.1	36.1	2.8	189.2	1,023	2	0	4	1,017	38.7	59.0	2.3	203.4
Asian	35	0	0	0	35	17.1	51.4	31.4	232.2	35	0	0	0	35	8.6	68.6	22.9	227.9
Pacific Islander	3	*	*	*	*	*	*	*	*	3	*	*	*	*	*	*	*	*
Hispanic or Latino	366	3	2	0	361	48.8	44.3	6.9	199.7	366	3	2	0	361	27.4	66.8	5.8	210.5
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	2	*	*	*	*	*	*	*	*
Other	9	*	*	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*
Economic Status																		
Econ. Disadvantaged	1,071	5	2	1	1,063	58.5	38.2	3.3	191.5	1,071	5	1	4	1,061	38.0	58.9	3.1	204.5
Non-Econ. Disadvantaged	545	0	1	1	543	45.1	41.4	13.4	204.2	545	0	1	0	541	22.0	68.8	9.2	214.0

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 12/27/2007
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance by Demographic Group
DFG V - Grade 7

Demographic Group	Mathematics									Language Arts Literacy								
						Performance Data for Students with Valid Scale Scores [2]									Performance Data for Students with Valid Scale Scores [2]			
	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	APA Students [1]	Number Not Present	Number of Voids [3]	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [4]	21	0	0	0	21	14.3	81.0	4.8	212.8	21	0	0	0	21	4.8	90.5	4.8	223.6
General Education [5]	20	0	0	0	20	15.0	80.0	5.0	213.2	20	0	0	0	20	5.0	90.0	5.0	224.6
Special Education	1	*	*	*	*	*	*	*	*	1	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [7]																		
Female	16	0	0	0	16	18.8	81.3	0.0	209.4	16	0	0	0	16	6.3	87.5	6.3	225.2
Male	5	*	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*	*
Migrant Status																		
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	21	0	0	0	21	14.3	81.0	4.8	212.8	21	0	0	0	21	4.8	90.5	4.8	223.6
Ethnicity [8]																		
White	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Black or African American	5	*	*	*	*	*	*	*	*	5	*	*	*	*	*	*	*	*
Asian	8	*	*	*	*	*	*	*	*	8	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	4	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status																		
Econ. Disadvantaged	10	*	*	*	*	*	*	*	*	10	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	11	0	0	0	11	18.2	72.7	9.1	213.0	11	0	0	0	11	0.0	100.0	0.0	219.3

[1] Students who are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Percentages may not total 100 due to rounding.
[3] Includes students coded LEP Exempt (LAL Only).
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,518	651	325	547	103,995	30,843	29.7	57,899	55.7	15,253	14.7	215.4
General Education [5]	85,438	0	187	88	85,163	17,461	20.5	52,691	61.9	15,011	17.6	222.4
Special Education	17,339	651	96	106	16,486	11,574	70.2	4,680	28.4	232	1.4	184.2
Limited English Proficient [6]	3,897	6	44	359	3,488	2,513	72.0	939	26.9	36	1.0	183.1
Current LEP	2,886	3	42	359	2,482	1,936	78.0	536	21.6	10	0.4	177.9
Former LEP	1,011	3	2	0	1,006	577	57.4	403	40.1	26	2.6	195.8
Gender [7]												
Female	51,024	233	141	211	50,439	12,746	25.3	28,627	56.8	9,066	18.0	219.8
Male	54,239	394	171	326	53,348	17,962	33.7	29,204	54.7	6,182	11.6	211.3
Migrant Status												
Migrant	36	0	0	3	33	29	87.9	4	12.1	0	0.0	165.4
Non-Migrant	105,482	651	325	544	103,962	30,814	29.6	57,895	55.7	15,253	14.7	215.4
Ethnicity [8]												
White	58,640	351	89	156	58,044	10,739	18.5	36,315	62.6	10,990	18.9	223.9
Black or African American	18,056	124	120	78	17,734	9,810	55.3	7,327	41.3	597	3.4	194.9
Asian	8,202	34	30	118	8,020	970	12.1	4,332	54.0	2,718	33.9	235.3
Pacific Islander	189	0	1	0	188	28	14.9	131	69.7	29	15.4	223.4
Hispanic or Latino	19,434	113	61	182	19,078	8,874	46.5	9,364	49.1	840	4.4	200.6
Amer. Indian/AK Native	120	0	1	1	118	41	34.7	63	53.4	14	11.9	210.4
Other	877	29	23	12	813	381	46.9	367	45.1	65	8.0	201.8
Economic Status												
Econ. Disadvantaged	30,271	217	146	266	29,642	15,561	52.5	13,114	44.2	967	3.3	196.4
Non-Econ. Disadvantaged	75,247	434	179	281	74,353	15,282	20.6	44,785	60.2	14,286	19.2	223.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,518	640	306	179	104,393	37,313	35.7	46,413	44.5	20,667	19.8	213.3
General Education [5]	85,438	0	183	76	85,179	23,168	27.2	42,018	49.3	19,993	23.5	221.3
Special Education	17,339	640	110	94	16,495	12,269	74.4	3,690	22.4	536	3.2	177.2
Limited English Proficient [6]	3,897	4	14	10	3,869	2,533	65.5	1,097	28.4	239	6.2	185.2
Current LEP	2,886	2	13	9	2,862	2,005	70.1	718	25.1	139	4.9	180.5
Former LEP	1,011	2	1	1	1,007	528	52.4	379	37.6	100	9.9	198.7
Gender [7]												
Female	51,024	230	130	65	50,599	17,747	35.1	23,375	46.2	9,477	18.7	213.5
Male	54,239	385	170	113	53,571	19,396	36.2	22,996	42.9	11,179	20.9	213.3
Migrant Status												
Migrant	36	0	0	0	36	27	75.0	9	25.0	0	0.0	170.2
Non-Migrant	105,482	640	306	179	104,357	37,286	35.7	46,404	44.5	20,667	19.8	213.3
Ethnicity [8]												
White	58,640	347	95	84	58,114	14,608	25.1	29,255	50.3	14,251	24.5	222.5
Black or African American	18,056	119	114	51	17,772	11,381	64.0	5,515	31.0	876	4.9	186.9
Asian	8,202	34	13	3	8,152	1,088	13.3	3,214	39.4	3,850	47.2	243.0
Pacific Islander	189	0	1	0	188	38	20.2	99	52.7	51	27.1	224.1
Hispanic or Latino	19,434	111	64	38	19,221	9,706	50.5	7,986	41.5	1,529	8.0	198.2
Amer. Indian/AK Native	120	0	2	0	118	43	36.4	52	44.1	23	19.5	210.8
Other	877	29	17	3	828	449	54.2	292	35.3	87	10.5	195.4
Economic Status												
Econ. Disadvantaged	30,271	215	140	87	29,829	16,989	57.0	10,905	36.6	1,935	6.5	192.8
Non-Econ. Disadvantaged	75,247	425	166	92	74,564	20,324	27.3	35,508	47.6	18,732	25.1	221.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,572	103	120	130	16,219	9,501	58.6	6,329	39.0	389	2.4	192.0
General Education [5]	12,105	0	74	12	12,019	5,846	48.6	5,792	48.2	381	3.2	199.8
Special Education	3,220	103	35	25	3,057	2,738	89.6	313	10.2	6	0.2	167.3
Limited English Proficient [6]	1,958	2	13	95	1,848	1,393	75.4	447	24.2	8	0.4	180.4
Current LEP	1,335	2	11	95	1,227	998	81.3	227	18.5	2	0.2	174.7
Former LEP	623	0	2	0	621	395	63.6	220	35.4	6	1.0	191.5
Gender [7]												
Female	8,059	45	45	59	7,910	4,205	53.2	3,451	43.6	254	3.2	196.7
Male	8,424	58	70	67	8,229	5,231	63.6	2,863	34.8	135	1.6	187.6
Migrant Status												
Migrant	26	0	0	2	24	22	91.7	2	8.3	0	0.0	161.9
Non-Migrant	16,546	103	120	128	16,195	9,479	58.5	6,327	39.1	389	2.4	192.0
Ethnicity [8]												
White	1,632	14	7	18	1,593	580	36.4	898	56.4	115	7.2	207.3
Black or African American	6,584	45	70	29	6,440	4,373	67.9	1,990	30.9	77	1.2	185.7
Asian	245	1	3	2	239	78	32.6	138	57.7	23	9.6	208.8
Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,923	43	32	80	7,768	4,331	55.8	3,265	42.0	172	2.2	193.9
Amer. Indian/AK Native	15	0	0	0	15	6	40.0	8	53.3	1	6.7	198.5
Other	171	0	8	1	162	133	82.1	28	17.3	1	0.6	173.4
Economic Status												
Econ. Disadvantaged	12,505	72	80	99	12,254	7,398	60.4	4,634	37.8	222	1.8	190.7
Non-Econ. Disadvantaged	4,067	31	40	31	3,965	2,103	53.0	1,695	42.7	167	4.2	196.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,572	100	111	43	16,318	9,944	60.9	5,382	33.0	992	6.1	189.2
General Education [5]	12,105	0	70	16	12,019	6,374	53.0	4,703	39.1	942	7.8	197.2
Special Education	3,220	100	38	21	3,061	2,656	86.8	383	12.5	22	0.7	162.8
Limited English Proficient [6]	1,958	1	4	7	1,946	1,353	69.5	526	27.0	67	3.4	181.0
Current LEP	1,335	1	3	6	1,325	995	75.1	302	22.8	28	2.1	175.2
Former LEP	623	0	1	1	621	358	57.6	224	36.1	39	6.3	193.2
Gender [7]												
Female	8,059	44	45	19	7,951	4,755	59.8	2,733	34.4	463	5.8	190.7
Male	8,424	55	63	23	8,283	5,115	61.8	2,640	31.9	528	6.4	188.0
Migrant Status												
Migrant	26	0	0	0	26	20	76.9	6	23.1	0	0.0	166.7
Non-Migrant	16,546	100	111	43	16,292	9,924	60.9	5,376	33.0	992	6.1	189.3
Ethnicity [8]												
White	1,632	12	6	4	1,610	626	38.9	739	45.9	245	15.2	208.7
Black or African American	6,584	44	60	18	6,462	4,791	74.1	1,502	23.2	169	2.6	177.9
Asian	245	1	1	0	243	69	28.4	128	52.7	46	18.9	216.6
Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,923	43	34	20	7,826	4,315	55.1	2,982	38.1	529	6.8	194.2
Amer. Indian/AK Native	15	0	0	0	15	7	46.7	5	33.3	3	20.0	204.7
Other	171	0	10	1	160	134	83.8	26	16.3	0	0.0	164.6
Economic Status												
Econ. Disadvantaged	12,505	70	70	27	12,338	7,677	62.2	4,014	32.5	647	5.2	188.2
Non-Econ. Disadvantaged	4,067	30	41	16	3,980	2,267	57.0	1,368	34.4	345	8.7	192.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,613	90	55	96	10,372	4,303	41.5	5,406	52.1	663	6.4	204.6
General Education [5]	8,142	0	23	14	8,105	2,474	30.5	4,979	61.4	652	8.0	212.4
Special Education	1,977	90	21	16	1,850	1,493	80.7	347	18.8	10	0.5	176.8
Limited English Proficient [6]	606	0	11	68	527	398	75.5	127	24.1	2	0.4	180.8
Current LEP	509	0	11	68	430	347	80.7	82	19.1	1	0.2	177.2
Former LEP	97	0	0	0	97	51	52.6	45	46.4	1	1.0	196.8
Gender [7]												
Female	5,175	39	25	30	5,081	1,837	36.2	2,844	56.0	400	7.9	208.5
Male	5,401	44	29	62	5,266	2,450	46.5	2,553	48.5	263	5.0	201.0
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,611	90	55	96	10,370	4,301	41.5	5,406	52.1	663	6.4	204.6
Ethnicity [8]												
White	4,127	39	15	28	4,045	1,231	30.4	2,424	59.9	390	9.6	212.8
Black or African American	2,429	27	24	14	2,364	1,392	58.9	924	39.1	48	2.0	192.4
Asian	579	4	3	16	556	142	25.5	322	57.9	92	16.5	219.2
Pacific Islander	40	0	0	0	40	8	20.0	29	72.5	3	7.5	215.7
Hispanic or Latino	3,335	17	11	36	3,271	1,484	45.4	1,659	50.7	128	3.9	201.0
Amer. Indian/AK Native	19	0	0	0	19	6	31.6	12	63.2	1	5.3	210.0
Other	84	3	2	2	77	40	51.9	36	46.8	1	1.3	195.1
Economic Status												
Econ. Disadvantaged	5,569	50	25	52	5,442	2,751	50.6	2,491	45.8	200	3.7	198.1
Non-Econ. Disadvantaged	5,044	40	30	44	4,930	1,552	31.5	2,915	59.1	463	9.4	211.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,613	91	57	30	10,435	4,913	47.1	4,391	42.1	1,131	10.8	202.0
General Education [5]	8,142	0	29	12	8,101	3,096	38.2	3,924	48.4	1,081	13.3	210.1
Special Education	1,977	91	25	17	1,844	1,472	79.8	339	18.4	33	1.8	172.6
Limited English Proficient [6]	606	0	3	1	602	413	68.6	165	27.4	24	4.0	182.4
Current LEP	509	0	3	1	505	357	70.7	130	25.7	18	3.6	179.4
Former LEP	97	0	0	0	97	56	57.7	35	36.1	6	6.2	197.8
Gender [7]												
Female	5,175	37	25	8	5,105	2,372	46.5	2,215	43.4	518	10.1	202.6
Male	5,401	47	31	22	5,301	2,519	47.5	2,170	40.9	612	11.5	201.7
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,611	91	57	30	10,433	4,912	47.1	4,390	42.1	1,131	10.8	202.1
Ethnicity [8]												
White	4,127	41	20	12	4,054	1,431	35.3	1,990	49.1	633	15.6	211.8
Black or African American	2,429	27	24	12	2,366	1,600	67.6	684	28.9	82	3.5	185.2
Asian	579	4	0	0	575	147	25.6	266	46.3	162	28.2	225.3
Pacific Islander	40	0	0	0	40	14	35.0	20	50.0	6	15.0	215.6
Hispanic or Latino	3,335	16	11	6	3,302	1,662	50.3	1,400	42.4	240	7.3	198.2
Amer. Indian/AK Native	19	0	0	0	19	7	36.8	9	47.4	3	15.8	208.4
Other	84	3	2	0	79	52	65.8	22	27.8	5	6.3	187.1
Economic Status												
Econ. Disadvantaged	5,569	51	25	21	5,472	2,999	54.8	2,101	38.4	372	6.8	195.0
Non-Econ. Disadvantaged	5,044	40	32	9	4,963	1,914	38.6	2,290	46.1	759	15.3	209.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,092	80	24	51	9,937	3,392	34.1	5,614	56.5	931	9.4	210.5
General Education [5]	8,150	0	17	7	8,126	2,003	24.6	5,207	64.1	916	11.3	217.2
Special Education	1,710	80	5	19	1,606	1,243	77.4	351	21.9	12	0.7	179.8
Limited English Proficient [6]	329	2	2	26	299	191	63.9	100	33.4	8	2.7	187.1
Current LEP	246	0	2	26	218	157	72.0	58	26.6	3	1.4	181.1
Former LEP	83	2	0	0	81	34	42.0	42	51.9	5	6.2	203.3
Gender [7]												
Female	4,809	17	10	16	4,766	1,372	28.8	2,825	59.3	569	11.9	215.1
Male	5,269	60	13	35	5,161	2,013	39.0	2,786	54.0	362	7.0	206.2
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,090	80	24	51	9,935	3,391	34.1	5,613	56.5	931	9.4	210.5
Ethnicity [8]												
White	5,266	37	12	17	5,200	1,354	26.0	3,163	60.8	683	13.1	216.8
Black or African American	2,009	15	4	13	1,977	990	50.1	940	47.5	47	2.4	198.1
Asian	585	6	2	4	573	110	19.2	354	61.8	109	19.0	223.7
Pacific Islander	23	0	0	0	23	3	13.0	14	60.9	6	26.1	223.3
Hispanic or Latino	2,077	16	5	16	2,040	888	43.5	1,075	52.7	77	3.8	202.6
Amer. Indian/AK Native	17	0	0	0	17	5	29.4	9	52.9	3	17.6	214.1
Other	115	6	1	1	107	42	39.3	59	55.1	6	5.6	207.7
Economic Status												
Econ. Disadvantaged	3,477	27	9	27	3,414	1,611	47.2	1,672	49.0	131	3.8	200.0
Non-Econ. Disadvantaged	6,615	53	15	24	6,523	1,781	27.3	3,942	60.4	800	12.3	216.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,092	77	24	30	9,961	4,054	40.7	4,516	45.3	1,391	14.0	207.7
General Education [5]	8,150	0	15	12	8,123	2,610	32.1	4,157	51.2	1,356	16.7	215.6
Special Education	1,710	77	6	18	1,609	1,284	79.8	302	18.8	23	1.4	171.7
Limited English Proficient [6]	329	1	3	0	325	205	63.1	98	30.2	22	6.8	186.6
Current LEP	246	0	3	0	243	172	70.8	59	24.3	12	4.9	180.0
Former LEP	83	1	0	0	82	33	40.2	39	47.6	10	12.2	206.2
Gender [7]												
Female	4,809	17	8	8	4,776	1,913	40.1	2,219	46.5	644	13.5	208.6
Male	5,269	57	15	22	5,175	2,134	41.2	2,294	44.3	747	14.4	206.9
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,090	77	24	30	9,959	4,053	40.7	4,515	45.3	1,391	14.0	207.7
Ethnicity [8]												
White	5,266	36	10	15	5,205	1,683	32.3	2,574	49.5	948	18.2	215.1
Black or African American	2,009	14	5	13	1,977	1,150	58.2	733	37.1	94	4.8	191.8
Asian	585	6	1	0	578	118	20.4	280	48.4	180	31.1	229.1
Pacific Islander	23	0	0	0	23	5	21.7	11	47.8	7	30.4	223.4
Hispanic or Latino	2,077	15	7	2	2,053	1,048	51.0	859	41.8	146	7.1	198.1
Amer. Indian/AK Native	17	0	0	0	17	4	23.5	10	58.8	3	17.6	215.5
Other	115	6	1	0	108	46	42.6	49	45.4	13	12.0	208.0
Economic Status												
Econ. Disadvantaged	3,477	27	9	16	3,425	1,789	52.2	1,402	40.9	234	6.8	196.8
Non-Econ. Disadvantaged	6,615	50	15	14	6,536	2,265	34.7	3,114	47.6	1,157	17.7	213.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,774	98	30	63	13,583	3,667	27.0	8,229	60.6	1,687	12.4	215.7
General Education [5]	11,395	0	15	17	11,363	2,128	18.7	7,576	66.7	1,659	14.6	221.6
Special Education	2,205	98	9	10	2,088	1,446	69.3	614	29.4	28	1.3	185.8
Limited English Proficient [6]	218	0	6	37	175	119	68.0	53	30.3	3	1.7	187.4
Current LEP	181	0	6	37	138	99	71.7	39	28.3	0	0.0	183.9
Former LEP	37	0	0	0	37	20	54.1	14	37.8	3	8.1	200.5
Gender [7]												
Female	6,598	37	11	22	6,528	1,469	22.5	4,026	61.7	1,033	15.8	220.0
Male	7,139	61	17	39	7,022	2,178	31.0	4,192	59.7	652	9.3	211.8
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,772	98	30	62	13,582	3,667	27.0	8,228	60.6	1,687	12.4	215.7
Ethnicity [8]												
White	9,054	69	11	20	8,954	1,936	21.6	5,697	63.6	1,321	14.8	219.9
Black or African American	1,971	11	10	8	1,942	903	46.5	955	49.2	84	4.3	200.9
Asian	794	4	2	13	775	123	15.9	491	63.4	161	20.8	226.0
Pacific Islander	20	0	0	0	20	2	10.0	16	80.0	2	10.0	223.2
Hispanic or Latino	1,760	14	6	18	1,722	637	37.0	985	57.2	100	5.8	206.7
Amer. Indian/AK Native	8	*	*	*	*	*	*	*	*	*	*	*
Other	167	0	1	4	162	64	39.5	82	50.6	16	9.9	208.5
Economic Status												
Econ. Disadvantaged	2,897	22	15	30	2,830	1,224	43.3	1,488	52.6	118	4.2	202.4
Non-Econ. Disadvantaged	10,877	76	15	33	10,753	2,443	22.7	6,741	62.7	1,569	14.6	219.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,774	93	28	22	13,631	4,726	34.7	6,449	47.3	2,456	18.0	213.4
General Education [5]	11,395	0	18	8	11,369	3,103	27.3	5,899	51.9	2,367	20.8	220.1
Special Education	2,205	93	9	13	2,090	1,508	72.2	503	24.1	79	3.8	179.4
Limited English Proficient [6]	218	0	1	1	216	141	65.3	59	27.3	16	7.4	184.4
Current LEP	181	0	1	1	179	122	68.2	47	26.3	10	5.6	181.3
Former LEP	37	0	0	0	37	19	51.4	12	32.4	6	16.2	199.3
Gender [7]												
Female	6,598	36	12	10	6,540	2,222	34.0	3,200	48.9	1,118	17.1	213.7
Male	7,139	57	15	12	7,055	2,477	35.1	3,242	46.0	1,336	18.9	213.3
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,772	93	28	22	13,629	4,725	34.7	6,448	47.3	2,456	18.0	213.4
Ethnicity [8]												
White	9,054	66	12	13	8,963	2,580	28.8	4,508	50.3	1,875	20.9	218.6
Black or African American	1,971	9	11	1	1,950	1,135	58.2	705	36.2	110	5.6	192.0
Asian	794	4	2	0	788	134	17.0	370	47.0	284	36.0	234.0
Pacific Islander	20	0	0	0	20	1	5.0	15	75.0	4	20.0	230.4
Hispanic or Latino	1,760	14	2	6	1,738	795	45.7	777	44.7	166	9.6	202.2
Amer. Indian/AK Native	8	*	*	*	*	*	*	*	*	*	*	*
Other	167	0	1	2	164	79	48.2	70	42.7	15	9.1	199.7
Economic Status												
Econ. Disadvantaged	2,897	22	12	9	2,854	1,487	52.1	1,133	39.7	234	8.2	197.1
Non-Econ. Disadvantaged	10,877	71	16	13	10,777	3,239	30.1	5,316	49.3	2,222	20.6	217.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,220	80	19	57	14,064	3,330	23.7	8,662	61.6	2,072	14.7	219.0
General Education [5]	11,835	0	11	19	11,805	1,758	14.9	7,990	67.7	2,057	17.4	225.3
Special Education	2,228	80	7	8	2,133	1,472	69.0	646	30.3	15	0.7	186.7
Limited English Proficient [6]	209	0	1	30	178	128	71.9	48	27.0	2	1.1	185.3
Current LEP	163	0	1	30	132	106	80.3	26	19.7	0	0.0	178.1
Former LEP	46	0	0	0	46	22	47.8	22	47.8	2	4.3	205.7
Gender [7]												
Female	6,851	28	10	24	6,789	1,261	18.6	4,279	63.0	1,249	18.4	223.7
Male	7,350	49	9	33	7,259	2,062	28.4	4,375	60.3	822	11.3	214.6
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	14,220	80	19	57	14,064	3,330	23.7	8,662	61.6	2,072	14.7	219.0
Ethnicity [8]												
White	10,422	59	12	23	10,328	2,108	20.4	6,621	64.1	1,599	15.5	221.1
Black or African American	1,186	8	3	4	1,171	484	41.3	609	52.0	78	6.7	205.5
Asian	1,061	2	3	15	1,041	136	13.1	615	59.1	290	27.9	231.4
Pacific Islander	49	0	0	0	49	9	18.4	32	65.3	8	16.3	224.9
Hispanic or Latino	1,447	8	1	15	1,423	568	39.9	763	53.6	92	6.5	206.2
Amer. Indian/AK Native	14	0	0	0	14	8	57.1	5	35.7	1	7.1	195.6
Other	41	3	0	0	38	17	44.7	17	44.7	4	10.5	207.4
Economic Status												
Econ. Disadvantaged	1,936	17	5	21	1,893	857	45.3	951	50.2	85	4.5	201.8
Non-Econ. Disadvantaged	12,284	63	14	36	12,171	2,473	20.3	7,711	63.4	1,987	16.3	221.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,220	76	20	18	14,106	4,449	31.5	6,953	49.3	2,704	19.2	215.5
General Education [5]	11,835	0	12	10	11,813	2,716	23.0	6,459	54.7	2,638	22.3	222.9
Special Education	2,228	76	8	8	2,136	1,626	76.1	455	21.3	55	2.6	177.2
Limited English Proficient [6]	209	0	0	0	209	130	62.2	62	29.7	17	8.1	188.1
Current LEP	163	0	0	0	163	113	69.3	39	23.9	11	6.7	182.3
Former LEP	46	0	0	0	46	17	37.0	23	50.0	6	13.0	208.8
Gender [7]												
Female	6,851	27	10	5	6,809	2,091	30.7	3,502	51.4	1,216	17.9	215.6
Male	7,350	46	10	13	7,281	2,348	32.2	3,445	47.3	1,488	20.4	215.5
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	14,220	76	20	18	14,106	4,449	31.5	6,953	49.3	2,704	19.2	215.5
Ethnicity [8]												
White	10,422	56	13	12	10,341	2,934	28.4	5,320	51.4	2,087	20.2	217.8
Black or African American	1,186	8	3	3	1,172	624	53.2	454	38.7	94	8.0	196.3
Asian	1,061	1	0	1	1,059	179	16.9	473	44.7	407	38.4	235.2
Pacific Islander	49	0	0	0	49	7	14.3	31	63.3	11	22.4	221.7
Hispanic or Latino	1,447	8	3	2	1,434	677	47.2	659	46.0	98	6.8	200.7
Amer. Indian/AK Native	14	0	1	0	13	7	53.8	4	30.8	2	15.4	202.6
Other	41	3	0	0	38	21	55.3	12	31.6	5	13.2	202.8
Economic Status												
Econ. Disadvantaged	1,936	16	7	8	1,905	1,030	54.1	767	40.3	108	5.7	194.9
Non-Econ. Disadvantaged	12,284	60	13	10	12,201	3,419	28.0	6,186	50.7	2,596	21.3	218.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,846	86	25	53	13,682	2,696	19.7	8,348	61.0	2,638	19.3	223.4
General Education [5]	11,535	0	17	5	11,513	1,336	11.6	7,595	66.0	2,582	22.4	229.7
Special Education	2,114	86	4	7	2,017	1,234	61.2	728	36.1	55	2.7	191.4
Limited English Proficient [6]	278	1	4	41	232	165	71.1	64	27.6	3	1.3	185.4
Current LEP	202	1	4	41	156	130	83.3	25	16.0	1	0.6	178.0
Former LEP	76	0	0	0	76	35	46.1	39	51.3	2	2.6	200.7
Gender [7]												
Female	6,650	32	14	17	6,587	1,048	15.9	3,995	60.6	1,544	23.4	227.7
Male	7,174	45	9	36	7,084	1,643	23.2	4,348	61.4	1,093	15.4	219.5
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,843	86	25	53	13,679	2,693	19.7	8,348	61.0	2,638	19.3	223.5
Ethnicity [8]												
White	9,147	54	10	18	9,065	1,446	16.0	5,840	64.4	1,779	19.6	225.7
Black or African American	1,464	9	2	2	1,451	579	39.9	768	52.9	104	7.2	206.0
Asian	1,821	6	4	26	1,785	207	11.6	945	52.9	633	35.5	236.3
Pacific Islander	22	0	1	0	21	2	9.5	16	76.2	3	14.3	222.2
Hispanic or Latino	1,227	4	3	6	1,214	406	33.4	706	58.2	102	8.4	210.0
Amer. Indian/AK Native	16	0	0	0	16	6	37.5	7	43.8	3	18.8	209.5
Other	149	13	5	1	130	50	38.5	66	50.8	14	10.8	209.3
Economic Status												
Econ. Disadvantaged	1,604	12	5	18	1,569	655	41.7	833	53.1	81	5.2	204.2
Non-Econ. Disadvantaged	12,242	74	20	35	12,113	2,041	16.8	7,515	62.0	2,557	21.1	225.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,846	82	20	13	13,731	3,530	25.7	6,533	47.6	3,668	26.7	223.2
General Education [5]	11,535	0	12	8	11,515	2,018	17.5	5,944	51.6	3,553	30.9	230.7
Special Education	2,114	82	7	5	2,020	1,385	68.6	533	26.4	102	5.0	183.9
Limited English Proficient [6]	278	1	1	0	276	158	57.2	87	31.5	31	11.2	193.8
Current LEP	202	1	1	0	200	129	64.5	58	29.0	13	6.5	186.2
Former LEP	76	0	0	0	76	29	38.2	29	38.2	18	23.7	213.8
Gender [7]												
Female	6,650	31	9	6	6,604	1,641	24.8	3,259	49.3	1,704	25.8	223.2
Male	7,174	42	11	7	7,114	1,880	26.4	3,270	46.0	1,964	27.6	223.2
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,843	82	20	13	13,728	3,527	25.7	6,533	47.6	3,668	26.7	223.2
Ethnicity [8]												
White	9,147	51	11	11	9,074	2,038	22.5	4,599	50.7	2,437	26.9	225.1
Black or African American	1,464	8	4	2	1,450	714	49.2	592	40.8	144	9.9	199.7
Asian	1,821	6	2	0	1,813	211	11.6	690	38.1	912	50.3	245.6
Pacific Islander	22	0	1	0	21	4	19.0	9	42.9	8	38.1	226.6
Hispanic or Latino	1,227	4	2	0	1,221	487	39.9	586	48.0	148	12.1	206.1
Amer. Indian/AK Native	16	0	0	0	16	6	37.5	7	43.8	3	18.8	208.1
Other	149	13	0	0	136	70	51.5	50	36.8	16	11.8	199.3
Economic Status												
Econ. Disadvantaged	1,604	11	6	1	1,586	733	46.2	680	42.9	173	10.9	201.8
Non-Econ. Disadvantaged	12,242	71	14	12	12,145	2,797	23.0	5,853	48.2	3,495	28.8	225.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,008	81	39	66	19,822	2,577	13.0	11,985	60.5	5,260	26.5	231.1
General Education [5]	16,899	0	25	8	16,866	1,044	6.2	10,635	63.1	5,187	30.8	236.9
Special Education	2,951	81	7	13	2,850	1,480	51.9	1,299	45.6	71	2.5	198.3
Limited English Proficient [6]	203	1	7	45	150	72	48.0	71	47.3	7	4.7	200.3
Current LEP	166	0	7	45	114	60	52.6	52	45.6	2	1.8	194.7
Former LEP	37	1	0	0	36	12	33.3	19	52.8	5	13.9	218.0
Gender [7]												
Female	9,752	25	20	31	9,676	948	9.8	5,635	58.2	3,093	32.0	235.7
Male	10,228	54	17	35	10,122	1,619	16.0	6,337	62.6	2,166	21.4	226.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	20,007	81	39	66	19,821	2,576	13.0	11,985	60.5	5,260	26.5	231.1
Ethnicity [8]												
White	15,522	62	18	24	15,418	1,795	11.6	9,616	62.4	4,007	26.0	231.6
Black or African American	1,129	6	0	1	1,122	409	36.5	614	54.7	99	8.8	209.4
Asian	2,299	6	12	32	2,249	137	6.1	1,096	48.7	1,016	45.2	244.5
Pacific Islander	19	0	0	0	19	3	15.8	12	63.2	4	21.1	234.7
Hispanic or Latino	901	3	2	5	891	205	23.0	573	64.3	113	12.7	217.8
Amer. Indian/AK Native	25	0	1	1	23	8	34.8	13	56.5	2	8.7	212.7
Other	113	4	6	3	100	20	20.0	61	61.0	19	19.0	222.5
Economic Status												
Econ. Disadvantaged	875	9	3	7	856	339	39.6	452	52.8	65	7.6	206.9
Non-Econ. Disadvantaged	19,133	72	36	59	18,966	2,238	11.8	11,533	60.8	5,195	27.4	232.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,008	86	33	18	19,871	3,920	19.7	9,626	48.4	6,325	31.8	230.0
General Education [5]	16,899	0	21	10	16,868	2,054	12.2	8,672	51.4	6,142	36.4	237.1
Special Education	2,951	86	10	8	2,847	1,790	62.9	902	31.7	155	5.4	189.3
Limited English Proficient [6]	203	1	2	0	200	93	46.5	67	33.5	40	20.0	206.9
Current LEP	166	0	2	0	164	83	50.6	53	32.3	28	17.1	201.8
Former LEP	37	1	0	0	36	10	27.8	14	38.9	12	33.3	230.3
Gender [7]												
Female	9,752	27	16	7	9,702	1,879	19.4	4,933	50.8	2,890	29.8	229.1
Male	10,228	57	17	11	10,143	2,027	20.0	4,687	46.2	3,429	33.8	230.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	20,007	86	33	18	19,870	3,919	19.7	9,626	48.4	6,325	31.8	230.0
Ethnicity [8]												
White	15,522	66	19	16	15,421	2,834	18.4	7,861	51.0	4,726	30.6	229.9
Black or African American	1,129	6	1	0	1,122	541	48.2	461	41.1	120	10.7	200.4
Asian	2,299	7	6	2	2,284	171	7.5	787	34.5	1,326	58.1	253.3
Pacific Islander	19	0	0	0	19	3	15.8	8	42.1	8	42.1	234.4
Hispanic or Latino	901	3	3	0	895	331	37.0	451	50.4	113	12.6	209.3
Amer. Indian/AK Native	25	0	1	0	24	10	41.7	10	41.7	4	16.7	208.3
Other	113	4	3	0	106	30	28.3	48	45.3	28	26.4	219.5
Economic Status												
Econ. Disadvantaged	875	10	6	1	858	420	49.0	365	42.5	73	8.5	199.3
Non-Econ. Disadvantaged	19,133	76	27	17	19,013	3,500	18.4	9,261	48.7	6,252	32.9	231.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,261	22	5	17	4,217	307	7.3	2,411	57.2	1,499	35.5	238.5
General Education [5]	3,614	0	2	0	3,612	99	2.7	2,050	56.8	1,463	40.5	243.6
Special Education	598	22	3	3	570	195	34.2	340	59.6	35	6.1	207.5
Limited English Proficient [6]	53	0	0	14	39	13	33.3	23	59.0	3	7.7	213.1
Current LEP	49	0	0	14	35	13	37.1	21	60.0	1	2.9	208.6
Former LEP	4	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	2,043	6	1	8	2,028	105	5.2	1,074	53.0	849	41.9	243.5
Male	2,216	16	4	9	2,187	202	9.2	1,335	61.0	650	29.7	233.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,261	22	5	17	4,217	307	7.3	2,411	57.2	1,499	35.5	238.5
Ethnicity [8]												
White	3,237	16	3	6	3,212	225	7.0	1,924	59.9	1,063	33.1	236.9
Black or African American	87	0	1	0	86	25	29.1	48	55.8	13	15.1	217.2
Asian	777	5	1	10	761	34	4.5	341	44.8	386	50.7	249.4
Pacific Islander	7	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	133	1	0	1	131	19	14.5	80	61.1	32	24.4	228.7
Amer. Indian/AK Native	5	*	*	*	*	*	*	*	*	*	*	*
Other	15	0	0	0	15	4	26.7	8	53.3	3	20.0	218.0
Economic Status												
Econ. Disadvantaged	84	2	0	2	80	20	25.0	48	60.0	12	15.0	217.3
Non-Econ. Disadvantaged	4,177	20	5	15	4,137	287	6.9	2,363	57.1	1,487	35.9	238.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,261	24	5	0	4,232	526	12.4	1,880	44.4	1,826	43.1	240.4
General Education [5]	3,614	0	2	0	3,612	244	6.8	1,618	44.8	1,750	48.4	246.7
Special Education	598	24	3	0	571	271	47.5	241	42.2	59	10.3	201.4
Limited English Proficient [6]	53	0	0	0	53	11	20.8	22	41.5	20	37.7	234.2
Current LEP	49	0	0	0	49	11	22.4	21	42.9	17	34.7	232.2
Former LEP	4	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	2,043	7	1	0	2,035	241	11.8	955	46.9	839	41.2	239.8
Male	2,216	17	4	0	2,195	285	13.0	924	42.1	986	44.9	240.9
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,261	24	5	0	4,232	526	12.4	1,880	44.4	1,826	43.1	240.4
Ethnicity [8]												
White	3,237	18	3	0	3,216	394	12.3	1,572	48.9	1,250	38.9	237.6
Black or African American	87	0	1	0	86	42	48.8	29	33.7	15	17.4	204.5
Asian	777	5	1	0	771	52	6.7	199	25.8	520	67.4	259.1
Pacific Islander	7	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	133	1	0	0	132	34	25.8	67	50.8	31	23.5	223.0
Amer. Indian/AK Native	5	*	*	*	*	*	*	*	*	*	*	*
Other	15	0	0	0	15	3	20.0	9	60.0	3	20.0	216.5
Economic Status												
Econ. Disadvantaged	84	2	0	0	82	33	40.2	37	45.1	12	14.6	208.0
Non-Econ. Disadvantaged	4,177	22	5	0	4,150	493	11.9	1,843	44.4	1,814	43.7	241.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,674	7	2	10	1,655	787	47.6	767	46.3	101	6.1	202.2
General Education [5]	1,442	0	2	5	1,435	605	42.2	729	50.8	101	7.0	206.1
Special Education	222	7	0	3	212	176	83.0	36	17.0	0	0.0	176.2
Limited English Proficient [6]	12	*	*	*	*	*	*	*	*	*	*	*
Current LEP	12	*	*	*	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	875	2	2	4	867	385	44.4	416	48.0	66	7.6	204.7
Male	794	5	0	6	783	399	51.0	349	44.6	35	4.5	199.5
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	1,674	7	2	10	1,655	787	47.6	767	46.3	101	6.1	202.2
Ethnicity [8]												
White	169	0	0	0	169	40	23.7	99	58.6	30	17.8	221.3
Black or African American	1,025	2	2	6	1,015	534	52.6	439	43.3	42	4.1	198.1
Asian	33	0	0	0	33	2	6.1	23	69.7	8	24.2	233.1
Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	422	5	0	4	413	201	48.7	193	46.7	19	4.6	201.8
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	*	*	*
Other	20	0	0	0	20	9	45.0	10	50.0	1	5.0	201.0
Economic Status												
Econ. Disadvantaged	1,082	5	2	9	1,066	554	52.0	465	43.6	47	4.4	198.3
Non-Econ. Disadvantaged	592	2	0	1	589	233	39.6	302	51.3	54	9.2	209.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,674	7	1	2	1,664	963	57.9	554	33.3	147	8.8	193.3
General Education [5]	1,442	0	1	0	1,441	782	54.3	520	36.1	139	9.6	197.2
Special Education	222	7	0	1	214	176	82.2	30	14.0	8	3.7	167.7
Limited English Proficient [6]	12	0	0	1	11	7	63.6	4	36.4	0	0.0	182.2
Current LEP	12	0	0	1	11	7	63.6	4	36.4	0	0.0	182.2
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	875	2	1	1	871	503	57.7	296	34.0	72	8.3	192.6
Male	794	5	0	1	788	455	57.7	258	32.7	75	9.5	194.3
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	1,674	7	1	2	1,664	963	57.9	554	33.3	147	8.8	193.3
Ethnicity [8]												
White	169	0	0	0	169	56	33.1	67	39.6	46	27.2	220.9
Black or African American	1,025	2	1	1	1,021	659	64.5	321	31.4	41	4.0	186.3
Asian	33	0	0	0	33	4	12.1	16	48.5	13	39.4	237.6
Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	422	5	0	1	416	232	55.8	140	33.7	44	10.6	195.8
Amer. Indian/AK Native	1	*	*	*	*	*	*	*	*	*	*	*
Other	20	0	0	0	20	12	60.0	6	30.0	2	10.0	192.2
Economic Status												
Econ. Disadvantaged	1,082	5	1	2	1,074	672	62.6	335	31.2	67	6.2	189.1
Non-Econ. Disadvantaged	592	2	0	0	590	291	49.3	219	37.1	80	13.6	201.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13	0	0	1	12	1	8.3	10	83.3	1	8.3	219.5
General Education [5]	11	0	0	0	11	0	0.0	10	90.9	1	9.1	223.5
Special Education	2	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	6	*	*	*	*	*	*	*	*	*	*	*
Male	7	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13	0	0	1	12	1	8.3	10	83.3	1	8.3	219.5
Ethnicity [8]												
White	2	*	*	*	*	*	*	*	*	*	*	*
Black or African American	3	*	*	*	*	*	*	*	*	*	*	*
Asian	5	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	3	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	6	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	7	*	*	*	*	*	*	*	*	*	*	*

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13	0	0	1	12	4	33.3	8	66.7	0	0.0	209.6
General Education [5]	11	0	0	0	11	3	27.3	8	72.7	0	0.0	216.5
Special Education	2	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	6	*	*	*	*	*	*	*	*	*	*	*
Male	7	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13	0	0	1	12	4	33.3	8	66.7	0	0.0	209.6
Ethnicity [8]												
White	2	*	*	*	*	*	*	*	*	*	*	*
Black or African American	3	*	*	*	*	*	*	*	*	*	*	*
Asian	5	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	3	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	6	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	7	*	*	*	*	*	*	*	*	*	*	*

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 7

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,348	124	135	161	18,928	10,913	57.7	7,513	39.7	502	2.7	192.8
General Education [5]	14,199	0	82	17	14,100	6,699	47.5	6,911	49.0	490	3.5	200.7
Special Education	3,715	124	39	29	3,523	3,154	89.5	360	10.2	9	0.3	167.5
Limited English Proficient [6]	2,152	2	16	116	2,018	1,540	76.3	469	23.2	9	0.4	179.8
Current LEP	1,523	2	14	116	1,391	1,142	82.1	246	17.7	3	0.2	174.5
Former LEP	629	0	2	0	627	398	63.5	223	35.6	6	1.0	191.6
Gender [7]												
Female	9,373	52	55	64	9,202	4,808	52.2	4,065	44.2	329	3.6	197.4
Male	9,870	72	75	91	9,632	6,034	62.6	3,425	35.6	173	1.8	188.5
Migrant Status												
Migrant	23	0	0	1	22	21	95.5	1	4.5	0	0.0	158.7
Non-Migrant	19,325	124	135	160	18,906	10,892	57.6	7,512	39.7	502	2.7	192.8
Ethnicity [8]												
White	2,111	20	7	28	2,056	789	38.4	1,123	54.6	144	7.0	206.4
Black or African American	7,658	58	83	41	7,476	4,988	66.7	2,398	32.1	90	1.2	186.5
Asian	501	3	4	14	480	144	30.0	278	57.9	58	12.1	214.2
Pacific Islander	30	0	0	0	30	6	20.0	23	76.7	1	3.3	213.0
Hispanic or Latino	8,832	43	32	75	8,682	4,840	55.7	3,636	41.9	206	2.4	194.1
Amer. Indian/AK Native	23	0	0	0	23	7	30.4	15	65.2	1	4.3	204.9
Other	193	0	9	3	181	139	76.8	40	22.1	2	1.1	176.4
Economic Status												
Econ. Disadvantaged	14,516	88	86	120	14,222	8,490	59.7	5,427	38.2	305	2.1	191.4
Non-Econ. Disadvantaged	4,832	36	49	41	4,706	2,423	51.5	2,086	44.3	197	4.2	197.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,348	124	126	52	19,046	11,485	60.3	6,323	33.2	1,238	6.5	190.1
General Education [5]	14,199	0	79	19	14,101	7,365	52.2	5,558	39.4	1,178	8.4	198.2
Special Education	3,715	124	43	27	3,521	3,066	87.1	429	12.2	26	0.7	162.7
Limited English Proficient [6]	2,152	1	5	7	2,139	1,497	70.0	570	26.6	72	3.4	180.6
Current LEP	1,523	1	4	6	1,512	1,135	75.1	342	22.6	35	2.3	175.4
Former LEP	629	0	1	1	627	362	57.7	228	36.4	37	5.9	193.2
Gender [7]												
Female	9,373	51	55	21	9,246	5,485	59.3	3,175	34.3	586	6.3	191.5
Male	9,870	72	68	30	9,700	5,916	61.0	3,134	32.3	650	6.7	188.9
Migrant Status												
Migrant	23	0	0	0	23	18	78.3	5	21.7	0	0.0	164.3
Non-Migrant	19,325	124	126	52	19,023	11,467	60.3	6,318	33.2	1,238	6.5	190.1
Ethnicity [8]												
White	2,111	18	8	9	2,076	833	40.1	928	44.7	315	15.2	207.8
Black or African American	7,658	59	70	23	7,506	5,497	73.2	1,796	23.9	213	2.8	178.9
Asian	501	3	0	0	498	143	28.7	233	46.8	122	24.5	220.0
Pacific Islander	30	0	0	0	30	13	43.3	12	40.0	5	16.7	209.3
Hispanic or Latino	8,832	44	37	19	8,732	4,839	55.4	3,316	38.0	577	6.6	194.0
Amer. Indian/AK Native	23	0	0	0	23	9	39.1	11	47.8	3	13.0	206.3
Other	193	0	11	1	181	151	83.4	27	14.9	3	1.7	167.5
Economic Status												
Econ. Disadvantaged	14,516	88	76	39	14,313	8,795	61.4	4,732	33.1	786	5.5	188.9
Non-Econ. Disadvantaged	4,832	36	50	13	4,733	2,690	56.8	1,591	33.6	452	9.5	193.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 7

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	86,170	527	190	386	85,067	19,930	23.4	50,386	59.2	14,751	17.3	220.4
General Education [5]	71,239	0	105	71	71,063	10,762	15.1	45,780	64.4	14,521	20.4	226.7
Special Education	13,624	527	57	77	12,963	8,420	65.0	4,320	33.3	223	1.7	188.7
Limited English Proficient [6]	1,745	4	28	243	1,470	973	66.2	470	32.0	27	1.8	187.5
Current LEP	1,363	1	28	243	1,091	794	72.8	290	26.6	7	0.6	182.3
Former LEP	382	3	0	0	379	179	47.2	180	47.5	20	5.3	202.6
Gender [7]												
Female	41,651	181	86	147	41,237	7,938	19.2	24,562	59.6	8,737	21.2	224.8
Male	44,369	322	96	235	43,716	11,928	27.3	25,779	59.0	6,009	13.7	216.4
Migrant Status												
Migrant	13	0	0	2	11	8	72.7	3	27.3	0	0.0	178.8
Non-Migrant	86,157	527	190	384	85,056	19,922	23.4	50,383	59.2	14,751	17.3	220.4
Ethnicity [8]												
White	56,529	331	82	128	55,988	9,950	17.8	35,192	62.9	10,846	19.4	224.6
Black or African American	10,398	66	37	37	10,258	4,822	47.0	4,929	48.1	507	4.9	201.1
Asian	7,701	31	26	104	7,540	826	11.0	4,054	53.8	2,660	35.3	236.6
Pacific Islander	159	0	1	0	158	22	13.9	108	68.4	28	17.7	225.4
Hispanic or Latino	10,602	70	29	107	10,396	4,034	38.8	5,728	55.1	634	6.1	206.0
Amer. Indian/AK Native	97	0	1	1	95	34	35.8	48	50.5	13	13.7	211.7
Other	684	29	14	9	632	242	38.3	327	51.7	63	10.0	209.1
Economic Status												
Econ. Disadvantaged	15,755	129	60	146	15,420	7,071	45.9	7,687	49.9	662	4.3	201.1
Non-Econ. Disadvantaged	70,415	398	130	240	69,647	12,859	18.5	42,699	61.3	14,089	20.2	224.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 7

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	86,170	516	180	127	85,347	25,828	30.3	40,090	47.0	19,429	22.8	218.5
General Education [5]	71,239	0	104	57	71,078	15,803	22.2	36,460	51.3	18,815	26.5	225.9
Special Education	13,624	516	67	67	12,974	9,203	70.9	3,261	25.1	510	3.9	181.1
Limited English Proficient [6]	1,745	3	9	3	1,730	1,036	59.9	527	30.5	167	9.7	190.9
Current LEP	1,363	1	9	3	1,350	870	64.4	376	27.9	104	7.7	186.2
Former LEP	382	2	0	0	380	166	43.7	151	39.7	63	16.6	207.6
Gender [7]												
Female	41,651	179	75	44	41,353	12,262	29.7	20,200	48.8	8,891	21.5	218.5
Male	44,369	313	102	83	43,871	13,480	30.7	19,862	45.3	10,529	24.0	218.7
Migrant Status												
Migrant	13	0	0	0	13	9	69.2	4	30.8	0	0.0	180.6
Non-Migrant	86,157	516	180	127	85,334	25,819	30.3	40,086	47.0	19,429	22.8	218.5
Ethnicity [8]												
White	56,529	329	87	75	56,038	13,775	24.6	28,327	50.5	13,936	24.9	223.0
Black or African American	10,398	60	44	28	10,266	5,884	57.3	3,719	36.2	663	6.5	192.8
Asian	7,701	31	13	3	7,654	945	12.3	2,981	38.9	3,728	48.7	244.5
Pacific Islander	159	0	1	0	158	25	15.8	87	55.1	46	29.1	226.9
Hispanic or Latino	10,602	67	27	19	10,489	4,867	46.4	4,670	44.5	952	9.1	201.6
Amer. Indian/AK Native	97	0	2	0	95	34	35.8	41	43.2	20	21.1	211.9
Other	684	29	6	2	647	298	46.1	265	41.0	84	13.0	203.2
Economic Status												
Econ. Disadvantaged	15,755	127	64	48	15,516	8,194	52.8	6,173	39.8	1,149	7.4	196.4
Non-Econ. Disadvantaged	70,415	389	116	79	69,831	17,634	25.3	33,917	48.6	18,280	26.2	223.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,993	636	390	544	104,423	19,749	18.9	72,759	69.7	11,915	11.4	220.0
General Education [5]	85,537	0	213	85	85,239	8,685	10.2	64,804	76.0	11,750	13.8	225.9
Special Education	17,736	636	142	126	16,832	9,401	55.9	7,271	43.2	160	1.0	194.8
Limited English Proficient [6]	3,822	8	37	337	3,440	2,143	62.3	1,279	37.2	18	0.5	192.1
Current LEP	2,864	7	36	337	2,484	1,784	71.8	695	28.0	5	0.2	187.4
Former LEP	958	1	1	0	956	359	37.6	584	61.1	13	1.4	204.2
Gender [7]												
Female	51,355	184	153	242	50,776	6,914	13.6	35,982	70.9	7,880	15.5	225.1
Male	54,407	425	225	297	53,460	12,726	23.8	36,704	68.7	4,030	7.5	215.2
Migrant Status												
Migrant	28	0	2	0	26	19	73.1	7	26.9	0	0.0	190.0
Non-Migrant	105,965	636	388	544	104,397	19,730	18.9	72,752	69.7	11,915	11.4	220.0
Ethnicity [8]												
White	59,267	337	110	144	58,676	5,765	9.8	44,259	75.4	8,652	14.7	226.8
Black or African American	18,536	133	127	110	18,166	6,993	38.5	10,663	58.7	510	2.8	204.8
Asian	8,035	27	22	116	7,870	636	8.1	5,228	66.4	2,006	25.5	233.0
Pacific Islander	158	1	0	0	157	27	17.2	107	68.2	23	14.6	223.5
Hispanic or Latino	18,990	119	96	162	18,613	6,028	32.4	11,913	64.0	672	3.6	208.5
Amer. Indian/AK Native	106	1	0	1	104	23	22.1	72	69.2	9	8.7	218.1
Other	901	18	35	11	837	277	33.1	517	61.8	43	5.1	209.2
Economic Status												
Econ. Disadvantaged	29,500	214	187	242	28,857	10,770	37.3	17,351	60.1	736	2.6	205.3
Non-Econ. Disadvantaged	76,493	422	203	302	75,566	8,979	11.9	55,408	73.3	11,179	14.8	225.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,993	640	543	246	104,564	34,127	32.6	44,553	42.6	25,884	24.8	217.2
General Education [5]	85,537	0	313	101	85,123	19,906	23.4	40,231	47.3	24,986	29.4	226.8
Special Education	17,736	640	219	139	16,738	12,230	73.1	3,763	22.5	745	4.5	175.3
Limited English Proficient [6]	3,822	7	15	8	3,792	2,621	69.1	912	24.1	259	6.8	180.3
Current LEP	2,864	6	12	7	2,839	2,113	74.4	572	20.1	154	5.4	174.7
Former LEP	958	1	3	1	953	508	53.3	340	35.7	105	11.0	196.9
Gender [7]												
Female	51,355	192	208	99	50,856	16,620	32.7	22,857	44.9	11,379	22.4	216.3
Male	54,407	420	322	147	53,518	17,369	32.5	21,653	40.5	14,496	27.1	218.2
Migrant Status												
Migrant	28	0	2	0	26	19	73.1	6	23.1	1	3.8	181.5
Non-Migrant	105,965	640	541	246	104,538	34,108	32.6	44,547	42.6	25,883	24.8	217.2
Ethnicity [8]												
White	59,267	342	171	104	58,650	12,138	20.7	28,078	47.9	18,434	31.4	228.8
Black or African American	18,536	128	189	81	18,138	11,269	62.1	5,754	31.7	1,115	6.1	186.7
Asian	8,035	27	11	7	7,990	931	11.7	2,912	36.4	4,147	51.9	247.9
Pacific Islander	158	1	0	0	157	38	24.2	70	44.6	49	31.2	228.0
Hispanic or Latino	18,990	124	144	49	18,673	9,276	49.7	7,398	39.6	1,999	10.7	198.2
Amer. Indian/AK Native	106	1	2	1	102	38	37.3	44	43.1	20	19.6	209.8
Other	901	17	26	4	854	437	51.2	297	34.8	120	14.1	196.9
Economic Status												
Econ. Disadvantaged	29,500	221	267	108	28,904	16,060	55.6	10,200	35.3	2,644	9.1	193.1
Non-Econ. Disadvantaged	76,493	419	276	138	75,660	18,067	23.9	34,353	45.4	23,240	30.7	226.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 9/26/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,993	567	742	226	104,458	16,686	16.0	54,126	51.8	33,646	32.2	232.6
General Education [5]	85,537	0	419	93	85,025	8,014	9.4	44,810	52.7	32,201	37.9	238.9
Special Education	17,736	567	296	121	16,752	7,104	42.4	8,301	49.6	1,347	8.0	206.4
Limited English Proficient [6]	3,822	8	37	15	3,762	1,985	52.8	1,586	42.2	191	5.1	200.0
Current LEP	2,864	6	29	13	2,816	1,673	59.4	1,045	37.1	98	3.5	196.0
Former LEP	958	2	8	2	946	312	33.0	541	57.2	93	9.8	212.1
Gender [7]												
Female	51,355	171	291	81	50,812	7,994	15.7	27,926	55.0	14,892	29.3	231.1
Male	54,407	371	437	144	53,455	8,607	16.1	26,108	48.8	18,740	35.1	234.2
Migrant Status												
Migrant	28	0	2	0	26	13	50.0	12	46.2	1	3.8	201.5
Non-Migrant	105,965	567	740	226	104,432	16,673	16.0	54,114	51.8	33,645	32.2	232.6
Ethnicity [8]												
White	59,267	303	213	98	58,653	4,236	7.2	29,891	51.0	24,526	41.8	242.2
Black or African American	18,536	110	287	64	18,075	6,227	34.5	10,026	55.5	1,822	10.1	211.1
Asian	8,035	27	22	4	7,982	520	6.5	3,069	38.4	4,393	55.0	250.9
Pacific Islander	158	1	0	0	157	12	7.6	86	54.8	59	37.6	239.5
Hispanic or Latino	18,990	109	186	55	18,640	5,440	29.2	10,570	56.7	2,630	14.1	216.2
Amer. Indian/AK Native	106	1	1	1	103	21	20.4	51	49.5	31	30.1	230.4
Other	901	16	33	4	848	230	27.1	433	51.1	185	21.8	220.7
Economic Status												
Econ. Disadvantaged	29,500	187	374	100	28,839	9,480	32.9	16,063	55.7	3,296	11.4	212.9
Non-Econ. Disadvantaged	76,493	380	368	126	75,619	7,206	9.5	38,063	50.3	30,350	40.1	240.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,900	112	160	135	16,493	7,120	43.2	8,987	54.5	386	2.3	202.1
General Education [5]	12,281	0	87	22	12,172	3,704	30.4	8,090	66.5	378	3.1	209.4
Special Education	3,391	112	59	30	3,190	2,602	81.6	582	18.2	6	0.2	179.5
Limited English Proficient [6]	1,868	4	15	84	1,765	1,117	63.3	642	36.4	6	0.3	190.8
Current LEP	1,303	4	15	84	1,200	877	73.1	321	26.8	2	0.2	186.1
Former LEP	565	0	0	0	565	240	42.5	321	56.8	4	0.7	200.9
Gender [7]												
Female	8,135	33	62	64	7,976	2,768	34.7	4,934	61.9	274	3.4	207.3
Male	8,679	73	95	67	8,444	4,301	50.9	4,031	47.7	112	1.3	197.2
Migrant Status												
Migrant	19	0	0	0	19	16	84.2	3	15.8	0	0.0	187.5
Non-Migrant	16,881	112	160	135	16,474	7,104	43.1	8,984	54.5	386	2.3	202.1
Ethnicity [8]												
White	1,601	14	12	11	1,564	363	23.2	1,108	70.8	93	5.9	214.7
Black or African American	6,966	48	79	54	6,785	3,430	50.6	3,265	48.1	90	1.3	197.6
Asian	241	0	0	3	238	53	22.3	164	68.9	21	8.8	215.7
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,883	47	52	65	7,719	3,157	40.9	4,381	56.8	181	2.3	203.3
Amer. Indian/AK Native	16	1	0	0	15	6	40.0	9	60.0	0	0.0	206.9
Other	192	2	17	2	171	111	64.9	59	34.5	1	0.6	188.6
Economic Status												
Econ. Disadvantaged	12,410	71	113	84	12,142	5,421	44.6	6,482	53.4	239	2.0	201.1
Non-Econ. Disadvantaged	4,490	41	47	51	4,351	1,699	39.0	2,505	57.6	147	3.4	204.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,900	112	214	62	16,512	10,104	61.2	5,078	30.8	1,330	8.1	187.7
General Education [5]	12,281	0	124	23	12,134	6,323	52.1	4,558	37.6	1,253	10.3	198.0
Special Education	3,391	112	85	37	3,157	2,806	88.9	321	10.2	30	1.0	155.1
Limited English Proficient [6]	1,868	3	8	4	1,853	1,361	73.4	403	21.7	89	4.8	175.8
Current LEP	1,303	3	5	3	1,292	1,039	80.4	206	15.9	47	3.6	168.9
Former LEP	565	0	3	1	561	322	57.4	197	35.1	42	7.5	191.6
Gender [7]												
Female	8,135	33	78	25	7,999	4,866	60.8	2,550	31.9	583	7.3	188.8
Male	8,679	73	130	37	8,439	5,177	61.3	2,515	29.8	747	8.9	186.8
Migrant Status												
Migrant	19	0	0	0	19	14	73.7	4	21.1	1	5.3	183.1
Non-Migrant	16,881	112	214	62	16,493	10,090	61.2	5,074	30.8	1,329	8.1	187.7
Ethnicity [8]												
White	1,601	15	13	8	1,565	594	38.0	658	42.0	313	20.0	211.3
Black or African American	6,966	48	111	30	6,777	4,870	71.9	1,651	24.4	256	3.8	177.2
Asian	241	0	0	0	241	80	33.2	91	37.8	70	29.0	220.1
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,883	46	76	24	7,737	4,402	56.9	2,649	34.2	686	8.9	191.7
Amer. Indian/AK Native	16	1	0	0	15	8	53.3	5	33.3	2	13.3	198.4
Other	192	2	14	0	176	150	85.2	23	13.1	3	1.7	161.4
Economic Status												
Econ. Disadvantaged	12,410	71	152	45	12,142	7,579	62.4	3,676	30.3	887	7.3	186.7
Non-Econ. Disadvantaged	4,490	41	62	17	4,370	2,525	57.8	1,402	32.1	443	10.1	190.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	16,900	99	306	53	16,442	6,440	39.2	8,545	52.0	1,457	8.9	208.4
General Education [5]	12,281	0	175	22	12,084	3,537	29.3	7,175	59.4	1,372	11.4	214.5
Special Education	3,391	99	125	24	3,143	2,140	68.1	949	30.2	54	1.7	190.5
Limited English Proficient [6]	1,868	4	11	9	1,844	1,028	55.7	752	40.8	64	3.5	197.9
Current LEP	1,303	3	7	8	1,285	819	63.7	435	33.9	31	2.4	193.6
Former LEP	565	1	4	1	559	209	37.4	317	56.7	33	5.9	207.7
Gender [7]												
Female	8,135	31	110	18	7,976	3,107	39.0	4,272	53.6	597	7.5	207.8
Male	8,679	64	189	35	8,391	3,288	39.2	4,245	50.6	858	10.2	209.1
Migrant Status												
Migrant	19	0	0	0	19	10	52.6	9	47.4	0	0.0	199.2
Non-Migrant	16,881	99	306	53	16,423	6,430	39.2	8,536	52.0	1,457	8.9	208.4
Ethnicity [8]												
White	1,601	14	15	8	1,564	275	17.6	917	58.6	372	23.8	227.3
Black or African American	6,966	37	170	18	6,741	3,092	45.9	3,323	49.3	326	4.8	202.7
Asian	241	0	1	0	240	48	20.0	134	55.8	58	24.2	227.0
Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	7,883	45	99	27	7,712	2,928	38.0	4,089	53.0	695	9.0	209.2
Amer. Indian/AK Native	16	1	0	0	15	4	26.7	7	46.7	4	26.7	222.7
Other	192	2	21	0	169	93	55.0	74	43.8	2	1.2	196.5
Economic Status												
Econ. Disadvantaged	12,410	69	208	35	12,098	4,930	40.8	6,266	51.8	902	7.5	207.0
Non-Econ. Disadvantaged	4,490	30	98	18	4,344	1,510	34.8	2,279	52.5	555	12.8	212.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,777	89	55	103	10,530	2,975	28.3	7,112	67.5	443	4.2	210.9
General Education [5]	8,145	0	25	7	8,113	1,286	15.9	6,392	78.8	435	5.4	217.8
Special Education	2,130	89	26	25	1,990	1,366	68.6	616	31.0	8	0.4	188.0
Limited English Proficient [6]	630	0	4	71	555	373	67.2	181	32.6	1	0.2	190.0
Current LEP	524	0	4	71	449	344	76.6	105	23.4	0	0.0	185.5
Former LEP	106	0	0	0	106	29	27.4	76	71.7	1	0.9	208.9
Gender [7]												
Female	5,078	30	23	34	4,991	1,044	20.9	3,636	72.9	311	6.2	215.9
Male	5,666	55	31	69	5,511	1,918	34.8	3,463	62.8	130	2.4	206.4
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,774	89	55	103	10,527	2,974	28.3	7,110	67.5	443	4.2	210.9
Ethnicity [8]												
White	4,268	38	20	30	4,180	761	18.2	3,151	75.4	268	6.4	217.1
Black or African American	2,527	21	16	22	2,468	1,046	42.4	1,393	56.4	29	1.2	202.1
Asian	620	4	2	22	592	100	16.9	441	74.5	51	8.6	219.0
Pacific Islander	29	1	0	0	28	10	35.7	17	60.7	1	3.6	208.3
Hispanic or Latino	3,244	25	16	28	3,175	1,025	32.3	2,059	64.9	91	2.9	208.2
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	80	0	1	1	78	29	37.2	46	59.0	3	3.8	207.7
Economic Status												
Econ. Disadvantaged	5,430	46	26	60	5,298	1,930	36.4	3,253	61.4	115	2.2	205.6
Non-Econ. Disadvantaged	5,347	43	29	43	5,232	1,045	20.0	3,859	73.8	328	6.3	216.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,777	96	79	32	10,570	4,722	44.7	4,330	41.0	1,518	14.4	203.6
General Education [5]	8,145	0	38	11	8,096	2,760	34.1	3,883	48.0	1,453	17.9	214.3
Special Education	2,130	96	39	21	1,974	1,588	80.4	334	16.9	52	2.6	167.5
Limited English Proficient [6]	630	0	2	0	628	453	72.1	152	24.2	23	3.7	176.5
Current LEP	524	0	2	0	522	395	75.7	114	21.8	13	2.5	172.3
Former LEP	106	0	0	0	106	58	54.7	38	35.8	10	9.4	197.3
Gender [7]												
Female	5,078	34	32	13	4,999	2,285	45.7	2,093	41.9	621	12.4	202.8
Male	5,666	58	46	19	5,543	2,416	43.6	2,231	40.2	896	16.2	204.5
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,774	96	79	32	10,567	4,720	44.7	4,329	41.0	1,518	14.4	203.6
Ethnicity [8]												
White	4,268	45	28	9	4,186	1,313	31.4	1,984	47.4	889	21.2	216.4
Black or African American	2,527	20	26	18	2,463	1,619	65.7	737	29.9	107	4.3	183.1
Asian	620	4	2	0	614	137	22.3	279	45.4	198	32.2	228.6
Pacific Islander	29	1	0	0	28	14	50.0	10	35.7	4	14.3	199.1
Hispanic or Latino	3,244	26	23	5	3,190	1,593	49.9	1,284	40.3	313	9.8	198.3
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	80	0	0	0	80	41	51.3	33	41.3	6	7.5	193.1
Economic Status												
Econ. Disadvantaged	5,430	51	35	19	5,325	2,877	54.0	1,941	36.5	507	9.5	194.6
Non-Econ. Disadvantaged	5,347	45	44	13	5,245	1,845	35.2	2,389	45.5	1,011	19.3	212.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,777	70	108	30	10,569	2,529	23.9	6,091	57.6	1,949	18.4	220.9
General Education [5]	8,145	0	48	9	8,088	1,172	14.5	5,068	62.7	1,848	22.8	227.8
Special Education	2,130	70	53	19	1,988	1,065	53.6	833	41.9	90	4.5	199.3
Limited English Proficient [6]	630	0	10	2	618	340	55.0	256	41.4	22	3.6	198.5
Current LEP	524	0	7	2	515	310	60.2	194	37.7	11	2.1	195.3
Former LEP	106	0	3	0	103	30	29.1	62	60.2	11	10.7	214.6
Gender [7]												
Female	5,078	25	47	10	4,996	1,190	23.8	3,007	60.2	799	16.0	219.7
Male	5,666	41	60	20	5,545	1,325	23.9	3,072	55.4	1,148	20.7	222.2
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,774	70	108	30	10,566	2,528	23.9	6,090	57.6	1,948	18.4	220.9
Ethnicity [8]												
White	4,268	28	28	7	4,205	597	14.2	2,487	59.1	1,121	26.7	230.5
Black or African American	2,527	14	43	17	2,453	916	37.3	1,351	55.1	186	7.6	207.9
Asian	620	4	1	0	615	95	15.4	328	53.3	192	31.2	232.7
Pacific Islander	29	1	0	0	28	8	28.6	15	53.6	5	17.9	221.3
Hispanic or Latino	3,244	23	35	6	3,180	884	27.8	1,862	58.6	434	13.6	216.3
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	80	0	1	0	79	25	31.6	44	55.7	10	12.7	213.5
Economic Status												
Econ. Disadvantaged	5,430	35	53	19	5,323	1,673	31.4	2,997	56.3	653	12.3	213.8
Non-Econ. Disadvantaged	5,347	35	55	11	5,246	856	16.3	3,094	59.0	1,296	24.7	228.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,070	74	39	45	9,912	2,079	21.0	7,070	71.3	763	7.7	216.7
General Education [5]	8,075	0	26	8	8,041	877	10.9	6,410	79.7	754	9.4	222.7
Special Education	1,764	74	12	13	1,665	1,057	63.5	599	36.0	9	0.5	191.3
Limited English Proficient [6]	316	3	1	24	288	185	64.2	102	35.4	1	0.3	190.3
Current LEP	246	3	1	24	218	157	72.0	61	28.0	0	0.0	185.6
Former LEP	70	0	0	0	70	28	40.0	41	58.6	1	1.4	205.1
Gender [7]												
Female	4,930	22	12	17	4,879	703	14.4	3,639	74.6	537	11.0	222.0
Male	5,125	51	25	28	5,021	1,369	27.3	3,427	68.3	225	4.5	211.6
Migrant Status												
Migrant	4	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,066	74	39	45	9,908	2,077	21.0	7,068	71.3	763	7.7	216.7
Ethnicity [8]												
White	5,246	33	12	16	5,185	758	14.6	3,928	75.8	499	9.6	221.2
Black or African American	1,976	17	12	7	1,940	648	33.4	1,218	62.8	74	3.8	207.8
Asian	589	2	3	8	576	77	13.4	411	71.4	88	15.3	225.5
Pacific Islander	15	0	0	0	15	0	0.0	12	80.0	3	20.0	229.7
Hispanic or Latino	2,068	19	10	14	2,025	559	27.6	1,375	67.9	91	4.5	211.4
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	167	3	2	0	162	37	22.8	117	72.2	8	4.9	212.7
Economic Status												
Econ. Disadvantaged	3,329	30	15	28	3,256	1,043	32.0	2,101	64.5	112	3.4	208.4
Non-Econ. Disadvantaged	6,741	44	24	17	6,656	1,036	15.6	4,969	74.7	651	9.8	220.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,070	72	53	26	9,919	3,617	36.5	4,430	44.7	1,872	18.9	211.5
General Education [5]	8,075	0	33	12	8,030	2,136	26.6	4,075	50.7	1,819	22.7	221.3
Special Education	1,764	72	19	14	1,659	1,305	78.7	305	18.4	49	3.0	169.9
Limited English Proficient [6]	316	3	1	0	312	229	73.4	72	23.1	11	3.5	175.7
Current LEP	246	3	1	0	242	188	77.7	50	20.7	4	1.7	169.8
Former LEP	70	0	0	0	70	41	58.6	22	31.4	7	10.0	196.1
Gender [7]												
Female	4,930	21	17	9	4,883	1,798	36.8	2,268	46.4	817	16.7	211.2
Male	5,125	50	35	17	5,023	1,811	36.1	2,158	43.0	1,054	21.0	212.0
Migrant Status												
Migrant	4	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,066	72	53	26	9,915	3,614	36.4	4,429	44.7	1,872	18.9	211.5
Ethnicity [8]												
White	5,246	31	17	12	5,186	1,413	27.2	2,520	48.6	1,253	24.2	220.5
Black or African American	1,976	16	15	10	1,935	1,125	58.1	666	34.4	144	7.4	191.6
Asian	589	2	3	1	583	100	17.2	276	47.3	207	35.5	233.4
Pacific Islander	15	0	0	0	15	4	26.7	7	46.7	4	26.7	221.1
Hispanic or Latino	2,068	20	17	2	2,029	907	44.7	882	43.5	240	11.8	201.6
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	167	3	1	1	162	66	40.7	72	44.4	24	14.8	206.8
Economic Status												
Econ. Disadvantaged	3,329	29	22	15	3,263	1,603	49.1	1,288	39.5	372	11.4	198.4
Non-Econ. Disadvantaged	6,741	43	31	11	6,656	2,014	30.3	3,142	47.2	1,500	22.5	218.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	10,070	62	68	22	9,918	1,723	17.4	5,761	58.1	2,434	24.5	227.7
General Education [5]	8,075	0	40	11	8,024	761	9.5	4,903	61.1	2,360	29.4	234.2
Special Education	1,764	62	26	11	1,665	820	49.2	775	46.5	70	4.2	201.2
Limited English Proficient [6]	316	3	2	0	311	170	54.7	131	42.1	10	3.2	198.7
Current LEP	246	3	2	0	241	150	62.2	87	36.1	4	1.7	193.7
Former LEP	70	0	0	0	70	20	28.6	44	62.9	6	8.6	215.7
Gender [7]												
Female	4,930	22	23	7	4,878	842	17.3	2,954	60.6	1,082	22.2	226.5
Male	5,125	39	44	15	5,027	877	17.4	2,799	55.7	1,351	26.9	228.9
Migrant Status												
Migrant	4	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,066	62	68	22	9,914	1,721	17.4	5,759	58.1	2,434	24.6	227.7
Ethnicity [8]												
White	5,246	28	25	9	5,184	591	11.4	2,950	56.9	1,643	31.7	234.6
Black or African American	1,976	17	19	7	1,933	575	29.7	1,128	58.4	230	11.9	214.5
Asian	589	2	4	1	582	56	9.6	302	51.9	224	38.5	239.4
Pacific Islander	15	0	0	0	15	0	0.0	12	80.0	3	20.0	236.5
Hispanic or Latino	2,068	13	17	5	2,033	468	23.0	1,274	62.7	291	14.3	218.9
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	167	2	3	0	162	32	19.8	88	54.3	42	25.9	228.9
Economic Status												
Econ. Disadvantaged	3,329	23	30	15	3,261	874	26.8	1,931	59.2	456	14.0	217.3
Non-Econ. Disadvantaged	6,741	39	38	7	6,657	849	12.8	3,830	57.5	1,978	29.7	232.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,752	99	31	51	13,571	2,127	15.7	10,222	75.3	1,222	9.0	220.2
General Education [5]	11,323	0	15	10	11,298	894	7.9	9,191	81.4	1,213	10.7	225.0
Special Education	2,244	99	13	12	2,120	1,121	52.9	990	46.7	9	0.4	197.2
Limited English Proficient [6]	227	0	3	29	195	129	66.2	64	32.8	2	1.0	191.7
Current LEP	189	0	3	29	157	116	73.9	41	26.1	0	0.0	188.2
Former LEP	38	0	0	0	38	13	34.2	23	60.5	2	5.3	206.4
Gender [7]												
Female	6,649	28	10	26	6,585	655	9.9	5,056	76.8	874	13.3	225.7
Male	7,072	68	19	25	6,960	1,457	20.9	5,155	74.1	348	5.0	215.2
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,752	99	31	51	13,571	2,127	15.7	10,222	75.3	1,222	9.0	220.2
Ethnicity [8]												
White	9,248	67	8	18	9,155	1,078	11.8	7,110	77.7	967	10.6	223.2
Black or African American	1,875	17	11	5	1,842	533	28.9	1,253	68.0	56	3.0	209.5
Asian	737	3	0	14	720	73	10.1	522	72.5	125	17.4	227.8
Pacific Islander	16	0	0	0	16	2	12.5	14	87.5	0	0.0	223.0
Hispanic or Latino	1,699	11	7	13	1,668	399	23.9	1,206	72.3	63	3.8	213.1
Amer. Indian/AK Native	20	0	0	0	20	3	15.0	15	75.0	2	10.0	221.0
Other	157	1	5	1	150	39	26.0	102	68.0	9	6.0	213.9
Economic Status												
Econ. Disadvantaged	2,795	27	15	14	2,739	739	27.0	1,911	69.8	89	3.2	211.0
Non-Econ. Disadvantaged	10,957	72	16	37	10,832	1,388	12.8	8,311	76.7	1,133	10.5	222.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,752	96	57	20	13,579	4,155	30.6	6,458	47.6	2,966	21.8	217.5
General Education [5]	11,323	0	35	9	11,279	2,489	22.1	5,909	52.4	2,881	25.5	225.6
Special Education	2,244	96	22	11	2,115	1,524	72.1	513	24.3	78	3.7	178.2
Limited English Proficient [6]	227	0	0	0	227	165	72.7	50	22.0	12	5.3	176.6
Current LEP	189	0	0	0	189	146	77.2	36	19.0	7	3.7	172.8
Former LEP	38	0	0	0	38	19	50.0	14	36.8	5	13.2	195.4
Gender [7]												
Female	6,649	30	23	6	6,590	1,987	30.2	3,288	49.9	1,315	20.0	216.9
Male	7,072	63	31	14	6,964	2,151	30.9	3,162	45.4	1,651	23.7	218.2
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,752	96	57	20	13,579	4,155	30.6	6,458	47.6	2,966	21.8	217.5
Ethnicity [8]												
White	9,248	63	24	15	9,146	2,238	24.5	4,582	50.1	2,326	25.4	223.4
Black or African American	1,875	15	17	2	1,841	1,033	56.1	687	37.3	121	6.6	192.6
Asian	737	3	0	0	734	103	14.0	341	46.5	290	39.5	237.5
Pacific Islander	16	0	0	0	16	3	18.8	7	43.8	6	37.5	236.3
Hispanic or Latino	1,699	15	9	2	1,673	706	42.2	765	45.7	202	12.1	204.9
Amer. Indian/AK Native	20	0	2	0	18	2	11.1	12	66.7	4	22.2	224.3
Other	157	0	5	1	151	70	46.4	64	42.4	17	11.3	203.0
Economic Status												
Econ. Disadvantaged	2,795	29	18	3	2,745	1,270	46.3	1,163	42.4	312	11.4	202.0
Non-Econ. Disadvantaged	10,957	67	39	17	10,834	2,885	26.6	5,295	48.9	2,654	24.5	221.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,752	87	77	29	13,559	1,639	12.1	7,827	57.7	4,093	30.2	233.2
General Education [5]	11,323	0	51	15	11,257	761	6.8	6,566	58.3	3,930	34.9	238.4
Special Education	2,244	87	25	13	2,119	769	36.3	1,194	56.3	156	7.4	208.7
Limited English Proficient [6]	227	0	2	1	224	124	55.4	88	39.3	12	5.4	198.6
Current LEP	189	0	1	1	187	112	59.9	68	36.4	7	3.7	195.8
Former LEP	38	0	1	0	37	12	32.4	20	54.1	5	13.5	212.6
Gender [7]												
Female	6,649	25	29	8	6,587	787	11.9	3,992	60.6	1,808	27.4	231.6
Male	7,072	60	45	20	6,947	848	12.2	3,816	54.9	2,283	32.9	234.7
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,752	87	77	29	13,559	1,639	12.1	7,827	57.7	4,093	30.2	233.2
Ethnicity [8]												
White	9,248	59	43	18	9,128	704	7.7	5,193	56.9	3,231	35.4	238.0
Black or African American	1,875	14	18	4	1,839	481	26.2	1,142	62.1	216	11.7	216.3
Asian	737	3	0	1	733	60	8.2	351	47.9	322	43.9	243.1
Pacific Islander	16	0	0	0	16	0	0.0	11	68.8	5	31.3	237.9
Hispanic or Latino	1,699	11	11	4	1,673	367	21.9	1,025	61.3	281	16.8	221.3
Amer. Indian/AK Native	20	0	1	0	19	1	5.3	12	63.2	6	31.6	238.8
Other	157	0	4	2	151	26	17.2	93	61.6	32	21.2	223.6
Economic Status												
Econ. Disadvantaged	2,795	23	25	5	2,742	596	21.7	1,691	61.7	455	16.6	221.0
Non-Econ. Disadvantaged	10,957	64	52	24	10,817	1,043	9.6	6,136	56.7	3,638	33.6	236.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,008	90	31	55	13,832	1,817	13.1	10,497	75.9	1,518	11.0	222.9
General Education [5]	11,599	0	14	12	11,573	656	5.7	9,407	81.3	1,510	13.0	227.8
Special Education	2,262	90	13	15	2,144	1,078	50.3	1,059	49.4	7	0.3	198.3
Limited English Proficient [6]	198	1	5	29	163	100	61.3	61	37.4	2	1.2	193.6
Current LEP	156	0	4	29	123	90	73.2	32	26.0	1	0.8	188.7
Former LEP	42	1	1	0	40	10	25.0	29	72.5	1	2.5	208.8
Gender [7]												
Female	6,862	24	14	25	6,799	567	8.3	5,187	76.3	1,045	15.4	228.2
Male	7,134	65	17	29	7,023	1,246	17.7	5,305	75.5	472	6.7	217.9
Migrant Status												
Migrant	2	0	2	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	14,006	90	29	55	13,832	1,817	13.1	10,497	75.9	1,518	11.0	222.9
Ethnicity [8]												
White	10,365	70	22	23	10,250	1,099	10.7	7,960	77.7	1,191	11.6	224.6
Black or African American	1,242	11	3	4	1,224	332	27.1	841	68.7	51	4.2	211.9
Asian	1,000	5	5	8	982	93	9.5	702	71.5	187	19.0	228.8
Pacific Islander	43	0	0	0	43	6	14.0	30	69.8	7	16.3	227.0
Hispanic or Latino	1,309	4	1	19	1,285	274	21.3	934	72.7	77	6.0	215.6
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	40	0	0	0	40	13	32.5	25	62.5	2	5.0	208.3
Economic Status												
Econ. Disadvantaged	1,860	11	6	19	1,824	539	29.6	1,209	66.3	76	4.2	210.9
Non-Econ. Disadvantaged	12,148	79	25	36	12,008	1,278	10.6	9,288	77.3	1,442	12.0	224.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,008	90	41	37	13,840	3,699	26.7	6,650	48.0	3,491	25.2	221.6
General Education [5]	11,599	0	21	18	11,560	2,063	17.8	6,118	52.9	3,379	29.2	230.0
Special Education	2,262	90	18	17	2,137	1,535	71.8	496	23.2	106	5.0	179.0
Limited English Proficient [6]	198	1	3	2	192	129	67.2	54	28.1	9	4.7	179.9
Current LEP	156	0	3	2	151	107	70.9	38	25.2	6	4.0	175.2
Former LEP	42	1	0	0	41	22	53.7	16	39.0	3	7.3	197.4
Gender [7]												
Female	6,862	25	20	18	6,799	1,799	26.5	3,481	51.2	1,519	22.3	220.5
Male	7,134	63	21	19	7,031	1,894	26.9	3,167	45.0	1,970	28.0	222.6
Migrant Status												
Migrant	2	0	2	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	14,006	90	39	37	13,840	3,699	26.7	6,650	48.0	3,491	25.2	221.6
Ethnicity [8]												
White	10,365	71	32	22	10,240	2,341	22.9	5,105	49.9	2,794	27.3	224.8
Black or African American	1,242	10	4	5	1,223	634	51.8	471	38.5	118	9.6	196.9
Asian	1,000	5	2	4	989	157	15.9	426	43.1	406	41.1	239.2
Pacific Islander	43	0	0	0	43	8	18.6	21	48.8	14	32.6	234.8
Hispanic or Latino	1,309	4	3	5	1,297	539	41.6	610	47.0	148	11.4	205.5
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	40	0	0	0	40	19	47.5	13	32.5	8	20.0	199.8
Economic Status												
Econ. Disadvantaged	1,860	11	12	10	1,827	865	47.3	753	41.2	209	11.4	201.2
Non-Econ. Disadvantaged	12,148	79	29	27	12,013	2,834	23.6	5,897	49.1	3,282	27.3	224.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	14,008	83	55	29	13,841	1,359	9.8	7,427	53.7	5,055	36.5	237.7
General Education [5]	11,599	0	30	12	11,557	573	5.0	6,134	53.1	4,850	42.0	243.1
Special Education	2,262	83	24	16	2,139	708	33.1	1,232	57.6	199	9.3	211.1
Limited English Proficient [6]	198	1	2	1	194	95	49.0	87	44.8	12	6.2	199.9
Current LEP	156	0	2	1	153	84	54.9	63	41.2	6	3.9	195.4
Former LEP	42	1	0	0	41	11	26.8	24	58.5	6	14.6	216.6
Gender [7]												
Female	6,862	22	27	11	6,802	650	9.6	3,893	57.2	2,259	33.2	235.9
Male	7,134	59	28	18	7,029	706	10.0	3,529	50.2	2,794	39.7	239.4
Migrant Status												
Migrant	2	0	2	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	14,006	83	53	29	13,841	1,359	9.8	7,427	53.7	5,055	36.5	237.7
Ethnicity [8]												
White	10,365	63	42	18	10,242	761	7.4	5,410	52.8	4,071	39.7	240.6
Black or African American	1,242	11	5	4	1,222	280	22.9	756	61.9	186	15.2	220.2
Asian	1,000	5	2	2	991	61	6.2	437	44.1	493	49.7	246.9
Pacific Islander	43	0	0	0	43	0	0.0	20	46.5	23	53.5	249.7
Hispanic or Latino	1,309	4	6	4	1,295	247	19.1	782	60.4	266	20.5	224.3
Amer. Indian/AK Native	9	*	*	*	*	*	*	*	*	*	*	*
Other	40	0	0	0	40	10	25.0	20	50.0	10	25.0	221.8
Economic Status												
Econ. Disadvantaged	1,860	10	18	8	1,824	416	22.8	1,090	59.8	318	17.4	221.1
Non-Econ. Disadvantaged	12,148	73	37	21	12,017	943	7.8	6,337	52.7	4,737	39.4	240.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,965	85	28	64	13,788	1,424	10.3	10,028	72.7	2,336	16.9	227.6
General Education [5]	11,654	0	16	9	11,629	451	3.9	8,873	76.3	2,305	19.8	232.5
Special Education	2,150	85	11	11	2,043	897	43.9	1,115	54.6	31	1.5	201.8
Limited English Proficient [6]	244	0	1	45	198	96	48.5	100	50.5	2	1.0	200.2
Current LEP	167	0	1	45	121	80	66.1	41	33.9	0	0.0	191.1
Former LEP	77	0	0	0	77	16	20.8	59	76.6	2	2.6	214.5
Gender [7]												
Female	6,791	21	13	30	6,727	440	6.5	4,777	71.0	1,510	22.4	232.7
Male	7,151	56	13	34	7,048	976	13.8	5,246	74.4	826	11.7	222.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,965	85	28	64	13,788	1,424	10.3	10,028	72.7	2,336	16.9	227.6
Ethnicity [8]												
White	9,371	53	18	24	9,276	704	7.6	6,902	74.4	1,670	18.0	229.9
Black or African American	1,525	10	2	5	1,508	323	21.4	1,088	72.1	97	6.4	215.4
Asian	1,707	7	2	22	1,676	107	6.4	1,080	64.4	489	29.2	235.6
Pacific Islander	8	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	1,202	6	3	13	1,180	258	21.9	856	72.5	66	5.6	215.0
Amer. Indian/AK Native	20	0	0	0	20	4	20.0	15	75.0	1	5.0	221.1
Other	132	9	3	0	120	28	23.3	82	68.3	10	8.3	218.6
Economic Status												
Econ. Disadvantaged	1,548	18	6	16	1,508	406	26.9	1,047	69.4	55	3.6	211.3
Non-Econ. Disadvantaged	12,417	67	22	48	12,280	1,018	8.3	8,981	73.1	2,281	18.6	229.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,965	87	38	22	13,818	3,016	21.8	6,299	45.6	4,503	32.6	228.8
General Education [5]	11,654	0	22	9	11,623	1,589	13.7	5,660	48.7	4,374	37.6	237.1
Special Education	2,150	87	15	12	2,036	1,325	65.1	590	29.0	121	5.9	184.5
Limited English Proficient [6]	244	0	1	1	242	131	54.1	84	34.7	27	11.2	193.7
Current LEP	167	0	1	1	165	108	65.5	49	29.7	8	4.8	181.1
Former LEP	77	0	0	0	77	23	29.9	35	45.5	19	24.7	220.7
Gender [7]												
Female	6,791	23	16	12	6,740	1,481	22.0	3,250	48.2	2,009	29.8	227.1
Male	7,151	56	20	10	7,065	1,524	21.6	3,048	43.1	2,493	35.3	230.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,965	87	38	22	13,818	3,016	21.8	6,299	45.6	4,503	32.6	228.8
Ethnicity [8]												
White	9,371	55	24	13	9,279	1,589	17.1	4,466	48.1	3,224	34.7	232.6
Black or African American	1,525	10	5	4	1,506	718	47.7	637	42.3	151	10.0	199.8
Asian	1,707	7	1	1	1,698	167	9.8	600	35.3	931	54.8	250.6
Pacific Islander	8	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	1,202	6	5	4	1,187	484	40.8	546	46.0	157	13.2	206.1
Amer. Indian/AK Native	20	0	0	0	20	9	45.0	6	30.0	5	25.0	209.3
Other	132	9	3	0	120	49	40.8	42	35.0	29	24.2	209.1
Economic Status												
Econ. Disadvantaged	1,548	19	14	3	1,512	711	47.0	638	42.2	163	10.8	200.4
Non-Econ. Disadvantaged	12,417	68	24	19	12,306	2,305	18.7	5,661	46.0	4,340	35.3	232.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	13,965	81	48	25	13,811	1,239	9.0	6,956	50.4	5,616	40.7	240.8
General Education [5]	11,654	0	26	10	11,618	493	4.2	5,732	49.3	5,393	46.4	246.2
Special Education	2,150	81	21	14	2,034	661	32.5	1,155	56.8	218	10.7	213.0
Limited English Proficient [6]	244	0	1	2	241	101	41.9	118	49.0	22	9.1	208.0
Current LEP	167	0	1	1	165	91	55.2	69	41.8	5	3.0	199.0
Former LEP	77	0	0	1	76	10	13.2	49	64.5	17	22.4	227.5
Gender [7]												
Female	6,791	21	21	12	6,737	590	8.8	3,644	54.1	2,503	37.2	238.8
Male	7,151	52	26	13	7,060	643	9.1	3,305	46.8	3,112	44.1	242.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	13,965	81	48	25	13,811	1,239	9.0	6,956	50.4	5,616	40.7	240.8
Ethnicity [8]												
White	9,371	50	27	17	9,277	561	6.0	4,685	50.5	4,031	43.5	243.7
Black or African American	1,525	9	13	4	1,499	315	21.0	905	60.4	279	18.6	222.3
Asian	1,707	7	2	0	1,698	97	5.7	615	36.2	986	58.1	253.1
Pacific Islander	8	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	1,202	6	5	4	1,187	236	19.9	682	57.5	269	22.7	225.6
Amer. Indian/AK Native	20	0	0	0	20	5	25.0	9	45.0	6	30.0	229.3
Other	132	9	1	0	122	25	20.5	58	47.5	39	32.0	228.3
Economic Status												
Econ. Disadvantaged	1,548	16	18	7	1,507	382	25.3	913	60.6	212	14.1	218.6
Non-Econ. Disadvantaged	12,417	65	30	18	12,304	857	7.0	6,043	49.1	5,404	43.9	243.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,101	51	28	55	19,967	1,295	6.5	14,670	73.5	4,002	20.0	231.6
General Education [5]	17,041	0	18	6	17,017	324	1.9	12,761	75.0	3,932	23.1	235.8
Special Education	2,883	51	6	7	2,819	906	32.1	1,844	65.4	69	2.4	207.4
Limited English Proficient [6]	221	0	4	43	174	81	46.6	91	52.3	2	1.1	202.9
Current LEP	185	0	4	43	138	70	50.7	67	48.6	1	0.7	200.7
Former LEP	36	0	0	0	36	11	30.6	24	66.7	1	2.8	211.4
Gender [7]												
Female	9,728	14	9	30	9,675	384	4.0	6,755	69.8	2,536	26.2	236.3
Male	10,351	33	17	25	10,276	905	8.8	7,906	76.9	1,465	14.3	227.2
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20,101	51	28	55	19,967	1,295	6.5	14,670	73.5	4,002	20.0	231.6
Ethnicity [8]												
White	15,601	41	13	12	15,535	817	5.3	11,636	74.9	3,082	19.8	232.3
Black or African American	1,168	4	1	0	1,163	227	19.5	851	73.2	85	7.3	217.2
Asian	2,302	1	7	31	2,263	100	4.4	1,420	62.7	743	32.8	238.9
Pacific Islander	29	0	0	0	29	4	13.8	19	65.5	6	20.7	228.3
Hispanic or Latino	885	2	1	5	877	133	15.2	669	76.3	75	8.6	219.9
Amer. Indian/AK Native	19	0	0	0	19	5	26.3	12	63.2	2	10.5	217.2
Other	97	3	6	7	81	9	11.1	63	77.8	9	11.1	224.6
Economic Status												
Econ. Disadvantaged	819	3	1	6	809	201	24.8	583	72.1	25	3.1	212.0
Non-Econ. Disadvantaged	19,282	48	27	49	19,158	1,094	5.7	14,087	73.5	3,977	20.8	232.4

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,101	50	31	23	19,997	3,276	16.4	8,925	44.6	7,796	39.0	236.1
General Education [5]	17,041	0	19	12	17,010	1,554	9.1	7,931	46.6	7,525	44.2	243.8
Special Education	2,883	50	12	10	2,811	1,650	58.7	938	33.4	223	7.9	191.2
Limited English Proficient [6]	221	0	0	1	220	87	39.5	73	33.2	60	27.3	213.4
Current LEP	185	0	0	1	184	77	41.8	59	32.1	48	26.1	211.8
Former LEP	36	0	0	0	36	10	27.8	14	38.9	12	33.3	222.0
Gender [7]												
Female	9,728	14	10	8	9,696	1,634	16.9	4,637	47.8	3,425	35.3	233.7
Male	10,351	32	21	15	10,283	1,635	15.9	4,281	41.6	4,367	42.5	238.4
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20,101	50	31	23	19,997	3,276	16.4	8,925	44.6	7,796	39.0	236.1
Ethnicity [8]												
White	15,601	40	22	18	15,521	2,259	14.6	7,265	46.8	5,997	38.6	236.8
Black or African American	1,168	4	2	1	1,161	511	44.0	514	44.3	136	11.7	203.3
Asian	2,302	1	3	1	2,297	149	6.5	687	29.9	1,461	63.6	258.4
Pacific Islander	29	0	0	0	29	3	10.3	15	51.7	11	37.9	239.2
Hispanic or Latino	885	2	2	1	880	319	36.3	403	45.8	158	18.0	210.9
Amer. Indian/AK Native	19	0	0	0	19	9	47.4	6	31.6	4	21.1	198.6
Other	97	3	2	2	90	26	28.9	35	38.9	29	32.2	224.6
Economic Status												
Econ. Disadvantaged	819	3	2	1	813	383	47.1	339	41.7	91	11.2	200.8
Non-Econ. Disadvantaged	19,282	47	29	22	19,184	2,893	15.1	8,586	44.8	7,705	40.2	237.6

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20,101	49	45	18	19,989	1,032	5.2	8,896	44.5	10,061	50.3	248.2
General Education [5]	17,041	0	25	7	17,009	311	1.8	7,083	41.6	9,615	56.5	253.4
Special Education	2,883	49	11	11	2,812	660	23.5	1,731	61.6	421	15.0	219.3
Limited English Proficient [6]	221	0	9	0	212	77	36.3	101	47.6	34	16.0	212.9
Current LEP	185	0	9	0	176	66	37.5	85	48.3	25	14.2	210.8
Former LEP	36	0	0	0	36	11	30.6	16	44.4	9	25.0	223.0
Gender [7]												
Female	9,728	13	20	8	9,687	475	4.9	4,743	49.0	4,469	46.1	245.8
Male	10,351	32	25	10	10,284	552	5.4	4,143	40.3	5,589	54.3	250.6
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20,101	49	45	18	19,989	1,032	5.2	8,896	44.5	10,061	50.3	248.2
Ethnicity [8]												
White	15,601	40	24	14	15,523	625	4.0	6,928	44.6	7,970	51.3	249.3
Black or African American	1,168	3	4	1	1,160	186	16.0	705	60.8	269	23.2	227.2
Asian	2,302	1	12	0	2,289	78	3.4	696	30.4	1,515	66.2	258.9
Pacific Islander	29	0	0	0	29	1	3.4	15	51.7	13	44.8	246.6
Hispanic or Latino	885	2	3	1	879	126	14.3	505	57.5	248	28.2	231.5
Amer. Indian/AK Native	19	0	0	0	19	5	26.3	8	42.1	6	31.6	228.1
Other	97	3	2	2	90	11	12.2	39	43.3	40	44.4	239.0
Economic Status												
Econ. Disadvantaged	819	3	6	0	810	176	21.7	478	59.0	156	19.3	222.7
Non-Econ. Disadvantaged	19,282	46	39	18	19,179	856	4.5	8,418	43.9	9,905	51.6	249.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,386	25	7	15	4,339	199	4.6	2,959	68.2	1,181	27.2	236.3
General Education [5]	3,754	0	2	1	3,751	45	1.2	2,545	67.8	1,161	31.0	240.1
Special Education	577	25	1	4	547	135	24.7	393	71.8	19	3.5	212.5
Limited English Proficient [6]	70	0	4	10	56	23	41.1	31	55.4	2	3.6	205.1
Current LEP	58	0	4	10	44	22	50.0	21	47.7	1	2.3	201.0
Former LEP	12	0	0	0	12	1	8.3	10	83.3	1	8.3	220.3
Gender [7]												
Female	2,152	5	4	6	2,137	55	2.6	1,342	62.8	740	34.6	241.0
Male	2,232	20	3	9	2,200	143	6.5	1,616	73.5	441	20.0	231.7
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,386	25	7	15	4,339	199	4.6	2,959	68.2	1,181	27.2	236.3
Ethnicity [8]												
White	3,316	17	2	6	3,291	134	4.1	2,297	69.8	860	26.1	235.9
Black or African American	101	3	1	1	96	13	13.5	71	74.0	12	12.5	224.0
Asian	801	5	3	8	785	29	3.7	464	59.1	292	37.2	242.3
Pacific Islander	5	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	144	0	1	0	143	20	14.0	111	77.6	12	8.4	221.5
Amer. Indian/AK Native	3	*	*	*	*	*	*	*	*	*	*	*
Other	16	0	0	0	16	2	12.5	13	81.3	1	6.3	219.0
Economic Status												
Econ. Disadvantaged	61	1	0	1	59	7	11.9	51	86.4	1	1.7	218.4
Non-Econ. Disadvantaged	4,325	24	7	14	4,280	192	4.5	2,908	67.9	1,180	27.6	236.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,386	26	9	5	4,346	418	9.6	1,718	39.5	2,210	50.9	247.6
General Education [5]	3,754	0	7	1	3,746	168	4.5	1,469	39.2	2,109	56.3	254.2
Special Education	577	26	2	4	545	230	42.2	234	42.9	81	14.9	204.6
Limited English Proficient [6]	70	0	0	0	70	24	34.3	18	25.7	28	40.0	226.5
Current LEP	58	0	0	0	58	22	37.9	15	25.9	21	36.2	222.2
Former LEP	12	0	0	0	12	2	16.7	3	25.0	7	58.3	247.5
Gender [7]												
Female	2,152	5	3	2	2,142	200	9.3	952	44.4	990	46.2	244.6
Male	2,232	21	6	3	2,202	218	9.9	764	34.7	1,220	55.4	250.6
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,386	26	9	5	4,346	418	9.6	1,718	39.5	2,210	50.9	247.6
Ethnicity [8]												
White	3,316	18	7	4	3,287	309	9.4	1,402	42.7	1,576	47.9	245.4
Black or African American	101	3	1	1	96	27	28.1	43	44.8	26	27.1	223.3
Asian	801	5	0	0	796	36	4.5	192	24.1	568	71.4	266.1
Pacific Islander	5	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	144	0	1	0	143	40	28.0	70	49.0	33	23.1	216.7
Amer. Indian/AK Native	3	*	*	*	*	*	*	*	*	*	*	*
Other	16	0	0	0	16	4	25.0	8	50.0	4	25.0	217.2
Economic Status												
Econ. Disadvantaged	61	1	0	1	59	22	37.3	28	47.5	9	15.3	208.5
Non-Econ. Disadvantaged	4,325	25	9	4	4,287	396	9.2	1,690	39.4	2,201	51.3	248.2

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	4,386	25	7	5	4,349	141	3.2	1,529	35.2	2,679	61.6	255.9
General Education [5]	3,754	0	5	1	3,748	34	0.9	1,174	31.3	2,540	67.8	260.6
Special Education	577	25	2	4	546	92	16.8	324	59.3	130	23.8	228.2
Limited English Proficient [6]	70	0	0	0	70	17	24.3	39	55.7	14	20.0	220.4
Current LEP	58	0	0	0	58	16	27.6	33	56.9	9	15.5	216.9
Former LEP	12	0	0	0	12	1	8.3	6	50.0	5	41.7	237.4
Gender [7]												
Female	2,152	5	2	2	2,143	57	2.7	852	39.8	1,234	57.6	254.0
Male	2,232	20	5	3	2,204	83	3.8	677	30.7	1,444	65.5	257.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	4,386	25	7	5	4,349	141	3.2	1,529	35.2	2,679	61.6	255.9
Ethnicity [8]												
White	3,316	17	5	4	3,290	87	2.6	1,211	36.8	1,992	60.5	255.1
Black or African American	101	3	1	1	96	9	9.4	50	52.1	37	38.5	237.9
Asian	801	5	0	0	796	25	3.1	187	23.5	584	73.4	265.2
Pacific Islander	5	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	144	0	1	0	143	18	12.6	71	49.7	54	37.8	237.1
Amer. Indian/AK Native	3	*	*	*	*	*	*	*	*	*	*	*
Other	16	0	0	0	16	2	12.5	6	37.5	8	50.0	246.9
Economic Status												
Econ. Disadvantaged	61	1	0	1	59	11	18.6	32	54.2	16	27.1	228.0
Non-Econ. Disadvantaged	4,325	24	7	4	4,290	130	3.0	1,497	34.9	2,663	62.1	256.3

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 8

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,521	4	2	7	1,508	464	30.8	984	65.3	60	4.0	210.2
General Education [5]	1,330	0	2	6	1,322	329	24.9	935	70.7	58	4.4	213.4
Special Education	184	4	0	1	179	131	73.2	46	25.7	2	1.1	187.6
Limited English Proficient [6]	11	0	0	0	11	8	72.7	3	27.3	0	0.0	187.0
Current LEP	8	*	*	*	*	*	*	*	*	*	*	*
Former LEP	3	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	809	3	2	6	798	202	25.3	547	68.5	49	6.1	214.2
Male	707	1	0	1	705	260	36.9	434	61.6	11	1.6	205.9
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	1,521	4	2	7	1,508	464	30.8	984	65.3	60	4.0	210.2
Ethnicity [8]												
White	163	0	0	0	163	28	17.2	113	69.3	22	13.5	222.6
Black or African American	955	2	2	5	946	330	34.9	601	63.5	15	1.6	206.7
Asian	32	0	0	0	32	4	12.5	21	65.6	7	21.9	229.2
Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	350	2	0	2	346	94	27.2	236	68.2	16	4.6	212.7
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	18	0	0	0	18	8	44.4	10	55.6	0	0.0	203.2
Economic Status												
Econ. Disadvantaged	948	4	1	7	936	317	33.9	597	63.8	22	2.4	208.0
Non-Econ. Disadvantaged	573	0	1	0	572	147	25.7	387	67.7	38	6.6	213.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,521	4	6	3	1,508	796	52.8	538	35.7	174	11.5	197.4
General Education [5]	1,330	0	5	2	1,323	643	48.6	511	38.6	169	12.8	202.2
Special Education	184	4	1	1	178	146	82.0	27	15.2	5	2.8	164.0
Limited English Proficient [6]	11	0	0	0	11	11	100.0	0	0.0	0	0.0	155.1
Current LEP	8	*	*	*	*	*	*	*	*	*	*	*
Former LEP	3	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	809	3	4	2	800	430	53.8	281	35.1	89	11.1	197.3
Male	707	1	2	1	703	361	51.4	257	36.6	85	12.1	197.8
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	1,521	4	6	3	1,508	796	52.8	538	35.7	174	11.5	197.4
Ethnicity [8]												
White	163	0	0	0	163	42	25.8	69	42.3	52	31.9	224.7
Black or African American	955	2	4	1	948	587	61.9	309	32.6	52	5.5	188.5
Asian	32	0	0	0	32	2	6.3	17	53.1	13	40.6	241.7
Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	350	2	2	2	344	154	44.8	134	39.0	56	16.3	205.7
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	18	0	0	0	18	11	61.1	7	38.9	0	0.0	179.4
Economic Status												
Econ. Disadvantaged	948	4	3	2	939	543	57.8	310	33.0	86	9.2	193.2
Non-Econ. Disadvantaged	573	0	3	1	569	253	44.5	228	40.1	88	15.5	204.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 8

SCIENCE												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	1,521	4	11	1	1,505	371	24.7	868	57.7	266	17.7	219.8
General Education [5]	1,330	0	7	1	1,322	278	21.0	786	59.5	258	19.5	222.5
Special Education	184	4	4	0	176	88	50.0	80	45.5	8	4.5	201.0
Limited English Proficient [6]	11	0	0	0	11	8	72.7	3	27.3	0	0.0	190.7
Current LEP	8	*	*	*	*	*	*	*	*	*	*	*
Former LEP	3	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	809	3	7	1	798	207	25.9	462	57.9	129	16.2	218.1
Male	707	1	4	0	702	162	23.1	403	57.4	137	19.5	221.9
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	1,521	4	11	1	1,505	371	24.7	868	57.7	266	17.7	219.8
Ethnicity [8]												
White	163	0	0	0	163	12	7.4	72	44.2	79	48.5	245.5
Black or African American	955	2	9	1	943	279	29.6	575	61.0	89	9.4	212.8
Asian	32	0	0	0	32	0	0.0	15	46.9	17	53.1	250.7
Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	350	2	2	0	346	74	21.4	193	55.8	79	22.8	224.5
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	18	0	0	0	18	5	27.8	11	61.1	2	11.1	213.4
Economic Status												
Econ. Disadvantaged	948	4	8	1	935	270	28.9	551	58.9	114	12.2	214.3
Non-Econ. Disadvantaged	573	0	3	0	570	101	17.7	317	55.6	152	26.7	228.8

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 8

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20	0	0	0	20	0	0.0	17	85.0	3	15.0	231.4
General Education [5]	19	0	0	0	19	0	0.0	16	84.2	3	15.8	232.7
Special Education	1	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	15	0	0	0	15	0	0.0	12	80.0	3	20.0	233.2
Male	5	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20	0	0	0	20	0	0.0	17	85.0	3	15.0	231.4
Ethnicity [8]												
White	5	*	*	*	*	*	*	*	*	*	*	*
Black or African American	5	*	*	*	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	5	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	15	0	0	0	15	0	0.0	13	86.7	2	13.3	229.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20	0	0	0	20	1	5.0	8	40.0	11	55.0	246.9
General Education [5]	19	0	0	0	19	0	0.0	8	42.1	11	57.9	251.2
Special Education	1	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	15	0	0	0	15	0	0.0	7	46.7	8	53.3	249.5
Male	5	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20	0	0	0	20	1	5.0	8	40.0	11	55.0	246.9
Ethnicity [8]												
White	5	*	*	*	*	*	*	*	*	*	*	*
Black or African American	5	*	*	*	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	5	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	15	0	0	0	15	1	6.7	7	46.7	7	46.7	239.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG V - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	20	0	0	0	20	1	5.0	14	70.0	5	25.0	233.1
General Education [5]	19	0	0	0	19	1	5.3	13	68.4	5	26.3	232.9
Special Education	1	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient [6]	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Current LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Former LEP	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Gender [7]												
Female	15	0	0	0	15	1	6.7	11	73.3	3	20.0	227.6
Male	5	*	*	*	*	*	*	*	*	*	*	*
Migrant Status												
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	20	0	0	0	20	1	5.0	14	70.0	5	25.0	233.1
Ethnicity [8]												
White	5	*	*	*	*	*	*	*	*	*	*	*
Black or African American	5	*	*	*	*	*	*	*	*	*	*	*
Asian	6	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Hispanic or Latino	4	*	*	*	*	*	*	*	*	*	*	*
Amer. Indian/AK Native	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Other	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0.0
Economic Status												
Econ. Disadvantaged	5	*	*	*	*	*	*	*	*	*	*	*
Non-Econ. Disadvantaged	15	0	0	0	15	1	6.7	10	66.7	4	26.7	233.7

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,784	130	185	169	19,300	8,219	42.6	10,613	55.0	468	2.4	202.5
General Education [5]	14,322	0	100	22	14,200	4,201	29.6	9,540	67.2	459	3.2	209.9
Special Education	4,024	130	70	42	3,782	3,060	80.9	715	18.9	7	0.2	180.1
Limited English Proficient [6]	2,115	4	16	106	1,989	1,274	64.1	709	35.6	6	0.3	190.5
Current LEP	1,514	4	16	106	1,388	1,022	73.6	364	26.2	2	0.1	185.9
Former LEP	601	0	0	0	601	252	41.9	345	57.4	4	0.7	201.2
Gender [7]												
Female	9,504	44	71	68	9,321	3,199	34.3	5,780	62.0	342	3.7	207.7
Male	10,186	80	110	97	9,899	4,968	50.2	4,806	48.6	125	1.3	197.7
Migrant Status												
Migrant	20	0	0	0	20	16	80.0	4	20.0	0	0.0	188.6
Non-Migrant	19,764	130	185	169	19,280	8,203	42.5	10,609	55.0	468	2.4	202.5
Ethnicity [8]												
White	2,129	14	18	25	2,072	508	24.5	1,432	69.1	132	6.4	213.7
Black or African American	8,040	60	89	64	7,827	3,933	50.2	3,793	48.5	101	1.3	198.0
Asian	539	1	1	15	522	111	21.3	363	69.5	48	9.2	216.6
Pacific Islander	21	1	0	0	20	8	40.0	12	60.0	0	0.0	201.2
Hispanic or Latino	8,824	51	59	63	8,651	3,532	40.8	4,934	57.0	185	2.1	203.4
Amer. Indian/AK Native	16	1	0	0	15	7	46.7	8	53.3	0	0.0	201.9
Other	215	2	18	2	193	120	62.2	71	36.8	2	1.0	190.6
Economic Status												
Econ. Disadvantaged	14,448	83	128	107	14,130	6,272	44.4	7,576	53.6	282	2.0	201.4
Non-Econ. Disadvantaged	5,336	47	57	62	5,170	1,947	37.7	3,037	58.7	186	3.6	205.5

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,784	133	245	70	19,336	11,685	60.4	5,999	31.0	1,652	8.5	188.5
General Education [5]	14,322	0	139	26	14,157	7,195	50.8	5,397	38.1	1,565	11.1	199.2
Special Education	4,024	133	101	43	3,747	3,351	89.4	358	9.6	38	1.0	155.1
Limited English Proficient [6]	2,115	3	8	3	2,101	1,546	73.6	460	21.9	95	4.5	175.3
Current LEP	1,514	3	5	2	1,504	1,204	80.1	251	16.7	49	3.3	168.9
Former LEP	601	0	3	1	597	342	57.3	209	35.0	46	7.7	191.5
Gender [7]												
Female	9,504	46	87	26	9,345	5,646	60.4	2,979	31.9	720	7.7	189.3
Male	10,186	81	152	44	9,909	5,973	60.3	3,004	30.3	932	9.4	187.9
Migrant Status												
Migrant	20	0	0	0	20	14	70.0	5	25.0	1	5.0	185.8
Non-Migrant	19,764	133	245	70	19,316	11,671	60.4	5,994	31.0	1,651	8.5	188.5
Ethnicity [8]												
White	2,129	15	22	8	2,084	803	38.5	864	41.5	417	20.0	210.4
Black or African American	8,040	61	124	39	7,816	5,600	71.6	1,913	24.5	303	3.9	177.4
Asian	539	1	0	0	538	154	28.6	229	42.6	155	28.8	222.6
Pacific Islander	21	1	0	0	20	12	60.0	7	35.0	1	5.0	186.9
Hispanic or Latino	8,824	52	86	23	8,663	4,942	57.0	2,953	34.1	768	8.9	191.7
Amer. Indian/AK Native	16	1	0	0	15	9	60.0	4	26.7	2	13.3	192.7
Other	215	2	13	0	200	165	82.5	29	14.5	6	3.0	164.3
Economic Status												
Econ. Disadvantaged	14,448	86	170	53	14,139	8,762	62.0	4,290	30.3	1,087	7.7	187.2
Non-Econ. Disadvantaged	5,336	47	75	17	5,197	2,923	56.2	1,709	32.9	565	10.9	192.0

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	19,784	114	346	64	19,260	7,442	38.6	10,050	52.2	1,768	9.2	208.9
General Education [5]	14,322	0	194	26	14,102	4,026	28.5	8,397	59.5	1,679	11.9	215.2
Special Education	4,024	114	144	32	3,734	2,528	67.7	1,155	30.9	51	1.4	190.6
Limited English Proficient [6]	2,115	4	16	8	2,087	1,168	56.0	846	40.5	73	3.5	197.9
Current LEP	1,514	3	9	7	1,495	947	63.3	510	34.1	38	2.5	193.9
Former LEP	601	1	7	1	592	221	37.3	336	56.8	35	5.9	207.8
Gender [7]												
Female	9,504	39	129	21	9,315	3,612	38.8	4,960	53.2	743	8.0	208.2
Male	10,186	71	209	43	9,863	3,781	38.3	5,060	51.3	1,022	10.4	209.7
Migrant Status												
Migrant	20	0	0	0	20	10	50.0	10	50.0	0	0.0	200.7
Non-Migrant	19,764	114	346	64	19,240	7,432	38.6	10,040	52.2	1,768	9.2	208.9
Ethnicity [8]												
White	2,129	13	19	10	2,087	418	20.0	1,194	57.2	475	22.8	225.6
Black or African American	8,040	46	190	28	7,776	3,535	45.5	3,859	49.6	382	4.9	203.0
Asian	539	1	2	0	536	100	18.7	296	55.2	140	26.1	228.1
Pacific Islander	21	1	0	0	20	7	35.0	12	60.0	1	5.0	213.1
Hispanic or Latino	8,824	50	115	26	8,633	3,275	37.9	4,595	53.2	763	8.8	209.2
Amer. Indian/AK Native	16	1	0	0	15	7	46.7	5	33.3	3	20.0	211.3
Other	215	2	20	0	193	100	51.8	89	46.1	4	2.1	198.2
Economic Status												
Econ. Disadvantaged	14,448	79	229	46	14,094	5,693	40.4	7,308	51.9	1,093	7.8	207.3
Non-Econ. Disadvantaged	5,336	35	117	18	5,166	1,749	33.9	2,742	53.1	675	13.1	213.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	86,209	506	205	375	85,123	11,530	13.5	62,146	73.0	11,447	13.4	224.0
General Education [5]	71,215	0	113	63	71,039	4,484	6.3	55,264	77.8	11,291	15.9	229.0
Special Education	13,712	506	72	84	13,050	6,341	48.6	6,556	50.2	153	1.2	199.1
Limited English Proficient [6]	1,707	4	21	231	1,451	869	59.9	570	39.3	12	0.8	194.2
Current LEP	1,350	3	20	231	1,096	762	69.5	331	30.2	3	0.3	189.3
Former LEP	357	1	1	0	355	107	30.1	239	67.3	9	2.5	209.3
Gender [7]												
Female	41,851	140	82	174	41,455	3,715	9.0	30,202	72.9	7,538	18.2	229.0
Male	44,221	345	115	200	43,561	7,758	17.8	31,898	73.2	3,905	9.0	219.2
Migrant Status												
Migrant	8	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	86,201	506	203	375	85,117	11,527	13.5	62,143	73.0	11,447	13.4	224.0
Ethnicity [8]												
White	57,138	323	92	119	56,604	5,257	9.3	42,827	75.7	8,520	15.1	227.2
Black or African American	10,496	73	38	46	10,339	3,060	29.6	6,870	66.4	409	4.0	210.0
Asian	7,496	26	21	101	7,348	525	7.1	4,865	66.2	1,958	26.6	234.2
Pacific Islander	137	0	0	0	137	19	13.9	95	69.3	23	16.8	226.8
Hispanic or Latino	10,166	68	37	99	9,962	2,496	25.1	6,979	70.1	487	4.9	212.9
Amer. Indian/AK Native	90	0	0	1	89	16	18.0	64	71.9	9	10.1	220.8
Other	686	16	17	9	644	157	24.4	446	69.3	41	6.4	214.8
Economic Status												
Econ. Disadvantaged	15,052	131	59	135	14,727	4,498	30.5	9,775	66.4	454	3.1	209.1
Non-Econ. Disadvantaged	71,157	375	146	240	70,396	7,032	10.0	52,371	74.4	10,993	15.6	227.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						
						Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	86,209	507	298	176	85,228	22,442	26.3	38,554	45.2	24,232	28.4	223.7
General Education [5]	71,215	0	174	75	70,966	12,711	17.9	34,834	49.1	23,421	33.0	232.3
Special Education	13,712	507	118	96	12,991	8,879	68.3	3,405	26.2	707	5.4	181.1
Limited English Proficient [6]	1,707	4	7	5	1,691	1,075	63.6	452	26.7	164	9.7	186.4
Current LEP	1,350	3	7	5	1,335	909	68.1	321	24.0	105	7.9	181.2
Former LEP	357	1	0	0	356	166	46.6	131	36.8	59	16.6	205.9
Gender [7]												
Female	41,851	146	121	73	41,511	10,974	26.4	19,878	47.9	10,659	25.7	222.4
Male	44,221	339	170	103	43,609	11,396	26.1	18,649	42.8	13,564	31.1	225.1
Migrant Status												
Migrant	8	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	86,201	507	296	176	85,222	22,437	26.3	38,553	45.2	24,232	28.4	223.7
Ethnicity [8]												
White	57,138	327	149	96	56,566	11,335	20.0	27,214	48.1	18,017	31.9	229.5
Black or African American	10,496	67	65	42	10,322	5,669	54.9	3,841	37.2	812	7.9	193.8
Asian	7,496	26	11	7	7,452	777	10.4	2,683	36.0	3,992	53.6	249.7
Pacific Islander	137	0	0	0	137	26	19.0	63	46.0	48	35.0	234.0
Hispanic or Latino	10,166	72	58	26	10,010	4,334	43.3	4,445	44.4	1,231	12.3	203.8
Amer. Indian/AK Native	90	0	2	1	87	29	33.3	40	46.0	18	20.7	212.7
Other	686	15	13	4	654	272	41.6	268	41.0	114	17.4	206.8
Economic Status												
Econ. Disadvantaged	15,052	135	97	55	14,765	7,298	49.4	5,910	40.0	1,557	10.5	198.8
Non-Econ. Disadvantaged	71,157	372	201	121	70,463	15,144	21.5	32,644	46.3	22,675	32.2	228.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2008
REPORT PRINTED: 11/4/2008
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 8

SCIENCE

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	86,209	453	396	162	85,198	9,244	10.9	44,076	51.7	31,878	37.4	238.0
General Education [5]	71,215	0	225	67	70,923	3,988	5.6	36,413	51.3	30,522	43.0	243.7
Special Education	13,712	453	152	89	13,018	4,576	35.2	7,146	54.9	1,296	10.0	210.9
Limited English Proficient [6]	1,707	4	21	7	1,675	817	48.8	740	44.2	118	7.0	202.7
Current LEP	1,350	3	20	6	1,321	726	55.0	535	40.5	60	4.5	198.3
Former LEP	357	1	1	1	354	91	25.7	205	57.9	58	16.4	219.2
Gender [7]												
Female	41,851	132	162	60	41,497	4,382	10.6	22,966	55.3	14,149	34.1	236.2
Male	44,221	300	228	101	43,592	4,826	11.1	21,048	48.3	17,718	40.6	239.8
Migrant Status												
Migrant	8	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	86,201	453	394	162	85,192	9,241	10.8	44,074	51.7	31,877	37.4	238.0
Ethnicity [8]												
White	57,138	290	194	88	56,566	3,818	6.7	28,697	50.7	24,051	42.5	242.8
Black or African American	10,496	64	97	36	10,299	2,692	26.1	6,167	59.9	1,440	14.0	217.3
Asian	7,496	26	20	4	7,446	420	5.6	2,773	37.2	4,253	57.1	252.5
Pacific Islander	137	0	0	0	137	5	3.6	74	54.0	58	42.3	243.4
Hispanic or Latino	10,166	59	71	29	10,007	2,165	21.6	5,975	59.7	1,867	18.7	222.2
Amer. Indian/AK Native	90	0	1	1	88	14	15.9	46	52.3	28	31.8	233.6
Other	686	14	13	4	655	130	19.8	344	52.5	181	27.6	227.3
Economic Status												
Econ. Disadvantaged	15,052	108	145	54	14,745	3,787	25.7	8,755	59.4	2,203	14.9	218.2
Non-Econ. Disadvantaged	71,157	345	251	108	70,453	5,457	7.7	35,321	50.1	29,675	42.1	242.1

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,808	672	289	408	104,439	18,890	18.1	74,003	70.9	11,546	11.1	220.4
General Education [5]	85,650	0	159	110	85,381	8,489	9.9	65,509	76.7	11,383	13.3	225.7
Special Education	17,553	672	104	114	16,663	8,797	52.8	7,712	46.3	154	0.9	197.3
Limited English Proficient [6]	3,741	10	28	190	3,513	2,096	59.7	1,395	39.7	22	0.6	194.7
Current LEP	2,749	4	27	188	2,530	1,721	68.0	800	31.6	9	0.4	190.7
Former LEP	992	6	1	2	983	375	38.1	595	60.5	13	1.3	205.1
Gender [7]												
Female	51,316	247	126	192	50,751	6,910	13.6	36,465	71.9	7,376	14.5	224.5
Male	54,407	422	158	215	53,612	11,939	22.3	37,504	70.0	4,169	7.8	216.5
Migrant Status												
Migrant	16	0	1	0	15	8	53.3	7	46.7	0	0.0	196.7
Non-Migrant	105,792	672	288	408	104,424	18,882	18.1	73,996	70.9	11,546	11.1	220.4
Ethnicity [8]												
White	58,659	352	104	129	58,074	5,244	9.0	44,632	76.9	8,198	14.1	226.9
Black or African American	17,972	133	90	91	17,658	6,745	38.2	10,489	59.4	424	2.4	205.2
Asian	8,359	34	27	116	8,182	579	7.1	5,428	66.3	2,175	26.6	233.6
Pacific Islander	251	0	0	2	249	24	9.6	186	74.7	39	15.7	225.7
Hispanic or Latino	19,464	135	49	63	19,217	6,021	31.3	12,570	65.4	626	3.3	209.1
Amer. Indian/AK Native	118	1	1	2	114	19	16.7	85	74.6	10	8.8	218.2
Other	985	17	18	5	945	258	27.3	613	64.9	74	7.8	213.4
Economic Status												
Econ. Disadvantaged	30,984	230	120	167	30,467	10,931	35.9	18,772	61.6	764	2.5	206.4
Non-Econ. Disadvantaged	74,824	442	169	241	73,972	7,959	10.8	55,231	74.7	10,782	14.6	226.1

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

MATHEMATICS

Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [3]						Scale Score Mean
						Partially Proficient		Proficient		Advanced Proficient		
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,808	675	458	224	104,451	30,039	28.8	43,561	41.7	30,851	29.5	221.2
General Education [5]	85,650	0	254	105	85,291	16,747	19.6	38,755	45.4	29,789	34.9	230.7
Special Education	17,553	675	188	117	16,573	11,534	69.6	4,178	25.2	861	5.2	179.0
Limited English Proficient [6]	3,741	9	22	6	3,704	2,308	62.3	1,039	28.1	357	9.6	186.4
Current LEP	2,749	4	19	2	2,724	1,876	68.9	645	23.7	203	7.5	180.0
Former LEP	992	5	3	4	980	432	44.1	394	40.2	154	15.7	204.3
Gender [7]												
Female	51,316	254	181	87	50,794	14,419	28.4	22,466	44.2	13,909	27.4	220.4
Male	54,407	418	269	136	53,584	15,572	29.1	21,075	39.3	16,937	31.6	222.1
Migrant Status												
Migrant	16	0	1	0	15	8	53.3	6	40.0	1	6.7	191.3
Non-Migrant	105,792	675	457	224	104,436	30,031	28.8	43,555	41.7	30,850	29.5	221.2
Ethnicity [8]												
White	58,659	357	162	98	58,042	10,599	18.3	26,367	45.4	21,076	36.3	231.6
Black or African American	17,972	133	170	74	17,595	9,772	55.5	6,123	34.8	1,700	9.7	192.3
Asian	8,359	32	14	5	8,308	826	9.9	2,655	32.0	4,827	58.1	251.8
Pacific Islander	251	0	0	0	251	45	17.9	116	46.2	90	35.9	233.7
Hispanic or Latino	19,464	135	94	44	19,191	8,361	43.6	7,885	41.1	2,945	15.3	203.7
Amer. Indian/AK Native	118	1	1	0	116	43	37.1	44	37.9	29	25.0	213.3
Other	985	17	17	3	948	393	41.5	371	39.1	184	19.4	207.7
Economic Status												
Econ. Disadvantaged	30,984	226	217	94	30,447	15,036	49.4	11,518	37.8	3,893	12.8	198.4
Non-Econ. Disadvantaged	74,824	449	241	130	74,004	15,003	20.3	32,043	43.3	26,958	36.4	230.6

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: SPRING 2009
REPORT PRINTED: 8/26/2009
CYCLE II

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 8

SCIENCE												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
Total Students [4]	105,808	600	686	224	104,298	16,535	15.9	56,095	53.8	31,668	30.4	231.3
General Education [5]	85,650	0	397	112	85,141	8,157	9.6	46,746	54.9	30,238	35.5	237.0
Special Education	17,553	600	264	108	16,581	6,933	41.8	8,281	49.9	1,367	8.2	207.2
Limited English Proficient [6]	3,741	9	36	6	3,690	1,837	49.8	1,708	46.3	145	3.9	201.6
Current LEP	2,749	4	29	4	2,712	1,539	56.7	1,107	40.8	66	2.4	198.0
Former LEP	992	5	7	2	978	298	30.5	601	61.5	79	8.1	211.8
Gender [7]												
Female	51,316	217	286	96	50,717	7,858	15.5	29,006	57.2	13,853	27.3	229.6
Male	54,407	380	388	127	53,512	8,647	16.2	27,061	50.6	17,804	33.3	232.9
Migrant Status												
Migrant	16	0	1	0	15	3	20.0	12	80.0	0	0.0	207.5
Non-Migrant	105,792	600	685	224	104,283	16,532	15.9	56,083	53.8	31,668	30.4	231.3
Ethnicity [8]												
White	58,659	318	241	113	57,987	4,184	7.2	30,925	53.3	22,878	39.5	240.3
Black or African American	17,972	115	246	61	17,550	6,209	35.4	9,665	55.1	1,676	9.5	210.6
Asian	8,359	33	21	6	8,299	538	6.5	3,441	41.5	4,320	52.1	248.2
Pacific Islander	251	0	1	0	250	19	7.6	141	56.4	90	36.0	238.3
Hispanic or Latino	19,464	117	149	40	19,158	5,340	27.9	11,365	59.3	2,453	12.8	216.0
Amer. Indian/AK Native	118	1	2	0	115	16	13.9	70	60.9	29	25.2	228.6
Other	985	16	26	4	939	229	24.4	488	52.0	222	23.6	223.1
Economic Status												
Econ. Disadvantaged	30,984	193	334	91	30,366	9,709	32.0	17,395	57.3	3,262	10.7	212.9
Non-Econ. Disadvantaged	74,824	407	352	133	73,932	6,826	9.2	38,700	52.3	28,406	38.4	238.9

1 These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
2 Includes students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
4 Students are included in Total Students only once, but they appear in all other categories that apply.
5 Includes students coded Former LEP who are not Special Education.
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

2004

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
State

	Number Enrolled	Language Arts Literacy							Mathematics							Science					
		Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	110,270	544	1,299	108,427	28.3	66.3	5.5	211.9	687	618	108,965	38.3	41.7	20.0	212.6	886	543	108,841	25.3	53.6	21.1
	88,480	277	424	87,779	17.5	75.8	6.7	219.4	353	82	88,045	28.7	47.2	24.1	220.2	446	83	87,951	17.3	57.6	25.1
	18,010	230	837	16,943	72.3	27.4	0.2	181.4	296	530	17,184	79.2	18.4	2.4	180.1	398	448	17,164	55.9	39.3	4.8
t	3,982	39	50	3,893	82.5	17.3	0.2	171.0	40	14	3,928	76.5	19.0	4.6	182.4	47	19	3,916	73.9	24.7	1.4
	53,604	218	469	52,917	22.0	70.1	8.0	217.6	289	222	53,093	38.8	42.8	18.4	211.7	362	200	53,042	27.7	55.3	17.0
	56,542	315	821	55,406	34.2	62.7	3.1	206.4	386	390	55,766	37.8	40.6	21.6	213.4	511	337	55,694	22.9	52.0	25.0
	74	1	3	70	60.0	37.1	2.9	191.7	1	2	71	73.2	21.1	5.6	186.9	3	0	71	53.5	43.7	2.8
	110,196	543	1,296	108,357	28.2	66.3	5.5	211.9	686	616	108,894	38.3	41.7	20.0	212.6	883	543	108,770	25.2	53.6	21.1
	64,697	165	539	63,993	16.8	76.1	7.1	219.8	227	307	64,163	25.7	48.2	26.0	222.4	303	267	64,127	13.2	58.2	28.6
	19,758	215	419	19,124	53.5	45.6	0.8	194.5	271	162	19,325	69.7	26.6	3.6	187.6	336	146	19,276	52.1	43.5	4.3
	6,749	8	42	6,699	14.2	71.3	14.5	224.8	8	30	6,711	17.1	40.3	42.6	234.5	13	28	6,708	13.1	50.8	36.0
	472	1	3	468	17.5	74.8	7.7	220.4	2	0	470	21.7	45.1	33.2	226.7	2	0	470	14.7	57.7	27.7
	17,935	139	265	17,531	47.8	50.9	1.3	196.8	163	110	17,662	57.6	35.0	7.4	195.9	202	93	17,640	44.4	49.3	6.3
	172	0	4	168	31.0	66.1	3.0	207.9	0	2	170	41.2	41.2	17.6	207.7	0	2	170	28.8	53.5	17.6
	29,300	281	555	28,464	53.4	45.7	0.9	193.9	347	209	28,744	63.9	30.2	5.9	191.7	427	202	28,671	49.9	44.7	5.4
	80,970	263	744	79,963	19.3	73.6	7.1	218.2	340	409	80,221	29.1	45.8	25.1	220.0	459	341	80,170	16.4	56.8	26.8

plicable category, but they are included in Total Students only once.
not have Gender coded.
not have an ethnicity coded. Students with multiple ethnicities are reported for all ethnic categories that apply.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG A

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	18,544	224	694	17,626	56.0	42.5	1.5	193.0	269	137	18,138	68.4	26.8	4.8	188.4	301	124	18,119	53.2	41.8	4.9
	13,323	108	162	13,053	44.1	53.9	2.0	202.0	143	22	13,158	59.9	33.8	6.3	195.5	159	10	13,154	43.5	50.0	6.5
	3,745	86	256	3,403	90.5	9.5	0.0	167.0	112	113	3,520	92.6	7.0	0.4	167.9	123	112	3,510	77.4	21.8	0.8
[2]	1,564	30	282	1,252	88.7	11.3	0.0	167.6	15	4	1,545	86.3	12.0	1.6	173.8	21	5	1,538	82.5	16.8	0.7
	9,035	90	254	8,691	48.1	49.6	2.3	199.0	106	50	8,879	67.8	27.6	4.5	188.9	121	41	8,873	55.3	40.9	3.8
	9,486	131	434	8,921	63.6	35.6	0.7	187.2	161	82	9,243	68.9	26.1	5.0	187.9	177	78	9,231	51.2	42.8	6.0
	34	0	0	34	82.4	17.6	0.0	174.9	0	0	34	82.4	17.6	0.0	175.6	0	0	34	67.6	29.4	2.9
	18,510	224	694	17,592	55.9	42.6	1.5	193.0	269	137	18,104	68.3	26.9	4.8	188.4	301	124	18,085	53.2	41.9	4.9
	1,965	15	52	1,898	35.4	61.4	3.2	206.3	16	15	1,934	42.6	43.2	14.3	208.5	24	15	1,926	25.8	57.3	16.9
	8,099	118	253	7,728	62.7	36.3	0.9	188.8	166	60	7,873	79.1	19.2	1.7	180.2	178	54	7,867	62.5	35.5	2.0
	224	3	5	216	31.5	64.8	3.7	210.1	1	0	223	36.8	42.6	20.6	213.7	1	0	223	23.8	59.6	16.6
	9	0	0	9	55.6	11.1	33.3	203.1	0	0	9	66.7	22.2	11.1	199.2	0	0	9	44.4	33.3	22.2
	8,055	81	366	7,608	54.5	43.9	1.6	193.7	79	56	7,920	64.5	30.4	5.1	191.2	91	50	7,914	51.3	44.1	4.6
	21	0	0	21	52.4	47.6	0.0	196.7	0	0	21	61.9	33.3	4.8	194.8	0	0	21	42.9	47.6	9.5
	171	7	18	146	76.0	23.3	0.7	177.6	7	6	158	86.1	10.8	3.2	173.0	7	5	159	67.9	30.2	1.9
	13,689	150	503	13,036	58.1	40.5	1.4	191.7	174	89	13,426	70.2	25.8	4.0	187.0	200	80	13,409	55.7	40.6	3.7
	4,855	74	191	4,590	49.9	48.2	1.8	196.8	95	48	4,712	63.2	29.8	7.0	192.5	101	44	4,710	46.1	45.4	8.5

pplicable category, but they are included in Total Students only once.
s Former LEP.
not have Gender coded.
not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG B

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	11,830	77	258	11,495	38.2	58.3	3.5	204.3	89	87	11,654	49.9	40.3	9.7	202.0	92	85	11,653	33.1	55.1	11.8
	8,939	30	40	8,869	24.8	70.7	4.5	213.0	38	7	8,894	39.3	48.3	12.4	210.2	43	6	8,890	22.7	62.4	14.9
	2,340	34	112	2,194	82.5	17.3	0.1	175.8	45	80	2,215	85.2	14.1	0.6	174.9	43	79	2,218	64.0	34.0	2.0
nt[2]	565	13	110	442	87.8	12.2	0.0	169.7	8	0	557	81.3	16.9	1.8	178.5	8	0	557	77.0	22.1	0.9
	5,765	31	106	5,628	29.8	64.7	5.5	210.5	36	29	5,700	51.1	40.3	8.6	201.4	35	27	5,703	34.7	56.2	9.1
	6,051	43	149	5,859	46.2	52.2	1.6	198.4	49	56	5,946	48.9	40.4	10.8	202.6	53	56	5,942	31.6	54.1	14.4
	3	0	0	3	33.3	33.3	33.3	207.3	0	0	3	66.7	33.3	0.0	194.7	0	0	3	33.3	66.7	0.0
	11,827	77	258	11,492	38.2	58.3	3.5	204.3	89	87	11,651	49.9	40.3	9.7	202.1	92	85	11,650	33.1	55.1	11.8
	5,082	22	65	4,995	28.8	66.6	4.6	210.3	26	33	5,023	38.4	47.2	14.3	210.4	28	34	5,020	20.7	60.9	18.4
	2,775	22	58	2,695	53.9	44.9	1.2	194.5	29	19	2,727	68.8	28.7	2.4	187.8	28	20	2,727	50.4	46.4	3.3
	601	3	13	585	25.6	66.2	8.2	213.9	2	3	596	28.2	49.3	22.5	219.7	1	3	597	23.3	57.1	19.6
	52	2	1	49	36.7	57.1	6.1	209.1	1	0	51	33.3	47.1	19.6	216.3	1	0	51	31.4	49.0	19.6
	3,216	21	113	3,082	42.1	55.2	2.7	201.4	25	24	3,167	56.4	37.5	6.1	197.5	27	20	3,169	39.4	53.3	7.3
	41	0	0	41	24.4	73.2	2.4	208.9	0	0	41	31.7	56.1	12.2	212.7	0	0	41	34.1	61.0	4.9
	63	7	8	48	54.2	39.6	6.3	194.0	6	8	49	61.2	30.6	8.2	193.8	7	8	48	43.8	41.7	14.6
	5,623	42	168	5,413	48.3	49.9	1.8	197.8	51	39	5,533	58.8	35.0	6.2	195.4	50	34	5,539	42.9	50.6	6.5
	6,207	35	90	6,082	29.2	65.8	5.0	210.1	38	48	6,121	42.0	45.1	12.9	208.0	42	51	6,114	24.2	59.2	16.7

pplicable category, but they are included in Total Students only once.
s Former LEP.
t not have Gender coded.
not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG CD

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	10,528	64	183	10,281	31.6	63.3	5.0	208.7	62	99	10,367	43.0	44.4	12.7	207.3	64	83	10,381	24.2	58.0	17.9
	8,223	37	39	8,147	20.8	73.2	6.0	215.7	37	13	8,173	34.1	50.9	15.0	214.1	43	4	8,176	15.8	63.0	21.2
	1,886	21	110	1,755	78.9	21.0	0.1	178.2	25	86	1,775	81.9	17.0	1.1	177.1	21	79	1,786	57.8	39.0	3.2
nt[2]	451	6	36	409	46.7	46.5	6.8	198.5	0	2	449	51.4	31.8	16.7	203.0	0	2	449	44.1	41.0	14.9
	5,027	26	57	4,944	23.7	68.8	7.5	215.1	30	28	4,969	43.6	44.9	11.6	206.7	31	25	4,971	25.6	60.0	14.4
	5,488	37	121	5,330	38.9	58.3	2.8	202.8	31	67	5,390	42.3	43.9	13.7	208.0	32	54	5,402	22.8	56.1	21.1
	3	0	0	3	66.7	33.3	0.0	174.7	0	0	3	100.0	0.0	0.0	172.7	0	0	3	66.7	33.3	0.0
	10,525	64	183	10,278	31.6	63.3	5.0	208.7	62	99	10,364	42.9	44.4	12.7	207.3	64	83	10,378	24.1	58.0	17.9
	6,088	26	78	5,984	23.2	70.1	6.7	214.2	33	47	6,008	32.8	50.1	17.1	215.0	27	39	6,022	15.6	60.2	24.2
	1,984	16	41	1,927	49.1	49.7	1.2	197.0	18	24	1,942	66.5	30.7	2.7	189.5	22	17	1,945	41.7	53.2	5.1
	520	5	8	507	24.3	69.0	6.7	213.6	1	2	517	26.1	49.3	24.6	221.7	2	2	516	18.0	57.4	24.6
	20	0	1	19	15.8	84.2	0.0	211.6	0	0	20	35.0	45.0	20.0	220.1	0	0	20	5.0	75.0	20.0
	1,853	16	49	1,788	43.0	53.8	3.2	201.8	9	21	1,823	55.8	38.9	5.3	197.3	11	20	1,822	35.3	56.1	8.6
	17	0	0	17	29.4	70.6	0.0	204.5	0	0	17	41.2	47.1	11.8	209.1	0	0	17	29.4	47.1	23.5
	46	1	6	39	48.7	51.3	0.0	196.6	1	5	40	65.0	30.0	5.0	191.6	2	5	39	38.5	43.6	17.9
	2,990	34	71	2,885	45.9	52.4	1.7	198.5	29	33	2,928	59.0	35.2	5.8	195.0	31	28	2,931	37.1	54.3	8.6
d	7,538	30	112	7,396	26.0	67.6	6.3	212.7	33	66	7,439	36.6	48.0	15.4	212.2	33	55	7,450	19.1	59.4	21.5

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG DE

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	14,427	60	178	14,189	25.0	69.0	6.1	213.6	64	87	14,276	36.4	48.2	15.4	212.7	61	79	14,287	18.2	59.9	21.8
	11,838	30	42	11,766	15.3	77.5	7.2	219.7	35	6	11,797	27.6	54.1	18.3	219.2	35	7	11,796	11.8	62.8	25.4
	2,396	24	115	2,257	70.9	28.8	0.3	184.8	26	81	2,289	78.3	19.8	1.8	181.8	24	71	2,301	46.3	48.5	5.2
nt[2]	196	6	21	169	87.0	13.0	0.0	172.2	3	0	193	76.2	21.8	2.1	180.8	2	1	193	77.7	21.2	1.0
	7,026	20	65	6,941	18.0	72.9	9.2	219.5	25	27	6,974	38.1	48.7	13.1	211.2	25	24	6,977	20.4	62.8	16.8
	7,388	40	110	7,238	31.7	65.3	3.1	207.9	39	57	7,292	34.7	47.7	17.6	214.2	36	52	7,300	16.2	57.2	26.7
	1	0	0	1	100.0	0.0	0.0	154.0	0	0	1	100.0	0.0	0.0	171.0	1	0	0			
	14,426	60	178	14,188	25.0	69.0	6.1	213.6	64	87	14,275	36.4	48.2	15.4	212.7	60	79	14,287	18.2	59.9	21.8
	10,210	43	116	10,051	20.0	73.2	6.8	216.7	48	67	10,095	29.8	52.4	17.8	217.3	46	60	10,104	13.0	61.0	25.9
	1,907	6	31	1,870	42.7	55.5	1.8	201.9	7	8	1,892	64.8	31.1	4.1	192.4	6	8	1,893	36.4	56.8	6.8
	692	3	5	684	20.3	68.3	11.4	218.5	1	0	691	23.0	48.6	28.4	225.8	1	1	690	15.8	58.1	26.1
	52	0	0	52	17.3	67.3	15.4	221.6	0	0	52	26.9	50.0	23.1	220.9	0	0	52	11.5	61.5	26.9
	1,483	6	23	1,454	37.1	59.1	3.7	205.2	8	10	1,465	50.3	41.8	7.8	201.8	8	8	1,467	31.0	57.8	11.2
	9	0	0	9	44.4	33.3	22.2	216.7	0	0	9	33.3	44.4	22.2	219.7	0	0	9	0.0	77.8	22.2
	74	2	3	69	53.6	43.5	2.9	196.5	0	2	72	62.5	27.8	9.7	195.3	0	2	72	43.1	43.1	13.9
	2,491	12	55	2,424	43.2	54.8	2.0	201.4	17	26	2,448	54.7	38.5	6.8	198.7	16	22	2,453	34.2	55.0	10.8
d	11,936	48	123	11,765	21.2	71.9	6.9	216.1	47	61	11,828	32.6	50.2	17.2	215.6	45	57	11,834	14.9	60.9	24.1

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG FG

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	14,618	32	136	14,450	20.6	71.6	7.7	216.8	42	66	14,510	29.4	50.7	19.9	218.4	41	64	14,513	14.6	59.6	25.9
	12,282	16	45	12,221	11.9	79.1	9.1	222.4	25	1	12,256	21.4	55.5	23.1	224.4	24	3	12,255	9.0	61.3	29.6
	2,180	15	80	2,085	68.0	31.6	0.4	186.6	17	65	2,098	73.2	24.7	2.1	185.2	16	61	2,103	42.9	51.4	5.7
nt[2]	168	1	15	152	80.9	19.1	0.0	174.9	0	0	168	69.0	25.6	5.4	187.0	1	0	167	69.5	28.7	1.8
	7,120	17	48	7,055	13.5	74.6	11.8	223.3	24	20	7,076	29.9	52.2	17.8	217.4	19	16	7,085	16.1	62.8	21.0
	7,489	15	88	7,386	27.4	68.8	3.8	210.6	18	46	7,425	28.9	49.3	21.9	219.3	22	48	7,419	13.1	56.4	30.5
	0	0	0	0					0	0	0					0	0	0			
	14,618	32	136	14,450	20.6	71.6	7.7	216.8	42	66	14,510	29.4	50.7	19.9	218.4	41	64	14,513	14.6	59.6	25.9
	11,212	25	84	11,103	18.1	73.6	8.3	218.6	27	43	11,142	25.8	52.6	21.7	221.1	28	40	11,144	11.6	59.5	28.9
	1,099	5	19	1,075	35.2	62.1	2.7	205.8	6	10	1,083	56.0	38.5	5.4	197.4	7	11	1,081	31.5	60.7	7.8
	805	0	10	795	17.5	70.6	11.9	221.5	0	5	800	17.5	48.5	34.0	230.9	0	5	800	12.6	55.1	32.3
	123	0	4	119	15.1	74.8	10.1	222.4	0	3	120	24.2	53.3	22.5	224.8	0	3	120	9.2	65.8	25.0
	1,183	1	18	1,164	33.8	63.0	3.3	206.7	8	4	1,171	46.8	45.9	7.3	203.0	4	4	1,175	29.0	60.9	10.0
	13	0	0	13	46.2	53.8	0.0	196.5	0	0	13	61.5	38.5	0.0	193.5	0	0	13	30.8	53.8	15.4
	183	1	1	181	23.2	69.1	7.7	214.3	1	1	181	34.8	48.6	16.6	214.0	2	1	180	17.2	61.1	21.7
	1,777	7	30	1,740	37.8	59.7	2.5	204.5	14	11	1,752	49.8	43.0	7.2	201.3	10	14	1,753	31.6	57.3	11.1
d	12,841	25	106	12,710	18.3	73.3	8.4	218.5	28	55	12,758	26.6	51.8	21.6	220.7	31	50	12,760	12.2	59.9	27.9

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG GH

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	14,178	46	127	14,005	16.5	71.6	11.9	221.4	41	61	14,076	25.4	49.0	25.5	223.0	43	57	14,078	13.0	55.7	31.2
	11,962	24	25	11,913	8.5	77.6	13.9	227.0	26	5	11,931	17.1	53.3	29.6	229.6	28	2	11,932	7.3	57.2	35.6
	2,036	13	71	1,952	60.6	38.7	0.7	190.8	12	56	1,968	71.3	25.5	3.2	186.3	14	54	1,968	42.5	49.7	7.8
nt[2]	185	9	31	145	81.4	17.9	0.7	176.0	3	0	182	75.3	21.4	3.3	184.4	1	1	183	71.6	26.8	1.6
	6,910	23	53	6,834	10.4	72.4	17.1	227.6	20	22	6,868	25.4	50.7	23.9	222.4	21	21	6,868	14.0	59.7	26.3
	7,262	22	73	7,167	22.2	70.8	7.0	215.5	20	38	7,204	25.5	47.4	27.1	223.5	21	35	7,206	12.1	51.9	36.0
	8	0	0	8	37.5	62.5	0.0	210.4	0	0	8	37.5	50.0	12.5	207.6	0	0	8	12.5	62.5	25.0
	14,170	46	127	13,997	16.5	71.6	11.9	221.4	41	61	14,068	25.4	49.0	25.6	223.0	43	57	14,070	13.0	55.7	31.3
	9,860	21	66	9,773	12.6	74.8	12.6	224.0	22	44	9,794	20.2	52.3	27.5	226.6	28	41	9,791	9.0	56.2	34.8
	1,553	5	18	1,530	35.3	60.6	4.1	207.1	5	8	1,540	55.2	38.2	6.6	198.5	5	9	1,539	31.3	58.5	10.3
	1,582	5	19	1,558	11.1	68.3	20.6	228.2	3	3	1,576	13.6	42.3	44.1	237.8	2	3	1,577	9.6	48.4	42.0
	22	0	0	22	4.5	68.2	27.3	236.9	0	0	22	13.6	59.1	27.3	232.7	0	0	22	4.5	54.5	40.9
	1,084	13	19	1,052	31.9	63.9	4.2	208.7	10	3	1,071	47.2	44.4	8.4	203.7	7	2	1,075	27.3	59.5	13.1
	20	0	0	20	50.0	50.0	0.0	198.3	0	0	20	50.0	30.0	20.0	203.0	0	0	20	45.0	30.0	25.0
	57	2	5	50	26.0	66.0	8.0	213.2	1	3	53	39.6	41.5	18.9	214.1	1	2	54	18.5	51.9	29.6
	1,352	12	28	1,312	40.3	57.5	2.2	203.0	11	7	1,334	54.2	38.4	7.4	198.9	13	8	1,331	34.9	55.7	9.5
	12,826	34	99	12,693	14.0	73.1	12.9	223.3	30	54	12,742	22.4	50.1	27.4	225.5	30	49	12,747	10.7	55.7	33.5

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
l not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG I

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	19,978	46	193	19,739	11.5	73.9	14.5	225.6	56	96	19,826	18.7	48.8	32.5	229.7	60	99	19,819	8.9	51.2	39.9
	16,993	22	58	16,913	5.0	78.2	16.8	230.6	39	9	16,945	11.8	51.2	37.0	235.6	34	14	16,945	4.4	50.9	44.7
	2,778	14	95	2,669	49.7	49.4	0.9	196.4	15	87	2,676	60.0	34.6	5.5	193.9	24	85	2,669	34.2	53.7	12.1
nt[2]	218	10	40	168	70.8	29.2	0.0	184.0	2	0	216	51.9	31.9	16.2	202.9	2	0	216	56.0	38.0	6.0
	9,719	22	87	9,610	7.1	71.7	21.2	231.5	31	39	9,649	19.7	51.1	29.2	227.8	32	40	9,647	9.7	56.8	33.4
	10,257	23	105	10,129	15.7	76.0	8.2	220.0	23	57	10,177	17.8	46.6	35.6	231.5	26	59	10,172	8.1	45.8	46.0
	1	0	0	1	100.0	0.0	0.0	176.0	0	0	1	100.0	0.0	0.0	186.0	0	0	1	0.0	100.0	0.0
	19,977	46	193	19,738	11.5	73.9	14.5	225.6	56	96	19,825	18.7	48.8	32.5	229.7	60	99	19,818	8.9	51.2	39.9
	15,824	28	133	15,663	9.7	75.9	14.4	226.7	38	85	15,701	16.2	51.1	32.7	231.0	38	87	15,699	6.9	51.7	41.4
	1,179	5	11	1,163	32.7	62.1	5.2	209.0	7	1	1,171	51.7	39.0	9.3	201.7	9	1	1,169	29.2	57.6	13.3
	1,711	8	18	1,685	7.8	67.5	24.7	232.5	4	3	1,704	8.6	38.1	53.3	244.8	5	3	1,703	5.6	40.3	54.1
	72	0	1	71	7.0	71.8	21.1	230.8	0	0	72	16.7	45.8	37.5	235.2	0	0	72	8.3	58.3	33.3
	806	5	20	781	24.2	69.9	5.9	213.2	4	0	802	41.3	47.5	11.2	208.4	5	1	800	24.3	56.0	19.8
	25	0	3	22	31.8	63.6	4.5	209.1	2	2	21	57.1	23.8	19.0	205.8	1	2	22	22.7	63.6	13.6
	361	0	7	354	13.6	64.4	22.0	227.4	1	5	355	14.1	37.7	48.2	238.9	2	5	354	11.3	45.2	43.5
	711	5	17	689	40.6	55.9	3.5	202.9	4	3	704	56.7	34.8	8.5	198.3	7	3	701	35.0	52.6	12.4
	19,267	41	176	19,050	10.5	74.6	14.9	226.4	52	93	19,122	17.3	49.3	33.4	230.8	53	96	19,118	8.0	51.1	40.9

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG J

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	4,160	12	26	4,122	6.9	72.6	20.5	231.2	10	14	4,136	10.5	46.7	42.8	238.8	10	11	4,139	4.5	46.6	49.0
	3,605	4	7	3,594	2.8	74.0	23.1	235.0	4	1	3,600	5.4	47.1	47.5	243.7	5	0	3,600	1.9	44.3	53.8
	519	2	18	499	33.5	63.7	2.8	205.9	4	13	502	45.0	44.4	10.6	205.6	3	11	505	20.4	62.4	17.2
nt[2]	37	6	1	30	60.0	40.0	0.0	188.5	2	0	35	37.1	37.1	25.7	214.7	2	0	35	40.0	48.6	11.4
	1,965	5	11	1,949	3.7	67.5	28.8	237.0	4	6	1,955	11.2	50.9	38.0	236.6	3	3	1,959	4.8	53.9	41.3
	2,194	7	15	2,172	9.8	77.1	13.1	225.9	6	8	2,180	9.9	42.9	47.2	240.9	7	8	2,179	4.2	40.0	55.9
	0	0	0	0					0	0	0					0	0	0			
	4,160	12	26	4,122	6.9	72.6	20.5	231.2	10	14	4,136	10.5	46.7	42.8	238.8	10	11	4,139	4.5	46.6	49.0
	3,330	5	18	3,307	6.2	73.8	20.0	231.5	6	12	3,312	9.7	49.6	40.7	238.1	7	9	3,314	3.6	47.4	49.0
	87	1	1	85	17.6	69.4	12.9	217.1	1	0	86	38.4	43.0	18.6	212.8	0	0	87	21.8	57.5	20.7
	587	4	3	580	7.2	66.2	26.6	234.0	3	0	584	5.8	31.7	62.5	250.6	3	0	584	3.9	38.2	57.9
	26	0	0	26	0.0	73.1	26.9	234.8	0	0	26	3.8	46.2	50.0	245.2	0	0	26	3.8	50.0	46.2
	109	2	2	105	20.0	72.4	7.6	218.6	0	0	109	34.9	43.1	22.0	218.2	0	0	109	17.4	56.9	25.7
	3	0	0	3	33.3	33.3	33.3	226.0	0	0	3	66.7	33.3	0.0	199.7	0	0	3	0.0	33.3	66.7
	18	0	2	16	18.8	68.8	12.5	215.1	0	2	16	18.8	37.5	43.8	230.4	0	2	16	18.8	43.8	37.5
	55	0	0	55	34.5	58.2	7.3	209.2	0	0	55	41.8	34.5	23.6	209.6	0	0	55	23.6	54.5	21.8
d	4,105	12	26	4,067	6.6	72.8	20.7	231.5	10	14	4,081	10.0	46.9	43.1	239.2	10	11	4,084	4.2	46.4	49.3

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG N

	Number Enrolled	Language Arts Literacy							Mathematics							Science					
		Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	387	2	26	359	58.5	39.8	1.7	190.4	0	2	385	56.4	39.0	4.7	195.1	9	3	375	45.1	46.1	8.8
	265	2	5	258	45.3	52.3	2.3	200.0	0	0	265	47.9	46.0	6.0	201.7	3	0	262	30.2	58.0	11.8
	71	0	6	65	90.8	9.2	0.0	166.2	0	2	69	87.0	11.6	1.4	170.8	5	3	63	76.2	20.6	3.2
[2]	51	0	15	36	94.4	5.6	0.0	165.5	0	0	51	58.8	39.2	2.0	193.7	1	0	50	84.0	16.0	0.0
	183	0	8	175	50.9	46.9	2.3	196.2	0	2	181	53.6	42.0	4.4	197.1	3	2	178	45.5	47.2	7.3
	204	2	18	184	65.8	33.2	1.1	184.9	0	0	204	58.8	36.3	4.9	193.2	6	1	197	44.7	45.2	10.2
	0	0	0	0					0	0	0					0	0	0			
	387	2	26	359	58.5	39.8	1.7	190.4	0	2	385	56.4	39.0	4.7	195.1	9	3	375	45.1	46.1	8.8
	84	1	6	77	29.9	63.6	6.5	208.8	0	2	82	30.5	56.1	13.4	212.9	0	2	82	15.9	59.8	24.4
	127	1	3	123	65.9	34.1	0.0	185.9	0	0	127	73.2	24.4	2.4	183.7	5	1	121	55.4	40.5	4.1
	5	0	1	4	75.0	25.0	0.0	190.5	0	0	5	40.0	60.0	0.0	206.2	0	0	5	20.0	80.0	0.0
	0	0	0	0					0	0	0					0	0	0			
	167	0	16	151	68.2	31.1	0.7	183.8	0	0	167	58.1	39.5	2.4	194.0	4	0	163	54.0	41.1	4.9
	4	0	0	4	0.0	100.0	0.0	223.5	0	0	4	0.0	100.0	0.0	222.3	0	0	4	0.0	100.0	0.0
	0	0	0	0					0	0	0					0	0	0			
	256	1	19	236	64.8	34.7	0.4	185.9	0	0	256	62.5	34.4	3.1	190.4	7	1	248	52.0	42.7	5.2
	131	1	7	123	46.3	49.6	4.1	199.0	0	2	129	44.2	48.1	7.8	204.3	2	2	127	31.5	52.8	15.7

pplicable category, but they are included in Total Students only once.
s Former LEP.
l not have Gender coded.
not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG R

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	1,035	3	6	1,026	49.0	48.8	2.1	199.5	7	3	1,025	62.2	30.5	7.2	193.4	4	4	1,027	39.8	49.9	10.3
	902	1	3	898	43.7	53.9	2.4	203.1	2	3	897	59.2	32.9	7.9	196.0	1	2	899	36.0	52.7	11.2
	130	2	3	125	86.4	13.6	0.0	174.5	5	0	125	83.2	14.4	2.4	175.9	3	2	125	65.6	30.4	4.0
[2]	3	0	0	3	100.0	0.0	0.0	163.3	0	0	3	100.0	0.0	0.0	162.7	0	0	3	100.0	0.0	0.0
	557	1	4	552	44.4	52.5	3.1	203.8	5	3	549	64.7	29.5	5.8	191.7	2	3	552	44.4	47.8	7.8
	476	2	2	472	54.2	44.7	1.1	194.4	2	0	474	59.3	31.9	8.9	195.6	2	1	473	34.2	52.4	13.3
	0	0	0	0					0	0	0					0	0	0			
	1,035	3	6	1,026	49.0	48.8	2.1	199.5	7	3	1,025	62.2	30.5	7.2	193.4	4	4	1,027	39.8	49.9	10.3
	123	0	0	123	24.4	68.3	7.3	212.3	0	0	123	30.9	42.3	26.8	218.7	1	0	122	13.9	44.3	41.8
	631	2	4	625	57.3	42.2	0.5	194.0	6	3	622	73.2	24.9	1.9	184.8	2	3	626	49.8	45.7	4.5
	18	0	0	18	27.8	61.1	11.1	214.9	0	0	18	33.3	44.4	22.2	218.5	0	0	18	16.7	55.6	27.8
	1	0	0	1	100.0	0.0	0.0	128.0	0	0	1	100.0	0.0	0.0	160.0	0	1	0			
	236	1	2	233	43.3	53.2	3.4	205.0	1	0	235	52.8	37.9	9.4	200.3	1	0	235	31.1	61.7	7.2
	0	0	0	0					0	0	0					0	0	0			
	26	0	0	26	30.8	69.2	0.0	212.4	0	0	26	53.8	34.6	11.5	202.9	0	0	26	15.4	65.4	19.2
	549	2	3	544	53.9	45.4	0.7	197.2	3	3	543	66.9	30.2	2.9	189.0	0	4	545	44.0	50.5	5.5
	486	1	3	482	43.6	52.7	3.7	202.0	4	0	482	57.1	30.9	12.0	198.4	4	0	482	35.1	49.2	15.8

pplicable category, but they are included in Total Students only once.
s Former LEP.
d not have Gender coded.
l not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Non Special Needs

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	87,893	320	1,048	86,525	21.5	69.1	9.5	217.2	342	504	87,047	30.6	47.4	22.0	218.5	361	482	87,050	16.2	55.8	28.0
	72,672	160	259	72,253	12.6	76.2	11.2	223.3	202	49	72,421	22.3	52.0	25.7	225.1	213	41	72,418	9.9	57.8	32.3
	13,619	112	588	12,919	65.9	33.5	0.5	186.9	126	455	13,038	72.9	24.1	3.0	184.9	133	439	13,047	45.2	47.9	7.0
nt[2]	1,672	48	207	1,417	71.8	26.1	2.0	180.9	14	2	1,656	65.3	25.8	8.9	190.9	15	4	1,653	63.6	30.7	5.7
	42,652	133	396	42,123	15.3	70.9	13.9	223.3	164	172	42,316	31.5	48.8	19.8	217.3	164	159	42,329	17.6	59.5	22.9
	45,181	182	635	44,364	27.3	67.4	5.3	211.4	172	317	44,692	29.8	46.0	24.2	219.7	191	308	44,682	14.9	52.3	32.8
	18	0	1	17	58.8	35.3	5.9	193.9	0	0	18	61.1	33.3	5.6	194.6	2	0	16	25.0	62.5	12.5
	87,875	320	1,047	86,508	21.5	69.1	9.5	217.2	342	504	87,029	30.6	47.4	22.0	218.5	359	482	87,034	16.2	55.8	28.0
	61,167	167	553	60,447	16.0	73.5	10.5	220.9	197	332	60,638	23.8	51.4	24.9	223.5	201	312	60,654	10.7	56.7	32.6
	10,143	55	166	9,922	44.5	53.1	2.4	200.8	68	70	10,005	62.9	32.6	4.6	192.8	79	70	9,994	38.1	54.7	7.3
	6,234	26	66	6,142	13.6	68.1	18.4	226.0	12	15	6,207	14.9	42.6	42.5	236.4	13	16	6,205	10.3	48.5	41.2
	332	2	6	324	12.3	72.5	15.1	224.9	1	3	328	22.0	49.4	28.7	227.9	1	4	327	9.2	60.9	30.0
	9,057	60	213	8,784	38.5	57.9	3.6	204.3	55	50	8,952	51.6	41.1	7.3	200.6	55	46	8,956	32.5	56.7	10.8
	103	0	3	100	37.0	59.0	4.0	205.6	2	2	99	48.5	39.4	12.1	205.4	1	2	100	27.0	54.0	19.0
	857	10	41	806	27.4	60.2	12.4	214.5	7	32	818	34.6	37.3	28.1	218.7	11	32	814	21.7	48.6	29.6
	13,550	106	311	13,133	46.0	52.1	1.9	199.2	114	113	13,323	57.5	36.1	6.4	196.3	127	112	13,311	37.1	53.7	9.2
l	74,343	214	737	73,392	17.1	72.1	10.8	220.4	228	391	73,724	25.8	49.4	24.9	222.5	234	370	73,739	12.4	56.2	31.4

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
l not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Special Needs

		Language Arts Literacy							Mathematics							Science					
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	21,930	254	791	20,885	53.4	44.8	1.8	194.6	304	154	21,472	66.0	28.7	5.3	190.1	331	137	21,462	51.6	43.2	5.2
	15,708	118	173	15,417	40.9	56.7	2.4	203.8	150	22	15,536	57.0	35.9	7.0	197.5	164	11	15,533	41.5	51.6	6.9
	4,552	103	284	4,165	88.7	11.2	0.1	168.6	138	130	4,284	91.2	8.5	0.3	168.9	148	124	4,280	76.8	22.4	0.7
nt[2]	1,766	33	344	1,389	88.8	11.2	0.0	168.4	19	4	1,743	85.7	12.7	1.5	174.7	23	5	1,738	81.8	17.4	0.8
	10,683	104	298	10,281	45.1	52.2	2.8	200.7	120	55	10,508	65.6	29.4	5.0	190.6	130	46	10,507	53.5	42.4	4.1
	11,223	146	491	10,586	61.5	37.6	0.9	188.7	180	99	10,944	66.4	28.0	5.6	189.6	196	91	10,936	49.8	43.9	6.2
	35	0	0	35	80.0	20.0	0.0	176.5	0	0	35	82.9	17.1	0.0	176.1	0	0	35	65.7	31.4	2.9
	21,895	254	791	20,850	53.4	44.8	1.8	194.6	304	154	21,437	66.0	28.7	5.3	190.1	331	137	21,427	51.6	43.2	5.2
	2,635	19	66	2,550	35.2	60.8	4.0	206.5	19	17	2,599	43.1	42.9	14.0	207.7	26	17	2,592	27.2	57.7	15.2
	9,387	133	280	8,974	60.8	38.2	1.0	189.9	182	66	9,139	77.2	20.9	1.9	181.5	188	59	9,140	61.4	36.4	2.2
	511	5	16	490	28.6	65.5	5.9	212.6	3	1	507	32.1	46.5	21.3	216.2	2	1	508	25.4	57.3	17.3
	45	0	1	44	45.5	43.2	11.4	205.8	0	0	45	40.0	46.7	13.3	211.9	0	0	45	35.6	48.9	15.6
	9,152	87	417	8,648	52.4	45.9	1.7	195.0	90	68	8,994	63.2	31.5	5.2	192.2	105	59	8,988	50.3	45.1	4.6
	50	0	0	50	34.0	64.0	2.0	205.1	0	0	50	40.0	48.0	12.0	207.9	0	0	50	38.0	56.0	6.0
	150	10	11	129	70.5	26.4	3.1	182.1	10	2	138	80.4	13.0	6.5	177.7	10	1	139	63.3	32.4	4.3
	16,055	166	587	15,302	55.8	42.7	1.5	193.1	194	99	15,762	68.0	27.6	4.4	188.5	213	86	15,756	54.3	41.8	3.8
l	5,875	88	204	5,583	46.8	50.6	2.6	198.7	110	55	5,710	60.4	31.7	7.9	194.5	118	51	5,706	44.2	46.8	9.0

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
State

	Number Enrolled	Language Arts Literacy							Mathematics							Science					
		Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient
	109,823	574	1,839	107,410	27.7	64.3	8.0	212.8	646	658	108,519	37.6	43.7	18.7	212.9	692	619	108,512	23.2	53.3	23.5
	88,380	278	432	87,670	17.6	72.8	9.7	219.9	352	71	87,957	28.4	49.2	22.4	220.3	377	52	87,951	15.5	56.7	27.8
	18,171	215	872	17,084	71.5	28.1	0.4	182.5	264	585	17,322	77.4	20.3	2.3	180.9	281	563	17,327	53.0	41.6	5.4
nt[2]	3,438	81	551	2,806	80.3	18.7	1.0	174.7	33	6	3,399	75.8	19.1	5.1	182.6	38	9	3,391	72.9	23.9	3.2
	53,335	237	694	52,404	21.1	67.2	11.7	218.9	284	227	52,824	38.3	44.9	16.8	212.0	294	205	52,836	24.7	56.1	19.2
	56,404	328	1,126	54,950	33.9	61.6	4.4	207.0	352	416	55,636	37.0	42.5	20.5	213.8	387	399	55,618	21.7	50.7	27.6
	53	0	1	52	73.1	25.0	1.9	182.2	0	0	53	75.5	22.6	1.9	182.4	2	0	51	52.9	41.2	5.9
	109,770	574	1,838	107,358	27.7	64.4	8.0	212.8	646	658	108,466	37.6	43.7	18.7	212.9	690	619	108,461	23.2	53.3	23.5
	63,802	186	619	62,997	16.7	73.0	10.3	220.3	216	349	63,237	24.6	51.0	24.4	222.9	227	329	63,246	11.4	56.7	31.9
	19,530	188	446	18,896	52.2	46.0	1.7	195.6	250	136	19,144	69.7	27.0	3.3	187.4	267	129	19,134	49.2	46.0	4.8
	6,745	31	82	6,632	14.7	67.9	17.4	225.0	15	16	6,714	16.2	42.9	40.9	234.9	15	17	6,713	11.4	49.1	39.4
	377	2	7	368	16.3	69.0	14.7	222.6	1	3	373	24.1	49.1	26.8	225.9	1	4	372	12.4	59.4	28.2
	18,209	147	630	17,432	45.4	52.0	2.7	199.7	145	118	17,946	57.4	36.3	6.3	196.4	160	105	17,944	41.4	50.9	7.7
	153	0	3	150	36.0	60.7	3.3	205.4	2	2	149	45.6	42.3	12.1	206.2	1	2	150	30.7	54.7	14.7
	1,007	20	52	935	33.4	55.5	11.1	210.1	17	34	956	41.2	33.8	25.0	212.8	21	33	953	27.8	46.3	25.9
	29,605	272	898	28,435	51.3	47.0	1.7	195.9	308	212	29,085	63.2	31.5	5.3	192.1	340	198	29,067	46.5	47.3	6.3
	80,218	302	941	78,975	19.2	70.6	10.2	218.9	338	446	79,434	28.3	48.1	23.6	220.5	352	421	79,445	14.7	55.5	29.8

pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG A

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	18,097	95	230	552	17,220	54.3	43.9	1.8	193.4	92	259	38	17,708	66.4	28.0	5.6	189.8	90	264	34	17,709	49.5	46
	13,069	0	140	107	12,822	42.7	54.9	2.4	202.4	0	164	11	12,894	58.2	34.6	7.2	196.8	0	163	10	12,896	38.9	55
	3,621	95	77	124	3,325	88.7	11.2	0.1	167.0	92	83	26	3,420	90.4	9.1	0.6	169.0	90	91	24	3,416	77.3	22
nt[3]	1,487	3	13	328	1,143	86.3	13.6	0.1	167.3	2	13	1	1,471	83.2	14.3	2.5	175.3	2	11	0	1,474	79.6	19
	8,812	34	84	257	8,437	46.6	50.6	2.8	199.3	34	99	14	8,665	66.0	28.8	5.2	190.0	33	97	10	8,672	50.9	45
	9,277	61	142	294	8,780	61.7	37.5	0.9	187.8	58	157	24	9,038	66.8	27.3	6.0	189.5	57	165	24	9,031	48.1	47
	31	0	0	2	29	65.5	31.0	3.4	187.0	0	0	0	31	67.7	29.0	3.2	185.2	0	1	0	30	46.7	50
	18,066	95	230	550	17,191	54.3	43.9	1.8	193.4	92	259	38	17,677	66.4	28.0	5.6	189.8	90	263	34	17,679	49.5	46
	1,811	8	11	26	1,766	33.0	63.1	3.9	207.3	8	18	4	1,781	37.8	46.9	15.3	210.5	7	16	2	1,786	23.0	63
	7,842	41	128	152	7,521	62.1	37.0	0.9	188.6	40	142	23	7,637	78.3	19.5	2.2	181.1	39	150	23	7,630	57.8	40
	287	0	1	17	269	38.3	55.8	5.9	206.6	0	0	0	287	39.4	41.8	18.8	210.3	0	0	0	287	32.1	57
	5	0	0	0	5	20.0	80.0	0.0	228.8	0	0	0	5	20.0	60.0	20.0	223.8	0	0	0	5	20.0	80
	8,091	42	85	354	7,610	52.0	45.9	2.1	194.6	40	96	11	7,944	62.4	31.5	6.2	192.7	40	95	9	7,947	48.1	47
	18	0	0	1	17	47.1	41.2	11.8	202.5	0	0	0	18	38.9	50.0	11.1	207.9	0	0	0	18	44.4	50
	43	4	5	2	32	81.3	18.8	0.0	175.1	4	3	0	36	86.1	13.9	0.0	174.0	4	3	0	36	63.9	36
	13,158	60	159	385	12,554	57.2	41.4	1.4	191.7	58	179	22	12,899	69.1	26.2	4.7	187.9	56	180	19	12,903	52.5	44
t	4,939	35	71	167	4,666	46.5	50.8	2.7	198.2	34	80	16	4,809	59.0	33.0	7.9	194.7	34	84	15	4,806	41.5	51

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG B

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficien
	11,440	107	74	231	11,028	37.6	58.9	3.5	204.5	111	94	27	11,208	48.1	40.1	11.9	203.8	107	96	25	11,212	30.4	59
	8,553	0	32	38	8,483	24.4	71.0	4.6	213.4	0	46	2	8,505	37.1	47.9	15.0	212.3	0	41	7	8,505	19.8	67
	2,312	107	40	55	2,110	80.6	19.4	0.0	175.6	111	40	24	2,137	83.7	14.6	1.6	176.5	107	49	17	2,139	61.6	36
nt[3]	588	1	2	138	447	86.8	13.2	0.0	170.9	2	8	1	577	78.9	18.4	2.8	179.0	1	6	1	580	72.2	27
	5,540	42	24	92	5,382	30.4	64.5	5.1	209.8	45	38	3	5,454	49.7	40.2	10.0	202.6	42	35	6	5,457	32.6	59.
	5,895	64	50	138	5,643	44.5	53.5	2.0	199.4	65	56	23	5,751	46.5	39.9	13.6	204.9	64	61	18	5,752	28.4	59.
	1	0	0	0	1	100.0	0.0	0.0	183.0	0	0	0	1	0.0	0.0	100.0	255.0	0	0	0	1	0.0	100.
	11,439	107	74	231	11,027	37.6	58.9	3.5	204.5	111	94	27	11,207	48.1	40.1	11.9	203.8	107	96	25	11,211	30.5	59.
	4,836	52	27	49	4,708	27.0	67.5	5.5	212.0	52	34	7	4,743	35.0	47.4	17.6	213.6	51	37	8	4,740	18.3	65.
	2,744	22	32	54	2,636	52.7	46.2	1.1	194.1	23	40	13	2,668	70.9	26.0	3.1	187.6	22	39	11	2,672	47.7	49.
	574	3	1	23	547	28.7	63.8	7.5	212.1	4	1	0	569	27.1	49.2	23.7	220.3	3	1	0	570	17.7	63.
	46	0	1	0	45	22.2	64.4	13.3	215.6	0	1	0	45	48.9	26.7	24.4	212.4	0	1	0	45	20.0	64.
	3,169	28	13	103	3,025	42.7	55.7	1.7	200.3	30	18	7	3,114	52.4	39.3	8.3	199.7	29	18	6	3,116	36.6	56.
	35	0	0	2	33	42.4	54.5	3.0	204.7	0	0	0	35	40.0	57.1	2.9	199.7	0	0	0	35	34.3	60.
	36	2	0	0	34	41.2	50.0	8.8	205.3	2	0	0	34	44.1	38.2	17.6	207.4	2	0	0	34	29.4	47.
	5,849	60	42	165	5,582	47.6	50.8	1.6	197.4	62	52	15	5,720	58.3	34.5	7.2	195.7	60	57	12	5,720	40.3	54.
d	5,591	47	32	66	5,446	27.4	67.1	5.5	211.8	49	42	12	5,488	37.4	45.8	16.7	212.2	47	39	13	5,492	20.2	64.

as LEP exempt (LAL only).
applicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

h 2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG CD

		Language Arts Literacy								Mathematics								Science					
	Students Enrolled	APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Profici
	10,556	84	75	137	10,260	29.4	64.7	5.9	210.7	82	84	27	10,363	40.0	45.3	14.7	209.6	83	81	11	10,381	21.6	6
	8,389	0	39	38	8,312	18.1	74.7	7.2	218.1	0	45	12	8,332	29.9	52.4	17.8	217.3	0	44	3	8,342	13.0	6
	1,938	84	34	44	1,776	76.6	23.1	0.2	179.9	82	38	13	1,805	81.9	16.2	1.9	177.6	83	37	7	1,811	54.5	4
ent[3]	237	1	2	55	179	86.6	13.4	0.0	169.3	1	1	2	233	79.8	16.7	3.4	179.8	1	0	1	235	76.2	2
	5,131	33	34	45	5,019	21.0	70.5	8.5	216.8	32	39	6	5,054	39.5	47.2	13.3	209.5	32	35	3	5,061	21.8	6
	5,422	51	41	92	5,238	37.5	59.2	3.3	204.9	50	45	20	5,307	40.5	43.4	16.1	209.6	51	46	8	5,317	21.4	6
	1	0	0	0	1	0.0	100.0	0.0	200.0	0	0	0	1	0.0	100.0	0.0	218.0	0	0	0	1	0.0	10
	10,555	84	75	137	10,259	29.4	64.7	5.9	210.7	82	84	27	10,362	40.0	45.3	14.7	209.6	83	81	11	10,380	21.6	6
	5,882	40	28	43	5,771	21.8	70.4	7.8	216.4	38	35	18	5,791	29.5	50.4	20.1	217.7	39	34	3	5,806	13.4	6
	2,051	25	25	30	1,971	43.9	53.5	2.6	200.6	25	28	5	1,993	62.5	33.0	4.6	193.2	25	25	5	1,996	36.8	5
	497	2	3	10	482	23.4	65.4	11.2	216.7	2	3	2	490	21.8	52.2	25.9	223.9	2	3	0	492	15.0	6
	86	0	0	0	86	14.0	77.9	8.1	219.1	0	0	0	86	22.1	57.0	20.9	222.5	0	0	0	86	8.1	7
	1,995	17	18	54	1,906	39.1	59.0	1.9	202.5	17	18	1	1,959	53.0	40.8	6.2	198.6	17	19	3	1,956	32.4	6
	12	0	0	0	12	50.0	50.0	0.0	196.5	0	0	0	12	75.0	16.7	8.3	186.2	0	0	0	12	50.0	4
	33	0	1	0	32	56.3	37.5	6.3	189.5	0	0	1	32	65.6	34.4	0.0	185.0	0	0	0	33	39.4	5
	3,262	32	34	67	3,129	44.5	53.4	2.1	200.1	31	40	11	3,180	55.8	37.6	6.6	197.1	32	36	4	3,190	34.1	5
d	7,294	52	41	70	7,131	22.8	69.7	7.5	215.3	51	44	16	7,183	33.0	48.7	18.3	215.1	51	45	7	7,191	16.1	6

as LEP exempt (LAL only).
applicable category, but they are included in Total Students only once.
as Former LEP.
id not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG DE

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficien
	14,160	124	68	107	13,861	22.7	70.8	6.5	215.0	122	72	28	13,938	33.5	48.1	18.4	215.1	117	76	12	13,955	16.7	63.
	11,527	0	39	50	11,438	13.2	78.9	7.8	221.3	0	44	12	11,471	24.4	53.7	21.9	221.7	0	50	3	11,474	10.3	66.
	2,436	124	22	34	2,256	65.9	33.9	0.2	186.4	122	28	15	2,271	75.4	22.4	2.2	184.5	117	24	9	2,286	44.0	51.
t[3]	203	0	7	24	172	87.2	12.2	0.6	169.4	0	0	1	202	77.7	18.8	3.5	181.7	0	2	0	201	72.6	25.
	6,876	38	33	39	6,766	15.8	74.8	9.4	220.6	37	30	8	6,801	33.8	49.9	16.2	214.2	37	34	3	6,802	17.4	66.
	7,276	86	33	67	7,090	29.2	67.0	3.8	209.7	85	41	20	7,130	33.1	46.4	20.5	216.0	80	40	9	7,147	15.9	61.
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	14,160	124	68	107	13,861	22.7	70.8	6.5	215.0	122	72	28	13,938	33.5	48.1	18.4	215.1	117	76	12	13,955	16.7	63.
	9,809	92	48	56	9,613	17.6	74.9	7.5	218.6	89	50	21	9,649	26.5	52.3	21.3	220.1	87	49	8	9,665	11.7	65.
	1,899	14	6	21	1,858	39.5	57.9	2.6	202.7	14	13	2	1,870	62.4	32.1	5.5	193.8	13	13	2	1,871	33.9	59.
	743	6	4	5	728	21.7	67.9	10.4	219.0	6	1	0	736	18.5	46.6	34.9	229.7	6	2	0	735	15.1	57.
	28	0	0	0	28	21.4	67.9	10.7	215.2	0	0	0	28	28.6	53.6	17.9	216.9	0	0	0	28	10.7	60.
	1,609	11	7	24	1,567	34.5	62.8	2.7	205.4	12	4	5	1,588	48.8	42.6	8.6	202.7	10	6	2	1,591	27.8	61.
	7	0	0	0	7	0.0	100.0	0.0	211.7	0	0	0	7	42.9	42.9	14.3	207.3	0	0	0	7	0.0	71.
	65	1	3	1	60	23.3	63.3	13.3	220.1	1	4	0	60	36.7	40.0	23.3	215.7	1	6	0	58	8.6	72.
	2,660	30	22	34	2,574	40.2	57.8	2.0	202.3	30	22	8	2,600	54.3	37.5	8.3	199.1	29	22	3	2,606	30.8	60.
	11,500	94	46	73	11,287	18.7	73.8	7.5	217.9	92	50	20	11,338	28.7	50.6	20.8	218.8	88	54	9	11,349	13.4	64.

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
s Former LEP.
l not have Gender coded.
not have an ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG FG

	Students Enrolled	Language Arts Literacy								Mathematics								Science						
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	14,649	89	37	97	14,426	18.4	73.9	7.7	218.4	89	54	10	14,496	28.0	51.3	20.8	218.9	81	51	13	14,504	12.8	64
	12,199	0	24	28	12,147	9.9	81.0	9.1	224.0	0	34	5	12,160	19.5	56.3	24.2	225.3	0	33	8	12,158	7.0	66
	2,282	89	9	28	2,156	62.8	36.9	0.3	188.8	89	17	5	2,171	71.9	25.4	2.6	185.8	81	15	5	2,181	41.1	53
nt[3]	174	0	4	41	129	79.8	19.4	0.8	177.1	0	3	0	171	73.7	21.6	4.7	185.1	0	3	0	171	69.6	28
	7,049	21	18	43	6,967	12.2	76.5	11.3	224.2	22	22	2	7,003	27.9	53.4	18.7	218.0	20	24	4	7,001	13.1	67
	7,596	67	19	53	7,457	24.2	71.4	4.4	213.0	66	31	8	7,491	28.0	49.3	22.7	219.8	60	26	9	7,501	12.5	60
	1	0	0	0	1	100.0	0.0	0.0	181.0	0	0	0	1	100.0	0.0	0.0	162.0	0	0	0	1	0.0	100
	14,648	89	37	97	14,425	18.4	73.9	7.8	218.4	89	54	10	14,495	28.0	51.3	20.8	218.9	81	51	13	14,503	12.8	64
	11,061	61	25	51	10,924	15.6	76.1	8.3	220.4	59	37	6	10,959	24.2	53.2	22.6	221.7	54	38	10	10,959	9.7	64
	1,176	7	2	14	1,153	33.5	63.5	3.0	206.7	8	5	1	1,162	55.2	38.2	6.5	197.9	7	4	2	1,163	29.6	61
	869	7	3	9	850	15.2	71.1	13.8	222.9	7	1	0	861	15.7	49.0	35.3	232.3	7	1	0	861	10.2	59
	106	0	0	0	106	13.2	77.4	9.4	222.7	0	0	0	106	17.9	57.5	24.5	228.5	0	0	1	105	3.8	61
	1,380	11	7	23	1,339	30.2	66.4	3.4	209.3	12	11	3	1,354	43.1	48.4	8.6	205.2	10	8	0	1,362	25.9	62
	17	1	0	0	16	43.8	50.0	6.3	206.4	1	0	0	16	50.0	31.3	18.8	207.7	1	0	0	16	25.0	50
	40	2	0	0	38	18.4	76.3	5.3	218.8	2	0	0	38	26.3	44.7	28.9	221.9	2	0	0	38	15.8	50
	1,831	18	9	27	1,777	35.6	61.7	2.8	205.7	19	14	2	1,796	47.8	43.6	8.6	202.5	15	11	1	1,804	29.2	62
d	12,818	71	28	70	12,649	16.0	75.6	8.5	220.2	70	40	8	12,700	25.2	52.3	22.5	221.2	66	40	12	12,700	10.5	64

s LEP exempt (LAL only).
applicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG GH

	Students Enrolled	Language Arts Literacy								Mathematics								Science						
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	14,124	80	56	90	13,898	14.1	73.7	12.2	223.1	87	56	7	13,974	22.7	48.2	29.1	225.5	74	55	10	13,985	11.3	62
	11,840	0	35	17	11,788	6.9	78.9	14.2	228.4	0	40	4	11,796	15.2	51.4	33.4	231.6	0	36	7	11,797	6.2	63
	2,072	80	15	21	1,956	52.9	46.1	1.0	194.6	87	15	3	1,967	63.4	31.0	5.6	192.2	74	18	3	1,977	36.5	56
nt[3]	218	2	6	53	157	76.4	22.3	1.3	178.9	2	1	0	215	60.0	29.3	10.7	194.5	2	1	0	215	59.5	37
	6,777	27	30	34	6,686	9.4	73.9	16.8	228.3	28	29	4	6,716	23.0	50.8	26.2	224.1	26	25	6	6,720	12.1	65
	7,340	53	26	55	7,206	18.5	73.5	8.0	218.3	59	27	3	7,251	22.3	45.8	31.9	226.9	48	30	4	7,258	10.4	58
	1	0	0	0	1	100.0	0.0	0.0	192.0	0	0	0	1	100.0	0.0	0.0	189.0	0	0	0	1	0.0	100
	14,123	80	56	90	13,897	14.1	73.7	12.2	223.1	87	56	7	13,973	22.7	48.2	29.1	225.5	74	55	10	13,984	11.3	62
	9,820	50	26	33	9,711	10.4	76.8	12.8	225.7	56	30	5	9,729	17.2	51.4	31.4	229.3	47	30	7	9,736	7.2	63
	1,531	8	12	9	1,502	30.3	64.2	5.5	209.7	9	13	1	1,508	50.9	40.8	8.3	201.1	7	15	2	1,507	28.5	61
	1,524	9	3	22	1,490	11.9	67.0	21.1	228.9	9	2	0	1,513	12.2	39.5	48.4	240.3	9	1	1	1,513	8.7	52
	7	0	0	0	7	0.0	85.7	14.3	225.1	0	0	0	7	42.9	42.9	14.3	215.3	0	0	0	7	14.3	57
	1,170	12	13	23	1,122	27.1	68.0	4.9	211.1	12	9	1	1,148	44.4	43.7	11.8	206.5	10	8	0	1,152	25.7	62
	16	0	0	0	16	37.5	56.3	6.3	204.3	0	0	0	16	56.3	31.3	12.5	200.4	0	0	0	16	12.5	68
	56	1	2	3	50	18.0	72.0	10.0	221.3	1	2	0	53	39.6	30.2	30.2	216.2	1	1	0	54	20.4	57
	1,353	18	14	25	1,296	36.6	60.5	2.9	205.8	20	10	1	1,322	50.9	38.8	10.3	202.6	15	14	0	1,324	30.5	60
	12,771	62	42	65	12,602	11.8	75.0	13.2	224.9	67	46	6	12,652	19.7	49.2	31.1	227.9	59	41	10	12,661	9.3	62

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
l not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG I

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	19,987	89	42	78	19,778	9.8	74.5	15.8	227.9	93	41	20	19,833	17.3	47.7	35.1	231.2	92	42	12	19,841	7.6	58
	17,064	0	23	21	17,020	4.2	77.8	18.0	232.5	0	29	9	17,026	10.7	49.7	39.6	236.8	0	31	7	17,026	3.7	58
	2,736	89	11	14	2,622	43.1	55.1	1.7	200.0	93	12	10	2,621	57.4	36.0	6.6	196.4	92	10	5	2,629	29.1	60
nt[3]	195	0	8	43	144	66.0	33.3	0.7	185.8	0	0	1	194	53.1	28.4	18.6	202.7	0	1	0	194	55.7	39
	9,598	38	23	43	9,494	6.0	72.5	21.5	233.1	41	23	11	9,523	17.8	50.2	32.0	229.6	39	26	9	9,524	7.9	63.
	10,388	51	18	35	10,284	13.2	76.3	10.4	223.1	52	17	9	10,310	16.8	45.3	37.9	232.6	53	15	3	10,317	7.3	53.
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	19,987	89	42	78	19,778	9.8	74.5	15.8	227.9	93	41	20	19,833	17.3	47.7	35.1	231.2	92	42	12	19,841	7.6	58.
	15,745	67	22	37	15,619	7.9	76.5	15.7	229.0	69	30	16	15,630	15.0	49.9	35.1	232.3	67	33	11	15,634	5.9	59.
	1,136	6	6	3	1,121	30.1	64.9	5.0	210.5	6	4	0	1,126	48.5	40.1	11.5	203.6	6	3	0	1,127	26.3	61.
	2,118	8	7	19	2,084	7.1	67.4	25.6	234.2	9	2	2	2,105	8.1	35.4	56.5	246.6	9	3	1	2,105	4.7	47.
	11	0	0	0	11	9.1	72.7	18.2	227.0	0	0	0	11	0.0	36.4	63.6	247.1	0	0	0	11	0.0	63.
	889	7	6	16	860	23.3	69.1	7.7	215.0	8	4	2	875	38.4	47.0	14.6	210.2	9	2	0	878	20.4	63.
	13	0	0	1	12	33.3	58.3	8.3	207.4	0	0	0	13	38.5	46.2	15.4	213.9	0	0	0	13	15.4	61.
	75	1	1	2	71	14.1	67.6	18.3	224.7	1	1	0	73	26.0	56.2	17.8	219.3	1	1	0	73	11.0	67.
	781	4	3	9	765	35.4	61.4	3.1	206.1	4	3	1	773	48.9	42.4	8.7	202.3	5	1	0	775	28.5	62.
	19,206	85	39	69	19,013	8.7	75.0	16.3	228.7	89	38	19	19,060	16.0	47.9	36.2	232.3	87	41	12	19,066	6.7	58.

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG J

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	4,190	15	7	19	4,149	6.3	71.8	21.9	232.9	15	6	9	4,160	10.5	44.1	45.4	239.7	15	4	8	4,163	4.0	51
	3,574	0	5	2	3,567	1.8	73.0	25.2	237.3	0	5	4	3,565	4.5	44.4	51.2	245.3	0	2	5	3,567	1.2	50
	572	15	1	7	549	32.2	66.1	1.6	207.2	15	1	5	551	46.5	43.9	9.6	205.1	15	2	3	552	19.4	63
nt[3]	47	0	1	10	36	69.4	30.6	0.0	183.6	0	0	0	47	48.9	25.5	25.5	213.8	0	0	0	47	42.6	51
	2,052	6	4	'8	2,034	4.1	66.1	29.8	237.9	6	4	4	2,038	11.0	46.7	42.3	237.9	6	2	2	2,042	4.5	56
	2,134	9	3	11	2,111	8.4	77.3	14.3	228.2	9	2	5	2,118	10.0	41.6	48.4	241.3	9	2	2	2,121	3.5	47
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	4,190	15	7	19	4,149	6.3	71.8	21.9	232.9	15	6	9	4,160	10.5	44.1	45.4	239.7	15	4	8	4,163	4.0	51
	3,277	11	5	9	3,252	5.3	73.3	21.4	233.4	11	5	7	3,254	9.8	47.3	42.9	238.7	11	3	3	3,260	3.4	52
	81	0	0	0	81	16.0	77.8	6.2	221.1	0	0	0	81	40.7	44.4	14.8	210.6	0	0	0	81	18.5	63
	659	1	1	5	652	7.4	63.2	29.4	235.3	1	1	0	657	6.1	27.4	66.5	252.5	1	1	0	657	3.3	41
	16	0	0	0	16	12.5	87.5	0.0	222.6	0	0	0	16	12.5	50.0	37.5	235.1	0	0	0	16	6.3	75
	142	1	1	5	135	18.5	71.9	9.6	219.7	1	0	2	139	27.3	48.9	23.7	219.9	1	0	1	140	12.9	65
	3	0	0	0	3	0.0	66.7	33.3	232.0	0	0	0	3	33.3	33.3	33.3	234.3	0	0	0	3	0.0	66
	12	2	0	0	10	30.0	60.0	10.0	215.9	2	0	0	10	10.0	40.0	50.0	244.9	2	0	4	6	0.0	50
	60	0	0	2	58	27.6	65.5	6.9	213.0	0	0	1	59	42.4	45.8	11.9	211.4	0	0	1	59	22.0	64
d	4,130	15	7	17	4,091	6.0	71.8	22.1	233.2	15	6	8	4,101	10.0	44.1	45.9	240.1	15	4	7	4,104	3.8	51

as LEP exempt (LAL only).
applicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

n 2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG R

		Language Arts Literacy								Mathematics								Science					
	Students Enrolled	APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	1,358	5	3	8	1,342	43.1	54.0	2.9	201.1	5	5	5	1,343	60.6	31.3	8.1	195.9	5	5	2	1,346	37.3	52
	1,163	0	2	3	1,158	36.2	60.4	3.4	206.1	0	3	2	1,158	55.6	35.0	9.4	199.8	0	3	1	1,159	31.8	56
	190	5	1	5	179	86.0	14.0	0.0	169.7	5	2	3	180	91.7	8.3	0.0	171.4	5	2	1	182	72.5	25
ent[3]	6	0	0	0	6	100.0	0.0	0.0	155.8	0	0	0	6	100.0	0.0	0.0	173.5	0	0	0	6	50.0	50
	698	3	2	4	689	40.3	55.4	4.2	204.1	3	3	3	689	61.4	32.5	6.1	194.3	3	4	1	690	39.9	52
	658	2	1	2	653	45.9	52.5	1.5	198.0	2	1	1	654	59.8	30.0	10.2	197.6	2	1	0	655	34.5	51
	3	0	0	0	3	66.7	33.3	0.0	209.0	0	0	0	3	66.7	33.3	0.0	190.0	0	0	0	3	0.0	100
	1,355	5	3	8	1,339	43.0	54.1	2.9	201.1	5	5	5	1,340	60.6	31.3	8.1	195.9	5	5	2	1,343	37.4	52
	152	0	2	1	149	22.1	68.5	9.4	217.3	0	2	1	149	31.5	38.3	30.2	223.0	0	2	1	149	13.4	49
	864	1	0	6	857	51.0	47.3	1.8	195.8	1	2	4	857	70.9	26.1	2.9	187.6	1	2	1	860	46.0	49
	36	0	0	0	36	8.3	86.1	5.6	220.3	0	0	0	36	13.9	50.0	36.1	231.8	0	0	0	36	11.1	44
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	287	2	1	1	283	35.7	61.5	2.8	205.8	2	1	0	284	50.7	40.5	8.8	202.3	2	1	0	284	27.5	63
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	19	2	0	0	17	23.5	76.5	0.0	208.1	2	0	0	17	58.8	35.3	5.9	195.3	2	0	0	17	23.5	64
	731	5	1	6	719	48.0	50.3	1.7	197.1	5	3	4	719	65.9	30.2	3.9	190.8	5	3	1	722	43.4	50
d	627	0	2	2	623	37.4	58.3	4.3	205.7	0	2	1	624	54.5	32.5	13.0	201.8	0	2	1	624	30.3	53

as LEP exempt (LAL only).

applicable category, but they are included in Total Students only once.

as Former LEP.

id not have Gender coded.

id not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Special Needs

		Language Arts Literacy								Mathematics								Science							
	Students Enrolled	APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficien
	21,372	127	262	642	20,341	52.7	45.5	1.8	194.4	128	299	47	20,898	65.1	28.8	6.1	190.8	123	296	44	20,909	48.2	47
	15,340	0	152	118	15,070	40.4	57.2	2.4	203.7	0	184	9	15,147	56.4	35.7	7.9	198.3	0	180	11	15,149	37.1	57
	4,414	127	95	140	4,052	88.4	11.5	0.1	167.7	128	99	37	4,150	90.1	9.3	0.7	169.3	123	104	32	4,155	76.7	22
nt[3]	1,699	3	15	390	1,291	86.4	13.5	0.1	168.0	3	17	1	1,678	82.6	15.1	2.3	175.8	2	13	1	1,683	78.8	20
	10,454	48	96	286	10,024	45.0	52.3	2.7	200.2	51	117	14	10,272	65.1	29.4	5.5	190.9	47	107	12	10,288	49.7	46
	10,908	78	162	355	10,313	60.1	38.9	1.0	188.8	76	179	33	10,620	65.0	28.3	6.7	190.7	75	187	32	10,614	46.7	48
	28	0	0	0	28	64.3	32.1	3.6	187.9	0	0	0	28	67.9	28.6	3.6	186.5	0	1	0	27	44.4	51
	21,344	127	262	642	20,313	52.7	45.5	1.8	194.4	128	299	47	20,870	65.1	28.8	6.1	190.8	123	295	44	20,882	48.2	47
	2,402	13	15	43	2,331	34.1	62.2	3.6	206.7	13	25	5	2,359	40.7	44.0	15.3	208.3	12	20	6	2,364	24.4	62
	9,181	55	148	178	8,800	60.4	38.6	0.9	189.5	55	164	29	8,933	77.1	20.5	2.4	182.1	53	171	29	8,928	56.7	41
	555	2	2	27	524	32.4	60.9	6.7	208.9	3	1	0	551	32.7	45.7	21.6	215.8	2	1	0	552	24.1	61
	42	0	1	0	41	26.8	58.5	14.6	217.4	0	1	0	41	46.3	29.3	24.4	212.8	0	1	0	41	17.1	65
	9,096	56	91	389	8,560	51.0	47.1	1.9	195.2	56	105	13	8,922	61.6	32.1	6.3	193.2	55	100	9	8,932	47.5	48
	40	0	0	3	37	48.6	45.9	5.4	202.5	0	0	0	40	42.5	52.5	5.0	200.1	0	0	0	40	42.5	52
	56	1	5	2	48	70.8	25.0	4.2	183.6	1	3	0	52	76.9	21.2	1.9	180.7	1	3	0	52	53.8	40
	15,581	84	185	459	14,853	55.4	43.1	1.5	192.6	84	210	28	15,259	67.7	27.2	5.1	189.0	81	209	28	15,263	51.1	45
l	5,791	43	77	183	5,488	45.2	51.9	2.8	199.3	44	89	19	5,639	58.0	33.3	8.7	195.7	42	87	16	5,646	40.1	52

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Non Special Needs

	Students Enrolled	Language Arts Literacy								Mathematics								Science							
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficie
	87,719	562	342	709	86,106	19.3	70.5	10.1	219.0	569	386	132	86,632	28.4	47.1	24.5	220.4	542	394	92	86,691	14.5	61
	72,367	0	193	195	71,979	10.9	77.1	12.0	225.1	0	232	57	72,078	20.0	51.5	28.6	227.1	0	234	47	72,086	8.4	63
	13,913	562	121	206	13,024	60.7	38.6	0.7	189.3	569	145	70	13,129	70.2	26.0	3.9	187.2	542	149	44	13,178	41.9	51
nt[3]	1,489	4	28	311	1,146	81.7	17.9	0.4	173.7	4	9	5	1,471	71.4	21.2	7.4	186.6	4	11	1	1,473	67.9	29
	42,275	195	159	284	41,637	13.7	72.2	14.1	224.5	198	173	42	41,862	28.7	49.2	22.1	219.3	192	182	33	41,868	15.1	64
	45,411	366	180	419	44,446	24.6	69.0	6.4	213.9	370	209	87	44,745	28.2	45.1	26.7	221.4	349	208	53	44,801	13.9	58
	10	0	0	2	8	75.0	25.0	0.0	193.1	0	0	0	10	60.0	30.0	10.0	191.2	0	0	0	10	20.0	80
	87,709	562	342	707	86,098	19.3	70.5	10.1	219.0	569	386	132	86,622	28.4	47.1	24.5	220.4	542	394	92	86,681	14.5	61
	60,076	368	179	263	59,266	13.8	74.8	11.3	223.0	369	216	81	59,410	21.4	50.9	27.7	225.5	351	224	48	59,453	9.2	62
	10,382	70	69	126	10,117	40.8	56.2	3.0	202.4	72	92	23	10,195	60.6	33.5	5.9	194.6	68	86	21	10,207	35.4	57
	6,757	34	22	83	6,618	13.1	67.1	19.8	227.7	35	11	4	6,707	12.9	40.4	46.7	239.1	35	12	2	6,708	8.8	52
	263	0	0	0	263	13.3	77.9	8.7	220.7	0	0	0	263	20.9	54.4	24.7	225.7	0	0	1	262	7.3	65
	9,829	75	65	228	9,461	35.1	61.5	3.3	205.6	78	60	21	9,670	48.0	42.8	9.2	202.8	73	64	14	9,678	29.2	61
	81	1	0	1	79	34.2	59.5	6.3	206.4	1	0	0	80	48.8	37.5	13.8	205.4	1	0	0	80	21.3	60
	331	14	7	8	302	25.2	64.2	10.6	215.4	14	7	3	307	37.8	41.0	21.2	213.2	14	8	6	303	18.5	60
	14,425	143	108	287	13,887	43.0	54.8	2.2	200.8	145	122	41	14,117	55.0	37.5	7.5	198.2	136	124	19	14,146	34.1	58
d	73,294	419	234	422	72,219	14.8	73.6	11.7	222.5	424	264	91	72,515	23.2	49.0	27.8	224.7	406	270	73	72,545	10.7	61

as LEP exempt (LAL only).
applicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
d not have an ethnicity coded and students who had more than one ethnicity coded.

2006

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
State

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficien
	109,091	689	604	1,351	106,447	25.7	65.7	8.5	214.3	697	685	179	107,530	35.5	43.6	20.9	214.6	665	690	136	107,600	21.0	58.
	87,707	0	345	313	87,049	16.0	73.7	10.3	221.4	0	416	66	87,225	26.3	48.7	25.0	222.1	0	414	58	87,235	13.4	62.
	18,327	689	216	346	17,076	67.3	32.2	0.5	184.2	697	244	107	17,279	75.0	21.9	3.1	182.9	665	253	76	17,333	50.2	44.
nt[3]	3,188	7	43	701	2,437	84.2	15.6	0.2	170.7	7	26	6	3,149	77.4	18.0	4.7	180.8	6	24	2	3,156	73.7	24.
	52,729	243	255	570	51,661	19.7	68.3	11.9	219.7	249	290	56	52,134	35.9	45.3	18.8	213.7	239	289	45	52,156	21.9	61.
	56,319	444	342	774	54,759	31.3	63.3	5.3	209.2	446	388	120	55,365	35.2	41.9	22.9	215.5	424	395	85	55,415	20.2	56.
	38	0	0	2	36	66.7	30.6	2.8	189.1	0	0	0	38	65.8	28.9	5.3	187.8	0	1	0	37	37.8	59.
	109,053	689	604	1,349	106,411	25.7	65.8	8.5	214.3	697	685	179	107,492	35.5	43.6	20.9	214.6	665	689	136	107,563	21.0	58.
	62,478	381	194	306	61,597	14.6	74.3	11.1	222.4	382	241	86	61,769	22.1	50.7	27.2	224.9	363	244	54	61,817	9.7	62.
	19,563	125	217	304	18,917	49.9	48.0	2.1	196.4	127	256	52	19,128	68.3	27.4	4.3	188.8	121	257	50	19,135	45.3	50.
	7,312	36	24	110	7,142	14.5	66.6	18.8	226.3	38	12	4	7,258	14.4	40.8	44.8	237.3	37	13	2	7,260	10.0	53.
	305	0	1	0	304	15.1	75.3	9.5	220.2	0	1	0	304	24.3	51.0	24.7	224.0	0	1	1	303	8.6	65.
	18,925	131	156	617	18,021	42.7	54.7	2.6	200.7	134	165	34	18,592	54.5	37.7	7.8	198.2	128	164	23	18,610	38.0	55.
	121	1	0	4	116	38.8	55.2	6.0	205.1	1	0	0	120	46.7	42.5	10.8	203.6	1	0	0	120	28.3	57.
	387	15	12	10	350	31.4	58.9	9.7	211.0	15	10	3	359	43.5	38.2	18.4	208.5	15	11	6	355	23.7	57.
	30,006	227	293	746	28,740	49.4	48.8	1.8	196.6	229	332	69	29,376	61.6	32.2	6.3	193.4	217	333	47	29,409	42.9	51.
	79,085	462	311	605	77,707	16.9	72.0	11.0	220.9	468	353	110	78,154	25.8	47.9	26.4	222.6	448	357	89	78,191	12.8	61.

s LEP exempt (LAL only).
pplicable category, but they are included in Total Students only once.
as Former LEP.
d not have Gender coded.
l not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG A

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	17,401	102	264	509	16,526	53.1	44.2	2.7	194.6	99	245	45	17,012	61.7	31.8	6.5	192.2	96	294	38	16,973	51.8	
	12,497	0	132	193	12,172	41.2	55.2	3.6	204.0	0	138	22	12,337	52.1	39.4	8.6	199.4	0	160	21	12,316	42.0	
	3,631	102	81	123	3,325	86.4	13.5	0.2	168.2	99	92	20	3,420	89.2	10.3	0.5	171.6	96	116	15	3,404	76.9	
cient[4]	1,901	2	55	195	1,649	76.3	22.9	0.8	177.2	2	21	5	1,873	75.8	21.3	2.9	182.2	2	26	2	1,871	71.9	
	1,326	1	52	193	1,080	86.0	13.8	0.2	168.4	1	16	4	1,305	82.6	15.5	1.9	177.4	1	20	2	1,303	79.6	
	575	1	3	2	569	57.8	40.1	2.1	193.8	1	5	1	568	60.2	34.7	5.1	193.2	1	6	0	568	54.2	
	8,493	34	109	197	8,153	44.0	51.9	4.0	201.3	31	103	14	8,345	60.8	33.2	5.9	193.1	31	128	16	8,318	52.5	
	8,889	67	153	309	8,360	61.9	36.8	1.3	188.1	67	141	31	8,650	62.6	30.5	7.0	191.4	64	165	22	8,638	51.0	
	14	0	0	0	14	92.9	7.1	0.0	164.7	0	0	0	14	85.7	14.3	0.0	180.1	0	0	0	14	71.4	
	17,387	102	264	509	16,512	53.1	44.3	2.7	194.6	99	245	45	16,998	61.7	31.8	6.5	192.2	96	294	38	16,959	51.7	
	1,751	5	10	25	1,711	34.1	60.3	5.6	207.5	6	13	3	1,729	36.3	48.6	15.1	209.6	6	17	3	1,725	26.3	
	7,352	48	101	205	6,998	60.9	37.8	1.3	189.7	46	134	28	7,144	72.8	24.7	2.5	184.5	43	154	23	7,132	60.3	
	267	2	5	7	253	32.8	58.1	9.1	211.3	2	1	1	263	34.2	43.7	22.1	214.3	2	1	1	263	33.5	
	23	0	1	1	21	76.2	23.8	0.0	176.6	0	2	0	21	76.2	19.0	4.8	182.3	0	0	0	23	82.6	
	7,885	44	133	266	7,442	50.6	46.4	3.0	195.9	42	88	13	7,742	57.9	34.4	7.6	194.8	42	116	10	7,717	49.9	
ve	22	0	0	0	22	40.9	50.0	9.1	207.0	0	0	0	22	54.5	36.4	9.1	195.2	0	0	0	22	36.4	
	101	3	14	5	79	72.2	25.3	2.5	181.2	3	7	0	91	83.5	13.2	3.3	177.4	3	6	1	91	72.5	
	12,691	65	170	360	12,096	54.9	42.6	2.5	193.4	63	158	35	12,435	63.3	30.8	5.8	191.1	62	197	27	12,405	53.7	
ged	4,710	37	94	149	4,430	48.1	48.7	3.3	197.8	36	87	10	4,577	57.4	34.4	8.2	195.1	34	97	11	4,568	46.5	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

rch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG B

		Language Arts Literacy								Mathematics								Science					
	Students Enrolled	APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Pro
	11,498	108	77	190	11,123	38.6	56.8	4.6	204.7	108	70	20	11,300	42.2	45.1	12.7	205.2	103	79	23	11,293	31.3	
	8,613	0	29	50	8,534	26.3	67.8	6.0	213.5	0	35	3	8,575	30.7	53.3	16.0	213.2	0	39	6	8,568	21.2	
	2,337	108	34	54	2,141	78.5	21.3	0.2	176.5	108	34	17	2,178	79.0	19.2	1.8	179.2	103	36	17	2,181	60.4	
ficient[4]	681	0	14	88	579	78.4	21.4	0.2	176.9	0	1	0	680	72.2	22.6	5.1	185.4	0	5	0	676	68.3	
	568	0	14	88	466	83.9	15.9	0.2	171.9	0	1	0	567	76.4	19.4	4.2	182.4	0	4	0	564	73.0	
	113	0	0	0	113	55.8	44.2	0.0	197.5	0	0	0	113	51.3	38.9	9.7	200.8	0	1	0	112	44.6	
	5,531	35	26	74	5,396	30.1	63.2	6.7	210.9	36	21	3	5,471	41.9	46.7	11.4	204.9	33	28	8	5,462	32.0	
	5,961	71	49	115	5,726	46.6	50.7	2.6	198.8	70	47	17	5,827	42.4	43.6	14.1	205.5	68	50	15	5,828	30.5	
	7	0	0	1	6	16.7	83.3	0.0	202.3	0	0	0	7	14.3	85.7	0.0	205.1	0	0	0	7	42.9	
	11,491	108	77	189	11,117	38.6	56.7	4.6	204.7	108	70	20	11,293	42.2	45.1	12.8	205.2	103	79	23	11,286	31.3	
	4,652	50	20	50	4,532	26.8	66.3	6.9	212.5	49	22	5	4,576	29.3	52.3	18.4	214.6	48	24	7	4,573	18.0	
	2,785	30	25	42	2,688	56.5	42.1	1.4	193.2	31	33	11	2,710	63.7	32.6	3.7	189.9	28	31	8	2,718	47.9	
	577	1	4	12	560	28.6	60.4	11.1	214.9	1	0	0	576	23.3	48.8	28.0	222.6	1	0	2	574	22.0	
	38	0	1	0	37	10.8	73.0	16.2	225.9	0	0	0	38	15.8	63.2	21.1	223.4	0	0	0	38	5.3	
	3,380	23	24	83	3,250	42.3	54.7	2.9	201.5	23	13	4	3,340	46.1	44.4	9.5	201.5	22	22	6	3,330	37.8	
ive	24	0	1	1	22	22.7	68.2	9.1	215.5	0	0	0	24	29.2	37.5	33.3	214.3	0	0	0	24	25.0	
	42	4	2	2	34	50.0	47.1	2.9	197.4	4	2	0	36	38.9	55.6	5.6	198.2	4	2	0	36	33.3	
	5,639	53	43	131	5,412	47.8	49.6	2.6	198.4	53	40	14	5,532	52.2	39.6	8.2	197.8	49	46	15	5,529	40.7	
ged	5,859	55	34	59	5,711	29.9	63.6	6.5	210.7	55	30	6	5,768	32.6	50.3	17.1	212.3	54	33	8	5,764	22.2	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
o did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG CD

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	10,391	90	50	105	10,146	30.2	63.7	6.1	210.5	88	64	17	10,222	35.0	48.5	16.5	211.0	82	71	11	10,227	22.4	
	8,342	0	29	26	8,287	19.8	72.8	7.4	217.2	0	43	6	8,293	24.9	55.2	19.9	218.0	0	43	5	8,294	14.5	
	1,821	90	12	32	1,687	75.8	23.9	0.4	181.6	88	18	9	1,706	78.9	19.6	1.5	180.5	82	25	3	1,711	53.8	
icient[4]	346	1	9	49	287	71.1	28.6	0.3	183.8	1	3	2	340	67.1	28.2	4.7	188.5	1	3	3	339	65.5	
	234	1	9	48	176	85.8	14.2	0.0	173.2	1	3	2	228	75.0	21.1	3.9	182.5	1	3	3	227	75.8	
	112	0	0	1	111	47.7	51.4	0.9	200.7	0	0	0	112	50.9	42.9	6.3	200.6	0	0	0	112	44.6	
	4,972	34	19	38	4,881	20.8	70.1	9.1	217.1	34	26	3	4,909	34.5	50.9	14.6	210.8	32	30	2	4,908	22.9	
	5,414	55	31	66	5,262	39.0	57.7	3.3	204.4	53	38	14	5,309	35.4	46.3	18.3	211.2	49	41	9	5,315	21.9	
	2	0	0	0	2	100.0	0.0	0.0	197.0	0	0	0	2	100.0	0.0	0.0	173.0	0	0	0	2	100.0	
	10,389	90	50	105	10,144	30.2	63.7	6.1	210.5	88	64	17	10,220	35.0	48.6	16.5	211.0	82	71	11	10,225	22.4	
	5,542	38	17	29	5,458	23.7	68.6	7.7	215.1	37	26	10	5,469	25.7	53.5	20.8	217.8	34	29	6	5,473	14.5	
	2,087	23	18	26	2,020	43.1	53.8	3.2	201.6	23	26	3	2,035	53.7	40.3	6.0	196.4	22	28	1	2,036	35.8	
	581	4	4	8	565	21.4	65.8	12.7	218.8	4	1	0	576	18.1	46.0	35.9	228.4	4	2	0	575	14.6	
	27	0	0	0	27	11.1	81.5	7.4	221.8	0	0	0	27	3.7	70.4	25.9	230.4	0	0	0	27	3.7	
	2,024	25	9	41	1,949	37.8	58.9	3.3	204.9	24	10	3	1,987	46.2	44.1	9.7	202.1	22	11	3	1,988	32.7	
ve	12	0	0	0	12	25.0	75.0	0.0	211.0	0	0	0	12	50.0	50.0	0.0	202.0	0	0	0	12	16.7	
	118	0	2	1	115	33.9	65.2	0.9	205.5	0	1	1	116	40.5	44.0	15.5	207.1	0	1	1	116	25.9	
	3,349	29	29	58	3,233	42.3	54.8	3.0	202.0	28	36	10	3,275	47.6	42.9	9.5	201.1	24	37	8	3,280	34.5	
nged	7,042	61	21	47	6,913	24.6	67.8	7.6	214.5	60	28	7	6,947	29.0	51.2	19.8	215.6	58	34	3	6,947	16.7	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
o did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG DE

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	14,042	129	83	107	13,723	24.1	67.1	8.8	215.4	129	84	15	13,814	30.6	50.3	19.1	214.7	131	89	12	13,810	16.6	
	11,509	0	37	55	11,417	15.3	74.3	10.4	221.1	0	52	9	11,448	22.3	55.2	22.4	220.6	0	55	7	11,447	10.6	
	2,359	129	35	25	2,170	67.4	31.7	1.0	187.3	129	29	6	2,195	70.2	27.1	2.7	186.5	131	33	5	2,190	44.2	
cient[4]	230	1	11	27	191	69.1	29.8	1.0	184.0	0	3	0	227	70.5	26.9	2.6	186.7	0	1	0	229	63.3	
	180	1	11	27	141	76.6	23.4	0.0	177.5	0	3	0	177	77.4	19.8	2.8	182.9	0	1	0	179	69.3	
	50	0	0	0	50	48.0	48.0	4.0	202.3	0	0	0	50	46.0	52.0	2.0	200.2	0	0	0	50	42.0	
	6,690	42	35	47	6,566	16.2	71.3	12.5	221.5	44	30	7	6,609	31.5	51.9	16.6	213.5	46	37	5	6,602	17.5	
	7,346	87	46	59	7,154	31.3	63.2	5.5	209.7	85	52	8	7,201	29.8	48.9	21.3	215.9	85	49	7	7,205	15.8	
	11	0	0	0	11	45.5	54.5	0.0	204.1	0	0	0	11	27.3	72.7	0.0	213.7	0	0	0	11	27.3	
	14,031	129	83	107	13,712	24.1	67.1	8.8	215.4	129	84	15	13,803	30.6	50.3	19.1	214.7	131	89	12	13,799	16.6	
	9,475	97	38	44	9,296	19.2	70.7	10.1	218.9	99	41	10	9,325	23.7	54.0	22.3	219.7	100	40	8	9,327	11.1	
	2,055	13	22	27	1,993	41.2	55.3	3.5	203.5	12	27	4	2,012	56.6	37.5	5.9	195.7	13	32	2	2,008	34.0	
	794	3	3	8	780	15.9	66.5	17.6	223.1	3	1	0	790	17.2	48.7	34.1	228.4	3	1	1	789	12.4	
	9	0	1	0	8	25.0	62.5	12.5	216.5	0	0	0	9	66.7	22.2	11.1	197.8	0	0	0	9	22.2	
	1,665	15	16	25	1,609	34.9	61.2	3.9	206.3	14	12	1	1,638	43.7	46.8	9.5	203.6	14	10	1	1,640	28.5	
ve	8	0	0	0	8	50.0	50.0	0.0	200.4	0	0	0	8	50.0	25.0	25.0	215.1	0	0	0	8	12.5	
	36	1	3	3	29	44.8	55.2	0.0	201.4	1	3	0	32	56.3	28.1	15.6	199.3	1	6	0	29	27.6	
	2,725	34	31	39	2,621	39.3	56.8	3.9	203.9	31	31	4	2,659	48.5	42.5	9.0	200.9	34	28	3	2,660	30.8	
ged	11,317	95	52	68	11,102	20.5	69.5	10.0	218.1	98	53	11	11,155	26.3	52.2	21.4	218.0	97	61	9	11,150	13.3	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG FG

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	14,392	70	42	94	14,186	19.8	69.9	10.3	218.4	75	43	17	14,257	23.6	53.5	22.9	219.7	69	56	14	14,253	12.3	
	12,030	0	20	40	11,970	11.6	76.3	12.1	223.8	0	23	10	11,997	15.5	58.1	26.4	225.5	0	35	8	11,987	6.9	
	2,188	70	14	31	2,073	63.3	35.6	1.1	189.7	75	20	7	2,086	67.1	29.2	3.7	188.9	69	20	6	2,093	38.9	
cient[4]	218	1	8	23	186	70.4	29.6	0.0	184.3	1	0	0	217	60.8	32.7	6.5	192.6	1	1	0	216	62.5	
	178	0	8	23	147	74.1	25.9	0.0	181.6	0	0	0	178	62.9	29.8	7.3	191.8	0	1	0	177	64.4	
	40	1	0	0	39	56.4	43.6	0.0	194.6	1	0	0	39	51.3	46.2	2.6	196.1	1	0	0	39	53.8	
	7,065	30	24	43	6,968	12.7	72.3	15.0	224.9	33	21	4	7,007	24.0	55.7	20.2	218.5	30	27	6	7,002	13.2	
	7,310	40	17	51	7,202	26.6	67.5	5.9	212.2	42	21	13	7,234	23.2	51.3	25.4	221.0	39	28	8	7,235	11.4	
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	14,392	70	42	94	14,186	19.8	69.9	10.3	218.4	75	43	17	14,257	23.6	53.5	22.9	219.7	69	56	14	14,253	12.3	
	10,847	48	26	55	10,718	17.0	72.1	10.9	220.2	53	28	13	10,753	19.9	55.6	24.5	222.2	47	40	13	10,747	9.2	
	1,157	6	7	14	1,130	36.1	59.1	4.8	206.7	6	11	3	1,137	48.4	44.1	7.6	200.5	6	8	1	1,142	29.0	
	924	3	4	8	909	12.9	68.4	18.7	226.6	2	0	0	922	13.0	46.4	40.6	233.3	3	0	0	921	9.3	
	94	1	0	1	92	16.3	77.2	6.5	220.8	1	0	0	93	14.0	55.9	30.1	227.3	1	0	0	93	6.5	
	1,304	6	3	16	1,279	33.2	62.0	4.8	208.2	6	2	1	1,295	40.2	50.2	9.6	205.8	6	6	0	1,292	25.2	
ve	14	0	0	0	14	21.4	71.4	7.1	214.1	1	0	0	13	38.5	30.8	30.8	220.5	0	0	0	14	14.3	
	52	6	2	0	44	38.6	52.3	9.1	204.4	6	2	0	44	43.2	38.6	18.2	209.6	6	2	0	44	20.5	
	1,875	13	10	34	1,818	37.6	58.6	3.8	205.7	14	10	3	1,848	44.3	47.8	7.9	202.6	13	14	4	1,844	27.7	
ged	12,517	57	32	60	12,368	17.2	71.5	11.3	220.3	61	33	14	12,409	20.5	54.4	25.1	222.3	56	42	10	12,409	10.0	

d as LEP exempt (LAL only).
h applicable category, but are included in Total Students only once.
d as former LEP.
d LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG GH

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	14,249	79	60	118	13,992	16.0	67.1	16.8	223.6	83	60	19	14,087	20.5	49.0	30.5	224.9	77	63	17	14,092	11.4	
	11,895	0	25	38	11,832	8.6	71.8	19.6	229.2	0	32	10	11,853	12.5	52.4	35.1	231.1	0	31	6	11,858	5.7	
	2,142	79	22	22	2,019	55.9	42.3	1.7	193.4	83	25	9	2,025	62.9	31.4	5.7	191.4	77	29	11	2,025	39.5	
icient[4]	304	1	13	59	231	58.0	41.1	0.9	190.9	0	3	0	301	54.5	33.9	11.6	198.6	0	3	0	301	55.1	
	225	0	13	59	153	73.2	26.8	0.0	181.3	0	3	0	222	62.2	26.6	11.3	193.7	0	3	0	222	64.9	
	79	1	0	0	78	28.2	69.2	2.6	209.6	0	0	0	79	32.9	54.4	12.7	212.3	0	0	0	79	27.8	
	6,991	32	31	53	6,875	10.1	67.6	22.3	229.5	38	27	4	6,922	20.6	51.6	27.8	223.6	32	33	3	6,923	11.9	
	7,250	45	28	65	7,112	21.7	66.7	11.6	217.8	43	33	15	7,159	20.4	46.5	33.1	226.1	43	30	14	7,163	10.8	
	2	0	0	0	2	50.0	50.0	0.0	207.0	0	0	0	2	50.0	50.0	0.0	210.0	0	0	0	2	0.0	1
	14,247	79	60	118	13,990	16.0	67.1	16.8	223.6	83	60	19	14,085	20.5	49.0	30.5	224.9	77	63	17	14,090	11.4	
	9,732	50	33	47	9,602	12.8	69.7	17.5	225.8	53	36	13	9,630	16.3	51.1	32.6	227.8	48	36	12	9,636	8.1	
	1,483	12	11	14	1,446	31.6	61.7	6.7	209.6	13	12	3	1,455	43.9	47.5	8.6	202.7	12	15	3	1,453	25.8	
	1,742	3	7	29	1,703	10.4	61.0	28.7	232.2	3	5	0	1,734	10.4	40.0	49.6	240.0	3	4	0	1,735	7.3	
	33	0	0	0	33	3.0	72.7	24.2	233.2	0	0	0	33	6.1	39.4	54.5	245.9	0	0	0	33	0.0	
	1,211	12	7	27	1,165	31.2	62.1	6.6	210.4	12	6	3	1,190	39.9	47.8	12.3	206.5	12	7	2	1,190	25.9	
ve	16	1	0	0	15	33.3	66.7	0.0	206.9	1	0	0	15	46.7	40.0	13.3	198.9	1	0	0	15	13.3	
	32	1	2	1	28	46.4	32.1	21.4	204.9	1	1	0	30	50.0	30.0	20.0	207.1	1	1	0	30	40.0	
	1,486	11	10	32	1,433	36.2	58.9	4.9	206.2	13	11	4	1,458	43.1	46.2	10.7	204.3	11	11	1	1,463	30.6	
ged	12,763	68	50	86	12,559	13.7	68.1	18.2	225.5	70	49	15	12,629	17.9	49.3	32.8	227.3	66	52	16	12,629	9.1	

od as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
o did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG I

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Pro
	20,354	79	64	68	20,143	10.8	68.7	20.5	228.2	80	61	8	20,205	14.7	48.1	37.1	231.0	63	73	20	20,198	6.8	
	17,336	0	24	34	17,278	5.1	71.6	23.4	232.8	0	37	5	17,294	8.6	49.4	42.0	236.4	0	37	11	17,288	3.1	
	2,834	79	24	10	2,721	45.1	51.7	3.1	200.7	80	24	3	2,727	52.0	40.6	7.4	198.3	63	36	9	2,726	28.0	
icient[4]	236	0	17	24	195	51.3	45.6	3.1	198.5	1	0	1	234	38.0	38.9	23.1	212.9	0	1	0	235	37.9	
	194	0	17	24	153	57.5	40.5	2.0	194.4	1	0	1	192	40.1	40.6	19.3	210.2	0	1	0	193	41.5	
	42	0	0	0	42	28.6	64.3	7.1	213.4	0	0	0	42	28.6	31.0	40.5	225.6	0	0	0	42	21.4	
	9,798	24	26	27	9,721	6.4	65.7	27.9	234.1	23	29	2	9,744	15.6	51.2	33.3	228.8	21	29	2	9,746	7.2	
	10,545	55	38	40	10,412	15.0	71.4	13.6	222.7	57	32	6	10,450	13.9	45.3	40.8	233.1	42	44	18	10,441	6.5	
	2	0	0	0	2	50.0	50.0	0.0	203.5	0	0	0	2	50.0	50.0	0.0	195.5	0	0	0	2	100.0	
	20,352	79	64	68	20,141	10.8	68.7	20.5	228.2	80	61	8	20,203	14.7	48.1	37.2	231.0	63	73	20	20,196	6.8	
	16,059	56	38	38	15,927	9.2	70.5	20.3	229.0	57	47	5	15,950	12.7	50.4	36.9	231.8	47	55	16	15,941	5.2	
	1,154	4	4	1	1,145	30.9	60.5	8.6	212.4	3	6	0	1,145	43.7	44.1	12.2	205.0	3	4	0	1,147	24.7	
	2,102	11	15	12	2,064	7.3	59.9	32.8	236.0	11	4	2	2,085	6.6	32.6	60.9	247.3	7	8	4	2,083	4.5	
	61	2	0	0	59	11.9	66.1	22.0	228.2	2	0	0	59	18.6	42.4	39.0	232.1	2	0	0	59	8.5	
	905	5	7	14	879	22.4	67.0	10.6	216.2	6	4	1	894	32.1	49.8	18.1	212.4	3	6	0	896	17.4	
ve	17	1	0	1	15	26.7	66.7	6.7	212.7	1	0	0	16	37.5	31.3	31.3	215.6	1	0	0	16	18.8	
	56	0	0	2	54	11.1	66.7	22.2	225.9	0	0	0	56	16.1	39.3	44.6	231.8	0	0	0	56	10.7	
	746	7	4	9	726	34.7	58.4	6.9	208.5	7	5	0	734	42.2	46.0	11.7	204.9	4	7	0	735	27.8	
ged	19,608	72	60	59	19,417	10.0	69.1	21.0	228.9	73	56	8	19,471	13.7	48.2	38.1	232.0	59	66	20	19,463	6.0	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
o did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG J

	Students Enrolled	Language Arts Literacy								Mathematics								Science						
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Pro
	4,209	15	9	20	4,165	5.7	66.5	27.8	234.5	11	8	2	4,188	8.3	42.5	49.2	240.4	16	9	0	4,184	3.1	
	3,640	0	1	8	3,631	2.3	66.6	31.1	238.1	0	6	2	3,632	4.0	41.5	54.4	244.8	0	6	0	3,634	1.2	
	533	15	3	5	510	28.0	67.1	4.9	210.0	11	2	0	520	37.1	48.3	14.6	210.4	16	3	0	514	14.4	
icient[4]	48	0	5	7	36	44.4	47.2	8.3	198.4	0	0	0	48	25.0	50.0	25.0	222.9	0	0	0	48	31.3	
	39	0	5	7	27	51.9	37.0	11.1	193.6	0	0	0	39	25.6	51.3	23.1	221.6	0	0	0	39	35.9	
	9	0	0	0	9	22.2	77.8	0.0	212.8	0	0	0	9	22.2	44.4	33.3	228.6	0	0	0	9	11.1	
	2,096	3	3	8	2,082	3.4	60.7	35.9	239.4	1	3	1	2,091	9.0	45.8	45.2	237.9	3	3	0	2,090	3.3	
	2,113	12	6	12	2,083	8.1	72.2	19.7	229.5	10	5	1	2,097	7.5	39.2	53.3	242.8	13	6	0	2,094	2.9	
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	4,209	15	9	20	4,165	5.7	66.5	27.8	234.5	11	8	2	4,188	8.3	42.5	49.2	240.4	16	9	0	4,184	3.1	
	3,285	14	4	15	3,252	5.3	69.0	25.8	233.9	11	7	2	3,265	7.8	46.2	46.0	238.7	15	7	0	3,263	2.5	
	87	0	0	0	87	16.1	71.3	12.6	222.6	0	0	0	87	36.8	44.8	18.4	213.9	0	0	0	87	11.5	
	707	1	5	5	696	5.0	52.7	42.2	240.6	0	0	0	707	5.5	23.6	70.9	253.6	1	0	0	706	3.7	
	3	0	0	0	3	0.0	100.0	0.0	224.0	0	0	0	3	0.0	33.3	66.7	241.3	0	0	0	3	0.0	
	122	0	0	0	122	13.9	73.8	12.3	224.8	0	0	0	122	14.8	52.5	32.8	228.4	0	0	0	122	7.4	
ve	1	0	0	0	1	0.0	100.0	0.0	200.0	0	0	0	1	100.0	0.0	0.0	188.0	0	0	0	1	0.0	1
	4	0	0	0	4	50.0	50.0	0.0	186.8	0	1	0	3	66.7	0.0	33.3	206.3	0	2	0	2	50.0	
	54	0	3	0	51	21.6	72.5	5.9	214.8	0	0	0	54	35.2	53.7	11.1	210.2	0	1	0	53	20.8	
ged	4,155	15	6	20	4,114	5.5	66.4	28.1	234.7	11	8	2	4,134	7.9	42.3	49.7	240.7	16	8	0	4,131	2.8	

od as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG R

	Students Enrolled	Language Arts Literacy								Mathematics								Science						
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Profi
	1,384	2	3	16	1,363	47.2	49.2	3.5	201.7	2	4	3	1,375	55.9	35.1	9.1	198.1	2	6	6	1,370	36.9	
	1,193	0	2	5	1,186	41.8	54.3	3.9	205.1	0	4	0	1,189	51.4	38.2	10.4	201.4	0	6	2	1,185	33.2	
	181	2	1	7	171	83.6	15.2	1.2	178.5	2	0	3	176	84.7	14.8	0.6	176.8	2	0	4	175	60.0	
cient[4]	12	0	0	4	8	87.5	12.5	0.0	188.1	0	0	0	12	83.3	16.7	0.0	174.5	0	0	0	12	58.3	
	11	0	0	4	7	85.7	14.3	0.0	188.1	0	0	0	11	81.8	18.2	0.0	175.0	0	0	0	11	54.5	
	1	0	0	0	1	100.0	0.0	0.0	188.0	0	0	0	1	100.0	0.0	0.0	169.0	0	0	0	1	100.0	
	744	1	0	7	736	40.2	54.8	5.0	206.2	1	1	0	742	55.7	36.1	8.2	197.5	1	3	1	739	38.3	
	640	1	3	9	627	55.5	42.7	1.8	196.4	1	3	3	633	56.1	33.8	10.1	198.8	1	3	5	631	35.2	
	3	0	0	2	1	100.0	0.0	0.0	194.0	0	0	0	3	66.7	33.3	0.0	180.0	0	0	0	3	33.3	
	1,381	2	3	14	1,362	47.2	49.3	3.5	201.7	2	4	3	1,372	55.8	35.1	9.1	198.1	2	6	6	1,367	36.9	
	169	0	1	3	165	27.3	61.8	10.9	217.8	0	1	0	168	29.2	43.5	27.4	220.3	0	1	0	168	10.7	
	878	0	2	9	867	53.1	45.2	1.7	197.4	0	2	2	874	64.8	31.5	3.8	191.3	0	3	4	871	44.7	
	29	0	0	0	29	10.3	65.5	24.1	227.9	0	0	0	29	6.9	51.7	41.4	238.0	0	0	0	29	3.4	
	5	0	0	0	5	20.0	60.0	20.0	231.2	0	0	0	5	20.0	0.0	80.0	250.4	0	0	0	5	20.0	
	291	2	0	4	285	46.0	51.6	2.5	202.4	2	1	1	287	50.2	39.4	10.5	200.8	2	2	2	285	32.3	
ve	0	0	0	0	0					0	0	0	0					0	0	0	0		
	12	0	0	0	12	33.3	66.7	0.0	201.7	0	0	0	12	50.0	50.0	0.0	194.5	0	0	0	12	33.3	
	857	2	1	10	844	54.0	43.8	2.1	196.8	2	3	3	849	62.4	31.8	5.8	192.9	2	4	6	845	44.0	
ged	527	0	2	6	519	36.2	58.0	5.8	209.7	0	1	0	526	45.2	40.3	14.4	206.4	0	2	0	525	25.3	

d as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
d as former LEP.
d LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG V

		Language Arts Literacy								Mathematics								Science					
	Students Enrolled	APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Pro
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
icient[4]	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
ve	0	0	0	0	0					0	0	0	0					0	0	0	0		
	0	0	0	0	0					0	0	0	0					0	0	0	0		
	1	0	0	0	1	100.0	0.0	0.0	142.0	0	0	0	1	100.0	0.0	0.0	158.0	0	0	0	1	100.0	
ged	0	0	0	0	0					0	0	0	0					0	0	0	0		

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Non Special Needs

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Prof
	87,774	545	371	668	86,190	20.5	66.3	13.2	219.3	548	385	103	86,738	24.9	49.0	26.1	220.7	517	440	104	86,713	14.3	
	72,566	0	169	256	72,141	12.3	72.2	15.5	225.2	0	231	51	72,284	16.8	52.9	30.4	226.9	0	254	50	72,262	8.5	
	13,823	545	132	163	12,983	61.3	37.2	1.5	190.3	548	143	50	13,082	65.5	30.0	4.5	189.4	517	176	50	13,080	41.1	
icient[4]	1,877	4	71	254	1,548	67.7	31.3	1.0	185.1	3	11	3	1,860	61.6	30.1	8.3	193.3	2	12	4	1,859	59.5	
	1,439	2	71	253	1,113	76.6	22.7	0.6	178.3	2	11	3	1,423	66.3	26.1	7.6	190.0	1	11	4	1,423	65.3	
	438	2	0	1	435	44.8	53.3	1.8	202.6	1	0	0	437	46.5	43.0	10.5	204.0	1	1	0	436	40.6	
	42,549	196	160	278	41,915	13.8	68.0	18.2	225.5	206	153	28	42,162	25.3	51.3	23.4	219.4	194	190	29	42,136	14.8	
	45,173	346	206	386	44,235	26.7	64.8	8.5	213.6	339	228	75	44,531	24.5	46.8	28.7	221.9	320	245	75	44,533	13.7	
	28	0	0	3	25	48.0	52.0	0.0	200.2	0	0	0	28	39.3	60.7	0.0	202.4	0	0	0	28	42.9	
	87,746	545	371	665	86,165	20.5	66.3	13.2	219.4	548	385	103	86,710	24.9	49.0	26.1	220.7	517	440	104	86,685	14.3	
	59,241	349	172	263	58,457	15.2	70.2	14.7	223.1	356	203	59	58,623	18.4	52.3	29.3	225.3	336	229	63	58,613	8.9	
	10,579	74	85	116	10,304	42.1	53.7	4.2	203.0	72	107	25	10,375	53.6	39.7	6.7	197.2	70	120	15	10,374	34.3	
	7,205	24	39	74	7,068	11.5	61.9	26.6	230.6	22	11	3	7,169	11.0	39.3	49.7	239.6	20	15	8	7,162	8.0	
	256	3	2	1	250	12.4	74.0	13.6	224.9	3	0	0	253	15.0	50.6	34.4	230.2	3	0	0	253	6.3	
	10,059	81	61	202	9,715	35.7	59.6	4.7	206.4	80	53	15	9,911	42.7	46.5	10.8	204.3	74	61	17	9,907	29.5	
ve	84	2	0	1	81	28.4	67.9	3.7	209.8	3	0	0	81	40.7	38.3	21.0	210.4	2	0	0	82	15.9	
	350	12	12	11	315	35.2	57.8	7.0	206.2	12	11	1	326	41.1	39.3	19.6	208.3	12	15	1	322	27.0	
	14,887	134	118	264	14,371	42.5	54.1	3.4	202.0	132	131	42	14,582	48.7	42.8	8.5	200.3	123	144	40	14,580	33.9	
nged	72,887	411	253	404	71,819	16.1	68.8	15.2	222.8	416	254	61	72,156	20.1	50.3	29.7	224.8	394	296	64	72,133	10.3	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
o did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
Special Needs

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	20,700	135	296	594	19,675	52.2	45.0	2.8	195.3	133	276	49	20,242	60.3	32.4	7.3	193.3	128	327	45	20,200	50.5	
	14,830	0	142	210	14,478	40.0	56.2	3.8	204.9	0	154	20	14,656	50.1	40.3	9.6	200.8	0	176	21	14,633	40.4	
	4,374	135	97	154	3,988	86.2	13.6	0.2	168.3	133	107	26	4,108	89.2	10.2	0.6	171.7	128	130	23	4,093	76.4	
cient[4]	2,143	2	61	232	1,848	76.8	22.5	0.8	176.9	2	21	5	2,115	75.6	21.0	3.4	182.5	2	29	1	2,111	72.0	
	1,560	1	58	230	1,271	85.4	14.4	0.2	169.2	1	16	4	1,539	81.9	15.6	2.5	178.1	1	23	1	1,535	79.1	
	583	1	3	2	577	57.7	40.2	2.1	193.8	1	5	1	576	58.7	35.6	5.7	194.2	1	6	0	576	53.1	
	10,050	42	114	230	9,664	43.3	52.6	4.2	202.0	39	113	11	9,887	59.2	34.1	6.6	194.1	39	136	15	9,860	51.3	
	10,630	90	179	361	10,000	60.7	37.8	1.5	189.0	91	161	38	10,340	61.3	30.8	7.9	192.5	86	190	30	10,324	49.7	
	13	0	0	0	13	92.3	7.7	0.0	166.8	0	0	0	13	84.6	15.4	0.0	179.8	0	0	0	13	69.2	
	20,687	135	296	594	19,662	52.1	45.1	2.8	195.4	133	276	49	20,229	60.3	32.4	7.3	193.3	128	327	45	20,187	50.5	
	2,355	11	16	46	2,282	34.7	59.2	6.1	207.5	12	20	3	2,320	37.1	46.5	16.4	209.7	12	21	4	2,318	27.4	
	8,698	66	112	234	8,286	60.2	38.5	1.3	190.2	65	153	32	8,448	71.7	25.5	2.8	185.2	60	170	30	8,438	59.1	
	524	4	8	15	497	32.0	57.9	10.1	212.5	4	1	0	519	30.3	41.6	28.1	218.7	4	1	0	519	30.4	
	37	0	1	1	35	51.4	40.0	8.6	195.6	0	2	0	35	51.4	34.3	14.3	200.2	0	0	0	37	54.1	
	8,945	51	144	292	8,458	50.1	47.0	2.9	196.2	49	93	14	8,789	57.1	35.0	7.9	195.3	49	128	10	8,758	49.4	
ve	30	0	1	1	28	35.7	53.6	10.7	211.8	0	0	0	30	50.0	30.0	20.0	201.1	0	0	0	30	36.7	
	111	3	14	5	89	69.7	25.8	4.5	184.6	3	7	0	101	78.2	17.8	4.0	180.9	3	7	1	100	66.0	
	14,896	80	194	435	14,187	54.1	43.4	2.5	194.1	79	180	37	14,600	62.2	31.4	6.4	192.0	76	220	31	14,569	52.7	
ged	5,804	55	102	159	5,488	47.2	49.2	3.6	198.7	54	96	12	5,642	55.4	35.1	9.5	196.7	52	107	14	5,631	44.8	

ed as LEP exempt (LAL only).
ch applicable category, but are included in Total Students only once.
ed as former LEP.
ed LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
State

	Students Enrolled	Language Arts Literacy								Mathematics								Science					
		APA Students	Not Present	Voids[1]	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	Prof
	108,474	680	667	1,262	105,865	26.4	62.4	11.3	214.9	681	661	152	106,980	31.6	45.9	22.5	215.5	645	767	149	106,913	21.1	
	87,396	0	311	466	86,619	16.9	69.5	13.5	221.8	0	385	71	86,940	22.4	50.8	26.9	222.5	0	430	71	86,895	13.8	
	18,197	680	229	317	16,971	67.1	31.7	1.2	185.1	681	250	76	17,190	71.2	25.2	3.6	185.2	645	306	73	17,173	49.5	
icient[4]	4,020	6	132	486	3,396	72.6	26.5	0.9	180.6	5	32	8	3,975	69.0	25.3	5.7	187.5	4	41	5	3,970	66.1	
	2,999	3	129	483	2,384	81.3	18.3	0.4	173.4	3	27	7	2,962	74.4	20.7	5.0	183.8	2	34	5	2,958	72.4	
	1,021	3	3	3	1,012	52.2	45.8	2.0	197.6	2	5	1	1,013	53.4	38.8	7.8	198.4	2	7	0	1,012	47.7	
	52,599	238	274	508	51,579	19.3	65.1	15.6	221.1	245	266	39	52,049	31.7	48.0	20.2	214.6	233	326	44	51,996	21.8	
	55,803	436	385	747	54,235	33.0	59.8	7.2	209.0	430	389	113	54,871	31.4	43.8	24.8	216.4	406	435	105	54,857	20.5	
	41	0	0	3	38	63.2	36.8	0.0	188.8	0	0	0	41	53.7	46.3	0.0	195.2	0	0	0	41	51.2	
	108,433	680	667	1,259	105,827	26.3	62.4	11.3	214.9	681	661	152	106,939	31.6	45.9	22.6	215.5	645	767	149	106,872	21.1	
	61,596	360	188	309	60,739	15.9	69.8	14.3	222.5	368	223	62	60,943	19.1	52.1	28.8	224.8	348	250	67	60,931	9.6	
	19,277	140	197	350	18,590	50.1	47.0	2.9	197.3	137	260	57	18,823	61.7	33.3	4.9	191.8	130	290	45	18,812	45.4	
	7,729	28	47	89	7,565	12.9	61.6	25.5	229.4	26	12	3	7,688	12.3	39.4	48.3	238.1	24	16	8	7,681	9.5	
	293	3	3	2	285	17.2	69.8	13.0	221.3	3	2	0	288	19.4	48.6	31.9	226.5	3	0	0	290	12.4	
	19,004	132	205	494	18,173	42.4	53.7	3.9	201.7	129	146	29	18,700	49.5	41.1	9.4	200.1	123	189	27	18,665	38.9	
ve	114	2	1	2	109	30.3	64.2	5.5	210.3	3	0	0	111	43.2	36.0	20.7	207.9	2	0	0	112	21.4	
	461	15	26	16	404	42.8	50.7	6.4	201.5	15	18	1	427	49.9	34.2	15.9	201.8	15	22	2	422	36.3	
	29,783	214	312	699	28,558	48.3	48.8	3.0	198.1	211	311	79	29,182	55.4	37.1	7.5	196.1	199	364	71	29,149	43.3	
ged	78,691	466	355	563	77,307	18.3	67.4	14.4	221.1	470	350	73	77,798	22.6	49.2	28.2	222.8	446	403	78	77,764	12.8	

d as LEP exempt (LAL only).
h applicable category, but are included in Total Students only once.
d as former LEP.
d LEP or former LEP.
did not have gender coded.
did not have an ethnicity coded and students who had more than one ethnicity coded.

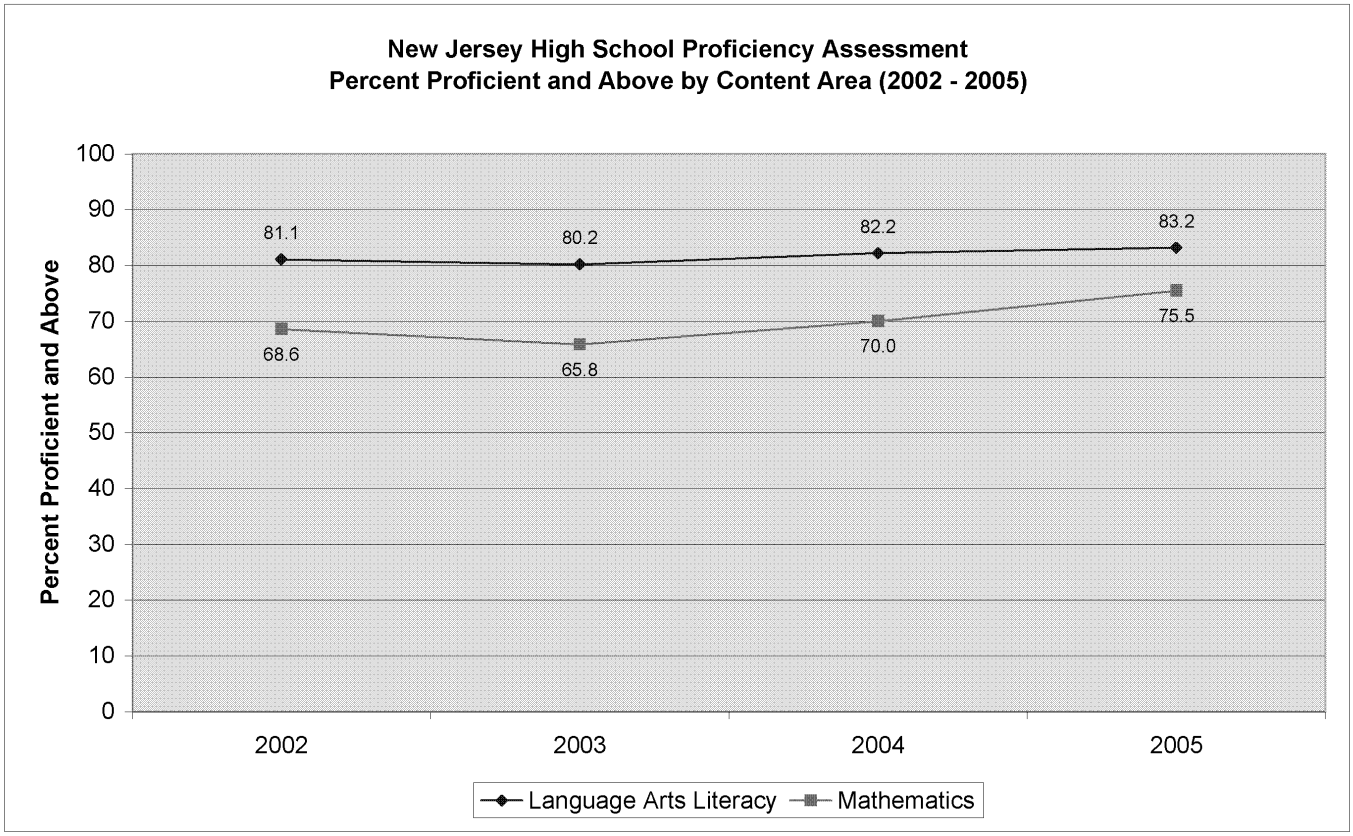
Test Date: March 2004
Report Printed: 06/22/2004
CYCLE II

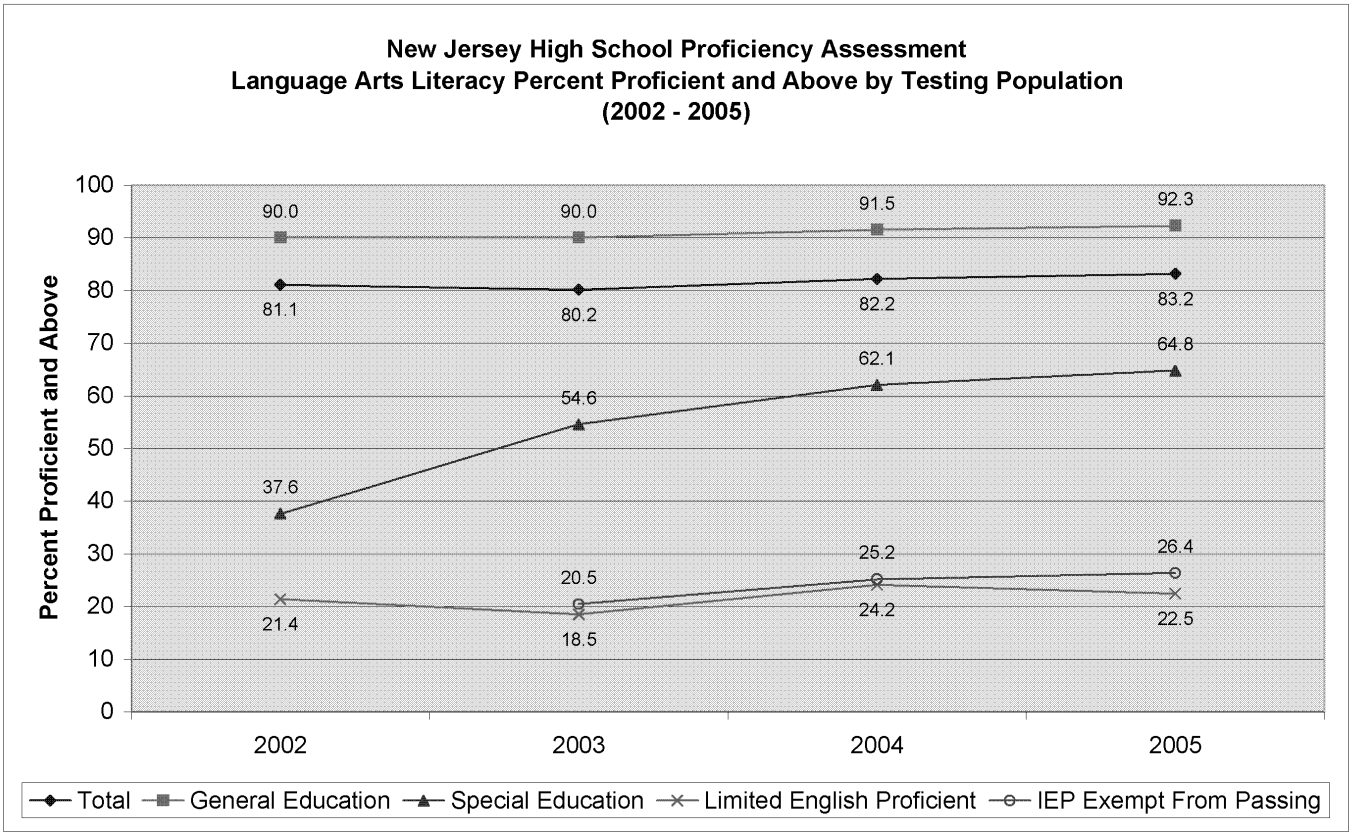
New Jersey Statewide Testing System
High School Proficiency Assessment
Performance By Demographic Groups

Statewide

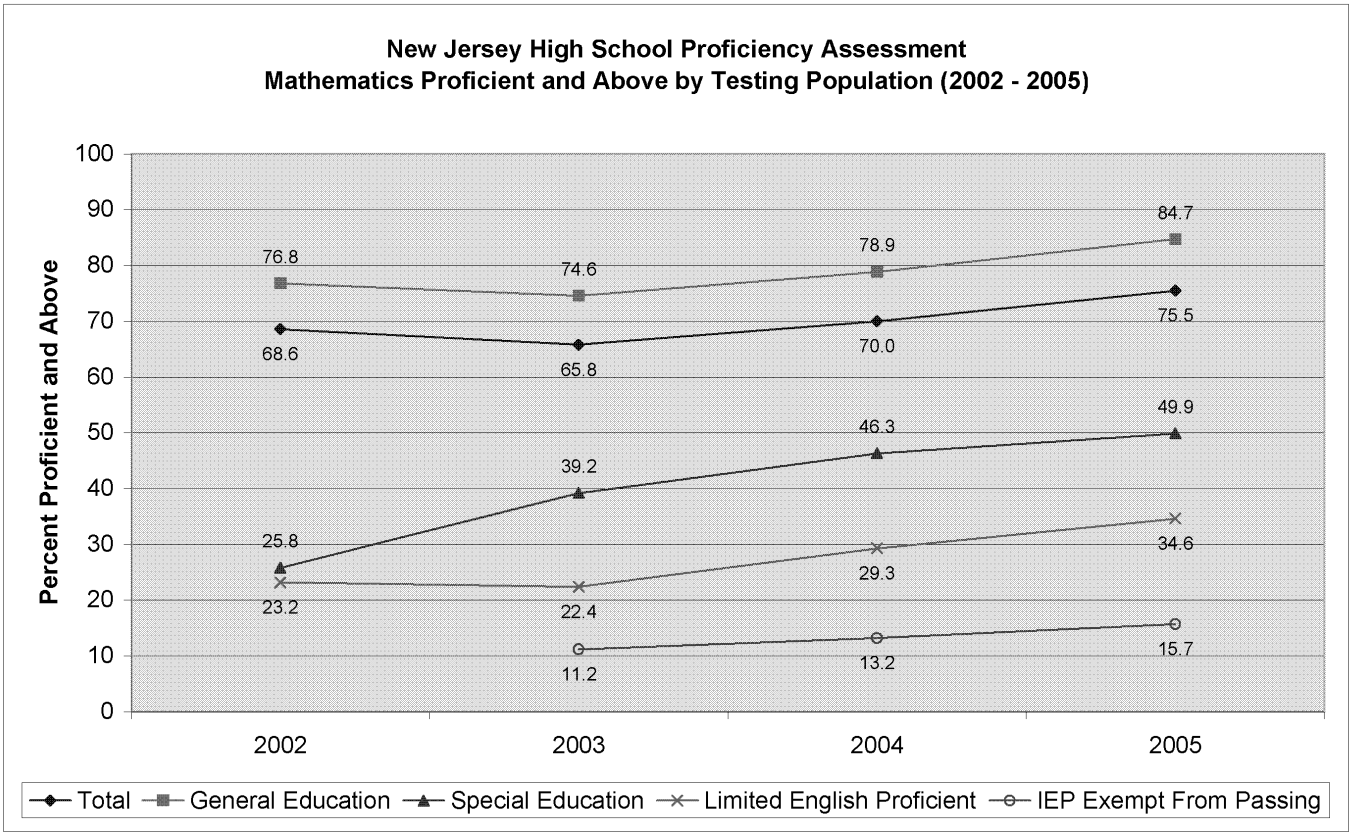
	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores								Performance Data for Students with Valid Scale Scores			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [1]	92,393	1,459	123	90,585	30.0	45.6	24.5	218.2	92,393	1,222	43	90,903	17.8	65.0	17.2	221.6
General Education	75,892	812	78	75,002	21.1	50.3	28.6	225.6	75,892	665	27	75,200	8.5	71.1	20.5	230.0
Special Education [2]	5,406	195	12	5,199	53.7	37.9	8.4	197.3	5,596	175	6	5,415	37.9	58.5	3.6	201.6
IEP Exempt From Passing	7,906	396	22	7,488	86.8	12.3	0.9	170.9	7,717	337	9	7,371	74.8	24.6	0.6	169.4
Limited English Proficient	3,033	60	11	2,960	70.7	23.3	6.0	185.6	3,033	48	1	2,982	75.8	23.6	0.5	173.1
IEP Exempt From Taking	226	--	--	--	--	--	--	--	225	--	--	--	--	--	--	--
Gender [3]																
Female	45,498	568	58	44,773	30.9	47.8	21.3	216.6	45,498	453	16	44,931	13.7	63.9	22.4	226.9
Male	46,722	872	63	45,666	29.0	43.4	27.6	219.9	46,722	750	25	45,826	21.6	66.2	12.2	216.5
Migrant Status																
Migrant	17	0	1	16	62.5	31.3	6.3	188.3	17	0	0	17	47.1	52.9	0.0	182.5
Non-Migrant	92,376	1,459	122	90,569	30.0	45.6	24.5	218.2	92,376	1,222	43	90,886	17.8	65.0	17.2	221.6
Ethnicity [4]																
White	57,227	518	52	56,522	19.0	50.3	30.7	227.4	57,227	424	19	56,646	10.1	68.3	21.6	229.4
Black	14,429	526	34	13,833	61.3	34.4	4.3	191.1	14,429	440	11	13,945	34.6	60.7	4.7	203.1
Asian	6,403	37	9	6,349	13.2	37.7	49.2	238.7	6,403	33	2	6,360	12.0	59.1	28.9	230.8
Pacific Islander	272	0	0	272	21.3	51.5	27.2	224.4	272	1	0	271	15.5	64.6	19.9	225.1
Hispanic	12,875	290	21	12,530	51.4	41.6	7.0	198.2	12,875	260	6	12,575	34.4	59.5	6.1	204.6
American Indian/Alaskan Native	214	2	1	211	28.0	42.2	29.9	220.7	214	1	0	213	20.7	58.2	21.1	221.4
Economic Status																
Economically Disadvantaged	14,763	423	27	14,266	56.9	37.6	5.4	193.8	14,763	359	8	14,351	38.8	57.1	4.1	200.2
Non-Economically Disadvantaged	77,630	1,036	96	76,319	24.9	47.1	28.0	222.8	77,630	863	35	76,552	13.8	66.5	19.7	225.6

[1] Students are included in Total Students only once, but they appear in all other categories that apply.
[2] Excludes students coded IEP Exempt From Passing or IEP Exempt From Taking the HSPA.
[3] Excludes students who did not have Gender coded.
[4] Excludes students who did not have an Ethnicity coded. Students with multiple Ethnicities are reported for all Ethnic codes that apply.

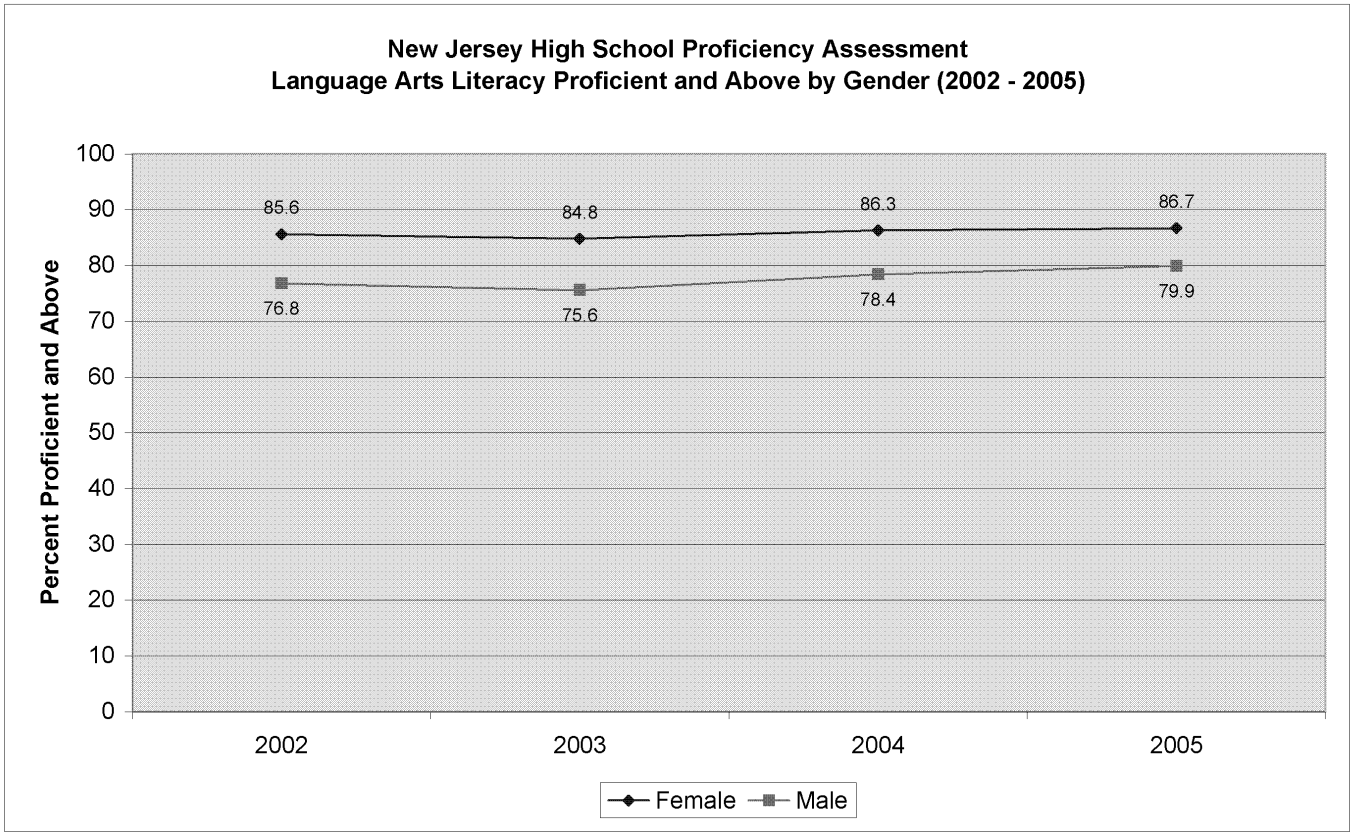

New Jersey High School Proficiency Assessment
Percent Proficient and Above by Content Area (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
81.1
80.2
82.2
83.2
68.6
65.8
70.0
75.5
2002
2003
2004
2005
Language Arts Literacy
Mathematics

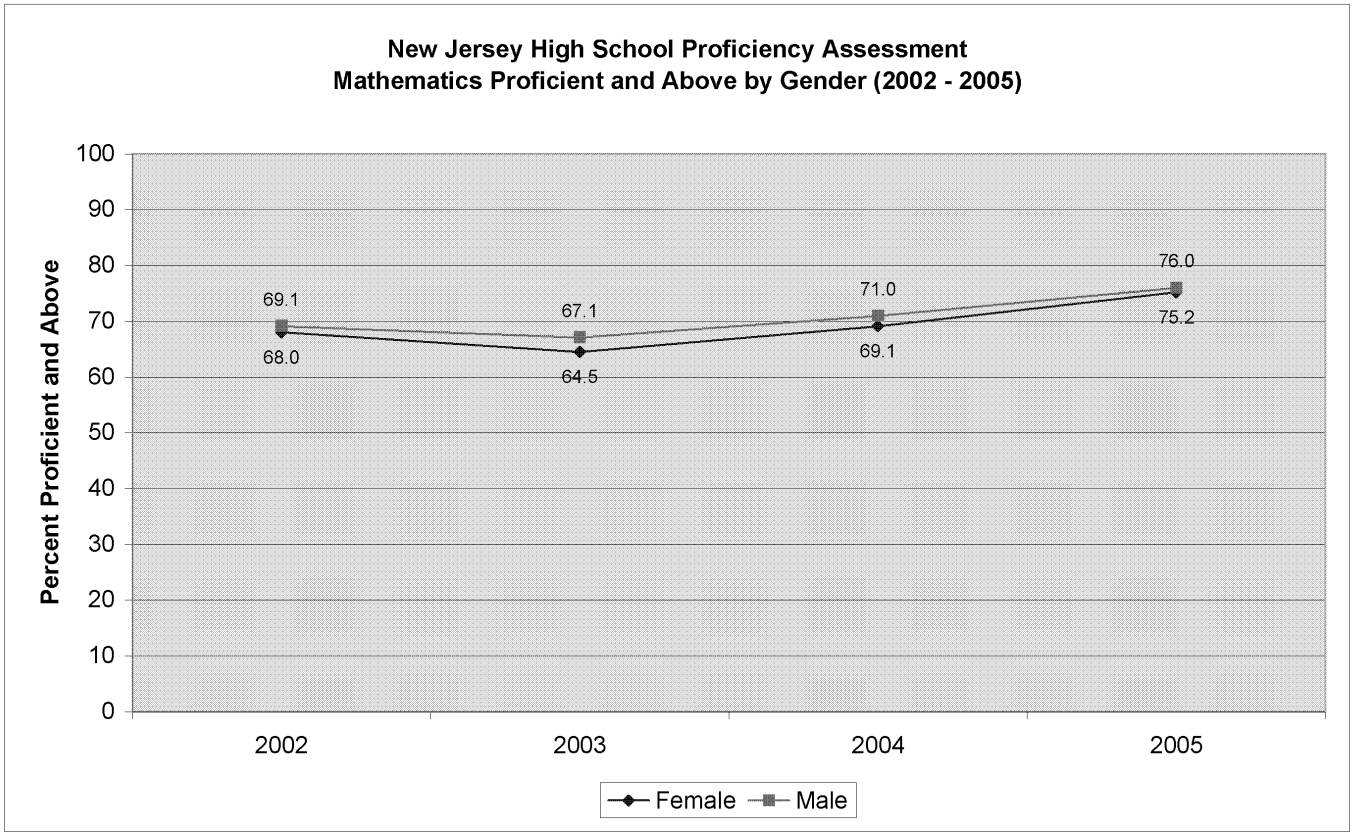


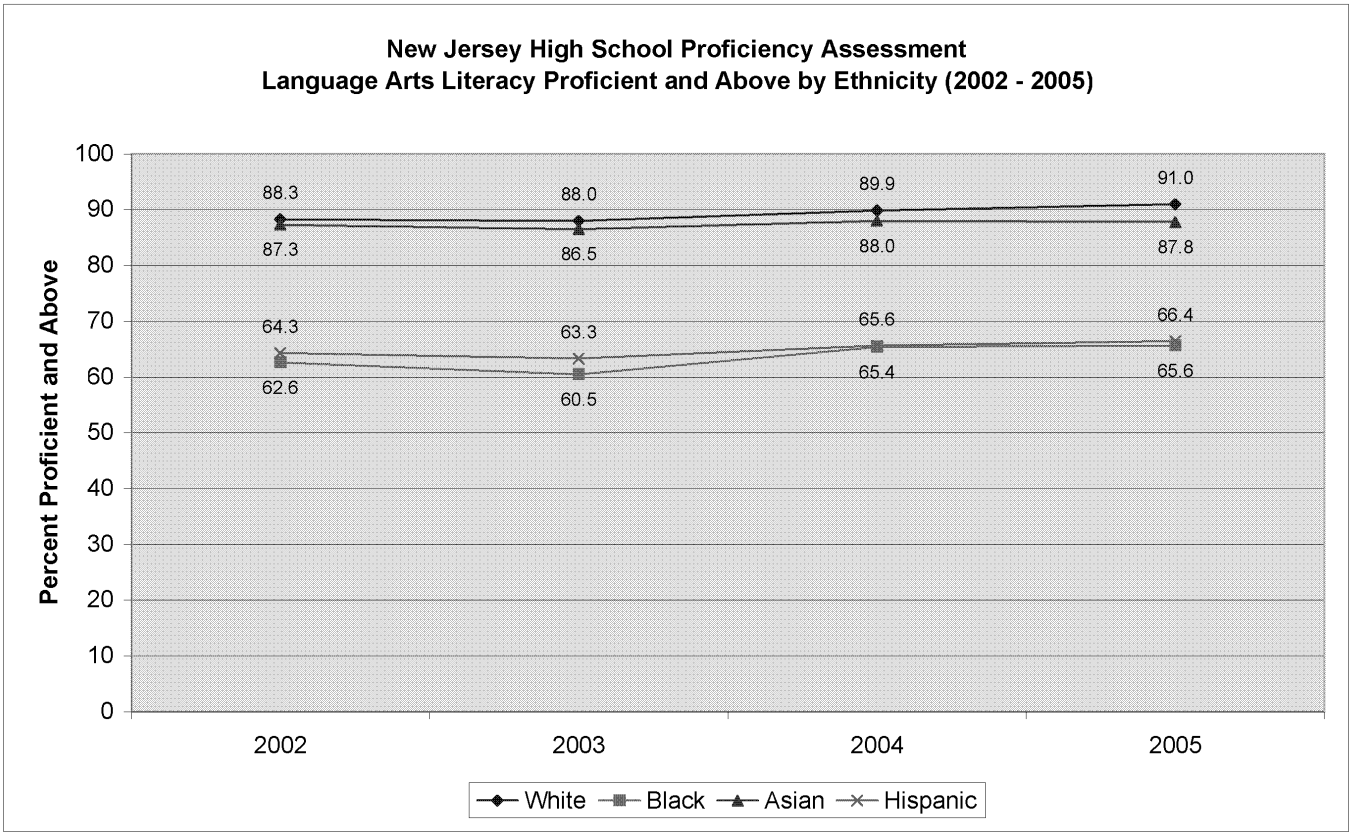
For 2002, the IEP Exempt from Passing category was included in the Special Education Category.



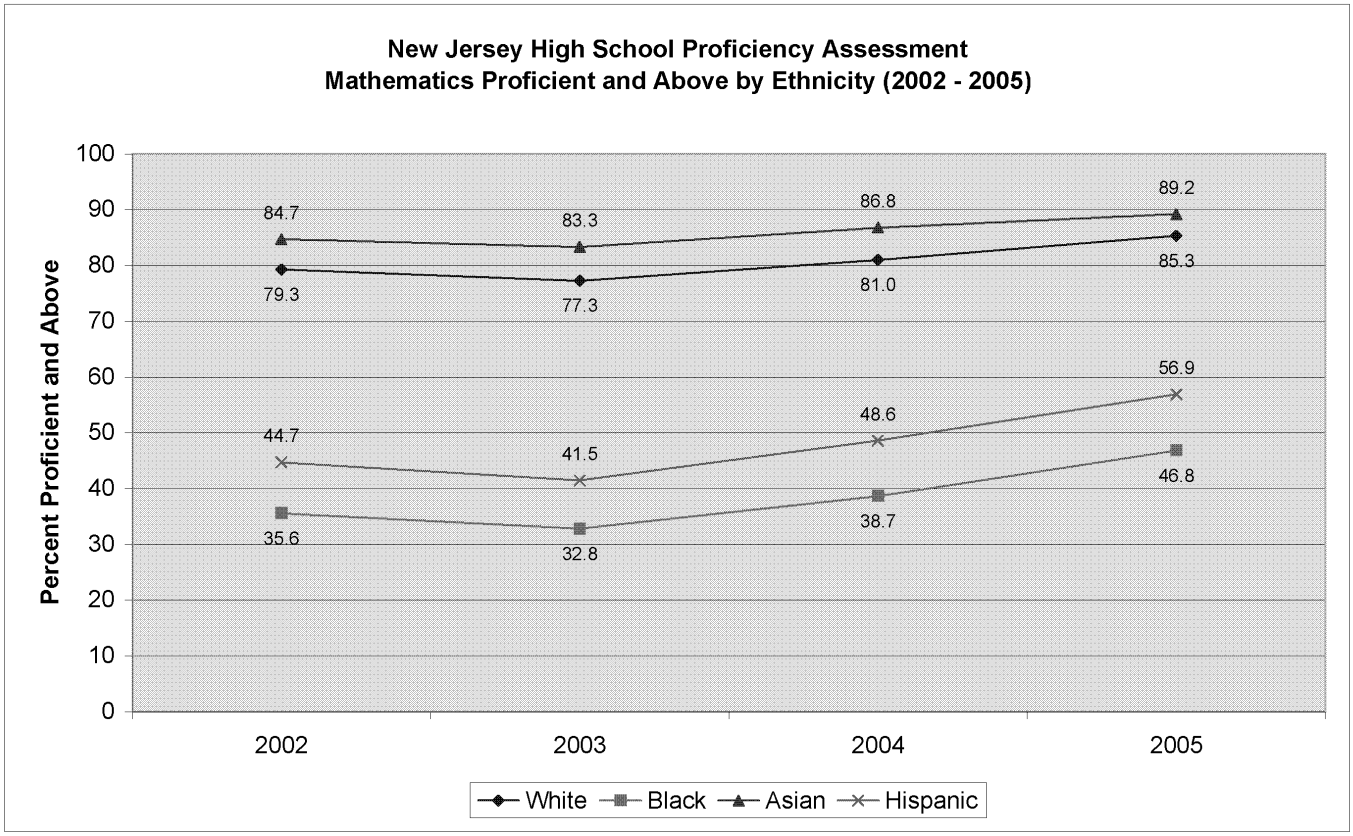
For 2002, the IEP Exempt from Passing category was included in the Special Education Category.


New Jersey High School Proficiency Assessment
Language Arts Literacy Proficient and Above by Gender (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
85.6
84.8
86.3
86.7
76.8
75.6
78.4
79.9
2002
2003
2004
2005
Female
Male

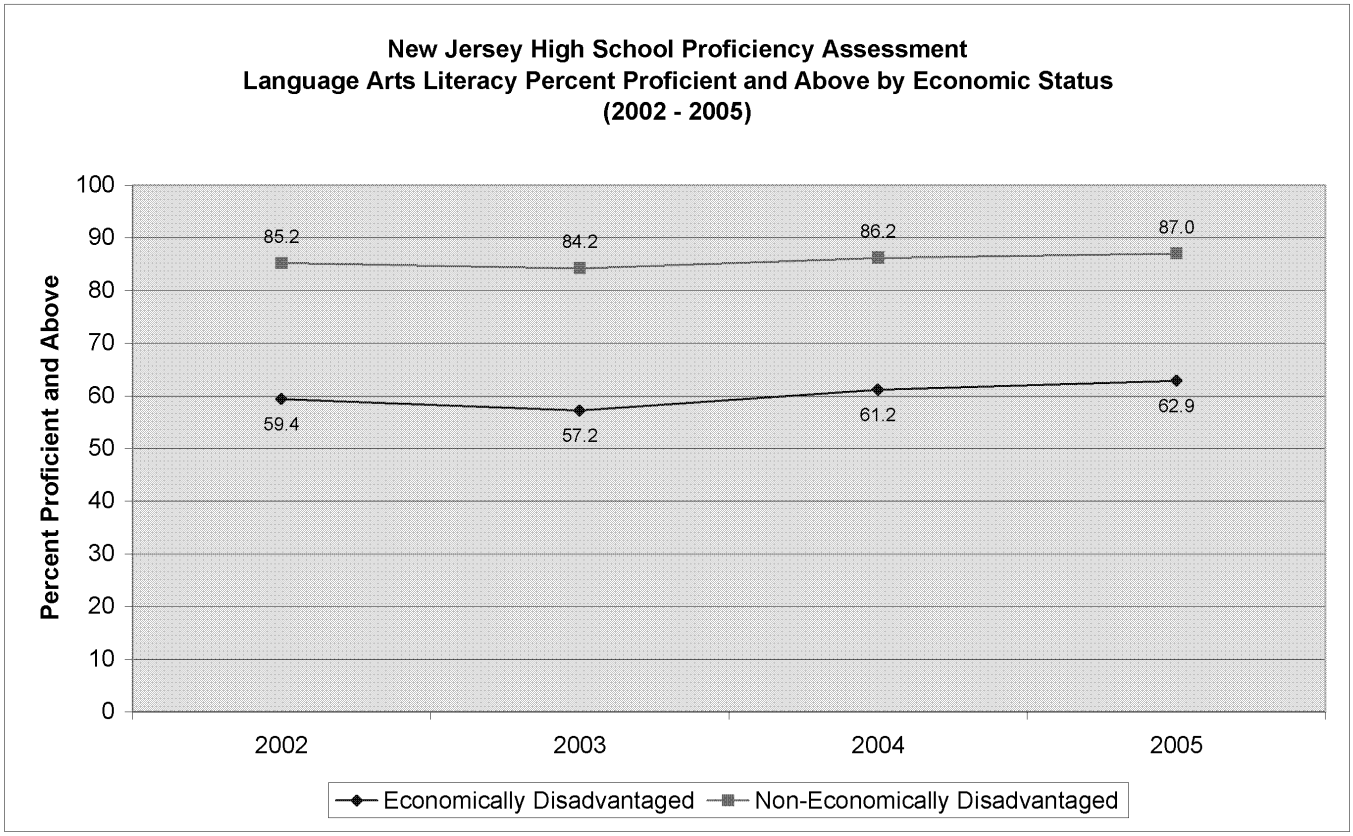

New Jersey High School Proficiency Assessment
Mathematics Proficient and Above by Gender (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
69.1
68.0
67.1
64.5
71.0
69.1
76.0
75.2
2002
2003
2004
2005
Female
Male

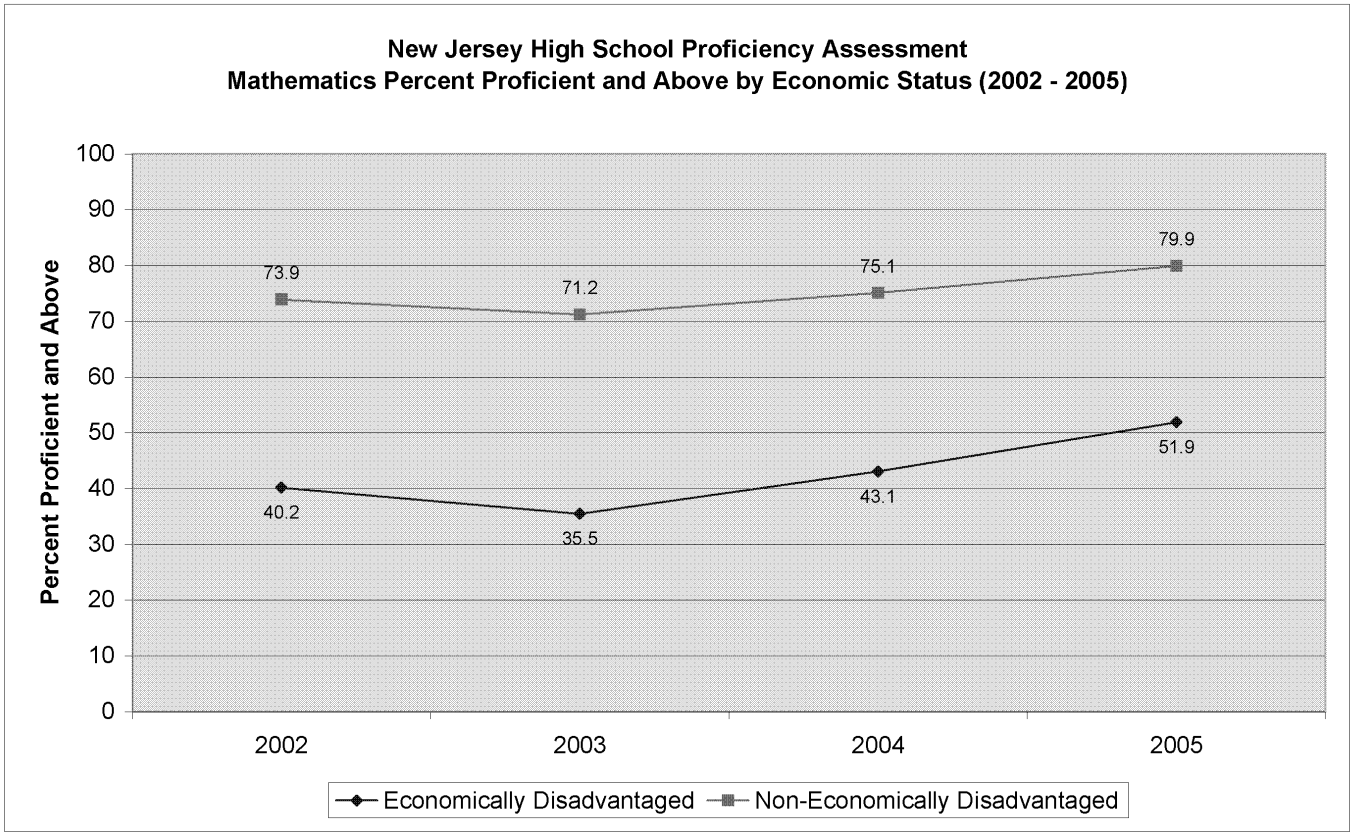


Ethnic codes Pacific Islander, American Indian/Alaskan Native and Other are not shown due to the small number of students in these categories. In 2004 only, students with multiple ethnicities are counted in as many ethnic categories that apply, but are excluded completely in all other years.



Ethnic codes Pacific Islander, American Indian/Alaskan Native and Other are not shown due to the small number of students in these categories. In 2004 only, students with multiple ethnicities are counted in as many ethnic categories that apply, but are excluded completely in all other years.


New Jersey High School Proficiency Assessment
Language Arts Literacy Percent Proficient and Above by Economic Status
(2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
85.2
84.2
86.2
87.0
59.4
57.2
61.2
62.9
2002
2003
2004
2005
Economically Disadvantaged
Non-Economically Disadvantaged


New Jersey High School Proficiency Assessment
Mathematics Percent Proficient and Above by Economic Status (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
2002
2003
2004
2005
73.9
71.2
75.1
79.9
40.2
35.5
43.1
51.9
Economically Disadvantaged
Non-Economically Disadvantaged

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,469	35	350	25	12,059	54.8	38.8	6.4	197.8
General Education	9,262	0	186	12	9,064	44.7	47.1	8.2	205.4
Special Education	2,137	35	148	13	1,941	91.6	8.1	0.3	169.4
Not Exempt From Passing	288	0	21	3	264	79.2	20.5	0.4	177.4
Exempt From Passing	1,814	0	127	10	1,677	93.6	6.1	0.3	168.2
Exempt From Taking (APA)	35	35	--	--	--	--	--	--	--
Limited English Proficient [4]	1,095	1	17	0	1,077	74.9	23.3	1.8	184.3
Gender [5]									
Female	6,532	12	149	8	6,363	54.9	39.3	5.8	197.9
Male	5,894	23	200	16	5,655	54.7	38.3	7.1	197.9
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	12,465	35	350	25	12,055	54.8	38.8	6.4	197.8
Ethnicity [6]									
White	1,788	3	15	4	1,766	27.1	54.3	18.6	218.9
Black	5,317	20	212	15	5,070	67.3	29.9	2.9	189.0
Asian	272	1	4	0	267	34.1	45.3	20.6	216.1
Pacific Islander	6	*	*	*	*	*	*	*	*
Hispanic	4,979	10	110	6	4,853	52.7	42.3	4.9	198.7
American Indian/Alaskan Native	18	0	0	0	18	50.0	50.0	0.0	196.5
Other	89	0	9	0	80	82.5	17.5	0.0	176.1
Economic Status									
Economically Disadvantaged	6,441	29	143	15	6,254	58.2	36.8	4.9	195.0
Non-Economically Disadvantaged	6,028	6	207	10	5,805	51.2	40.9	7.9	200.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,469	35	250	47	12,137	42.5	52.4	5.1	198.7
General Education	9,262	0	132	23	9,107	28.6	64.6	6.7	211.6
Special Education	2,137	35	107	19	1,976	84.9	14.8	0.3	157.9
Not Exempt From Passing	294	0	14	2	278	77.7	21.6	0.7	170.4
Exempt From Passing	1,808	0	93	17	1,698	86.1	13.7	0.2	155.8
Exempt From Taking (APA)	35	35	--	--	--	--	--	--	--
Limited English Proficient [4]	1,095	1	12	5	1,077	83.3	16.6	0.1	163.1
Gender [5]									
Female	6,532	12	103	11	6,406	37.2	56.3	6.4	203.8
Male	5,894	23	144	35	5,692	48.4	48.0	3.6	192.9
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	12,465	35	250	47	12,133	42.5	52.4	5.1	198.7
Ethnicity [6]									
White	1,788	3	11	10	1,764	20.4	66.4	13.3	218.9
Black	5,317	20	147	23	5,127	48.9	48.5	2.6	193.0
Asian	272	1	5	0	266	34.6	50.8	14.7	210.3
Pacific Islander	6	*	*	*	*	*	*	*	*
Hispanic	4,979	10	85	14	4,870	43.6	52.0	4.4	197.2
American Indian/Alaskan Native	18	0	0	0	18	61.1	33.3	5.6	192.3
Other	89	0	2	0	87	77.0	23.0	0.0	166.1
Economic Status									
Economically Disadvantaged	6,441	29	93	24	6,295	46.1	50.3	3.5	195.3
Non-Economically Disadvantaged	6,028	6	157	23	5,842	38.6	54.6	6.8	202.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,909	29	102	11	8,767	33.6	51.8	14.7	213.4
General Education	7,014	0	57	5	6,952	22.0	60.0	18.0	221.7
Special Education	1,458	29	41	6	1,382	81.2	17.4	1.4	179.0
Not Exempt From Passing	519	0	7	2	510	72.2	26.3	1.6	186.2
Exempt From Passing	910	0	34	4	872	86.5	12.3	1.3	174.9
Exempt From Taking (APA)	29	29	--	--	--	--	--	--	--
Limited English Proficient [4]	446	0	4	0	442	67.4	29.0	3.6	189.6
Gender [5]									
Female	4,429	18	38	5	4,368	34.2	53.0	12.8	212.2
Male	4,436	11	62	6	4,357	32.8	50.6	16.5	214.8
Migrant Status									
Migrant	38	0	0	0	38	68.4	28.9	2.6	186.7
Non-Migrant	8,871	29	102	11	8,729	33.4	51.9	14.7	213.6
Ethnicity [6]									
White	4,209	19	33	2	4,155	21.8	58.0	20.3	222.4
Black	1,883	7	43	8	1,825	56.5	39.1	4.3	196.1
Asian	453	0	1	0	452	18.8	47.6	33.6	228.9
Pacific Islander	58	0	0	0	58	20.7	67.2	12.1	219.0
Hispanic	2,098	3	21	1	2,073	40.1	51.5	8.3	207.4
American Indian/Alaskan Native	29	0	0	0	29	37.9	44.8	17.2	205.1
Other	179	0	4	0	175	38.3	46.3	15.4	211.2
Economic Status									
Economically Disadvantaged	2,602	7	27	5	2,563	42.1	48.9	9.0	206.2
Non-Economically Disadvantaged	6,307	22	75	6	6,204	30.1	52.9	17.0	216.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,909	29	73	14	8,793	24.4	64.8	10.8	214.5
General Education	7,014	0	39	6	6,969	11.9	74.6	13.5	225.3
Special Education	1,458	29	33	7	1,389	70.6	29.2	0.3	173.2
Not Exempt From Passing	532	0	2	1	529	61.1	38.6	0.4	183.6
Exempt From Passing	897	0	31	6	860	76.4	23.4	0.2	166.8
Exempt From Taking (APA)	29	29	--	--	--	--	--	--	--
Limited English Proficient [4]	446	0	1	1	444	78.2	21.2	0.7	173.8
Gender [5]									
Female	4,429	18	32	2	4,377	21.3	65.5	13.2	218.1
Male	4,436	11	39	12	4,374	27.5	64.0	8.4	211.0
Migrant Status									
Migrant	38	0	0	0	38	60.5	39.5	0.0	180.2
Non-Migrant	8,871	29	73	14	8,755	24.3	64.9	10.8	214.7
Ethnicity [6]									
White	4,209	19	34	4	4,152	15.7	68.8	15.5	222.8
Black	1,883	7	27	7	1,842	38.1	58.0	4.0	201.4
Asian	453	0	1	0	452	18.8	61.3	19.9	223.8
Pacific Islander	58	0	0	0	58	24.1	72.4	3.4	217.0
Hispanic	2,098	3	9	3	2,083	29.5	64.4	6.1	208.9
American Indian/Alaskan Native	29	0	0	0	29	24.1	75.9	0.0	206.1
Other	179	0	2	0	177	42.9	50.3	6.8	201.6
Economic Status									
Economically Disadvantaged	2,602	7	22	4	2,569	32.9	62.0	5.0	206.6
Non-Economically Disadvantaged	6,307	22	51	10	6,224	20.9	65.9	13.1	217.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,257	28	96	15	8,118	29.3	55.5	15.2	216.2
General Education	6,721	0	62	6	6,653	18.5	63.3	18.2	223.8
Special Education	1,307	28	32	8	1,239	79.6	19.4	1.0	180.5
Not Exempt From Passing	423	0	9	3	411	68.9	29.7	1.5	188.3
Exempt From Passing	856	0	23	5	828	84.9	14.3	0.8	176.6
Exempt From Taking (APA)	28	28	--	--	--	--	--	--	--
Limited English Proficient [4]	236	0	2	1	233	72.1	25.3	2.6	189.0
Gender [5]									
Female	4,050	10	41	4	3,995	28.5	57.8	13.7	216.0
Male	4,187	18	52	11	4,106	29.9	53.5	16.6	216.5
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,256	28	96	15	8,117	29.3	55.5	15.2	216.2
Ethnicity [6]									
White	4,534	16	47	9	4,462	18.9	61.3	19.8	224.2
Black	1,608	4	28	2	1,574	50.1	45.6	4.3	200.0
Asian	477	1	1	1	474	16.2	53.0	30.8	229.3
Pacific Islander	31	0	0	0	31	25.8	45.2	29.0	222.5
Hispanic	1,573	5	20	3	1,545	42.1	50.1	7.8	205.7
American Indian/Alaskan Native	12	0	0	0	12	25.0	58.3	16.7	220.8
Other	22	2	0	0	20	50.0	45.0	5.0	198.6
Economic Status									
Economically Disadvantaged	2,035	5	28	6	1,996	42.0	49.4	8.6	206.1
Non-Economically Disadvantaged	6,222	23	68	9	6,122	25.2	57.5	17.3	219.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,257	28	72	13	8,144	19.7	67.4	12.9	219.0
General Education	6,721	0	47	7	6,667	9.0	75.3	15.7	228.0
Special Education	1,307	28	22	6	1,251	65.3	34.2	0.5	180.4
Not Exempt From Passing	449	0	6	1	442	51.4	47.7	0.9	191.9
Exempt From Passing	830	0	16	5	809	72.9	26.8	0.2	174.1
Exempt From Taking (APA)	28	28	--	--	--	--	--	--	--
Limited English Proficient [4]	236	0	3	0	233	84.1	15.5	0.4	167.3
Gender [5]									
Female	4,050	10	28	5	4,007	15.5	67.9	16.7	223.6
Male	4,187	18	42	8	4,119	23.8	66.9	9.3	214.6
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,256	28	72	13	8,143	19.7	67.4	12.9	219.0
Ethnicity [6]									
White	4,534	16	40	5	4,473	12.3	70.7	17.0	226.0
Black	1,608	4	17	5	1,582	31.7	62.8	5.5	208.0
Asian	477	1	1	0	475	17.3	65.3	17.5	223.1
Pacific Islander	31	0	0	0	31	16.1	51.6	32.3	226.4
Hispanic	1,573	5	14	3	1,551	29.8	63.1	7.1	208.8
American Indian/Alaskan Native	12	0	0	0	12	8.3	66.7	25.0	224.7
Other	22	2	0	0	20	25.0	75.0	0.0	213.3
Economic Status									
Economically Disadvantaged	2,035	5	19	8	2,003	31.5	62.1	6.5	207.9
Non-Economically Disadvantaged	6,222	23	53	5	6,141	15.9	69.1	15.0	222.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,831	78	125	14	14,614	22.4	55.7	21.9	222.9
General Education	12,385	0	65	6	12,314	13.7	60.6	25.6	229.4
Special Education	2,243	78	58	8	2,099	68.9	29.4	1.7	187.8
Not Exempt From Passing	1,040	0	23	4	1,013	56.8	41.0	2.3	196.5
Exempt From Passing	1,125	0	35	4	1,086	80.2	18.6	1.2	179.7
Exempt From Taking (APA)	78	78	--	--	--	--	--	--	--
Limited English Proficient [4]	211	0	2	0	209	64.6	29.7	5.7	191.2
Gender [5]									
Female	7,225	29	57	5	7,134	21.5	58.8	19.7	222.4
Male	7,574	38	67	9	7,460	23.1	52.9	24.0	223.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,831	78	125	14	14,614	22.4	55.7	21.9	222.9
Ethnicity [6]									
White	10,714	55	75	9	10,575	17.5	57.6	24.9	226.8
Black	1,763	13	18	2	1,730	45.1	48.7	6.2	204.1
Asian	781	3	4	0	774	12.5	47.3	40.2	235.7
Pacific Islander	11	0	0	0	11	45.5	36.4	18.2	210.5
Hispanic	1,481	5	28	3	1,445	35.1	55.2	9.8	210.3
American Indian/Alaskan Native	24	0	0	0	24	25.0	66.7	8.3	212.5
Other	57	2	0	0	55	34.5	52.7	12.7	211.8
Economic Status									
Economically Disadvantaged	1,896	18	35	2	1,841	41.3	49.2	9.5	207.3
Non-Economically Disadvantaged	12,935	60	90	12	12,773	19.6	56.7	23.7	225.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,831	76	112	21	14,622	13.3	67.8	18.8	226.2
General Education	12,385	0	58	14	12,313	5.6	72.2	22.1	233.1
Special Education	2,243	76	50	6	2,111	52.3	46.4	1.3	190.5
Not Exempt From Passing	1,065	0	22	1	1,042	39.0	58.8	2.2	203.0
Exempt From Passing	1,102	0	28	5	1,069	65.4	34.2	0.4	178.4
Exempt From Taking (APA)	76	76	--	--	--	--	--	--	--
Limited English Proficient [4]	211	0	4	1	206	76.2	22.3	1.5	173.5
Gender [5]									
Female	7,225	29	50	8	7,138	9.7	67.2	23.1	230.5
Male	7,574	36	61	13	7,464	16.9	68.4	14.8	222.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,831	76	112	21	14,622	13.3	67.8	18.8	226.2
Ethnicity [6]									
White	10,714	54	70	9	10,581	10.1	68.4	21.5	229.7
Black	1,763	12	17	8	1,726	24.5	67.6	7.9	213.2
Asian	781	3	5	0	773	12.0	59.9	28.1	230.5
Pacific Islander	11	*	*	*	*	*	*	*	*
Hispanic	1,481	5	20	3	1,453	23.5	68.0	8.5	214.1
American Indian/Alaskan Native	24	0	0	0	24	29.2	66.7	4.2	213.0
Other	57	2	0	0	55	25.5	67.3	7.3	215.4
Economic Status									
Economically Disadvantaged	1,896	17	28	3	1,848	27.5	64.4	8.1	211.3
Non-Economically Disadvantaged	12,935	59	84	18	12,774	11.3	68.3	20.4	228.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	11,782	34	67	16	11,665	18.3	56.3	25.4	226.7
General Education	9,987	0	41	11	9,935	10.1	60.6	29.2	233.0
Special Education	1,629	34	26	5	1,564	65.9	31.5	2.6	189.8
Not Exempt From Passing	832	0	13	2	817	52.1	43.9	3.9	198.5
Exempt From Passing	763	0	13	3	747	81.0	17.8	1.2	180.4
Exempt From Taking (APA)	34	34	--	--	--	--	--	--	--
Limited English Proficient [4]	168	0	0	0	168	60.1	29.8	10.1	198.1
Gender [5]									
Female	5,680	11	35	4	5,630	17.1	60.6	22.3	226.1
Male	6,073	23	31	12	6,007	19.4	52.3	28.3	227.3
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	11,781	34	67	16	11,664	18.3	56.3	25.4	226.7
Ethnicity [6]									
White	8,978	23	46	9	8,900	15.2	57.4	27.4	229.3
Black	943	5	5	2	931	41.0	53.0	6.0	206.1
Asian	791	1	2	1	787	11.2	44.5	44.3	238.0
Pacific Islander	33	0	0	0	33	18.2	69.7	12.1	219.8
Hispanic	985	4	11	4	966	30.5	58.7	10.8	214.0
American Indian/Alaskan Native	16	0	3	0	13	30.8	53.8	15.4	210.8
Other	36	1	0	0	35	28.6	60.0	11.4	217.2
Economic Status									
Economically Disadvantaged	1,065	5	15	1	1,044	36.7	52.6	10.7	209.8
Non-Economically Disadvantaged	10,717	29	52	15	10,621	16.5	56.7	26.8	228.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	11,782	35	53	20	11,674	11.0	67.2	21.8	229.2
General Education	9,987	0	29	11	9,947	3.8	70.9	25.3	235.9
Special Education	1,629	35	24	8	1,562	50.3	47.8	2.0	191.8
Not Exempt From Passing	858	0	9	2	847	37.7	59.7	2.6	203.0
Exempt From Passing	736	0	15	6	715	65.2	33.6	1.3	178.6
Exempt From Taking (APA)	35	35	--	--	--	--	--	--	--
Limited English Proficient [4]	168	0	0	1	167	68.9	29.9	1.2	181.3
Gender [5]									
Female	5,680	11	27	4	5,638	7.4	65.8	26.8	233.6
Male	6,073	24	25	16	6,008	14.3	68.6	17.1	225.2
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	11,781	35	53	20	11,673	11.0	67.2	21.8	229.2
Ethnicity [6]									
White	8,978	23	40	16	8,899	8.5	67.4	24.0	231.9
Black	943	6	5	1	931	22.8	67.7	9.6	215.1
Asian	791	1	1	0	789	9.3	64.5	26.2	231.8
Pacific Islander	33	0	0	0	33	15.2	72.7	12.1	227.6
Hispanic	985	4	4	3	974	22.8	66.7	10.5	216.9
American Indian/Alaskan Native	16	0	2	0	14	14.3	78.6	7.1	217.5
Other	36	1	1	0	34	20.6	64.7	14.7	220.9
Economic Status									
Economically Disadvantaged	1,065	5	11	1	1,048	27.6	65.0	7.4	211.1
Non-Economically Disadvantaged	10,717	30	42	19	10,626	9.3	67.4	23.2	231.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,537	63	79	23	18,372	14.0	51.5	34.5	232.9
General Education	15,753	0	39	12	15,702	6.7	53.9	39.5	239.1
Special Education	2,531	63	36	8	2,424	56.8	38.3	4.9	195.9
Not Exempt From Passing	1,411	0	18	4	1,389	44.4	48.9	6.7	204.3
Exempt From Passing	1,057	0	18	4	1,035	73.4	24.1	2.5	184.7
Exempt From Taking (APA)	63	63	--	--	--	--	--	--	--
Limited English Proficient [4]	267	0	4	3	260	58.5	33.5	8.1	198.1
Gender [5]									
Female	9,043	27	26	5	8,985	13.5	55.5	31.0	231.8
Male	9,473	36	53	17	9,367	14.3	47.7	38.0	234.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,537	63	79	23	18,372	14.0	51.5	34.5	232.9
Ethnicity [6]									
White	13,618	45	49	13	13,511	10.7	52.8	36.4	235.6
Black	1,578	6	9	7	1,556	35.4	54.5	10.1	211.1
Asian	1,933	7	3	2	1,921	6.9	38.5	54.7	244.5
Pacific Islander	28	0	0	0	28	7.1	57.1	35.7	239.2
Hispanic	1,244	5	17	1	1,221	31.9	54.0	14.2	214.0
American Indian/Alaskan Native	14	0	0	0	14	21.4	64.3	14.3	216.4
Other	122	0	1	0	121	34.7	46.3	19.0	215.1
Economic Status									
Economically Disadvantaged	1,141	2	11	5	1,123	36.1	52.4	11.5	211.2
Non-Economically Disadvantaged	17,396	61	68	18	17,249	12.5	51.5	36.0	234.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,537	61	71	24	18,381	8.9	64.2	26.8	232.6
General Education	15,753	0	36	15	15,702	2.9	66.1	30.9	238.7
Special Education	2,531	61	31	5	2,434	41.4	55.6	3.0	198.9
Not Exempt From Passing	1,449	0	16	1	1,432	30.2	65.9	3.8	208.7
Exempt From Passing	1,021	0	15	4	1,002	57.3	40.9	1.8	184.9
Exempt From Taking (APA)	61	61	--	--	--	--	--	--	--
Limited English Proficient [4]	267	0	4	4	259	70.7	29.0	0.4	180.0
Gender [5]									
Female	9,043	24	24	11	8,984	6.7	61.1	32.3	236.3
Male	9,473	37	47	13	9,376	11.0	67.3	21.7	229.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,537	61	71	24	18,381	8.9	64.2	26.8	232.6
Ethnicity [6]									
White	13,618	44	45	10	13,519	6.5	64.9	28.6	235.3
Black	1,578	5	9	7	1,557	19.3	69.1	11.6	218.3
Asian	1,933	7	2	3	1,921	7.7	54.7	37.6	237.4
Pacific Islander	28	0	0	0	28	14.3	53.6	32.1	234.0
Hispanic	1,244	5	14	4	1,221	22.2	66.6	11.2	216.1
American Indian/Alaskan Native	14	0	0	0	14	14.3	71.4	14.3	219.9
Other	122	0	1	0	121	28.1	59.5	12.4	213.7
Economic Status									
Economically Disadvantaged	1,141	2	7	4	1,128	25.8	66.1	8.1	212.5
Non-Economically Disadvantaged	17,396	59	64	20	17,253	7.8	64.1	28.1	234.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,839	28	66	10	14,735	9.0	44.4	46.6	240.3
General Education	12,839	0	39	7	12,793	3.9	43.7	52.3	245.5
Special Education	1,899	28	26	3	1,842	43.2	48.5	8.4	205.5
Not Exempt From Passing	1,493	0	19	1	1,473	34.0	55.8	10.2	211.7
Exempt From Passing	378	0	7	2	369	79.7	19.2	1.1	180.8
Exempt From Taking (APA)	28	28	--	--	--	--	--	--	--
Limited English Proficient [4]	112	0	1	1	110	32.7	50.0	17.3	214.7
Gender [5]									
Female	7,318	15	31	6	7,266	9.0	47.7	43.4	239.2
Male	7,495	13	35	4	7,443	9.1	41.1	49.8	241.5
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,839	28	66	10	14,735	9.0	44.4	46.6	240.3
Ethnicity [6]									
White	11,541	24	50	7	11,460	7.3	44.8	47.9	241.9
Black	873	0	7	0	866	31.1	54.8	14.1	214.0
Asian	1,495	3	1	2	1,489	3.5	27.9	68.6	252.2
Pacific Islander	22	1	0	0	21	0.0	28.6	71.4	258.7
Hispanic	604	0	6	0	598	21.4	58.4	20.2	222.6
American Indian/Alaskan Native	16	0	0	1	15	20.0	53.3	26.7	226.9
Other	288	0	2	0	286	14.3	51.0	34.6	232.9
Economic Status									
Economically Disadvantaged	359	1	3	1	354	39.0	45.2	15.8	209.4
Non-Economically Disadvantaged	14,480	27	63	9	14,381	8.3	44.3	47.4	241.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,839	30	45	20	14,744	5.1	55.1	39.8	240.1
General Education	12,839	0	27	12	12,800	1.4	53.7	44.9	244.6
Special Education	1,899	30	18	8	1,843	27.6	65.8	6.6	211.2
Not Exempt From Passing	1,533	0	13	6	1,514	20.6	71.7	7.7	217.0
Exempt From Passing	336	0	5	2	329	59.9	38.6	1.5	184.4
Exempt From Taking (APA)	30	30	--	--	--	--	--	--	--
Limited English Proficient [4]	112	0	0	1	111	58.6	41.4	0.0	189.7
Gender [5]									
Female	7,318	15	23	5	7,275	3.8	49.3	46.9	243.4
Male	7,495	15	22	15	7,443	6.4	60.8	32.8	236.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,839	30	45	20	14,744	5.1	55.1	39.8	240.1
Ethnicity [6]									
White	11,541	26	35	14	11,466	3.7	54.1	42.3	242.0
Black	873	0	2	2	869	18.0	69.7	12.3	220.5
Asian	1,495	3	1	3	1,488	4.1	48.4	47.5	243.8
Pacific Islander	22	1	0	0	21	0.0	33.3	66.7	253.1
Hispanic	604	0	5	0	599	14.0	65.4	20.5	226.8
American Indian/Alaskan Native	16	0	0	1	15	20.0	60.0	20.0	224.6
Other	288	0	2	0	286	9.8	67.1	23.1	231.3
Economic Status									
Economically Disadvantaged	359	2	2	1	354	28.5	63.3	8.2	212.4
Non-Economically Disadvantaged	14,480	28	43	19	14,390	4.5	54.9	40.6	240.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,554	11	23	4	3,516	5.4	37.0	57.6	246.7
General Education	3,101	0	15	4	3,082	1.6	35.0	63.4	251.2
Special Education	419	11	7	0	401	33.4	52.4	14.2	213.9
Not Exempt From Passing	330	0	6	0	324	23.5	59.6	17.0	219.9
Exempt From Passing	78	0	1	0	77	75.3	22.1	2.6	188.8
Exempt From Taking (APA)	11	11	--	--	--	--	--	--	--
Limited English Proficient [4]	36	0	1	0	35	25.7	34.3	40.0	230.3
Gender [5]									
Female	1,735	8	9	3	1,715	4.8	40.5	54.8	246.1
Male	1,801	2	13	1	1,785	6.0	33.6	60.4	247.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,554	11	23	4	3,516	5.4	37.0	57.6	246.7
Ethnicity [6]									
White	2,757	9	21	3	2,724	4.8	39.1	56.1	246.4
Black	86	1	0	1	84	28.6	56.0	15.5	217.2
Asian	551	1	1	0	549	1.8	21.7	76.5	256.9
Pacific Islander	20	0	0	0	20	0.0	25.0	75.0	257.0
Hispanic	128	0	1	0	127	16.5	48.0	35.4	231.7
American Indian/Alaskan Native	1	*	*	*	*	*	*	*	*
Other	11	0	0	0	11	36.4	36.4	27.3	219.1
Economic Status									
Economically Disadvantaged	17	0	0	1	16	56.3	37.5	6.3	195.4
Non-Economically Disadvantaged	3,537	11	23	3	3,500	5.2	37.0	57.8	247.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,554	9	25	2	3,518	3.0	48.9	48.1	244.7
General Education	3,101	0	16	1	3,084	0.7	46.0	53.3	248.3
Special Education	419	9	8	1	401	17.5	70.8	11.7	219.5
Not Exempt From Passing	346	0	7	0	339	11.2	75.2	13.6	224.8
Exempt From Passing	64	0	1	1	62	51.6	46.8	1.6	190.7
Exempt From Taking (APA)	9	9	--	--	--	--	--	--	--
Limited English Proficient [4]	36	0	1	0	35	37.1	57.1	5.7	206.6
Gender [5]									
Female	1,735	6	12	0	1,717	2.0	41.8	56.3	248.3
Male	1,801	2	12	2	1,785	3.9	55.7	40.4	241.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,554	9	25	2	3,518	3.0	48.9	48.1	244.7
Ethnicity [6]									
White	2,757	8	22	2	2,725	2.2	49.1	48.7	245.3
Black	86	0	0	0	86	14.0	70.9	15.1	224.0
Asian	551	1	1	0	549	3.1	42.1	54.8	247.5
Pacific Islander	20	0	0	0	20	0.0	40.0	60.0	251.5
Hispanic	128	0	2	0	126	10.3	60.3	29.4	234.0
American Indian/Alaskan Native	1	*	*	*	*	*	*	*	*
Other	11	0	0	0	11	9.1	63.6	27.3	230.0
Economic Status									
Economically Disadvantaged	17	0	0	0	17	41.2	58.8	0.0	191.6
Non-Economically Disadvantaged	3,537	9	25	2	3,501	2.8	48.9	48.3	244.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DHS, JJC)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	561	3	51	6	501	90.2	9.8	0.0	171.7
General Education	261	0	18	1	242	86.0	14.0	0.0	176.2
Special Education	299	3	33	5	258	94.2	5.8	0.0	167.3
Not Exempt From Passing	30	0	4	0	26	80.8	19.2	0.0	177.7
Exempt From Passing	266	0	29	5	232	95.7	4.3	0.0	166.2
Exempt From Taking (APA)	3	3	--	--	--	--	--	--	--
Limited English Proficient [4]	1	*	*	*	*	*	*	*	*
Gender [5]									
Female	80	1	2	1	76	85.5	14.5	0.0	177.7
Male	476	0	49	5	422	91.2	8.8	0.0	170.5
Migrant Status									
Migrant	1	0	1	0	0	0.0	0.0	0.0	0.0
Non-Migrant	560	3	50	6	501	90.2	9.8	0.0	171.7
Ethnicity [6]									
White	83	1	3	3	76	75.0	25.0	0.0	183.6
Black	361	0	36	1	324	95.1	4.9	0.0	167.8
Asian	2	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	102	2	8	2	90	87.8	12.2	0.0	174.9
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	13	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	413	3	16	5	389	90.7	9.3	0.0	171.1
Non-Economically Disadvantaged	148	0	35	1	112	88.4	11.6	0.0	173.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DHS, JJC)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	561	3	50	14	494	77.7	21.7	0.6	160.0
General Education	261	0	24	2	235	68.9	30.2	0.9	169.5
Special Education	299	3	26	12	258	85.7	14.0	0.4	151.4
Not Exempt From Passing	30	0	2	1	27	77.8	22.2	0.0	166.4
Exempt From Passing	266	0	24	11	231	86.6	13.0	0.4	149.6
Exempt From Taking (APA)	3	3	--	--	--	--	--	--	--
Limited English Proficient [4]	1	*	*	*	*	*	*	*	*
Gender [5]									
Female	80	1	2	3	74	55.4	44.6	0.0	182.0
Male	476	0	48	11	417	81.8	17.5	0.7	156.1
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	560	3	50	14	493	77.7	21.7	0.6	159.9
Ethnicity [6]									
White	83	1	3	2	77	54.5	41.6	3.9	184.6
Black	361	0	34	7	320	84.7	15.3	0.0	153.1
Asian	2	*	*	*	*	*	*	*	*
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	102	2	11	3	86	75.6	24.4	0.0	163.4
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	13	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	413	3	19	14	377	79.8	19.6	0.5	157.9
Non-Economically Disadvantaged	148	0	31	0	117	70.9	28.2	0.9	166.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	542	0	4	1	537	62.4	34.1	3.5	194.5
General Education	459	0	3	1	455	57.6	38.5	4.0	198.0
Special Education	78	0	1	0	77	90.9	7.8	1.3	174.0
Not Exempt From Passing	42	0	1	0	41	87.8	9.8	2.4	173.1
Exempt From Passing	36	0	0	0	36	94.4	5.6	0.0	175.0
Exempt From Taking (APA)	0	0	--	--	--	--	--	--	--
Limited English Proficient [4]	5	*	*	*	*	*	*	*	*
Gender [5]									
Female	304	0	3	0	301	64.8	33.2	2.0	192.4
Male	237	0	1	1	235	59.6	34.9	5.5	196.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	542	0	4	1	537	62.4	34.1	3.5	194.5
Ethnicity [6]									
White	41	0	1	1	39	33.3	46.2	20.5	219.5
Black	330	0	2	0	328	66.8	32.0	1.2	190.4
Asian	5	*	*	*	*	*	*	*	*
Pacific Islander	1	*	*	*	*	*	*	*	*
Hispanic	164	0	0	0	164	62.2	34.1	3.7	195.6
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	1	0	1	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	327	0	0	0	327	65.1	31.5	3.4	192.7
Non-Economically Disadvantaged	215	0	4	1	210	58.1	38.1	3.8	197.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	542	0	1	3	538	34.8	62.5	2.8	204.5
General Education	459	0	1	2	456	25.7	71.1	3.3	211.3
Special Education	78	0	0	1	77	87.0	13.0	0.0	165.4
Not Exempt From Passing	41	0	0	0	41	87.8	12.2	0.0	164.9
Exempt From Passing	37	0	0	1	36	86.1	13.9	0.0	166.1
Exempt From Taking (APA)	0	0	--	--	--	--	--	--	--
Limited English Proficient [4]	5	*	*	*	*	*	*	*	*
Gender [5]									
Female	304	0	1	2	301	30.9	65.4	3.7	207.8
Male	237	0	0	1	236	39.8	58.5	1.7	200.1
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	542	0	1	3	538	34.8	62.5	2.8	204.5
Ethnicity [6]									
White	41	0	0	0	41	12.2	78.0	9.8	222.7
Black	330	0	1	2	327	38.5	59.6	1.8	202.2
Asian	5	*	*	*	*	*	*	*	*
Pacific Islander	1	*	*	*	*	*	*	*	*
Hispanic	164	0	0	0	164	33.5	63.4	3.0	204.0
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	1	0	0	1	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	327	0	0	2	325	38.8	58.2	3.1	201.6
Non-Economically Disadvantaged	215	0	1	1	213	28.6	69.0	2.3	208.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,110	30	11	4	4,065	28.1	45.1	26.8	221.9
General Education	3,358	0	9	1	3,348	17.6	50.3	32.1	230.2
Special Education	724	30	2	3	689	77.2	21.0	1.7	182.9
Not Exempt From Passing	106	0	0	0	106	31.1	61.3	7.5	213.3
Exempt From Passing	588	0	2	3	583	85.6	13.7	0.7	177.3
Exempt From Taking (APA)	30	30	--	--	--	--	--	--	--
Limited English Proficient [4]	32	0	0	0	32	71.9	18.8	9.4	189.1
Gender [5]									
Female	2,020	11	4	3	2,002	29.2	47.6	23.2	219.6
Male	2,082	18	6	1	2,057	26.9	42.7	30.4	224.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,110	30	11	4	4,065	28.1	45.1	26.8	221.9
Ethnicity [6]									
White	1,702	13	5	1	1,683	19.4	41.9	38.7	231.4
Black	873	10	2	1	860	43.6	49.2	7.2	205.1
Asian	308	1	0	0	307	2.0	22.5	75.6	257.8
Pacific Islander	12	0	0	0	12	8.3	50.0	41.7	239.7
Hispanic	1,006	6	2	2	996	34.2	53.6	12.1	212.5
American Indian/Alaskan Native	7	*	*	*	*	*	*	*	*
Other	202	0	2	0	200	45.0	49.0	6.0	203.8
Economic Status									
Economically Disadvantaged	1,435	15	1	2	1,417	40.6	51.0	8.3	207.7
Non-Economically Disadvantaged	2,675	15	10	2	2,648	21.3	42.0	36.7	229.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2006
REPORT PRINTED: 10/20/2006
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,110	30	9	9	4,062	18.6	58.8	22.5	223.1
General Education	3,358	0	9	4	3,345	8.0	64.8	27.2	232.3
Special Education	724	30	0	5	689	67.9	31.8	0.3	180.0
Not Exempt From Passing	130	0	0	0	130	28.5	70.8	0.8	209.9
Exempt From Passing	564	0	0	5	559	77.1	22.7	0.2	173.0
Exempt From Taking (APA)	30	30	--	--	--	--	--	--	--
Limited English Proficient [4]	32	0	0	0	32	75.0	12.5	12.5	183.8
Gender [5]									
Female	2,020	11	3	1	2,005	15.1	59.9	25.0	226.5
Male	2,082	18	4	8	2,052	22.1	57.7	20.2	219.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,110	30	9	9	4,062	18.6	58.8	22.5	223.1
Ethnicity [6]									
White	1,702	13	3	5	1,681	13.7	53.0	33.3	230.7
Black	873	10	1	1	861	25.8	67.9	6.3	211.4
Asian	308	1	0	0	307	2.0	39.1	59.0	249.9
Pacific Islander	12	0	0	0	12	16.7	50.0	33.3	236.5
Hispanic	1,006	6	3	2	995	23.2	66.1	10.7	215.0
American Indian/Alaskan Native	7	*	*	*	*	*	*	*	*
Other	202	0	2	1	199	32.2	64.3	3.5	208.8
Economic Status									
Economically Disadvantaged	1,435	15	1	3	1,416	28.1	65.3	6.6	210.2
Non-Economically Disadvantaged	2,675	15	8	6	2,646	13.6	55.4	31.1	230.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
[6] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

SCIENCE									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	100,095	461	1,487	137	98,010	27.3	61.9	10.8	217.3
General Education [3]	82,277	0	868	90	81,319	19.7	67.6	12.7	221.5
Special Education	15,294	461	583	46	14,204	61.1	37.3	1.6	198.1
Not Exempt From Passing	7,834	0	208	19	7,607	47.0	50.2	2.8	204.6
Exempt From Passing	6,999	0	375	27	6,597	77.3	22.5	0.2	190.7
Exempt From Taking (APA) [4]	461	461	--	--	--	--	--	--	--
Limited English Proficient [5]	3,116	5	45	1	3,065	78.6	20.8	0.6	191.4
Current LEP	2,571	4	37	1	2,529	82.2	17.5	0.3	189.8
Former LEP	545	1	8	0	536	61.8	36.2	2.1	199.3
Gender [6]									
Female	49,613	171	620	59	48,763	30.6	61.7	7.7	214.4
Male	50,414	290	862	78	49,184	23.9	62.3	13.8	220.3
Migrant Status									
Migrant	13	0	0	0	13	76.9	23.1	0.0	193.8
Non-Migrant	100,082	461	1,487	137	97,997	27.2	62.0	10.8	217.3
Ethnicity [7]									
White	60,599	262	538	68	59,731	15.6	70.8	13.7	223.8
Black or African American	16,031	90	560	46	15,335	56.9	41.8	1.4	200.1
Asian	7,286	19	29	6	7,232	14.0	60.7	25.3	229.8
Native Hawaiian or Other Pacific Islander	210	0	1	0	209	21.1	68.4	10.5	221.2
Hispanic or Latino	15,188	78	337	14	14,759	49.7	48.1	2.2	203.3
American Indian or Alaska Native	199	2	6	0	191	33.0	60.2	6.8	213.3
Other	582	10	16	3	553	41.6	55.5	2.9	207.3
Economic Status									
Economically Disadvantaged	19,409	127	502	38	18,742	54.5	43.8	1.7	201.1
Non-Economically Disadvantaged	80,686	334	985	99	79,268	20.8	66.2	13.0	221.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	100,095	523	1,064	155	98,353	26.6	50.2	23.2	220.6
General Education [3]	82,277	0	597	88	81,592	17.6	55.0	27.4	228.0
Special Education	15,294	523	444	63	14,264	70.3	26.8	2.9	184.3
Not Exempt From Passing	7,242	0	139	31	7,072	52.8	41.8	5.4	198.1
Exempt From Passing	7,529	0	305	32	7,192	87.4	12.1	0.5	170.8
Exempt From Taking (APA) [4]	523	523	--	--	--	--	--	--	--
Limited English Proficient [5]	3,116	5	30	6	3,075	66.8	28.1	5.0	189.0
Current LEP	2,571	4	24	4	2,539	70.9	25.2	3.9	185.8
Former LEP	545	1	6	2	536	47.8	41.8	10.4	203.9
Gender [6]									
Female	49,613	192	460	60	48,901	26.9	52.4	20.7	219.4
Male	50,414	331	601	94	49,388	26.2	48.0	25.8	221.8
Migrant Status									
Migrant	13	0	0	0	13	69.2	30.8	0.0	180.3
Non-Migrant	100,082	523	1,064	155	98,340	26.6	50.2	23.2	220.6
Ethnicity [7]									
White	60,599	300	425	77	59,797	16.2	54.9	29.0	229.2
Black or African American	16,031	105	366	62	15,498	57.0	38.4	4.6	194.7
Asian	7,286	20	19	4	7,243	9.8	41.4	48.8	240.9
Native Hawaiian or Other Pacific Islander	210	0	0	0	210	18.6	51.9	29.5	226.6
Hispanic or Latino	15,188	85	242	10	14,851	44.4	48.0	7.6	203.5
American Indian or Alaska Native	199	3	4	1	191	26.7	55.5	17.8	217.4
Other	582	10	8	1	563	42.3	46.5	11.2	205.2
Economic Status									
Economically Disadvantaged	19,409	145	331	57	18,876	50.1	43.5	6.5	199.4
Non-Economically Disadvantaged	80,686	378	733	98	79,477	21.0	51.8	27.2	225.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	100,095	520	907	202	98,466	14.7	66.0	19.4	225.6
General Education [3]	82,277	0	509	124	81,644	6.3	70.7	23.0	233.1
Special Education	15,294	520	380	73	14,321	51.7	46.2	2.1	191.0
Not Exempt From Passing	7,453	0	130	26	7,297	31.6	64.7	3.7	207.5
Exempt From Passing	7,321	0	250	47	7,024	72.7	27.0	0.3	173.9
Exempt From Taking (APA) [4]	520	520	--	--	--	--	--	--	--
Limited English Proficient [5]	3,116	5	23	5	3,083	68.5	31.0	0.5	181.0
Current LEP	2,571	4	18	5	2,544	75.1	24.6	0.3	176.2
Former LEP	545	1	5	0	539	37.7	61.0	1.3	203.7
Gender [6]									
Female	49,613	187	383	81	48,962	11.3	64.2	24.5	230.3
Male	50,414	333	522	120	49,439	18.0	67.7	14.3	221.0
Migrant Status									
Migrant	13	0	0	0	13	69.2	30.8	0.0	182.8
Non-Migrant	100,082	520	907	202	98,453	14.6	66.0	19.4	225.6
Ethnicity [7]									
White	60,599	301	385	98	59,815	7.7	68.2	24.1	232.7
Black or African American	16,031	100	293	68	15,570	31.0	63.5	5.5	207.5
Asian	7,286	20	11	7	7,248	8.3	56.4	35.3	236.3
Native Hawaiian or Other Pacific Islander	210	0	0	0	210	12.4	66.2	21.4	230.2
Hispanic or Latino	15,188	86	205	26	14,871	27.9	64.7	7.5	211.1
American Indian or Alaska Native	199	3	3	0	193	21.8	61.7	16.6	219.2
Other	582	10	10	3	559	28.4	61.2	10.4	212.0
Economic Status									
Economically Disadvantaged	19,409	144	280	65	18,920	31.6	62.8	5.6	207.3
Non-Economically Disadvantaged	80,686	376	627	137	79,546	10.6	66.7	22.7	229.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,623	50	576	23	11,974	62.4	36.6	1.0	197.9
General Education [3]	9,292	0	328	17	8,947	53.8	44.9	1.4	201.8
Special Education	2,261	50	227	6	1,978	87.9	12.0	0.1	186.0
Not Exempt From Passing	308	0	22	1	285	82.8	17.2	0.0	188.6
Exempt From Passing	1,903	0	205	5	1,693	88.7	11.2	0.1	185.5
Exempt From Taking (APA) [4]	50	50	--	--	--	--	--	--	--
Limited English Proficient [5]	1,300	2	28	0	1,270	85.6	14.3	0.1	188.3
Current LEP	1,084	1	22	0	1,061	87.8	12.2	0.0	187.0
Former LEP	216	1	6	0	209	74.2	25.4	0.5	194.6
Gender [6]									
Female	6,598	17	236	7	6,338	66.3	33.1	0.6	196.3
Male	6,007	33	338	16	5,620	57.9	40.5	1.5	199.7
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	12,614	50	576	23	11,965	62.4	36.6	1.0	197.9
Ethnicity [7]									
White	1,799	11	31	1	1,756	32.1	63.8	4.1	211.7
Black or African American	5,410	14	326	18	5,052	72.1	27.6	0.3	193.7
Asian	213	1	4	0	208	48.1	48.1	3.8	205.2
Native Hawaiian or Other Pacific Islander	8	*	*	*	*	*	*	*	*
Hispanic or Latino	5,110	24	206	4	4,876	63.9	35.5	0.6	197.0
American Indian or Alaska Native	16	0	3	0	13	30.8	69.2	0.0	206.3
Other	67	0	6	0	61	65.6	32.8	1.6	198.2
Economic Status									
Economically Disadvantaged	7,373	20	303	11	7,039	66.8	32.7	0.5	195.8
Non-Economically Disadvantaged	5,250	30	273	12	4,935	56.1	42.1	1.8	200.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,623	51	365	26	12,181	58.0	36.3	5.7	194.6
General Education [3]	9,292	0	197	13	9,082	47.5	45.0	7.5	203.1
Special Education	2,261	51	155	12	2,043	93.6	6.2	0.2	164.5
Not Exempt From Passing	247	0	13	3	231	83.1	16.9	0.0	173.4
Exempt From Passing	1,963	0	142	9	1,812	94.9	4.9	0.2	163.4
Exempt From Taking (APA) [4]	51	51	--	--	--	--	--	--	--
Limited English Proficient [5]	1,300	2	18	2	1,278	76.4	21.9	1.6	181.7
Current LEP	1,084	1	13	1	1,069	79.8	19.2	1.0	179.2
Former LEP	216	1	5	1	209	59.3	35.9	4.8	194.6
Gender [6]									
Female	6,598	17	151	11	6,419	58.3	36.5	5.2	194.6
Male	6,007	34	213	15	5,745	57.6	36.0	6.4	194.6
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	12,614	51	365	26	12,172	58.0	36.3	5.7	194.6
Ethnicity [7]									
White	1,799	11	19	2	1,767	31.2	52.7	16.1	215.9
Black or African American	5,410	15	203	21	5,171	70.4	26.9	2.7	185.4
Asian	213	1	2	0	210	37.6	47.6	14.8	212.0
Native Hawaiian or Other Pacific Islander	8	*	*	*	*	*	*	*	*
Hispanic or Latino	5,110	24	137	3	4,946	55.5	39.8	4.7	195.8
American Indian or Alaska Native	16	0	2	0	14	35.7	57.1	7.1	205.8
Other	67	0	2	0	65	63.1	30.8	6.2	187.7
Economic Status									
Economically Disadvantaged	7,373	21	201	17	7,134	60.1	35.5	4.4	192.6
Non-Economically Disadvantaged	5,250	30	164	9	5,047	55.0	37.3	7.6	197.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,623	50	317	50	12,206	37.6	57.3	5.0	202.3
General Education [3]	9,292	0	164	26	9,102	22.1	71.2	6.7	215.2
Special Education	2,261	50	142	21	2,048	83.9	16.0	0.1	162.1
Not Exempt From Passing	245	0	15	2	228	67.1	32.5	0.4	177.4
Exempt From Passing	1,966	0	127	19	1,820	86.0	13.9	0.1	160.2
Exempt From Taking (APA) [4]	50	50	--	--	--	--	--	--	--
Limited English Proficient [5]	1,300	2	14	3	1,281	76.0	23.7	0.2	173.6
Current LEP	1,084	1	11	3	1,069	81.9	17.9	0.2	169.0
Former LEP	216	1	3	0	212	46.2	53.3	0.5	197.1
Gender [6]									
Female	6,598	17	127	24	6,430	31.4	61.7	6.9	208.3
Male	6,007	33	189	26	5,759	44.4	52.5	3.0	195.7
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	12,614	50	317	50	12,197	37.6	57.4	5.1	202.3
Ethnicity [7]									
White	1,799	11	24	7	1,757	18.0	70.6	11.3	220.1
Black or African American	5,410	14	168	31	5,197	42.4	54.8	2.8	197.6
Asian	213	1	0	3	209	32.1	58.4	9.6	210.6
Native Hawaiian or Other Pacific Islander	8	*	*	*	*	*	*	*	*
Hispanic or Latino	5,110	24	121	9	4,956	39.5	55.5	4.9	200.7
American Indian or Alaska Native	16	0	2	0	14	35.7	64.3	0.0	207.1
Other	67	0	2	0	65	53.8	35.4	10.8	189.4
Economic Status									
Economically Disadvantaged	7,373	20	167	29	7,157	40.2	55.9	3.8	199.9
Non-Economically Disadvantaged	5,250	30	150	21	5,049	33.9	59.3	6.8	205.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	9,132	73	158	14	8,887	40.4	56.1	3.5	207.8
General Education [3]	7,106	0	83	9	7,014	31.2	64.5	4.3	211.9
Special Education	1,600	73	67	5	1,455	72.9	26.4	0.8	193.0
Not Exempt From Passing	463	0	22	0	441	59.4	38.5	2.0	199.4
Exempt From Passing	1,064	0	45	5	1,014	78.7	21.1	0.2	190.2
Exempt From Taking (APA) [4]	73	73	--	--	--	--	--	--	--
Limited English Proficient [5]	512	0	9	0	503	78.1	21.3	0.6	191.3
Current LEP	429	0	8	0	421	81.9	17.6	0.5	189.7
Former LEP	83	0	1	0	82	58.5	40.2	1.2	199.2
Gender [6]									
Female	4,603	25	72	9	4,497	44.7	53.1	2.2	205.2
Male	4,525	48	85	5	4,387	36.0	59.1	4.9	210.3
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	9,128	73	158	14	8,883	40.4	56.1	3.5	207.8
Ethnicity [7]									
White	4,291	34	52	8	4,197	27.4	67.2	5.4	214.4
Black or African American	1,930	20	60	5	1,845	60.1	39.0	0.9	198.1
Asian	457	3	3	0	451	31.9	58.5	9.5	214.2
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	33.3	61.1	5.6	211.3
Hispanic or Latino	2,307	10	37	1	2,259	49.9	49.0	1.1	202.3
American Indian or Alaska Native	56	0	1	0	55	52.7	47.3	0.0	202.4
Other	73	6	5	0	62	43.5	54.8	1.6	202.7
Economic Status									
Economically Disadvantaged	2,739	24	44	6	2,665	51.7	46.5	1.7	201.9
Non-Economically Disadvantaged	6,393	49	114	8	6,222	35.5	60.2	4.3	210.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	9,132	73	122	16	8,921	37.8	51.2	11.0	208.8
General Education [3]	7,106	0	61	8	7,037	26.6	59.9	13.5	217.2
Special Education	1,600	73	57	6	1,464	82.4	16.3	1.3	175.5
Not Exempt From Passing	410	0	16	1	393	61.3	34.9	3.8	192.4
Exempt From Passing	1,117	0	41	5	1,071	90.1	9.5	0.4	169.3
Exempt From Taking (APA) [4]	73	73	--	--	--	--	--	--	--
Limited English Proficient [5]	512	0	4	2	506	65.8	31.4	2.8	188.0
Current LEP	429	0	4	2	423	69.7	28.1	2.1	185.0
Former LEP	83	0	0	0	83	45.8	48.2	6.0	202.9
Gender [6]									
Female	4,603	25	53	7	4,518	38.4	52.1	9.5	208.1
Male	4,525	48	69	9	4,399	37.1	50.4	12.5	209.6
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	9,128	73	122	16	8,917	37.8	51.3	11.0	208.8
Ethnicity [7]									
White	4,291	34	44	9	4,204	25.8	57.9	16.2	218.0
Black or African American	1,930	20	45	4	1,861	60.5	36.7	2.8	192.3
Asian	457	3	4	0	450	24.9	52.7	22.4	222.5
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	11.1	55.6	33.3	225.7
Hispanic or Latino	2,307	10	26	3	2,268	43.7	50.7	5.6	203.0
American Indian or Alaska Native	56	0	0	0	56	35.7	58.9	5.4	207.2
Other	73	6	3	0	64	56.3	37.5	6.3	194.5
Economic Status									
Economically Disadvantaged	2,739	24	30	6	2,679	48.6	44.8	6.6	200.3
Non-Economically Disadvantaged	6,393	49	92	10	6,242	33.2	54.0	12.8	212.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	9,132	75	105	22	8,930	22.1	69.0	8.9	216.1
General Education [3]	7,106	0	55	13	7,038	9.6	79.2	11.1	225.8
Special Education	1,600	75	47	8	1,470	66.2	33.3	0.5	181.2
Not Exempt From Passing	427	0	15	0	412	44.2	54.4	1.5	198.5
Exempt From Passing	1,098	0	32	8	1,058	74.8	25.1	0.1	174.5
Exempt From Taking (APA) [4]	75	75	--	--	--	--	--	--	--
Limited English Proficient [5]	512	0	3	1	508	69.7	29.9	0.4	180.9
Current LEP	429	0	3	1	425	77.2	22.4	0.5	175.5
Former LEP	83	0	0	0	83	31.3	68.7	0.0	208.7
Gender [6]									
Female	4,603	25	46	10	4,522	17.2	71.2	11.6	221.2
Male	4,525	50	59	11	4,405	27.2	66.7	6.1	210.9
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	9,128	75	105	22	8,926	22.1	69.0	8.9	216.1
Ethnicity [7]									
White	4,291	35	38	11	4,207	14.4	73.3	12.3	223.4
Black or African American	1,930	20	37	7	1,866	33.1	63.6	3.3	205.2
Asian	457	3	3	1	450	20.7	58.2	21.1	222.1
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	27.8	61.1	11.1	218.0
Hispanic or Latino	2,307	11	24	3	2,269	27.1	68.0	4.9	210.8
American Indian or Alaska Native	56	0	0	0	56	30.4	66.1	3.6	210.3
Other	73	6	3	0	64	37.5	59.4	3.1	202.0
Economic Status									
Economically Disadvantaged	2,739	25	30	9	2,675	29.7	64.7	5.6	208.8
Non-Economically Disadvantaged	6,393	50	75	13	6,255	18.9	70.8	10.3	219.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,439	33	100	10	8,296	32.3	62.9	4.7	212.0
General Education [3]	6,825	0	61	8	6,756	23.4	70.8	5.8	216.2
Special Education	1,420	33	37	2	1,348	69.0	30.6	0.4	194.3
Not Exempt From Passing	766	0	20	2	744	59.5	39.8	0.7	198.0
Exempt From Passing	621	0	17	0	604	80.6	19.4	0.0	189.7
Exempt From Taking (APA) [4]	33	33	--	--	--	--	--	--	--
Limited English Proficient [5]	233	1	2	0	230	83.9	16.1	0.0	189.9
Current LEP	196	1	2	0	193	88.1	11.9	0.0	188.1
Former LEP	37	0	0	0	37	62.2	37.8	0.0	199.1
Gender [6]									
Female	4,087	8	30	1	4,048	35.5	61.3	3.3	209.6
Male	4,342	25	69	9	4,239	29.3	64.5	6.2	214.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	8,439	33	100	10	8,296	32.3	62.9	4.7	212.0
Ethnicity [7]									
White	4,581	21	46	7	4,507	22.1	71.4	6.4	217.4
Black or African American	1,646	7	32	2	1,605	49.7	49.2	1.2	202.5
Asian	522	0	1	0	521	24.0	67.2	8.8	218.7
Native Hawaiian or Other Pacific Islander	12	0	1	0	11	36.4	54.5	9.1	218.0
Hispanic or Latino	1,643	5	20	1	1,617	46.0	51.8	2.2	204.1
American Indian or Alaska Native	8	*	*	*	*	*	*	*	*
Other	27	0	0	0	27	44.4	48.1	7.4	205.6
Economic Status									
Economically Disadvantaged	1,986	10	33	1	1,942	45.1	52.5	2.4	204.8
Non-Economically Disadvantaged	6,453	23	67	9	6,354	28.4	66.1	5.5	214.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,439	36	72	14	8,317	32.2	54.8	13.0	213.1
General Education [3]	6,825	0	43	10	6,772	21.4	62.8	15.7	221.0
Special Education	1,420	36	26	4	1,354	79.6	19.6	0.8	177.8
Not Exempt From Passing	697	0	13	3	681	69.8	28.8	1.5	185.7
Exempt From Passing	687	0	13	1	673	89.6	10.3	0.1	169.8
Exempt From Taking (APA) [4]	36	36	--	--	--	--	--	--	--
Limited English Proficient [5]	233	1	3	0	229	76.4	20.1	3.5	183.9
Current LEP	196	1	3	0	192	78.6	18.2	3.1	181.5
Former LEP	37	0	0	0	37	64.9	29.7	5.4	196.0
Gender [6]									
Female	4,087	9	26	4	4,048	31.3	57.7	10.9	212.8
Male	4,342	27	45	9	4,261	33.0	51.9	15.0	213.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	8,439	36	72	14	8,317	32.2	54.8	13.0	213.1
Ethnicity [7]									
White	4,581	21	32	9	4,519	22.6	59.9	17.5	220.6
Black or African American	1,646	9	18	5	1,614	53.3	42.5	4.2	197.3
Asian	522	0	2	0	520	17.1	57.1	25.8	227.3
Native Hawaiian or Other Pacific Islander	12	0	0	0	12	50.0	16.7	33.3	210.1
Hispanic or Latino	1,643	6	20	0	1,617	43.1	51.9	4.9	203.2
American Indian or Alaska Native	8	*	*	*	*	*	*	*	*
Other	27	0	0	0	27	22.2	63.0	14.8	215.0
Economic Status									
Economically Disadvantaged	1,986	11	21	4	1,950	44.3	50.1	5.6	202.8
Non-Economically Disadvantaged	6,453	25	51	10	6,367	28.5	56.2	15.3	216.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,439	38	51	13	8,337	17.3	70.4	12.2	221.0
General Education [3]	6,825	0	30	9	6,786	7.1	77.9	14.9	229.1
Special Education	1,420	38	20	4	1,358	59.6	39.9	0.5	186.2
Not Exempt From Passing	703	0	8	2	693	48.3	50.8	0.9	195.3
Exempt From Passing	679	0	12	2	665	71.3	28.6	0.2	176.7
Exempt From Taking (APA) [4]	38	38	--	--	--	--	--	--	--
Limited English Proficient [5]	233	1	2	0	230	74.8	24.8	0.4	181.6
Current LEP	196	1	1	0	194	78.9	21.1	0.0	177.7
Former LEP	37	0	1	0	36	52.8	44.4	2.8	202.3
Gender [6]									
Female	4,087	9	14	2	4,062	12.4	70.9	16.7	226.8
Male	4,342	29	36	11	4,266	22.1	69.9	8.0	215.5
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	8,439	38	51	13	8,337	17.3	70.4	12.2	221.0
Ethnicity [7]									
White	4,581	22	29	7	4,523	11.7	72.4	15.9	226.5
Black or African American	1,646	10	11	4	1,621	26.2	67.8	6.0	211.5
Asian	522	0	0	0	522	14.2	68.8	17.0	226.5
Native Hawaiian or Other Pacific Islander	12	0	0	0	12	25.0	66.7	8.3	219.8
Hispanic or Latino	1,643	6	11	2	1,624	24.9	68.5	6.6	213.3
American Indian or Alaska Native	8	*	*	*	*	*	*	*	*
Other	27	0	0	0	27	37.0	51.9	11.1	207.1
Economic Status									
Economically Disadvantaged	1,986	13	15	3	1,955	25.5	68.0	6.4	212.6
Non-Economically Disadvantaged	6,453	25	36	10	6,382	14.8	71.2	14.0	223.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,789	73	173	15	14,528	25.1	67.8	7.1	216.1
General Education [3]	12,426	0	105	10	12,311	18.3	73.5	8.2	219.6
Special Education	2,179	73	66	4	2,036	61.2	38.0	0.8	197.5
Not Exempt From Passing	1,059	0	32	2	1,025	53.9	44.8	1.4	200.8
Exempt From Passing	1,047	0	34	2	1,011	68.7	31.1	0.2	194.2
Exempt From Taking (APA) [4]	73	73	--	--	--	--	--	--	--
Limited English Proficient [5]	222	0	2	1	219	80.4	18.7	0.9	191.4
Current LEP	187	0	2	1	184	83.7	15.8	0.5	190.2
Former LEP	35	0	0	0	35	62.9	34.3	2.9	198.1
Gender [6]									
Female	7,375	25	76	9	7,265	28.8	66.7	4.5	213.0
Male	7,404	48	97	6	7,253	21.4	69.0	9.7	219.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,789	73	173	15	14,528	25.1	67.8	7.1	216.1
Ethnicity [7]									
White	10,490	45	107	9	10,329	19.6	72.2	8.2	218.9
Black or African American	1,838	9	39	2	1,788	45.6	52.6	1.8	204.8
Asian	810	3	2	1	804	22.4	65.3	12.3	221.4
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	11.1	72.2	16.7	226.7
Hispanic or Latino	1,488	12	23	2	1,451	39.1	57.8	3.0	207.8
American Indian or Alaska Native	34	1	0	0	33	24.2	72.7	3.0	214.2
Other	111	3	2	1	105	44.8	53.3	1.9	204.6
Economic Status									
Economically Disadvantaged	1,983	21	30	2	1,930	41.1	56.0	2.8	206.5
Non-Economically Disadvantaged	12,806	52	143	13	12,598	22.7	69.6	7.7	217.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,789	98	142	18	14,531	25.1	56.6	18.3	219.6
General Education [3]	12,426	0	81	13	12,332	17.0	61.8	21.3	225.7
Special Education	2,179	98	60	4	2,017	71.2	27.2	1.6	184.6
Not Exempt From Passing	996	0	20	2	974	61.2	36.2	2.6	192.8
Exempt From Passing	1,085	0	40	2	1,043	80.5	18.7	0.8	176.9
Exempt From Taking (APA) [4]	98	98	--	--	--	--	--	--	--
Limited English Proficient [5]	222	0	1	1	220	63.2	31.4	5.5	190.8
Current LEP	187	0	1	1	185	67.6	29.2	3.2	187.1
Former LEP	35	0	0	0	35	40.0	42.9	17.1	210.2
Gender [6]									
Female	7,375	33	69	6	7,267	25.4	58.8	15.8	218.4
Male	7,404	65	72	12	7,255	24.7	54.4	20.9	220.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,789	98	142	18	14,531	25.1	56.6	18.3	219.6
Ethnicity [7]									
White	10,490	63	86	12	10,329	19.8	59.6	20.6	223.7
Black or African American	1,838	13	35	4	1,786	49.6	45.2	5.3	199.8
Asian	810	3	2	1	804	13.7	51.1	35.2	233.2
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	11.1	61.1	27.8	228.6
Hispanic or Latino	1,488	15	18	1	1,454	37.8	52.3	9.9	208.2
American Indian or Alaska Native	34	1	0	0	33	24.2	66.7	9.1	217.6
Other	111	3	1	0	107	46.7	47.7	5.6	198.5
Economic Status									
Economically Disadvantaged	1,983	27	26	2	1,928	42.2	48.3	9.5	205.5
Non-Economically Disadvantaged	12,806	71	116	16	12,603	22.5	57.9	19.6	221.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,789	90	113	8	14,578	12.2	71.4	16.4	226.5
General Education [3]	12,426	0	64	6	12,356	5.1	75.7	19.2	232.7
Special Education	2,179	90	48	1	2,040	50.2	48.7	1.1	193.2
Not Exempt From Passing	1,032	0	20	0	1,012	36.2	62.1	1.8	204.2
Exempt From Passing	1,057	0	28	1	1,028	64.0	35.5	0.5	182.4
Exempt From Taking (APA) [4]	90	90	--	--	--	--	--	--	--
Limited English Proficient [5]	222	0	1	1	220	65.5	34.5	0.0	183.7
Current LEP	187	0	1	1	185	71.4	28.6	0.0	179.6
Former LEP	35	0	0	0	35	34.3	65.7	0.0	205.3
Gender [6]									
Female	7,375	29	49	5	7,292	8.8	70.1	21.0	231.2
Male	7,404	61	64	3	7,276	15.5	72.6	11.9	222.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,789	90	113	8	14,578	12.2	71.4	16.4	226.5
Ethnicity [7]									
White	10,490	57	73	4	10,356	9.4	72.0	18.6	229.6
Black or African American	1,838	12	25	2	1,799	22.3	70.3	7.3	214.6
Asian	810	3	0	0	807	12.1	65.7	22.2	229.4
Native Hawaiian or Other Pacific Islander	18	0	0	0	18	11.1	44.4	44.4	238.1
Hispanic or Latino	1,488	14	13	2	1,459	18.9	71.8	9.3	218.6
American Indian or Alaska Native	34	1	0	0	33	18.2	66.7	15.2	223.9
Other	111	3	2	0	106	23.6	70.8	5.7	216.1
Economic Status									
Economically Disadvantaged	1,983	26	16	0	1,941	23.9	68.9	7.3	214.1
Non-Economically Disadvantaged	12,806	64	97	8	12,637	10.4	71.7	17.8	228.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,078	50	98	25	11,905	19.7	70.6	9.7	220.0
General Education [3]	10,242	0	61	17	10,164	13.2	75.8	11.1	223.5
Special Education	1,667	50	37	8	1,572	55.9	42.6	1.5	200.0
Not Exempt From Passing	1,010	0	17	6	987	48.9	49.2	1.8	202.9
Exempt From Passing	607	0	20	2	585	67.5	31.5	1.0	195.1
Exempt From Taking (APA) [4]	50	50	--	--	--	--	--	--	--
Limited English Proficient [5]	209	0	0	0	209	73.7	25.8	0.5	193.4
Current LEP	171	0	0	0	171	77.2	22.2	0.6	192.5
Former LEP	38	0	0	0	38	57.9	42.1	0.0	197.6
Gender [6]									
Female	5,992	25	49	11	5,907	23.1	70.7	6.3	216.7
Male	6,084	25	49	14	5,996	16.4	70.6	13.0	223.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	12,078	50	98	25	11,905	19.7	70.6	9.7	220.0
Ethnicity [7]									
White	9,136	38	74	17	9,007	15.5	73.8	10.7	222.4
Black or African American	975	5	11	6	953	43.4	54.5	2.1	205.8
Asian	758	2	4	0	752	14.9	68.6	16.5	224.8
Native Hawaiian or Other Pacific Islander	109	0	0	0	109	19.3	75.2	5.5	219.9
Hispanic or Latino	1,047	5	7	2	1,033	37.9	59.1	3.0	208.6
American Indian or Alaska Native	23	0	2	0	21	28.6	47.6	23.8	220.4
Other	30	0	0	0	30	16.7	80.0	3.3	220.8
Economic Status									
Economically Disadvantaged	1,134	5	12	2	1,115	40.4	57.2	2.3	207.1
Non-Economically Disadvantaged	10,944	45	86	23	10,790	17.6	72.0	10.4	221.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,078	57	74	25	11,922	20.9	56.2	22.9	223.9
General Education [3]	10,242	0	42	16	10,184	13.0	60.7	26.3	230.1
Special Education	1,667	57	32	9	1,569	67.6	29.9	2.5	186.6
Not Exempt From Passing	943	0	18	4	921	58.0	38.3	3.7	194.4
Exempt From Passing	667	0	14	5	648	81.2	17.9	0.9	175.6
Exempt From Taking (APA) [4]	57	57	--	--	--	--	--	--	--
Limited English Proficient [5]	209	0	0	1	208	60.1	32.2	7.7	194.2
Current LEP	171	0	0	0	171	64.9	27.5	7.6	192.0
Former LEP	38	0	0	1	37	37.8	54.1	8.1	204.5
Gender [6]									
Female	5,992	28	39	11	5,914	21.4	58.0	20.6	222.7
Male	6,084	29	35	14	6,006	20.4	54.3	25.2	225.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	12,078	57	74	25	11,922	20.9	56.2	22.9	223.9
Ethnicity [7]									
White	9,136	42	53	16	9,025	17.1	58.0	24.9	226.9
Black or African American	975	7	12	4	952	45.4	47.8	6.8	202.6
Asian	758	2	3	1	752	12.0	50.0	38.0	234.9
Native Hawaiian or Other Pacific Islander	109	0	0	0	109	17.4	63.3	19.3	224.4
Hispanic or Latino	1,047	6	4	3	1,034	37.9	52.2	9.9	208.9
American Indian or Alaska Native	23	0	2	1	20	25.0	45.0	30.0	222.2
Other	30	0	0	0	30	33.3	43.3	23.3	218.0
Economic Status									
Economically Disadvantaged	1,134	7	5	8	1,114	40.5	50.7	8.8	206.4
Non-Economically Disadvantaged	10,944	50	69	17	10,808	18.9	56.7	24.4	225.7

1 Percentages may not total 100 due to rounding.
2 Students are included in Total Students only once, but they appear in all other categories that apply.
3 Includes students coded Former LEP.
4 Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
5 Includes students coded Current and Former LEP.
6 Excludes students who did not have Gender coded.
7 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,078	57	67	29	11,925	9.9	71.7	18.4	228.8
General Education [3]	10,242	0	42	19	10,181	3.6	75.1	21.3	234.6
Special Education	1,667	57	25	10	1,575	44.9	53.3	1.8	196.1
Not Exempt From Passing	988	0	17	4	967	33.8	63.7	2.5	205.8
Exempt From Passing	622	0	8	6	608	62.5	36.7	0.8	180.5
Exempt From Taking (APA) [4]	57	57	--	--	--	--	--	--	--
Limited English Proficient [5]	209	0	0	0	209	57.9	41.6	0.5	188.1
Current LEP	171	0	0	0	171	64.9	35.1	0.0	184.0
Former LEP	38	0	0	0	38	26.3	71.1	2.6	206.4
Gender [6]									
Female	5,992	28	35	9	5,920	7.4	68.6	24.0	233.1
Male	6,084	29	32	20	6,003	12.4	74.7	12.9	224.6
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	12,078	57	67	29	11,925	9.9	71.7	18.4	228.8
Ethnicity [7]									
White	9,136	42	51	22	9,021	7.6	72.7	19.7	231.1
Black or African American	975	7	8	1	959	21.4	70.0	8.7	216.0
Asian	758	2	3	1	752	9.3	64.6	26.1	231.6
Native Hawaiian or Other Pacific Islander	109	0	0	0	109	6.4	72.5	21.1	231.7
Hispanic or Latino	1,047	6	4	4	1,033	19.7	70.3	10.1	218.6
American Indian or Alaska Native	23	0	1	0	22	27.3	40.9	31.8	213.6
Other	30	0	0	1	29	24.1	44.8	31.0	225.6
Economic Status									
Economically Disadvantaged	1,134	7	6	6	1,115	23.0	69.7	7.4	214.5
Non-Economically Disadvantaged	10,944	50	61	23	10,810	8.6	71.9	19.6	230.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,601	88	167	17	18,329	16.8	69.6	13.6	223.5
General Education [3]	15,695	0	111	10	15,574	10.6	73.7	15.7	227.2
Special Education	2,636	88	53	7	2,488	50.1	47.8	2.1	203.1
Not Exempt From Passing	1,849	0	37	5	1,807	42.8	54.3	2.8	206.7
Exempt From Passing	699	0	16	2	681	69.5	30.4	0.1	193.6
Exempt From Taking (APA) [4]	88	88	--	--	--	--	--	--	--
Limited English Proficient [5]	352	0	4	0	348	64.4	35.1	0.6	196.7
Current LEP	283	0	3	0	280	70.0	29.6	0.4	194.1
Former LEP	69	0	1	0	68	41.2	57.4	1.5	207.4
Gender [6]									
Female	9,128	32	70	7	9,019	19.3	70.8	9.9	220.4
Male	9,462	56	96	10	9,300	14.4	68.4	17.3	226.5
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,601	88	167	17	18,329	16.8	69.6	13.6	223.5
Ethnicity [7]									
White	13,517	63	99	12	13,343	12.5	73.1	14.4	225.8
Black or African American	1,603	10	39	1	1,553	40.6	56.5	2.8	207.6
Asian	1,999	6	8	3	1,982	11.3	64.5	24.2	230.7
Native Hawaiian or Other Pacific Islander	17	0	0	0	17	17.6	76.5	5.9	226.1
Hispanic or Latino	1,384	8	20	1	1,355	38.5	57.9	3.7	208.9
American Indian or Alaska Native	21	0	0	0	21	14.3	66.7	19.0	231.2
Other	60	1	1	0	58	46.6	50.0	3.4	206.1
Economic Status									
Economically Disadvantaged	1,334	9	30	2	1,293	42.5	53.5	3.9	207.5
Non-Economically Disadvantaged	17,267	79	137	15	17,036	14.9	70.8	14.4	224.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,601	107	110	19	18,365	17.1	53.2	29.7	228.9
General Education [3]	15,695	0	69	9	15,617	9.6	56.3	34.1	235.3
Special Education	2,636	107	39	10	2,480	60.5	35.5	4.0	192.1
Not Exempt From Passing	1,693	0	16	8	1,669	50.3	44.0	5.6	199.8
Exempt From Passing	836	0	23	2	811	81.4	17.9	0.7	176.3
Exempt From Taking (APA) [4]	107	107	--	--	--	--	--	--	--
Limited English Proficient [5]	352	0	4	0	348	52.9	36.2	10.9	200.1
Current LEP	283	0	3	0	280	56.4	34.3	9.3	196.8
Former LEP	69	0	1	0	68	38.2	44.1	17.6	213.7
Gender [6]									
Female	9,128	40	50	8	9,030	17.2	56.4	26.4	227.6
Male	9,462	67	60	11	9,324	17.0	50.0	32.9	230.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,601	107	110	19	18,365	17.1	53.2	29.7	228.9
Ethnicity [7]									
White	13,517	76	68	15	13,358	13.5	55.4	31.0	231.6
Black or African American	1,603	14	20	3	1,566	41.4	50.7	7.9	205.9
Asian	1,999	7	1	1	1,990	8.1	41.2	50.8	242.9
Native Hawaiian or Other Pacific Islander	17	0	0	0	17	17.6	35.3	47.1	239.5
Hispanic or Latino	1,384	9	20	0	1,355	36.4	52.2	11.4	209.7
American Indian or Alaska Native	21	0	0	0	21	4.8	47.6	47.6	242.1
Other	60	1	1	0	58	51.7	37.9	10.3	199.5
Economic Status									
Economically Disadvantaged	1,334	14	19	3	1,298	38.7	51.8	9.6	207.7
Non-Economically Disadvantaged	17,267	93	91	16	17,067	15.5	53.3	31.3	230.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,601	109	99	20	18,373	8.1	68.1	23.8	232.3
General Education [3]	15,695	0	65	12	15,618	2.2	70.2	27.6	238.0
Special Education	2,636	109	32	8	2,487	39.0	58.2	2.8	201.5
Not Exempt From Passing	1,714	0	17	6	1,691	28.2	67.9	3.9	210.4
Exempt From Passing	813	0	15	2	796	61.9	37.6	0.5	182.5
Exempt From Taking (APA) [4]	109	109	--	--	--	--	--	--	--
Limited English Proficient [5]	352	0	3	0	349	59.6	39.5	0.9	188.1
Current LEP	283	0	2	0	281	66.5	32.7	0.7	184.1
Former LEP	69	0	1	0	68	30.9	67.6	1.5	204.4
Gender [6]									
Female	9,128	38	49	10	9,031	5.6	63.6	30.8	236.9
Male	9,462	71	50	10	9,331	10.5	72.3	17.1	227.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,601	109	99	20	18,373	8.1	68.1	23.8	232.3
Ethnicity [7]									
White	13,517	80	66	18	13,353	5.8	69.3	24.9	234.6
Black or African American	1,603	12	18	1	1,572	18.1	71.8	10.1	218.1
Asian	1,999	7	1	1	1,990	6.5	55.6	37.9	238.3
Native Hawaiian or Other Pacific Islander	17	0	0	0	17	17.6	76.5	5.9	226.7
Hispanic or Latino	1,384	9	13	0	1,362	20.3	70.3	9.4	218.5
American Indian or Alaska Native	21	0	0	0	21	0.0	57.1	42.9	240.0
Other	60	1	1	0	58	32.8	60.3	6.9	205.7
Economic Status									
Economically Disadvantaged	1,334	13	19	2	1,300	22.8	69.8	7.3	214.9
Non-Economically Disadvantaged	17,267	96	80	18	17,073	7.0	67.9	25.1	233.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,265	37	117	9	15,102	10.5	67.1	22.4	230.4
General Education [3]	13,160	0	64	9	13,087	6.0	68.8	25.2	233.8
Special Education	1,994	37	53	0	1,904	38.7	57.2	4.0	208.5
Not Exempt From Passing	1,694	0	43	0	1,651	34.1	61.3	4.6	210.6
Exempt From Passing	263	0	10	0	253	68.8	30.8	0.4	194.6
Exempt From Taking (APA) [4]	37	37	--	--	--	--	--	--	--
Limited English Proficient [5]	147	0	0	0	147	53.7	42.2	4.1	204.7
Current LEP	117	0	0	0	117	60.7	39.3	0.0	200.5
Former LEP	30	0	0	0	30	26.7	53.3	20.0	220.7
Gender [6]									
Female	7,483	11	52	6	7,414	12.0	70.7	17.3	227.5
Male	7,777	26	65	3	7,683	9.1	63.7	27.2	233.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,265	37	117	9	15,102	10.5	67.1	22.4	230.4
Ethnicity [7]									
White	11,990	29	87	7	11,867	8.6	69.0	22.4	231.4
Black or African American	921	6	19	0	896	34.8	60.5	4.7	210.6
Asian	1,624	2	7	1	1,614	5.6	56.3	38.0	239.3
Native Hawaiian or Other Pacific Islander	12	0	0	0	12	8.3	83.3	8.3	221.8
Hispanic or Latino	675	0	4	1	670	21.6	68.7	9.7	218.3
American Indian or Alaska Native	24	0	0	0	24	20.8	66.7	12.5	221.0
Other	19	0	0	0	19	42.1	57.9	0.0	207.6
Economic Status									
Economically Disadvantaged	475	1	10	1	463	37.8	58.3	3.9	209.2
Non-Economically Disadvantaged	14,790	36	107	8	14,639	9.6	67.4	23.0	231.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,265	41	102	13	15,109	10.8	48.0	41.2	237.3
General Education [3]	13,160	0	62	6	13,092	5.4	48.3	46.4	242.7
Special Education	1,994	41	40	7	1,906	46.8	46.3	6.9	202.0
Not Exempt From Passing	1,594	0	32	7	1,555	38.5	53.3	8.2	208.1
Exempt From Passing	359	0	8	0	351	83.8	15.1	1.1	175.0
Exempt From Taking (APA) [4]	41	41	--	--	--	--	--	--	--
Limited English Proficient [5]	147	0	0	0	147	35.4	42.9	21.8	213.5
Current LEP	117	0	0	0	117	41.9	41.9	16.2	208.2
Former LEP	30	0	0	0	30	10.0	46.7	43.3	234.2
Gender [6]									
Female	7,483	12	47	5	7,419	10.7	51.4	38.0	236.0
Male	7,777	29	55	8	7,685	11.0	44.7	44.3	238.6
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,265	41	102	13	15,109	10.8	48.0	41.2	237.3
Ethnicity [7]									
White	11,990	33	85	9	11,863	8.9	49.3	41.7	238.8
Black or African American	921	6	8	4	903	37.8	52.2	10.1	209.3
Asian	1,624	2	5	0	1,617	3.5	32.7	63.9	250.4
Native Hawaiian or Other Pacific Islander	12	0	0	0	12	8.3	50.0	41.7	232.2
Hispanic or Latino	675	0	4	0	671	24.6	56.2	19.2	219.7
American Indian or Alaska Native	24	0	0	0	24	25.0	45.8	29.2	222.5
Other	19	0	0	0	19	47.4	31.6	21.1	205.8
Economic Status									
Economically Disadvantaged	475	1	6	1	467	36.6	50.5	12.8	209.4
Non-Economically Disadvantaged	14,790	40	96	12	14,642	10.0	47.9	42.1	238.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,265	41	86	20	15,118	4.7	60.1	35.2	238.9
General Education [3]	13,160	0	54	13	13,093	1.3	58.9	39.8	243.3
Special Education	1,994	41	32	7	1,914	25.4	69.0	5.6	211.3
Not Exempt From Passing	1,647	0	25	6	1,616	18.0	75.6	6.4	217.2
Exempt From Passing	306	0	7	1	298	65.4	33.2	1.3	179.6
Exempt From Taking (APA) [4]	41	41	--	--	--	--	--	--	--
Limited English Proficient [5]	147	0	0	0	147	42.9	54.4	2.7	201.7
Current LEP	117	0	0	0	117	49.6	49.6	0.9	196.5
Former LEP	30	0	0	0	30	16.7	73.3	10.0	222.2
Gender [6]									
Female	7,483	12	46	5	7,420	3.1	53.4	43.5	243.1
Male	7,777	29	40	15	7,693	6.3	66.5	27.2	234.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,265	41	86	20	15,118	4.7	60.1	35.2	238.9
Ethnicity [7]									
White	11,990	33	72	14	11,871	3.6	60.1	36.3	240.2
Black or African American	921	6	6	5	904	17.3	71.3	11.4	221.4
Asian	1,624	2	4	0	1,618	3.1	50.1	46.8	244.3
Native Hawaiian or Other Pacific Islander	12	0	0	0	12	8.3	75.0	16.7	238.8
Hispanic or Latino	675	0	4	1	670	11.5	68.7	19.9	228.3
American Indian or Alaska Native	24	0	0	0	24	16.7	58.3	25.0	223.9
Other	19	0	0	0	19	26.3	52.6	21.1	211.5
Economic Status									
Economically Disadvantaged	475	1	6	0	468	20.3	68.2	11.5	218.9
Non-Economically Disadvantaged	14,790	40	80	20	14,650	4.2	59.8	35.9	239.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,638	8	29	3	3,598	5.5	64.9	29.5	236.2
General Education [3]	3,170	0	20	1	3,149	2.8	64.7	32.6	239.0
Special Education	441	8	9	2	422	23.7	68.0	8.3	216.6
Not Exempt From Passing	350	0	6	1	343	19.8	70.0	10.2	219.5
Exempt From Passing	83	0	3	1	79	40.5	59.5	0.0	204.0
Exempt From Taking (APA) [4]	8	8	--	--	--	--	--	--	--
Limited English Proficient [5]	34	0	0	0	34	38.2	55.9	5.9	212.4
Current LEP	27	0	0	0	27	44.4	48.1	7.4	211.4
Former LEP	7	*	*	*	*	*	*	*	*
Gender [6]									
Female	1,751	3	16	2	1,730	6.3	70.4	23.3	233.1
Male	1,886	5	13	1	1,867	4.8	59.8	35.4	239.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,638	8	29	3	3,598	5.5	64.9	29.5	236.2
Ethnicity [7]									
White	2,848	8	25	2	2,813	4.7	67.6	27.7	235.9
Black or African American	77	0	1	0	76	27.6	67.1	5.3	215.7
Asian	594	0	0	1	593	4.6	51.3	44.2	242.1
Native Hawaiian or Other Pacific Islander	1	*	*	*	*	*	*	*	*
Hispanic or Latino	101	0	1	0	100	16.0	67.0	17.0	224.1
American Indian or Alaska Native	2	*	*	*	*	*	*	*	*
Other	15	0	2	0	13	15.4	76.9	7.7	224.9
Economic Status									
Economically Disadvantaged	21	0	0	1	20	20.0	70.0	10.0	220.3
Non-Economically Disadvantaged	3,617	8	29	2	3,578	5.4	64.9	29.7	236.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,638	8	26	3	3,601	6.1	40.8	53.0	244.8
General Education [3]	3,170	0	16	2	3,152	2.3	39.3	58.4	249.2
Special Education	441	8	10	1	422	33.9	52.1	14.0	212.5
Not Exempt From Passing	350	0	5	1	344	27.3	55.8	16.9	218.6
Exempt From Passing	83	0	5	0	78	62.8	35.9	1.3	185.5
Exempt From Taking (APA) [4]	8	8	--	--	--	--	--	--	--
Limited English Proficient [5]	34	0	0	0	34	17.6	47.1	35.3	232.3
Current LEP	27	0	0	0	27	22.2	44.4	33.3	228.0
Former LEP	7	*	*	*	*	*	*	*	*
Gender [6]									
Female	1,751	3	12	1	1,735	5.2	44.7	50.1	243.7
Male	1,886	5	14	2	1,865	6.9	37.3	55.8	245.7
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,638	8	26	3	3,601	6.1	40.8	53.0	244.8
Ethnicity [7]									
White	2,848	8	23	2	2,815	5.6	43.8	50.6	244.0
Black or African American	77	0	1	0	76	38.2	48.7	13.2	212.0
Asian	594	0	0	1	593	1.7	24.1	74.2	255.5
Native Hawaiian or Other Pacific Islander	1	*	*	*	*	*	*	*	*
Hispanic or Latino	101	0	1	0	100	20.0	50.0	30.0	228.4
American Indian or Alaska Native	2	*	*	*	*	*	*	*	*
Other	15	0	1	0	14	21.4	50.0	28.6	226.0
Economic Status									
Economically Disadvantaged	21	0	0	0	21	28.6	42.9	28.6	218.9
Non-Economically Disadvantaged	3,617	8	26	3	3,580	6.0	40.8	53.2	244.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,638	8	24	5	3,601	2.6	55.4	42.0	243.0
General Education [3]	3,170	0	14	4	3,152	0.6	52.6	46.8	246.3
Special Education	441	8	10	1	422	15.4	75.4	9.2	220.5
Not Exempt From Passing	363	0	6	1	356	10.7	78.7	10.7	225.0
Exempt From Passing	70	0	4	0	66	40.9	57.6	1.5	196.3
Exempt From Taking (APA) [4]	8	8	--	--	--	--	--	--	--
Limited English Proficient [5]	34	0	0	0	34	23.5	73.5	2.9	211.7
Current LEP	27	0	0	0	27	25.9	70.4	3.7	210.0
Former LEP	7	*	*	*	*	*	*	*	*
Gender [6]									
Female	1,751	3	11	2	1,735	1.5	46.1	52.4	247.1
Male	1,886	5	13	3	1,865	3.5	64.1	32.4	239.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,638	8	24	5	3,601	2.6	55.4	42.0	243.0
Ethnicity [7]									
White	2,848	8	22	4	2,814	2.0	55.8	42.2	243.4
Black or African American	77	0	0	0	77	15.6	77.9	6.5	221.4
Asian	594	0	0	1	593	2.5	47.9	49.6	245.6
Native Hawaiian or Other Pacific Islander	1	*	*	*	*	*	*	*	*
Hispanic or Latino	101	0	1	0	100	6.0	69.0	25.0	235.0
American Indian or Alaska Native	2	*	*	*	*	*	*	*	*
Other	15	0	1	0	14	14.3	71.4	14.3	223.8
Economic Status									
Economically Disadvantaged	21	0	0	0	21	19.0	66.7	14.3	221.8
Non-Economically Disadvantaged	3,617	8	24	5	3,580	2.5	55.3	42.2	243.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG N

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	267	2	6	1	258	60.1	38.4	1.6	199.7
General Education [3]	197	0	4	0	193	51.3	46.6	2.1	203.7
Special Education	55	2	2	1	50	84.0	16.0	0.0	188.5
Not Exempt From Passing	53	0	2	1	50	84.0	16.0	0.0	188.5
Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	18	0	0	0	18	88.9	11.1	0.0	187.4
Current LEP	15	0	0	0	15	93.3	6.7	0.0	185.2
Former LEP	3	*	*	*	*	*	*	*	*
Gender [6]									
Female	127	1	3	1	122	66.4	31.1	2.5	197.4
Male	140	1	3	0	136	54.4	44.9	0.7	201.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	267	2	6	1	258	60.1	38.4	1.6	199.7
Ethnicity [7]									
White	56	0	1	0	55	49.1	43.6	7.3	208.7
Black or African American	94	1	3	1	89	62.9	37.1	0.0	197.0
Asian	4	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	113	1	2	0	110	63.6	36.4	0.0	197.1
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	167	2	5	1	159	64.8	34.6	0.6	197.2
Non-Economically Disadvantaged	100	0	1	0	99	52.5	44.4	3.0	203.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG N

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	267	2	3	0	262	50.4	42.0	7.6	201.1
General Education [3]	197	0	3	0	194	36.6	53.1	10.3	211.0
Special Education	55	2	0	0	53	90.6	9.4	0.0	170.8
Not Exempt From Passing	53	0	0	0	53	90.6	9.4	0.0	170.8
Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	18	0	0	0	18	77.8	16.7	5.6	186.1
Current LEP	15	0	0	0	15	86.7	13.3	0.0	179.4
Former LEP	3	*	*	*	*	*	*	*	*
Gender [6]									
Female	127	1	2	0	124	50.0	44.4	5.6	201.2
Male	140	1	1	0	138	50.7	39.9	9.4	201.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	267	2	3	0	262	50.4	42.0	7.6	201.1
Ethnicity [7]									
White	56	0	0	0	56	35.7	48.2	16.1	212.6
Black or African American	94	1	1	0	92	56.5	39.1	4.3	196.1
Asian	4	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	113	1	2	0	110	54.5	40.0	5.5	197.8
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	167	2	3	0	162	54.9	40.1	4.9	197.2
Non-Economically Disadvantaged	100	0	0	0	100	43.0	45.0	12.0	207.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG N

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	267	2	1	4	260	32.7	63.1	4.2	206.1
General Education [3]	197	0	1	0	196	19.9	74.5	5.6	216.4
Special Education	55	2	0	4	49	69.4	30.6	0.0	177.6
Not Exempt From Passing	53	0	0	4	49	69.4	30.6	0.0	177.6
Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	18	0	0	0	18	72.2	27.8	0.0	174.1
Current LEP	15	0	0	0	15	80.0	20.0	0.0	165.1
Former LEP	3	*	*	*	*	*	*	*	*
Gender [6]									
Female	127	1	1	1	124	25.0	68.5	6.5	214.2
Male	140	1	0	3	136	39.7	58.1	2.2	198.7
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	267	2	1	4	260	32.7	63.1	4.2	206.1
Ethnicity [7]									
White	56	0	0	0	56	21.4	69.6	8.9	217.1
Black or African American	94	1	0	2	91	31.9	65.9	2.2	204.7
Asian	4	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	113	1	1	2	109	39.4	56.9	3.7	201.2
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	167	2	1	1	163	36.8	60.1	3.1	203.1
Non-Economically Disadvantaged	100	0	0	3	97	25.8	68.0	6.2	211.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DHS, JJC)

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	400	1	35	9	355	86.8	13.0	0.3	186.8
General Education [3]	155	0	13	3	139	80.6	18.7	0.7	189.8
Special Education	245	1	22	6	216	90.7	9.3	0.0	184.9
Not Exempt From Passing	53	0	6	1	46	93.5	6.5	0.0	184.4
Exempt From Passing	191	0	16	5	170	90.0	10.0	0.0	185.1
Exempt From Taking (APA) [4]	1	1	--	--	--	--	--	--	--
Limited English Proficient [5]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	64	0	1	3	60	78.3	20.0	1.7	190.2
Male	336	1	34	6	295	88.5	11.5	0.0	186.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	400	1	35	9	355	86.8	13.0	0.3	186.8
Ethnicity [7]									
White	69	0	5	1	63	71.4	27.0	1.6	193.1
Black or African American	260	0	19	6	235	91.5	8.5	0.0	185.0
Asian	2	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2	*	*	*	*	*	*	*	*
Hispanic or Latino	52	0	11	0	41	82.9	17.1	0.0	186.9
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	15	0	0	2	13	92.3	7.7	0.0	186.1
Economic Status									
Economically Disadvantaged	276	0	21	6	249	90.8	9.2	0.0	185.9
Non-Economically Disadvantaged	124	1	14	3	106	77.4	21.7	0.9	189.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DHS, JJC)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	400	1	28	9	362	91.4	8.0	0.6	167.2
General Education [3]	155	0	11	2	142	84.5	14.1	1.4	174.7
Special Education	245	1	17	7	220	95.9	4.1	0.0	162.3
Not Exempt From Passing	36	0	4	2	30	90.0	10.0	0.0	165.8
Exempt From Passing	208	0	13	5	190	96.8	3.2	0.0	161.7
Exempt From Taking (APA) [4]	1	1	--	--	--	--	--	--	--
Limited English Proficient [5]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	64	0	1	4	59	86.4	11.9	1.7	172.7
Male	336	1	27	5	303	92.4	7.3	0.3	166.1
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	400	1	28	9	362	91.4	8.0	0.6	167.2
Ethnicity [7]									
White	69	0	5	1	63	82.5	15.9	1.6	178.3
Black or African American	260	0	17	8	235	94.9	5.1	0.0	163.0
Asian	2	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2	*	*	*	*	*	*	*	*
Hispanic or Latino	52	0	6	0	46	89.1	10.9	0.0	168.0
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	15	0	0	0	15	93.3	0.0	6.7	175.5
Economic Status									
Economically Disadvantaged	276	0	14	8	254	91.7	7.9	0.4	165.7
Non-Economically Disadvantaged	124	1	14	1	108	90.7	8.3	0.9	170.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DHS, JJC)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	400	1	30	9	360	80.3	19.7	0.0	161.8
General Education [3]	155	0	12	2	141	67.4	32.6	0.0	176.1
Special Education	245	1	18	7	219	88.6	11.4	0.0	152.5
Not Exempt From Passing	36	0	6	1	29	82.8	17.2	0.0	153.9
Exempt From Passing	208	0	12	6	190	89.5	10.5	0.0	152.3
Exempt From Taking (APA) [4]	1	1	--	--	--	--	--	--	--
Limited English Proficient [5]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	64	0	0	3	61	67.2	32.8	0.0	177.7
Male	336	1	30	6	299	82.9	17.1	0.0	158.5
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	400	1	30	9	360	80.3	19.7	0.0	161.8
Ethnicity [7]									
White	69	0	3	1	65	73.8	26.2	0.0	167.5
Black or African American	260	0	18	6	236	82.2	17.8	0.0	160.9
Asian	2	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	2	*	*	*	*	*	*	*	*
Hispanic or Latino	52	0	8	1	43	83.7	16.3	0.0	152.3
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	15	0	1	1	13	76.9	23.1	0.0	171.9
Economic Status									
Economically Disadvantaged	276	0	16	8	252	85.7	14.3	0.0	156.1
Non-Economically Disadvantaged	124	1	14	1	108	67.6	32.4	0.0	174.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

SCIENCE									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	513	2	8	4	499	61.1	38.3	0.6	198.7
General Education [3]	431	0	6	4	421	57.0	42.3	0.7	200.7
Special Education	77	2	2	0	73	84.9	15.1	0.0	187.7
Not Exempt From Passing	38	0	0	0	38	92.1	7.9	0.0	185.9
Exempt From Passing	37	0	2	0	35	77.1	22.9	0.0	189.7
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	5	*	*	*	*	*	*	*	*
Current LEP	5	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	284	1	6	1	276	63.4	36.2	0.4	197.4
Male	229	1	2	3	223	58.3	40.8	0.9	200.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	513	2	8	4	499	61.1	38.3	0.6	198.7
Ethnicity [7]									
White	35	0	0	0	35	34.3	62.9	2.9	209.7
Black or African American	330	2	7	3	318	67.3	32.1	0.6	196.3
Asian	7	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	136	0	1	1	134	55.2	44.8	0.0	201.1
American Indian or Alaska Native	1	*	*	*	*	*	*	*	*
Other	4	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	247	1	5	1	240	58.3	41.3	0.4	200.0
Non-Economically Disadvantaged	266	1	3	3	259	63.7	35.5	0.8	197.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	513	2	5	2	504	60.5	36.5	3.0	192.8
General Education [3]	431	0	4	1	426	56.1	40.4	3.5	196.3
Special Education	77	2	1	1	73	86.3	13.7	0.0	172.5
Not Exempt From Passing	38	0	1	0	37	81.1	18.9	0.0	176.3
Exempt From Passing	37	0	0	1	36	91.7	8.3	0.0	168.7
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	5	*	*	*	*	*	*	*	*
Current LEP	5	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	284	1	5	0	278	61.5	36.0	2.5	191.9
Male	229	1	0	2	226	59.3	37.2	3.5	193.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	513	2	5	2	504	60.5	36.5	3.0	192.8
Ethnicity [7]									
White	35	0	0	0	35	37.1	57.1	5.7	209.2
Black or African American	330	2	4	1	323	65.0	33.1	1.9	189.4
Asian	7	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	136	0	1	0	135	57.0	39.3	3.7	195.4
American Indian or Alaska Native	1	*	*	*	*	*	*	*	*
Other	4	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	247	1	3	2	241	57.3	40.2	2.5	193.9
Non-Economically Disadvantaged	266	1	2	0	263	63.5	33.1	3.4	191.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	513	2	3	5	503	30.0	65.8	4.2	209.0
General Education [3]	431	0	2	5	424	22.4	72.6	5.0	214.9
Special Education	77	2	1	0	74	71.6	28.4	0.0	176.6
Not Exempt From Passing	40	0	0	0	40	65.0	35.0	0.0	184.4
Exempt From Passing	35	0	1	0	34	79.4	20.6	0.0	167.3
Exempt From Taking (APA) [4]	2	2	--	--	--	--	--	--	--
Limited English Proficient [5]	5	*	*	*	*	*	*	*	*
Current LEP	5	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	284	1	1	3	279	22.2	72.4	5.4	213.7
Male	229	1	2	2	224	39.7	57.6	2.7	203.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	513	2	3	5	503	30.0	65.8	4.2	209.0
Ethnicity [7]									
White	35	0	0	0	35	20.0	74.3	5.7	219.7
Black or African American	330	2	1	5	322	35.1	60.9	4.0	205.9
Asian	7	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	136	0	2	0	134	20.9	76.1	3.0	212.6
American Indian or Alaska Native	1	*	*	*	*	*	*	*	*
Other	4	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	247	1	2	3	241	29.9	65.6	4.6	208.3
Non-Economically Disadvantaged	266	1	1	2	262	30.2	66.0	3.8	209.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,350	44	20	7	4,279	31.4	54.0	14.6	216.8
General Education [3]	3,578	0	12	2	3,564	24.2	58.5	17.3	220.9
Special Education	719	44	8	5	662	65.9	33.1	1.1	196.9
Not Exempt From Passing	191	0	1	0	190	37.9	58.4	3.7	209.7
Exempt From Passing	484	0	7	5	472	77.1	22.9	0.0	191.7
Exempt From Taking (APA) [4]	44	44	--	--	--	--	--	--	--
Limited English Proficient [5]	84	2	0	0	82	87.8	11.0	1.2	186.3
Current LEP	57	2	0	0	55	90.9	9.1	0.0	183.7
Former LEP	27	0	0	0	27	81.5	14.8	3.7	191.4
Gender [6]									
Female	2,121	23	9	2	2,087	37.3	51.9	10.8	212.6
Male	2,222	21	11	5	2,185	25.8	56.0	18.2	220.7
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,350	44	20	7	4,279	31.4	54.0	14.6	216.8
Ethnicity [7]									
White	1,787	13	11	4	1,759	15.0	61.9	23.1	227.7
Black or African American	947	16	4	2	925	53.4	45.1	1.5	201.2
Asian	296	1	0	0	295	2.7	45.1	52.2	244.9
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	0.0	30.8	69.2	254.4
Hispanic or Latino	1,132	13	5	1	1,113	47.4	49.4	3.1	205.1
American Indian or Alaska Native	14	1	0	0	13	38.5	61.5	0.0	205.5
Other	161	0	0	0	161	29.2	67.1	3.7	213.0
Economic Status									
Economically Disadvantaged	1,674	34	9	4	1,627	50.6	47.2	2.2	202.8
Non-Economically Disadvantaged	2,676	10	11	3	2,652	19.6	58.1	22.2	225.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,350	47	15	10	4,278	26.2	48.8	25.1	221.6
General Education [3]	3,578	0	8	8	3,562	17.2	53.2	29.6	229.1
Special Education	719	47	7	2	663	71.2	25.9	2.9	184.1
Not Exempt From Passing	185	0	1	0	184	33.7	56.5	9.8	211.7
Exempt From Passing	487	0	6	2	479	85.6	14.2	0.2	173.5
Exempt From Taking (APA) [4]	47	47	--	--	--	--	--	--	--
Limited English Proficient [5]	84	2	0	0	82	57.3	41.5	1.2	195.5
Current LEP	57	2	0	0	55	63.6	36.4	0.0	189.3
Former LEP	27	0	0	0	27	44.4	51.9	3.7	208.3
Gender [6]									
Female	2,121	23	5	3	2,090	28.0	50.5	21.4	218.9
Male	2,222	24	10	7	2,181	24.3	47.2	28.5	224.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,350	47	15	10	4,278	26.2	48.8	25.1	221.6
Ethnicity [7]									
White	1,787	12	10	2	1,763	17.8	45.4	36.8	231.3
Black or African American	947	18	2	8	919	43.1	51.4	5.5	203.5
Asian	296	1	0	0	295	1.4	26.1	72.5	256.5
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	0.0	15.4	84.6	261.9
Hispanic or Latino	1,132	14	3	0	1,115	32.6	56.4	11.0	211.8
American Indian or Alaska Native	14	2	0	0	12	41.7	50.0	8.3	203.1
Other	161	0	0	0	161	23.0	62.7	14.3	220.2
Economic Status									
Economically Disadvantaged	1,674	37	3	6	1,628	36.6	55.2	8.2	208.1
Non-Economically Disadvantaged	2,676	10	12	4	2,650	19.7	44.8	35.4	229.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,350	47	11	17	4,275	14.7	66.1	19.2	226.4
General Education [3]	3,578	0	6	15	3,557	5.9	71.2	22.9	233.3
Special Education	719	47	5	2	665	56.7	42.0	1.4	192.5
Not Exempt From Passing	205	0	1	0	204	24.5	71.6	3.9	213.1
Exempt From Passing	467	0	4	2	461	70.9	28.9	0.2	183.4
Exempt From Taking (APA) [4]	47	47	--	--	--	--	--	--	--
Limited English Proficient [5]	84	2	0	0	82	64.6	35.4	0.0	192.3
Current LEP	57	2	0	0	55	78.2	21.8	0.0	184.9
Former LEP	27	0	0	0	27	37.0	63.0	0.0	207.4
Gender [6]									
Female	2,121	24	4	7	2,086	11.5	66.2	22.3	229.7
Male	2,222	23	7	10	2,182	17.7	66.1	16.2	223.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,350	47	11	17	4,275	14.7	66.1	19.2	226.4
Ethnicity [7]									
White	1,787	13	7	10	1,757	10.9	63.2	25.8	231.9
Black or African American	947	16	1	4	926	20.1	74.1	5.8	217.1
Asian	296	1	0	0	295	1.7	40.7	57.6	248.6
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	0.0	38.5	61.5	251.3
Hispanic or Latino	1,132	15	3	2	1,112	19.9	70.0	10.2	219.6
American Indian or Alaska Native	14	2	0	0	12	33.3	50.0	16.7	213.3
Other	161	0	0	1	160	12.5	74.4	13.1	225.8
Economic Status									
Economically Disadvantaged	1,674	36	2	4	1,632	21.0	71.9	7.0	216.8
Non-Economically Disadvantaged	2,676	11	9	13	2,643	10.8	62.5	26.7	232.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,408	67	638	26	14,677	60.3	38.3	1.5	199.0
General Education [3]	11,350	0	360	19	10,971	51.3	46.8	1.9	203.0
Special Education	2,800	67	253	7	2,473	86.7	13.2	0.2	186.7
Not Exempt From Passing	402	0	25	1	376	77.7	22.1	0.3	191.2
Exempt From Passing	2,331	0	228	6	2,097	88.3	11.6	0.1	185.9
Exempt From Taking (APA) [4]	67	67	--	--	--	--	--	--	--
Limited English Proficient [5]	1,541	2	32	0	1,507	84.3	15.5	0.2	188.8
Current LEP	1,273	1	26	0	1,246	87.0	12.8	0.2	187.5
Former LEP	268	1	6	0	261	71.3	28.4	0.4	195.3
Gender [6]									
Female	8,009	24	270	9	7,706	64.0	35.0	1.0	197.4
Male	7,380	43	365	17	6,955	56.1	42.0	2.0	200.8
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	15,399	67	638	26	14,668	60.3	38.3	1.5	199.0
Ethnicity [7]									
White	2,542	11	31	2	2,498	33.0	62.4	4.6	211.6
Black or African American	6,392	22	367	20	5,983	70.4	29.1	0.5	194.4
Asian	411	0	6	0	405	39.3	52.6	8.1	211.4
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	50.0	50.0	0.0	204.3
Hispanic or Latino	5,916	28	226	4	5,658	63.1	36.2	0.7	197.3
American Indian or Alaska Native	51	0	3	0	48	56.3	43.8	0.0	201.6
Other	80	6	5	0	69	62.3	36.2	1.4	198.7
Economic Status									
Economically Disadvantaged	8,398	19	325	11	8,043	65.6	33.7	0.7	196.3
Non-Economically Disadvantaged	7,010	48	313	15	6,634	53.8	43.8	2.4	202.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,408	68	417	30	14,893	55.6	38.3	6.2	196.2
General Education [3]	11,350	0	222	16	11,112	44.6	47.3	8.0	204.9
Special Education	2,800	68	180	12	2,540	92.6	7.1	0.3	165.6
Not Exempt From Passing	354	0	18	3	333	76.6	22.2	1.2	179.5
Exempt From Passing	2,378	0	162	9	2,207	95.0	4.8	0.2	163.5
Exempt From Taking (APA) [4]	68	68	--	--	--	--	--	--	--
Limited English Proficient [5]	1,541	2	20	3	1,516	74.2	24.0	1.8	183.1
Current LEP	1,273	1	15	2	1,255	78.0	20.7	1.3	180.4
Former LEP	268	1	5	1	261	55.9	39.8	4.2	196.2
Gender [6]									
Female	8,009	24	173	12	7,800	55.8	38.7	5.5	196.1
Male	7,380	44	243	18	7,075	55.2	37.9	6.9	196.3
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	15,399	68	417	30	14,884	55.6	38.3	6.2	196.2
Ethnicity [7]									
White	2,542	11	26	2	2,503	30.7	54.1	15.2	215.1
Black or African American	6,392	23	232	22	6,115	68.5	28.7	2.8	186.6
Asian	411	0	5	0	406	30.5	49.0	20.4	218.3
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	37.5	37.5	25.0	209.4
Hispanic or Latino	5,916	28	150	6	5,732	54.4	40.8	4.7	196.5
American Indian or Alaska Native	51	0	2	0	49	38.8	53.1	8.2	206.0
Other	80	6	2	0	72	62.5	31.9	5.6	188.7
Economic Status									
Economically Disadvantaged	8,398	20	215	19	8,144	59.2	36.2	4.6	193.1
Non-Economically Disadvantaged	7,010	48	202	11	6,749	51.2	40.8	8.0	199.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,408	70	352	51	14,935	36.1	58.4	5.5	203.7
General Education [3]	11,350	0	188	27	11,135	20.4	72.4	7.3	216.5
Special Education	2,800	70	151	24	2,555	82.7	17.2	0.1	164.1
Not Exempt From Passing	350	0	17	2	331	62.2	37.5	0.3	182.2
Exempt From Passing	2,380	0	134	22	2,224	85.7	14.2	0.1	161.4
Exempt From Taking (APA) [4]	70	70	--	--	--	--	--	--	--
Limited English Proficient [5]	1,541	2	16	0	1,523	74.7	25.0	0.3	175.0
Current LEP	1,273	1	13	0	1,259	81.2	18.6	0.2	170.0
Former LEP	268	1	3	0	264	43.9	55.7	0.4	199.1
Gender [6]									
Female	8,009	25	149	22	7,813	30.0	62.7	7.4	209.6
Male	7,380	45	202	29	7,104	42.7	53.9	3.4	197.3
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	15,399	70	352	51	14,926	36.1	58.5	5.5	203.7
Ethnicity [7]									
White	2,542	13	23	9	2,497	18.9	69.9	11.1	219.6
Black or African American	6,392	22	188	31	6,151	41.4	55.7	3.0	198.5
Asian	411	0	3	2	406	24.6	57.1	18.2	218.4
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	50.0	37.5	12.5	210.4
Hispanic or Latino	5,916	29	134	9	5,744	38.5	56.8	4.7	201.5
American Indian or Alaska Native	51	0	2	0	49	34.7	61.2	4.1	209.1
Other	80	6	2	0	72	51.4	38.9	9.7	191.5
Economic Status									
Economically Disadvantaged	8,398	21	174	31	8,172	39.6	56.3	4.1	200.4
Non-Economically Disadvantaged	7,010	49	178	20	6,763	31.8	61.0	7.2	207.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

SCIENCE

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	84,687	394	849	111	83,333	21.4	66.1	12.4	220.6
General Education [3]	70,927	0	508	71	70,348	14.7	70.9	14.4	224.4
Special Education	12,494	394	330	39	11,731	55.7	42.4	1.9	200.5
Not Exempt From Passing	7,432	0	183	18	7,231	45.4	51.7	3.0	205.3
Exempt From Passing	4,668	0	147	21	4,500	72.2	27.6	0.2	192.9
Exempt From Taking (APA) [4]	394	394	--	--	--	--	--	--	--
Limited English Proficient [5]	1,575	3	13	1	1,558	73.2	25.9	1.0	193.9
Current LEP	1,298	3	11	1	1,283	77.6	22.1	0.4	192.0
Former LEP	277	0	2	0	275	52.7	43.6	3.6	203.1
Gender [6]									
Female	41,604	147	350	50	41,057	24.3	66.7	9.0	217.6
Male	43,034	247	497	61	42,229	18.6	65.6	15.8	223.5
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	84,683	394	849	111	83,329	21.4	66.1	12.4	220.6
Ethnicity [7]									
White	58,057	251	507	66	57,233	14.8	71.1	14.1	224.4
Black or African American	9,639	68	193	26	9,352	48.2	49.9	1.9	203.8
Asian	6,875	19	23	6	6,827	12.5	61.2	26.3	230.9
Native Hawaiian or Other Pacific Islander	194	0	1	0	193	18.7	69.9	11.4	222.6
Hispanic or Latino	9,272	50	111	10	9,101	41.4	55.4	3.2	207.1
American Indian or Alaska Native	148	2	3	0	143	25.2	65.7	9.1	217.2
Other	502	4	11	3	484	38.6	58.3	3.1	208.5
Economic Status									
Economically Disadvantaged	11,011	108	177	27	10,699	46.2	51.4	2.4	204.6
Non-Economically Disadvantaged	73,676	286	672	84	72,634	17.8	68.3	13.9	222.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	84,687	455	647	125	83,460	21.4	52.3	26.3	224.9
General Education [3]	70,927	0	375	72	70,480	13.3	56.2	30.4	231.6
Special Education	12,494	455	264	51	11,724	65.4	31.1	3.5	188.4
Not Exempt From Passing	6,888	0	121	28	6,739	51.7	42.7	5.6	199.0
Exempt From Passing	5,151	0	143	23	4,985	84.0	15.4	0.6	174.1
Exempt From Taking (APA) [4]	455	455	--	--	--	--	--	--	--
Limited English Proficient [5]	1,575	3	10	3	1,559	59.7	32.1	8.2	194.6
Current LEP	1,298	3	9	2	1,284	63.9	29.7	6.5	191.1
Former LEP	277	0	1	1	275	40.0	43.6	16.4	211.1
Gender [6]									
Female	41,604	168	287	48	41,101	21.4	55.0	23.5	223.8
Male	43,034	287	358	76	42,313	21.4	49.7	29.0	226.0
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	84,683	455	647	125	83,456	21.4	52.3	26.3	224.9
Ethnicity [7]									
White	58,057	289	399	75	57,294	15.5	54.9	29.6	229.8
Black or African American	9,639	82	134	40	9,383	49.6	44.7	5.7	199.9
Asian	6,875	20	14	4	6,837	8.6	40.9	50.5	242.3
Native Hawaiian or Other Pacific Islander	194	0	0	0	194	17.0	53.1	29.9	228.0
Hispanic or Latino	9,272	57	92	4	9,119	38.1	52.4	9.5	207.9
American Indian or Alaska Native	148	3	2	1	142	22.5	56.3	21.1	221.3
Other	502	4	6	1	491	39.3	48.7	12.0	207.6
Economic Status									
Economically Disadvantaged	11,011	125	116	38	10,732	43.1	49.0	7.9	204.2
Non-Economically Disadvantaged	73,676	330	531	87	72,728	18.2	52.8	29.0	228.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2007
REPORT PRINTED: 8/31/2007
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	84,687	450	555	151	83,531	10.8	67.3	21.9	229.5
General Education [3]	70,927	0	321	97	70,509	4.1	70.4	25.5	235.8
Special Education	12,494	450	229	49	11,766	45.0	52.5	2.5	196.9
Not Exempt From Passing	7,103	0	113	24	6,966	30.1	66.0	3.9	208.7
Exempt From Passing	4,941	0	116	25	4,800	66.7	32.9	0.5	179.8
Exempt From Taking (APA) [4]	450	450	--	--	--	--	--	--	--
Limited English Proficient [5]	1,575	3	7	5	1,560	62.5	36.8	0.7	186.9
Current LEP	1,298	3	5	5	1,285	69.1	30.5	0.4	182.4
Former LEP	277	0	2	0	275	31.6	66.2	2.2	208.1
Gender [6]									
Female	41,604	162	234	59	41,149	7.7	64.5	27.8	234.2
Male	43,034	288	320	91	42,335	13.8	70.0	16.1	224.9
Migrant Status									
Migrant	4	*	*	*	*	*	*	*	*
Non-Migrant	84,683	450	555	151	83,527	10.8	67.3	21.9	229.5
Ethnicity [7]									
White	58,057	288	362	89	57,318	7.2	68.1	24.7	233.3
Black or African American	9,639	78	105	37	9,419	24.3	68.6	7.1	213.3
Asian	6,875	20	8	5	6,842	7.4	56.4	36.3	237.3
Native Hawaiian or Other Pacific Islander	194	0	0	0	194	9.3	68.6	22.2	231.9
Hispanic or Latino	9,272	57	71	17	9,127	21.2	69.6	9.2	217.2
American Indian or Alaska Native	148	3	1	0	144	17.4	61.8	20.8	222.6
Other	502	4	8	3	487	25.1	64.5	10.5	215.1
Economic Status									
Economically Disadvantaged	11,011	123	106	34	10,748	25.5	67.8	6.7	212.6
Non-Economically Disadvantaged	73,676	327	449	117	72,783	8.7	67.2	24.1	232.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 7/10/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	99,570	539	881	165	97,985	25.2	51.4	23.4	221.2
General Education [3]	81,726	0	492	85	81,149	16.3	56.0	27.6	228.2
Special Education	15,405	539	366	78	14,422	68.2	29.0	2.7	187.0
Not Exempt From Passing	7,555	0	106	21	7,428	52.1	42.9	4.9	198.4
Exempt From Passing	7,311	0	260	57	6,994	85.3	14.3	0.4	174.8
Exempt From Taking (APA) [4]	539	539	--	--	--	--	--	--	--
Limited English Proficient [5]	3,110	4	28	3	3,075	64.4	31.0	4.7	190.5
Current LEP	2,503	4	24	2	2,473	68.3	28.1	3.6	187.5
Former LEP	607	0	4	1	602	48.3	42.5	9.1	202.9
Gender [6]									
Female	49,135	209	360	55	48,511	25.3	54.1	20.6	219.9
Male	50,398	322	519	110	49,447	25.1	48.7	26.1	222.4
Migrant Status									
Migrant	12	0	0	0	12	75.0	16.7	8.3	186.7
Non-Migrant	99,558	539	881	165	97,973	25.2	51.4	23.4	221.2
Ethnicity [7]									
White	59,259	297	310	80	58,572	14.7	56.2	29.0	229.5
Black or African American	15,950	107	340	54	15,449	55.1	40.4	4.5	196.2
Asian	7,700	22	17	1	7,660	9.1	39.7	51.1	241.8
Native Hawaiian or Other Pacific Islander	172	0	0	0	172	15.7	56.4	27.9	229.4
Hispanic or Latino	15,428	107	195	28	15,098	43.2	49.7	7.2	204.3
American Indian or Alaska Native	135	0	0	0	135	31.1	54.8	14.1	214.1
Other	926	6	19	2	899	33.4	50.6	16.0	213.4
Economic Status									
Economically Disadvantaged	19,355	176	292	54	18,833	48.5	45.4	6.2	200.7
Non-Economically Disadvantaged	80,215	363	589	111	79,152	19.7	52.8	27.5	226.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 7/10/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1] % Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	99,570	548	738	228	98,056	17.2	70.6	12.2	220.8
General Education [3]	81,726	0	420	113	81,193	8.3	77.2	14.5	228.6
Special Education	15,405	548	290	107	14,460	56.8	42.0	1.2	185.6
Not Exempt From Passing	7,834	0	88	34	7,712	38.7	59.2	2.2	201.3
Exempt From Passing	7,023	0	202	73	6,748	77.5	22.4	0.2	167.7
Exempt From Taking (APA) [4]	548	548	--	--	--	--	--	--	--
Limited English Proficient [5]	3,110	5	31	8	3,066	71.2	28.6	0.2	175.4
Current LEP	2,503	5	28	8	2,462	78.1	21.7	0.2	169.7
Former LEP	607	0	3	0	604	43.0	56.8	0.2	199.0
Gender [6]									
Female	49,135	207	309	76	48,543	12.6	70.8	16.6	226.3
Male	50,398	333	427	152	49,486	21.6	70.4	7.9	215.4
Migrant Status									
Migrant	12	0	0	0	12	75.0	25.0	0.0	171.5
Non-Migrant	99,558	548	738	228	98,044	17.2	70.6	12.2	220.8
Ethnicity [7]									
White	59,259	300	267	84	58,608	9.7	75.0	15.3	228.0
Black or African American	15,950	110	275	101	15,464	35.5	61.6	2.9	202.8
Asian	7,700	23	15	5	7,657	9.2	66.7	24.1	232.0
Native Hawaiian or Other Pacific Islander	172	0	0	0	172	8.7	76.7	14.5	227.0
Hispanic or Latino	15,428	109	167	30	15,122	31.3	64.8	3.9	206.1
American Indian or Alaska Native	135	0	0	1	134	23.1	71.6	5.2	215.6
Other	926	6	14	7	899	23.1	67.4	9.5	213.6
Economic Status									
Economically Disadvantaged	19,355	180	245	81	18,849	35.4	61.8	2.8	202.7
Non-Economically Disadvantaged	80,215	368	493	147	79,207	12.8	72.7	14.4	225.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,175	47	320	35	11,773	56.7	38.3	5.0	195.3
General Education [3]	8,939	0	169	14	8,756	46.1	47.2	6.6	203.2
Special Education	2,278	47	139	20	2,072	91.5	8.3	0.2	169.1
Not Exempt From Passing	385	0	16	1	368	85.9	13.3	0.8	174.9
Exempt From Passing	1,846	0	123	19	1,704	92.7	7.2	0.1	167.8
Exempt From Taking (APA) [4]	47	47	--	--	--	--	--	--	--
Limited English Proficient [5]	1,229	0	14	2	1,213	75.1	24.4	0.5	182.0
Current LEP	983	0	13	1	969	78.3	21.5	0.2	179.4
Former LEP	246	0	1	1	244	62.3	36.1	1.6	192.1
Gender [6]									
Female	6,315	21	118	10	6,166	56.7	39.3	4.0	194.9
Male	5,854	26	202	25	5,601	56.6	37.3	6.1	195.7
Migrant Status									
Migrant	5	*	*	*	*	*	*	*	*
Non-Migrant	12,170	47	320	35	11,768	56.7	38.3	5.0	195.3
Ethnicity [7]									
White	1,649	8	16	3	1,622	26.8	58.5	14.7	216.8
Black or African American	5,217	23	190	23	4,981	69.7	28.4	1.9	186.4
Asian	229	0	0	0	229	30.6	51.1	18.3	216.8
Native Hawaiian or Other Pacific Islander	2	*	*	*	*	*	*	*	*
Hispanic or Latino	5,012	15	108	9	4,880	54.3	41.4	4.3	196.4
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*
Other	57	1	6	0	50	72.0	24.0	4.0	187.1
Economic Status									
Economically Disadvantaged	6,719	39	171	20	6,489	59.7	36.8	3.5	193.1
Non-Economically Disadvantaged	5,456	8	149	15	5,284	53.0	40.2	6.8	198.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,175	46	250	65	11,814	42.9	54.6	2.5	196.5
General Education [3]	8,939	0	136	34	8,769	28.0	68.7	3.3	209.8
Special Education	2,278	46	98	26	2,108	86.0	14.0	0.0	156.7
Not Exempt From Passing	400	0	11	2	387	73.6	26.4	0.0	169.4
Exempt From Passing	1,832	0	87	24	1,721	88.7	11.2	0.1	153.9
Exempt From Taking (APA) [4]	46	46	--	--	--	--	--	--	--
Limited English Proficient [5]	1,229	0	17	5	1,207	79.4	20.5	0.1	166.8
Current LEP	983	0	16	5	962	86.0	13.9	0.1	160.6
Former LEP	246	0	1	0	245	53.5	46.5	0.0	191.0
Gender [6]									
Female	6,315	20	102	24	6,169	35.2	61.2	3.6	203.6
Male	5,854	26	148	41	5,639	51.3	47.5	1.2	188.8
Migrant Status									
Migrant	5	*	*	*	*	*	*	*	*
Non-Migrant	12,170	46	250	65	11,809	42.9	54.7	2.5	196.5
Ethnicity [7]									
White	1,649	8	8	7	1,626	23.2	70.1	6.6	213.9
Black or African American	5,217	21	156	43	4,997	49.1	49.7	1.2	191.7
Asian	229	0	0	1	228	27.6	64.9	7.5	212.1
Native Hawaiian or Other Pacific Islander	2	*	*	*	*	*	*	*	*
Hispanic or Latino	5,012	16	82	10	4,904	43.8	54.1	2.1	195.0
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*
Other	57	1	4	4	48	47.9	52.1	0.0	187.9
Economic Status									
Economically Disadvantaged	6,719	39	138	34	6,508	45.1	53.0	1.9	194.7
Non-Economically Disadvantaged	5,456	7	112	31	5,306	40.2	56.6	3.2	198.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,925	87	95	15	8,728	35.8	52.9	11.3	210.2
General Education [3]	6,993	0	54	11	6,928	25.2	60.9	13.9	217.8
Special Education	1,539	87	37	4	1,411	79.4	20.0	0.6	178.5
Not Exempt From Passing	399	0	10	1	388	63.9	34.3	1.8	189.8
Exempt From Passing	1,053	0	27	3	1,023	85.2	14.6	0.2	174.3
Exempt From Taking (APA) [4]	87	87	--	--	--	--	--	--	--
Limited English Proficient [5]	487	1	5	0	481	62.2	35.1	2.7	191.1
Current LEP	402	1	4	0	397	66.2	30.7	3.0	188.2
Former LEP	85	0	1	0	84	42.9	56.0	1.2	205.2
Gender [6]									
Female	4,462	34	46	4	4,378	36.5	54.0	9.5	208.8
Male	4,457	51	49	11	4,346	35.0	51.8	13.1	211.6
Migrant Status									
Migrant	5	*	*	*	*	*	*	*	*
Non-Migrant	8,920	87	95	15	8,723	35.7	53.0	11.3	210.2
Ethnicity [7]									
White	4,170	47	32	6	4,085	23.1	60.5	16.4	219.1
Black or African American	1,880	12	38	1	1,829	58.4	38.3	3.3	194.3
Asian	505	3	1	0	501	21.8	55.5	22.8	222.9
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	23.1	61.5	15.4	219.8
Hispanic or Latino	2,304	25	24	8	2,247	43.5	50.5	6.0	203.9
American Indian or Alaska Native	18	0	0	0	18	33.3	55.6	11.1	211.0
Other	35	0	0	0	35	34.3	51.4	14.3	209.5
Economic Status									
Economically Disadvantaged	3,087	32	34	4	3,017	45.3	47.5	7.2	203.1
Non-Economically Disadvantaged	5,838	55	61	11	5,711	30.7	55.8	13.5	213.9

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,925	91	88	20	8,726	24.4	70.2	5.4	212.0
General Education [3]	6,993	0	53	11	6,929	12.2	81.1	6.7	221.7
Special Education	1,539	91	30	8	1,410	70.1	29.6	0.3	175.0
Not Exempt From Passing	426	0	10	2	414	56.0	43.5	0.5	188.9
Exempt From Passing	1,022	0	20	6	996	75.9	23.9	0.2	169.2
Exempt From Taking (APA) [4]	91	91	--	--	--	--	--	--	--
Limited English Proficient [5]	487	1	6	1	479	70.4	29.4	0.2	176.7
Current LEP	402	1	5	1	395	77.7	22.0	0.3	171.0
Former LEP	85	0	1	0	84	35.7	64.3	0.0	203.1
Gender [6]									
Female	4,462	36	41	8	4,377	18.9	73.4	7.7	217.4
Male	4,457	53	47	12	4,345	30.0	66.9	3.1	206.5
Migrant Status									
Migrant	5	*	*	*	*	*	*	*	*
Non-Migrant	8,920	91	88	20	8,721	24.4	70.2	5.4	212.0
Ethnicity [7]									
White	4,170	51	27	7	4,085	17.1	75.4	7.5	218.4
Black or African American	1,880	12	35	7	1,826	36.4	61.7	1.9	201.5
Asian	505	3	1	0	501	18.6	72.7	8.8	219.1
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	7.7	76.9	15.4	223.6
Hispanic or Latino	2,304	25	25	6	2,248	29.4	66.9	3.7	207.1
American Indian or Alaska Native	18	0	0	0	18	27.8	72.2	0.0	211.2
Other	35	0	0	0	35	22.9	77.1	0.0	209.5
Economic Status									
Economically Disadvantaged	3,087	36	28	12	3,011	31.7	64.9	3.4	205.7
Non-Economically Disadvantaged	5,838	55	60	8	5,715	20.6	73.0	6.4	215.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,292	27	80	21	8,164	30.6	56.7	12.7	213.8
General Education [3]	6,733	0	46	8	6,679	20.0	64.8	15.1	221.2
Special Education	1,332	27	30	12	1,263	78.9	20.0	1.1	179.8
Not Exempt From Passing	754	0	13	4	737	71.4	26.9	1.8	184.9
Exempt From Passing	551	0	17	8	526	89.4	10.5	0.2	172.8
Exempt From Taking (APA) [4]	27	27	--	--	--	--	--	--	--
Limited English Proficient [5]	297	0	5	1	291	68.4	25.8	5.8	189.2
Current LEP	228	0	4	1	223	73.1	21.5	5.4	185.5
Former LEP	69	0	1	0	68	52.9	39.7	7.4	201.2
Gender [6]									
Female	4,059	13	36	5	4,005	29.7	59.2	11.1	213.4
Male	4,230	14	44	16	4,156	31.3	54.5	14.2	214.3
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,291	27	80	21	8,163	30.6	56.7	12.7	213.8
Ethnicity [7]									
White	4,397	13	36	13	4,335	21.2	62.2	16.6	220.9
Black or African American	1,549	7	17	5	1,520	48.0	48.3	3.7	199.7
Asian	511	2	0	0	509	14.9	55.4	29.7	230.0
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	25.0	75.0	0.0	217.2
Hispanic or Latino	1,677	4	26	3	1,644	43.8	50.4	5.8	203.5
American Indian or Alaska Native	18	0	0	0	18	38.9	38.9	22.2	208.4
Other	124	1	1	0	122	32.8	59.0	8.2	209.7
Economic Status									
Economically Disadvantaged	2,123	8	20	7	2,088	42.4	50.6	7.0	204.6
Non-Economically Disadvantaged	6,169	19	60	14	6,076	26.5	58.9	14.6	217.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	8,292	28	56	20	8,188	20.6	73.0	6.4	215.4
General Education [3]	6,733	0	32	10	6,691	9.8	82.5	7.7	224.1
Special Education	1,332	28	21	10	1,273	66.5	33.1	0.4	178.4
Not Exempt From Passing	767	0	10	5	752	57.0	42.4	0.5	186.9
Exempt From Passing	537	0	11	5	521	80.2	19.6	0.2	166.1
Exempt From Taking (APA) [4]	28	28	--	--	--	--	--	--	--
Limited English Proficient [5]	297	0	4	0	293	74.1	25.6	0.3	175.4
Current LEP	228	0	3	0	225	82.2	17.8	0.0	167.8
Former LEP	69	0	1	0	68	47.1	51.5	1.5	200.5
Gender [6]									
Female	4,059	13	26	6	4,014	14.3	76.7	9.1	222.0
Male	4,230	15	30	14	4,171	26.7	69.6	3.7	209.2
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,291	28	56	20	8,187	20.6	73.1	6.4	215.4
Ethnicity [7]									
White	4,397	13	25	7	4,352	14.3	77.2	8.5	220.8
Black or African American	1,549	8	9	9	1,523	29.6	67.9	2.5	207.2
Asian	511	2	0	1	508	13.8	74.2	12.0	223.7
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	18.8	81.3	0.0	220.8
Hispanic or Latino	1,677	4	22	2	1,649	30.6	66.5	2.9	206.8
American Indian or Alaska Native	18	0	0	0	18	33.3	66.7	0.0	206.4
Other	124	1	0	1	122	23.8	73.0	3.3	208.9
Economic Status									
Economically Disadvantaged	2,123	9	15	3	2,096	32.3	65.0	2.6	205.1
Non-Economically Disadvantaged	6,169	19	41	17	6,092	16.6	75.8	7.6	219.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,622	92	74	12	14,444	24.5	58.0	17.4	219.2
General Education [3]	12,175	0	34	3	12,138	16.1	63.5	20.4	225.4
Special Education	2,264	92	39	9	2,124	69.9	28.2	1.8	186.5
Not Exempt From Passing	1,057	0	12	5	1,040	58.2	38.8	3.1	194.8
Exempt From Passing	1,115	0	27	4	1,084	81.2	18.2	0.6	178.6
Exempt From Taking (APA) [4]	92	92	--	--	--	--	--	--	--
Limited English Proficient [5]	235	2	1	0	232	55.2	42.7	2.2	195.4
Current LEP	189	2	1	0	186	60.2	38.2	1.6	191.9
Former LEP	46	0	0	0	46	34.8	60.9	4.3	209.4
Gender [6]									
Female	7,153	33	27	1	7,092	24.8	61.1	14.1	217.8
Male	7,465	58	47	11	7,349	24.3	55.0	20.7	220.6
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,622	92	74	12	14,444	24.5	58.0	17.4	219.2
Ethnicity [7]									
White	10,207	60	38	10	10,099	19.0	61.4	19.6	223.2
Black or African American	1,882	18	30	2	1,832	49.7	45.5	4.8	200.0
Asian	826	1	0	0	825	13.5	52.8	33.7	231.9
Native Hawaiian or Other Pacific Islander	26	0	0	0	26	11.5	53.8	34.6	231.4
Hispanic or Latino	1,552	13	4	0	1,535	35.2	54.8	10.0	210.4
American Indian or Alaska Native	27	0	0	0	27	33.3	55.6	11.1	214.8
Other	102	0	2	0	100	56.0	36.0	8.0	195.3
Economic Status									
Economically Disadvantaged	2,062	28	16	3	2,015	41.5	49.9	8.5	206.2
Non-Economically Disadvantaged	12,560	64	58	9	12,429	21.8	59.3	18.9	221.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,622	90	57	26	14,449	14.8	75.8	9.4	221.6
General Education [3]	12,175	0	26	11	12,138	6.5	82.4	11.1	228.4
Special Education	2,264	90	30	13	2,131	57.3	42.3	0.4	187.1
Not Exempt From Passing	1,108	0	8	6	1,094	43.1	56.2	0.7	198.8
Exempt From Passing	1,066	0	22	7	1,037	72.2	27.7	0.1	174.7
Exempt From Taking (APA) [4]	90	90	--	--	--	--	--	--	--
Limited English Proficient [5]	235	2	1	2	230	65.7	34.3	0.0	181.1
Current LEP	189	2	1	2	184	75.5	24.5	0.0	174.0
Former LEP	46	0	0	0	46	26.1	73.9	0.0	209.5
Gender [6]									
Female	7,153	33	20	8	7,092	9.7	77.1	13.3	227.2
Male	7,465	56	37	18	7,354	19.7	74.6	5.7	216.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	14,622	90	57	26	14,449	14.8	75.8	9.4	221.6
Ethnicity [7]									
White	10,207	58	35	10	10,104	11.7	77.8	10.5	224.6
Black or African American	1,882	18	20	10	1,834	26.1	70.1	3.9	210.0
Asian	826	1	0	0	825	13.1	71.2	15.8	226.0
Native Hawaiian or Other Pacific Islander	26	0	0	0	26	7.7	65.4	26.9	232.5
Hispanic or Latino	1,552	13	2	5	1,532	20.7	73.4	5.9	215.3
American Indian or Alaska Native	27	0	0	1	26	23.1	73.1	3.8	212.5
Other	102	0	0	0	102	42.2	55.9	2.0	198.7
Economic Status									
Economically Disadvantaged	2,062	25	12	6	2,019	26.4	69.2	4.4	209.9
Non-Economically Disadvantaged	12,560	65	45	20	12,430	12.9	76.9	10.2	223.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,032	29	77	19	11,907	19.7	58.6	21.7	223.9
General Education [3]	10,219	0	51	13	10,155	11.8	63.2	25.1	229.8
Special Education	1,634	29	25	6	1,574	66.0	32.4	1.6	188.9
Not Exempt From Passing	934	0	11	2	921	54.8	42.6	2.6	196.6
Exempt From Passing	671	0	14	4	653	81.8	18.1	0.2	178.0
Exempt From Taking (APA) [4]	29	29	--	--	--	--	--	--	--
Limited English Proficient [5]	236	0	1	0	235	59.1	32.8	8.1	195.6
Current LEP	187	0	1	0	186	65.1	30.1	4.8	191.0
Former LEP	49	0	0	0	49	36.7	42.9	20.4	212.8
Gender [6]									
Female	5,901	11	34	5	5,851	19.5	61.6	18.9	222.7
Male	6,128	18	43	14	6,053	19.9	55.8	24.3	225.0
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	12,031	29	77	19	11,906	19.7	58.6	21.7	223.9
Ethnicity [7]									
White	8,855	20	57	13	8,765	15.5	60.8	23.8	227.3
Black or African American	1,038	5	8	3	1,022	43.4	52.0	4.6	203.9
Asian	886	2	3	0	881	12.7	47.9	39.4	234.5
Native Hawaiian or Other Pacific Islander	43	0	0	0	43	25.6	48.8	25.6	222.6
Hispanic or Latino	1,069	2	9	1	1,057	36.6	56.2	7.2	207.7
American Indian or Alaska Native	17	0	0	0	17	29.4	64.7	5.9	210.5
Other	124	0	0	2	122	28.7	60.7	10.7	212.7
Economic Status									
Economically Disadvantaged	1,226	2	16	1	1,207	37.4	54.0	8.6	207.6
Non-Economically Disadvantaged	10,806	27	61	18	10,700	17.7	59.1	23.1	225.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	12,032	28	67	12	11,925	13.3	75.7	11.0	223.5
General Education [3]	10,219	0	44	5	10,170	5.8	81.5	12.7	229.7
Special Education	1,634	28	22	7	1,577	54.9	44.3	0.8	188.9
Not Exempt From Passing	978	0	9	3	966	43.5	55.4	1.1	198.7
Exempt From Passing	628	0	13	4	611	73.0	26.7	0.3	173.4
Exempt From Taking (APA) [4]	28	28	--	--	--	--	--	--	--
Limited English Proficient [5]	236	0	1	0	235	68.9	30.6	0.4	180.4
Current LEP	187	0	1	0	186	76.3	23.1	0.5	175.6
Former LEP	49	0	0	0	49	40.8	59.2	0.0	198.6
Gender [6]									
Female	5,901	10	29	4	5,858	9.1	75.9	15.1	228.9
Male	6,128	18	38	8	6,064	17.5	75.5	7.0	218.3
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	12,031	28	67	12	11,924	13.3	75.7	11.0	223.5
Ethnicity [7]									
White	8,855	18	49	9	8,779	10.3	77.5	12.2	226.2
Black or African American	1,038	6	5	1	1,026	25.7	71.0	3.3	211.1
Asian	886	2	5	0	879	12.9	71.3	15.8	227.0
Native Hawaiian or Other Pacific Islander	43	0	0	0	43	9.3	76.7	14.0	223.3
Hispanic or Latino	1,069	2	8	1	1,058	26.4	69.2	4.4	211.6
American Indian or Alaska Native	17	0	0	0	17	29.4	70.6	0.0	216.5
Other	124	0	0	1	123	21.1	72.4	6.5	213.1
Economic Status									
Economically Disadvantaged	1,226	1	15	0	1,210	26.4	70.3	3.2	210.2
Non-Economically Disadvantaged	10,806	27	52	12	10,715	11.9	76.3	11.9	225.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,448	104	88	13	18,243	15.9	53.8	30.4	229.5
General Education [3]	15,605	0	52	8	15,545	8.4	56.7	34.9	235.6
Special Education	2,589	104	36	5	2,444	58.7	37.5	3.8	193.8
Not Exempt From Passing	1,727	0	17	3	1,707	50.4	44.7	4.9	199.8
Exempt From Passing	758	0	19	2	737	77.9	20.8	1.4	180.0
Exempt From Taking (APA) [4]	104	104	--	--	--	--	--	--	--
Limited English Proficient [5]	317	1	0	0	316	55.1	34.5	10.4	198.6
Current LEP	262	1	0	0	261	60.5	32.6	6.9	194.9
Former LEP	55	0	0	0	55	29.1	43.6	27.3	216.3
Gender [6]									
Female	9,096	37	34	5	9,020	15.3	57.2	27.4	228.5
Male	9,347	65	53	8	9,221	16.4	50.4	33.2	230.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,448	104	88	13	18,243	15.9	53.8	30.4	229.5
Ethnicity [7]									
White	13,063	62	48	9	12,944	12.2	56.1	31.8	232.1
Black or African American	1,687	16	18	2	1,651	39.4	51.7	8.8	206.7
Asian	1,967	9	3	1	1,954	6.9	38.9	54.2	244.6
Native Hawaiian or Other Pacific Islander	15	0	0	0	15	6.7	66.7	26.7	237.4
Hispanic or Latino	1,330	14	13	1	1,302	34.6	55.6	9.8	210.8
American Indian or Alaska Native	14	0	0	0	14	42.9	42.9	14.3	212.4
Other	372	3	6	0	363	20.9	54.5	24.5	225.1
Economic Status									
Economically Disadvantaged	1,332	14	16	2	1,300	38.5	51.9	9.6	207.9
Non-Economically Disadvantaged	17,116	90	72	11	16,943	14.1	53.9	32.0	231.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	18,448	109	77	30	18,232	9.7	74.3	16.0	228.3
General Education [3]	15,605	0	44	16	15,545	3.7	77.8	18.5	233.9
Special Education	2,589	109	32	14	2,434	42.0	56.2	1.7	198.1
Not Exempt From Passing	1,753	0	14	9	1,730	32.7	65.1	2.3	205.8
Exempt From Passing	727	0	18	5	704	65.1	34.5	0.4	179.3
Exempt From Taking (APA) [4]	109	109	--	--	--	--	--	--	--
Limited English Proficient [5]	317	1	1	0	315	64.8	35.2	0.0	182.8
Current LEP	262	1	1	0	260	71.5	28.5	0.0	178.0
Former LEP	55	0	0	0	55	32.7	67.3	0.0	205.5
Gender [6]									
Female	9,096	36	31	7	9,022	6.1	71.9	22.0	233.4
Male	9,347	71	45	23	9,208	13.2	76.6	10.2	223.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	18,448	109	77	30	18,232	9.7	74.3	16.0	228.3
Ethnicity [7]									
White	13,063	64	44	21	12,934	7.2	76.1	16.7	230.7
Black or African American	1,687	17	11	3	1,656	21.6	72.8	5.6	214.6
Asian	1,967	10	3	3	1,951	7.5	65.2	27.3	234.2
Native Hawaiian or Other Pacific Islander	15	0	0	0	15	13.3	73.3	13.3	228.7
Hispanic or Latino	1,330	15	13	2	1,300	22.5	71.4	6.1	214.5
American Indian or Alaska Native	14	0	0	0	14	14.3	78.6	7.1	220.0
Other	372	3	6	1	362	11.9	71.8	16.3	225.7
Economic Status									
Economically Disadvantaged	1,332	15	15	4	1,298	27.9	67.9	4.2	210.3
Non-Economically Disadvantaged	17,116	94	62	26	16,934	8.3	74.7	16.9	229.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,439	55	78	26	15,280	10.0	47.5	42.5	237.7
General Education [3]	13,207	0	53	17	13,137	4.4	47.2	48.4	243.2
Special Education	2,114	55	25	9	2,025	44.2	49.5	6.2	203.7
Not Exempt From Passing	1,643	0	15	5	1,623	35.4	57.0	7.6	209.4
Exempt From Passing	416	0	10	4	402	80.1	19.4	0.5	180.8
Exempt From Taking (APA) [4]	55	55	--	--	--	--	--	--	--
Limited English Proficient [5]	151	0	1	0	150	41.3	38.7	20.0	210.3
Current LEP	123	0	0	0	123	46.3	40.7	13.0	204.7
Former LEP	28	0	1	0	27	18.5	29.6	51.9	236.0
Gender [6]									
Female	7,543	23	39	13	7,468	10.3	51.1	38.6	236.0
Male	7,891	32	38	13	7,808	9.8	44.0	46.2	239.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,439	55	78	26	15,280	10.0	47.5	42.5	237.7
Ethnicity [7]									
White	11,888	45	56	23	11,764	8.0	49.1	42.8	239.0
Black or African American	909	2	8	2	897	34.8	52.1	13.2	211.5
Asian	1,789	4	5	0	1,780	3.6	29.7	66.7	251.1
Native Hawaiian or Other Pacific Islander	15	0	0	0	15	6.7	66.7	26.7	231.1
Hispanic or Latino	762	3	6	1	752	25.5	57.2	17.3	219.0
American Indian or Alaska Native	17	0	0	0	17	23.5	64.7	11.8	217.6
Other	59	1	3	0	55	23.6	50.9	25.5	222.3
Economic Status									
Economically Disadvantaged	500	1	2	0	497	35.2	52.3	12.5	210.0
Non-Economically Disadvantaged	14,939	54	76	26	14,783	9.2	47.3	43.5	238.7

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	15,439	54	77	16	15,292	6.2	70.9	22.8	233.8
General Education [3]	13,207	0	51	9	13,147	2.0	72.0	26.0	238.4
Special Education	2,114	54	26	7	2,027	30.6	65.7	3.7	207.3
Not Exempt From Passing	1,705	0	17	4	1,684	23.0	72.6	4.4	213.2
Exempt From Passing	355	0	9	3	343	67.9	31.5	0.6	178.3
Exempt From Taking (APA) [4]	54	54	--	--	--	--	--	--	--
Limited English Proficient [5]	151	0	0	0	151	52.3	47.0	0.7	191.4
Current LEP	123	0	0	0	123	61.0	38.2	0.8	185.0
Former LEP	28	0	0	0	28	14.3	85.7	0.0	219.5
Gender [6]									
Female	7,543	23	39	6	7,475	3.9	65.6	30.6	238.6
Male	7,891	31	37	10	7,813	8.4	76.1	15.4	229.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,439	54	77	16	15,292	6.2	70.9	22.8	233.8
Ethnicity [7]									
White	11,888	45	56	16	11,771	4.7	71.9	23.5	235.3
Black or African American	909	2	8	0	899	21.0	70.6	8.3	217.4
Asian	1,789	4	3	0	1,782	4.5	63.2	32.3	238.6
Native Hawaiian or Other Pacific Islander	15	0	0	0	15	13.3	66.7	20.0	223.3
Hispanic or Latino	762	2	8	0	752	15.6	76.1	8.4	220.7
American Indian or Alaska Native	17	0	0	0	17	11.8	76.5	11.8	225.8
Other	59	1	2	0	56	21.4	58.9	19.6	219.8
Economic Status									
Economically Disadvantaged	500	1	3	0	496	26.4	67.7	5.8	211.6
Non-Economically Disadvantaged	14,939	53	74	16	14,796	5.5	71.0	23.4	234.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,698	13	21	0	3,664	6.3	38.4	55.3	244.9
General Education [3]	3,204	0	12	0	3,192	2.3	36.7	61.1	249.5
Special Education	456	13	8	0	435	33.6	51.7	14.7	213.1
Not Exempt From Passing	342	0	5	0	337	23.1	58.2	18.7	220.0
Exempt From Passing	101	0	3	0	98	69.4	29.6	1.0	189.3
Exempt From Taking (APA) [4]	13	13	--	--	--	--	--	--	--
Limited English Proficient [5]	39	0	1	0	38	28.9	34.2	36.8	223.9
Current LEP	39	0	1	0	38	28.9	34.2	36.8	223.9
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	1,831	3	11	0	1,817	6.7	42.4	50.9	243.2
Male	1,863	7	10	0	1,846	5.9	34.5	59.7	246.7
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,698	13	21	0	3,664	6.3	38.4	55.3	244.9
Ethnicity [7]									
White	2,814	12	14	0	2,788	5.6	42.2	52.2	244.1
Black or African American	88	0	0	0	88	35.2	47.7	17.0	213.1
Asian	656	1	4	0	651	1.8	19.4	78.8	256.4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	116	0	2	0	114	19.3	44.7	36.0	231.2
American Indian or Alaska Native	4	*	*	*	*	*	*	*	*
Other	20	0	1	0	19	42.1	47.4	10.5	210.1
Economic Status									
Economically Disadvantaged	18	0	0	0	18	38.9	55.6	5.6	208.6
Non-Economically Disadvantaged	3,680	13	21	0	3,646	6.1	38.3	55.6	245.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	3,698	13	20	1	3,664	4.0	68.9	27.2	237.5
General Education [3]	3,204	0	11	1	3,192	0.9	68.6	30.5	241.1
Special Education	456	13	8	0	435	22.3	72.4	5.3	214.6
Not Exempt From Passing	356	0	5	0	351	14.5	78.9	6.6	220.1
Exempt From Passing	87	0	3	0	84	54.8	45.2	0.0	191.5
Exempt From Taking (APA) [4]	13	13	--	--	--	--	--	--	--
Limited English Proficient [5]	39	0	1	0	38	52.6	47.4	0.0	190.8
Current LEP	39	0	1	0	38	52.6	47.4	0.0	190.8
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	1,831	3	11	0	1,817	3.1	60.8	36.0	241.5
Male	1,863	7	9	1	1,846	4.7	76.9	18.4	233.6
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,698	13	20	1	3,664	4.0	68.9	27.2	237.5
Ethnicity [7]									
White	2,814	12	13	1	2,788	3.2	69.8	27.0	238.2
Black or African American	88	0	0	0	88	18.2	76.1	5.7	217.0
Asian	656	1	3	0	652	3.2	62.1	34.7	239.8
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	116	0	2	0	114	10.5	78.9	10.5	228.8
American Indian or Alaska Native	4	*	*	*	*	*	*	*	*
Other	20	0	2	0	18	38.9	61.1	0.0	199.2
Economic Status									
Economically Disadvantaged	18	0	0	0	18	16.7	77.8	5.6	223.8
Non-Economically Disadvantaged	3,680	13	20	1	3,646	3.9	68.8	27.3	237.6

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DCF, JJC)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	445	3	25	10	407	89.7	10.1	0.2	171.2
General Education [3]	170	0	7	2	161	78.9	20.5	0.6	179.7
Special Education	275	3	18	8	246	96.7	3.3	0.0	165.7
Not Exempt From Passing	23	0	1	0	22	90.9	9.1	0.0	174.0
Exempt From Passing	249	0	17	8	224	97.3	2.7	0.0	164.8
Exempt From Taking (APA) [4]	3	3	--	--	--	--	--	--	--
Limited English Proficient [5]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	58	1	3	4	50	82.0	18.0	0.0	174.3
Male	387	2	22	6	357	90.8	9.0	0.3	170.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	445	3	25	10	407	89.7	10.1	0.2	171.2
Ethnicity [7]									
White	61	0	4	1	56	71.4	26.8	1.8	185.1
Black or African American	300	2	20	7	271	93.0	7.0	0.0	169.2
Asian	0	0	0	0	0	0.0	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	70	1	1	2	66	90.9	9.1	0.0	169.2
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	14	0	0	0	14	92.9	7.1	0.0	164.1
Economic Status									
Economically Disadvantaged	315	1	10	9	295	89.5	10.2	0.3	171.3
Non-Economically Disadvantaged	130	2	15	1	112	90.2	9.8	0.0	171.0

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DCF, JJC)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	445	3	28	17	397	82.6	17.4	0.0	155.1
General Education [3]	170	0	11	6	153	66.7	33.3	0.0	169.0
Special Education	275	3	17	11	244	92.6	7.4	0.0	146.4
Not Exempt From Passing	25	0	0	1	24	75.0	25.0	0.0	170.7
Exempt From Passing	247	0	17	10	220	94.5	5.5	0.0	143.8
Exempt From Taking (APA) [4]	3	3	--	--	--	--	--	--	--
Limited English Proficient [5]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	58	1	1	5	51	66.7	33.3	0.0	175.0
Male	387	2	27	12	346	85.0	15.0	0.0	152.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	445	3	28	17	397	82.6	17.4	0.0	155.1
Ethnicity [7]									
White	61	0	2	4	55	63.6	36.4	0.0	173.3
Black or African American	300	2	22	12	264	86.0	14.0	0.0	152.3
Asian	0	0	0	0	0	0.0	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	70	1	4	1	64	84.4	15.6	0.0	152.4
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	14	0	0	0	14	85.7	14.3	0.0	149.7
Economic Status									
Economically Disadvantaged	315	1	14	12	288	85.4	14.6	0.0	153.1
Non-Economically Disadvantaged	130	2	14	5	109	75.2	24.8	0.0	160.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	608	3	5	1	599	54.6	43.1	2.3	196.5
General Education [3]	507	0	4	0	503	49.5	48.1	2.4	200.1
Special Education	92	3	1	1	87	80.5	17.2	2.3	179.3
Not Exempt From Passing	49	0	1	0	48	70.8	25.0	4.2	184.9
Exempt From Passing	40	0	0	1	39	92.3	7.7	0.0	172.4
Exempt From Taking (APA) [4]	3	3	--	--	--	--	--	--	--
Limited English Proficient [5]	9	*	*	*	*	*	*	*	*
Current LEP	9	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	327	1	3	0	323	59.4	38.1	2.5	193.8
Male	281	2	2	1	276	48.9	48.9	2.2	199.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	608	3	5	1	599	54.6	43.1	2.3	196.5
Ethnicity [7]									
White	59	0	1	0	58	27.6	65.5	6.9	213.7
Black or African American	367	1	3	1	362	62.2	35.9	1.9	192.4
Asian	10	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	172	2	1	0	169	49.1	49.1	1.8	198.7
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	298	3	2	1	292	58.9	38.7	2.4	194.2
Non-Economically Disadvantaged	310	0	3	0	307	50.5	47.2	2.3	198.8

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	608	4	2	4	598	34.8	63.5	1.7	205.7
General Education [3]	507	0	2	2	503	28.6	69.4	2.0	210.7
Special Education	92	4	0	2	86	65.1	34.9	0.0	181.4
Not Exempt From Passing	51	0	0	1	50	56.0	44.0	0.0	191.0
Exempt From Passing	37	0	0	1	36	77.8	22.2	0.0	168.1
Exempt From Taking (APA) [4]	4	4	--	--	--	--	--	--	--
Limited English Proficient [5]	9	*	*	*	*	*	*	*	*
Current LEP	9	*	*	*	*	*	*	*	*
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [6]									
Female	327	1	1	2	323	32.8	64.4	2.8	208.0
Male	281	3	1	2	275	37.1	62.5	0.4	203.1
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	608	4	2	4	598	34.8	63.5	1.7	205.7
Ethnicity [7]									
White	59	0	0	0	59	16.9	79.7	3.4	220.7
Black or African American	367	1	1	4	361	39.9	58.7	1.4	202.1
Asian	10	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	172	3	1	0	168	31.5	66.7	1.8	207.4
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	298	4	1	3	290	35.5	62.1	2.4	203.8
Non-Economically Disadvantaged	310	0	1	1	308	34.1	64.9	1.0	207.5

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,625	79	15	13	4,518	23.6	52.0	24.4	222.6
General Education [3]	3,774	0	10	9	3,755	15.0	56.2	28.7	229.4
Special Education	785	79	5	4	697	68.6	28.6	2.9	187.2
Not Exempt From Passing	200	0	2	0	198	35.4	56.6	8.1	209.2
Exempt From Passing	506	0	3	4	499	81.8	17.4	0.8	178.5
Exempt From Taking (APA) [4]	79	79	--	--	--	--	--	--	--
Limited English Proficient [5]	86	0	0	0	86	32.6	59.3	8.1	211.3
Current LEP	67	0	0	0	67	35.8	59.7	4.5	208.0
Former LEP	19	0	0	0	19	21.1	57.9	21.1	222.9
Gender [6]									
Female	2,256	32	8	8	2,208	24.7	54.5	20.7	219.9
Male	2,368	47	7	5	2,309	22.5	49.7	27.8	225.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,625	79	15	13	4,518	23.6	52.0	24.4	222.6
Ethnicity [7]									
White	2,052	30	8	2	2,012	15.9	49.8	34.3	230.8
Black or African American	945	21	5	8	911	39.8	54.1	6.0	206.0
Asian	321	0	1	0	320	1.9	27.5	70.6	255.0
Native Hawaiian or Other Pacific Islander	38	0	0	0	38	2.6	50.0	47.4	244.9
Hispanic or Latino	1,242	28	1	3	1,210	30.2	60.8	9.0	212.3
American Indian or Alaska Native	8	*	*	*	*	*	*	*	*
Other	19	0	0	0	19	57.9	36.8	5.3	204.3
Economic Status									
Economically Disadvantaged	1,584	48	5	7	1,524	35.7	58.5	5.8	207.8
Non-Economically Disadvantaged	3,041	31	10	6	2,994	17.4	48.8	33.8	230.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	4,625	82	13	15	4,515	16.0	71.1	12.9	222.0
General Education [3]	3,774	0	10	7	3,757	7.6	77.1	15.3	228.8
Special Education	785	82	3	8	692	60.0	39.0	1.0	186.6
Not Exempt From Passing	223	0	1	1	221	27.6	69.2	3.2	209.1
Exempt From Passing	480	0	2	7	471	75.2	24.8	0.0	176.1
Exempt From Taking (APA) [4]	82	82	--	--	--	--	--	--	--
Limited English Proficient [5]	86	1	0	0	85	32.9	67.1	0.0	204.0
Current LEP	67	1	0	0	66	34.8	65.2	0.0	201.2
Former LEP	19	0	0	0	19	26.3	73.7	0.0	214.1
Gender [6]									
Female	2,256	31	7	6	2,212	11.4	72.4	16.2	226.6
Male	2,368	51	6	9	2,302	20.4	69.9	9.7	217.6
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	4,625	82	13	15	4,515	16.0	71.1	12.9	222.0
Ethnicity [7]									
White	2,052	31	8	2	2,011	13.1	68.8	18.1	226.4
Black or African American	945	23	5	10	907	22.5	73.4	4.1	213.6
Asian	321	0	0	0	321	2.5	60.4	37.1	242.5
Native Hawaiian or Other Pacific Islander	38	0	0	0	38	0.0	86.8	13.2	237.0
Hispanic or Latino	1,242	28	0	3	1,211	20.0	75.6	4.4	215.0
American Indian or Alaska Native	8	*	*	*	*	*	*	*	*
Other	19	0	0	0	19	26.3	68.4	5.3	210.6
Economic Status									
Economically Disadvantaged	1,584	49	4	7	1,524	23.9	73.8	2.3	211.5
Non-Economically Disadvantaged	3,041	33	9	8	2,991	12.0	69.7	18.3	227.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,849	51	357	39	14,402	54.5	39.7	5.8	196.9
General Education [3]	10,985	0	192	20	10,773	43.8	48.5	7.7	204.9
Special Education	2,733	51	148	18	2,516	90.6	9.1	0.2	169.7
Not Exempt From Passing	471	0	18	1	452	79.2	19.7	1.1	178.8
Exempt From Passing	2,211	0	130	17	2,064	93.1	6.8	0.0	167.8
Exempt From Taking (APA) [4]	51	51	--	--	--	--	--	--	--
Limited English Proficient [5]	1,460	0	19	2	1,439	73.3	25.9	0.8	183.4
Current LEP	1,159	0	18	1	1,140	77.0	22.5	0.5	180.5
Former LEP	301	0	1	1	299	59.2	39.1	1.7	194.6
Gender [6]									
Female	7,661	23	145	10	7,483	54.6	40.5	4.9	196.5
Male	7,182	28	212	29	6,913	54.3	38.8	6.9	197.4
Migrant Status									
Migrant	6	*	*	*	*	*	*	*	*
Non-Migrant	14,843	51	357	39	14,396	54.5	39.7	5.8	196.9
Ethnicity [7]									
White	2,399	12	20	5	2,362	26.8	57.9	15.3	216.4
Black or African American	6,119	24	208	22	5,865	68.2	29.8	2.1	187.6
Asian	468	1	0	0	467	27.6	52.9	19.5	218.2
Native Hawaiian or Other Pacific Islander	9	*	*	*	*	*	*	*	*
Hispanic or Latino	5,783	14	123	12	5,634	54.0	41.4	4.6	196.8
American Indian or Alaska Native	11	0	0	0	11	36.4	45.5	18.2	202.2
Other	60	0	6	0	54	75.9	20.4	3.7	185.7
Economic Status									
Economically Disadvantaged	8,010	38	188	20	7,764	58.4	37.6	4.0	194.1
Non-Economically Disadvantaged	6,839	13	169	19	6,638	49.9	42.1	8.0	200.2

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	14,849	56	287	72	14,434	40.6	56.5	2.9	198.4
General Education [3]	10,985	0	161	38	10,786	25.7	70.4	3.8	211.4
Special Education	2,733	56	104	29	2,544	84.3	15.6	0.0	158.8
Not Exempt From Passing	484	0	14	3	467	69.4	30.6	0.0	173.4
Exempt From Passing	2,193	0	90	26	2,077	87.7	12.3	0.0	155.5
Exempt From Taking (APA) [4]	56	56	--	--	--	--	--	--	--
Limited English Proficient [5]	1,460	0	23	5	1,432	78.3	21.6	0.1	168.1
Current LEP	1,159	0	22	5	1,132	85.9	14.0	0.1	161.5
Former LEP	301	0	1	0	300	49.7	50.3	0.0	193.2
Gender [6]									
Female	7,661	25	125	28	7,483	33.3	62.5	4.2	205.1
Male	7,182	31	162	44	6,945	48.5	50.0	1.5	191.2
Migrant Status									
Migrant	6	*	*	*	*	*	*	*	*
Non-Migrant	14,843	56	287	72	14,428	40.6	56.5	2.9	198.4
Ethnicity [7]									
White	2,399	16	11	9	2,363	22.4	69.8	7.8	214.3
Black or African American	6,119	24	173	47	5,875	47.2	51.5	1.4	193.2
Asian	468	1	0	0	467	23.1	68.7	8.1	215.5
Native Hawaiian or Other Pacific Islander	9	*	*	*	*	*	*	*	*
Hispanic or Latino	5,783	15	99	12	5,657	42.8	55.2	2.0	195.8
American Indian or Alaska Native	11	0	0	0	11	45.5	54.5	0.0	197.7
Other	60	0	4	4	52	50.0	50.0	0.0	186.5
Economic Status									
Economically Disadvantaged	8,010	43	148	40	7,779	43.5	54.4	2.1	196.1
Non-Economically Disadvantaged	6,839	13	139	32	6,655	37.2	58.9	3.9	201.1

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	84,721	488	524	126	83,583	20.2	53.4	26.4	225.4
General Education [3]	70,741	0	300	65	70,376	12.1	57.2	30.7	231.8
Special Education	12,672	488	218	60	11,906	63.5	33.2	3.3	190.6
Not Exempt From Passing	7,084	0	88	20	6,976	50.4	44.4	5.2	199.7
Exempt From Passing	5,100	0	130	40	4,930	82.0	17.4	0.6	177.7
Exempt From Taking (APA) [4]	488	488	--	--	--	--	--	--	--
Limited English Proficient [5]	1,650	4	9	1	1,636	56.5	35.4	8.1	196.7
Current LEP	1,344	4	6	1	1,333	60.8	33.0	6.2	193.5
Former LEP	306	0	3	0	303	37.6	45.9	16.5	211.0
Gender [6]									
Female	41,474	186	215	45	41,028	20.0	56.6	23.4	224.2
Male	43,216	294	307	81	42,534	20.4	50.4	29.3	226.5
Migrant Status									
Migrant	6	*	*	*	*	*	*	*	*
Non-Migrant	84,715	488	524	126	83,577	20.2	53.4	26.4	225.4
Ethnicity [7]									
White	56,860	285	290	75	56,210	14.2	56.2	29.6	230.1
Black or African American	9,831	83	132	32	9,584	47.1	46.9	5.9	201.5
Asian	7,232	21	17	1	7,193	7.9	38.9	53.2	243.3
Native Hawaiian or Other Pacific Islander	163	0	0	0	163	13.5	57.7	28.8	231.0
Hispanic or Latino	9,645	93	72	16	9,464	36.7	54.6	8.7	208.8
American Indian or Alaska Native	124	0	0	0	124	30.6	55.6	13.7	215.2
Other	866	6	13	2	845	30.7	52.5	16.8	215.2
Economic Status									
Economically Disadvantaged	11,345	138	104	34	11,069	41.5	50.8	7.7	205.3
Non-Economically Disadvantaged	73,376	350	420	92	72,514	16.9	53.8	29.3	228.4

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2008
REPORT PRINTED: 8/25/2008
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores[1]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [2]	84,721	492	451	156	83,622	13.1	73.1	13.8	224.7
General Education [3]	70,741	0	259	75	70,407	5.7	78.2	16.1	231.2
Special Education	12,672	492	186	78	11,916	50.9	47.6	1.5	191.3
Not Exempt From Passing	7,350	0	74	31	7,245	36.7	61.0	2.3	203.1
Exempt From Passing	4,830	0	112	47	4,671	72.9	26.8	0.2	173.1
Exempt From Taking (APA) [4]	492	492	--	--	--	--	--	--	--
Limited English Proficient [5]	1,650	5	8	3	1,634	65.0	34.8	0.2	181.9
Current LEP	1,344	5	6	3	1,330	71.5	28.3	0.2	176.6
Former LEP	306	0	2	0	304	36.5	63.2	0.3	204.8
Gender [6]									
Female	41,474	182	184	48	41,060	8.8	72.3	18.8	230.1
Male	43,216	302	265	108	42,541	17.3	73.8	9.0	219.4
Migrant Status									
Migrant	6	*	*	*	*	*	*	*	*
Non-Migrant	84,715	492	451	156	83,616	13.1	73.1	13.8	224.7
Ethnicity [7]									
White	56,860	284	256	75	56,245	9.1	75.3	15.6	228.5
Black or African American	9,831	86	102	54	9,589	28.3	67.8	3.9	208.7
Asian	7,232	22	15	5	7,190	8.3	66.6	25.1	233.1
Native Hawaiian or Other Pacific Islander	163	0	0	0	163	8.0	76.7	15.3	228.6
Hispanic or Latino	9,645	94	68	18	9,465	24.4	70.6	5.0	212.2
American Indian or Alaska Native	124	0	0	1	123	21.1	73.2	5.7	217.3
Other	866	6	10	3	847	21.5	68.5	10.0	215.3
Economic Status									
Economically Disadvantaged	11,345	137	97	41	11,070	29.6	67.0	3.4	207.3
Non-Economically Disadvantaged	73,376	355	354	115	72,552	10.6	74.0	15.4	227.3

[1] Percentages may not total 100 due to rounding.
[2] Students are included in Total Students only once, but they appear in all other categories that apply.
[3] Includes students coded Former LEP who are not Special Education.
[4] Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).
[5] Includes students coded Current and Former LEP.
[6] Excludes students who did not have Gender coded.
[7] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 7/2/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	98,605	548	879	148	97,030	27.2	49.7	23.0	220.6
General Education [4]	81,027	0	474	88	80,465	18.2	54.6	27.2	227.7
Special Education	15,326	548	386	58	14,334	70.6	26.5	2.9	185.9
Not Exempt From Passing	8,410	0	145	36	8,229	57.9	37.5	4.6	195.4
Exempt From Passing	6,367	0	241	21	6,105	87.7	11.7	0.6	173.0
Exempt From Taking (APA) [5]	548	548	--	--	--	--	--	--	--
Limited English Proficient [6]	2,833	5	24	6	2,798	68.5	26.2	5.3	188.8
Current LEP	2,303	4	20	2	2,277	73.7	22.4	3.9	185.0
Former LEP	530	1	4	4	521	45.7	42.8	11.5	205.5
Gender [7]									
Female	48,465	198	367	56	47,844	27.5	51.5	21.0	219.7
Male	50,120	350	511	92	49,167	26.9	48.0	25.0	221.4
Migrant Status									
Migrant	16	0	0	0	16	68.8	31.3	0.0	180.1
Non-Migrant	98,589	548	879	148	97,014	27.2	49.7	23.0	220.6
Ethnicity [8]									
White	58,386	300	313	90	57,683	17.1	54.6	28.3	228.5
Black or African American	15,646	103	312	29	15,202	57.3	38.4	4.3	195.6
Asian	7,826	21	16	4	7,785	9.8	38.7	51.4	241.9
Native Hawaiian or Other Pacific Islander	139	0	1	1	137	22.6	49.6	27.7	227.5
Hispanic or Latino	15,682	112	211	22	15,337	43.8	48.4	7.8	205.0
American Indian or Alaska Native	155	1	3	0	151	27.8	41.7	30.5	222.1
Other	771	11	23	2	735	39.2	49.4	11.4	208.7
Economic Status									
Economically Disadvantaged	21,040	181	322	33	20,504	49.3	44.3	6.5	201.1
Non-Economically Disadvantaged	77,565	367	557	115	76,526	21.3	51.2	27.5	225.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 7/2/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Statewide

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	98,605	542	572	191	97,300	16.4	70.2	13.4	222.9
General Education [4]	81,027	0	306	113	80,608	8.1	75.9	15.9	230.2
Special Education	15,326	542	255	71	14,458	53.4	45.2	1.3	190.0
Not Exempt From Passing	8,631	0	104	37	8,490	38.3	59.6	2.1	202.8
Exempt From Passing	6,153	0	151	34	5,968	74.9	24.9	0.2	171.8
Exempt From Taking (APA) [5]	542	542	--	--	--	--	--	--	--
Limited English Proficient [6]	2,833	4	16	9	2,804	68.6	31.0	0.4	178.8
Current LEP	2,303	3	11	8	2,281	75.4	24.4	0.2	173.3
Former LEP	530	1	5	1	523	38.8	59.7	1.5	202.6
Gender [7]									
Female	48,465	190	239	79	47,957	13.5	69.6	16.9	226.7
Male	50,120	352	332	112	49,324	19.3	70.8	10.0	219.3
Migrant Status									
Migrant	16	0	0	0	16	75.0	25.0	0.0	166.3
Non-Migrant	98,589	542	572	191	97,284	16.4	70.2	13.4	222.9
Ethnicity [8]									
White	58,386	298	211	84	57,793	8.8	74.2	17.0	230.2
Black or African American	15,646	100	195	68	15,283	36.9	60.5	2.7	203.3
Asian	7,826	21	11	4	7,790	8.9	65.0	26.1	233.5
Native Hawaiian or Other Pacific Islander	139	0	0	0	139	12.2	75.5	12.2	228.2
Hispanic or Latino	15,682	111	140	35	15,396	28.0	67.6	4.4	210.2
American Indian or Alaska Native	155	1	2	0	152	15.8	71.7	12.5	220.6
Other	771	11	13	0	747	27.8	66.1	6.0	210.0
Economic Status									
Economically Disadvantaged	21,040	177	195	73	20,595	33.3	63.6	3.2	206.2
Non-Economically Disadvantaged	77,565	365	377	118	76,705	11.9	72.0	16.1	227.4

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	11,510	53	310	27	11,120	58.6	36.7	4.7	194.8
General Education [4]	8,430	0	165	14	8,251	47.9	46.0	6.1	203.0
Special Education	2,140	53	132	13	1,942	92.2	7.4	0.4	168.3
Not Exempt From Passing	611	0	29	4	578	85.3	14.0	0.7	174.2
Exempt From Passing	1,475	0	103	8	1,364	95.2	4.5	0.3	165.9
Exempt From Taking (APA) [5]	53	53	--	--	--	--	--	--	--
Limited English Proficient [6]	1,155	2	15	1	1,137	78.6	20.1	1.3	179.9
Current LEP	965	1	14	0	950	83.3	15.7	1.1	176.5
Former LEP	190	1	1	1	187	55.1	42.2	2.7	196.9
Gender [7]									
Female	5,954	24	128	9	5,793	60.1	36.0	4.0	194.0
Male	5,555	29	182	18	5,326	56.9	37.6	5.5	195.7
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	11,501	53	310	27	11,111	58.5	36.7	4.7	194.8
Ethnicity [8]									
White	1,607	9	16	2	1,580	33.3	55.0	11.7	212.7
Black or African American	4,836	21	165	13	4,637	70.7	27.3	2.0	186.4
Asian	219	0	2	0	217	36.4	48.4	15.2	212.6
Native Hawaiian or Other Pacific Islander	3	*	*	*	*	*	*	*	*
Hispanic or Latino	4,737	23	114	10	4,590	55.6	39.7	4.6	196.6
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*
Other	99	0	13	2	84	83.3	16.7	0.0	178.9
Economic Status									
Economically Disadvantaged	6,919	41	162	12	6,704	59.8	36.1	4.1	193.8
Non-Economically Disadvantaged	4,591	12	148	15	4,416	56.7	37.7	5.6	196.3

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG A

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	11,510	52	190	57	11,211	42.3	55.3	2.4	199.1
General Education [4]	8,430	0	97	37	8,296	27.7	69.0	3.2	211.6
Special Education	2,140	52	85	17	1,986	83.6	16.3	0.1	163.1
Not Exempt From Passing	620	0	18	3	599	75.5	24.4	0.2	173.0
Exempt From Passing	1,468	0	67	14	1,387	87.2	12.8	0.1	158.9
Exempt From Taking (APA) [5]	52	52	--	--	--	--	--	--	--
Limited English Proficient [6]	1,155	2	10	4	1,139	77.9	21.9	0.2	169.9
Current LEP	965	1	8	4	952	84.1	15.8	0.1	164.2
Former LEP	190	1	2	0	187	46.0	53.5	0.5	198.6
Gender [7]									
Female	5,954	23	79	21	5,831	37.9	58.9	3.2	203.3
Male	5,555	29	111	36	5,379	47.0	51.4	1.6	194.5
Migrant Status									
Migrant	9	*	*	*	*	*	*	*	*
Non-Migrant	11,501	52	190	57	11,202	42.3	55.3	2.4	199.2
Ethnicity [8]									
White	1,607	8	7	5	1,587	21.7	72.1	6.2	215.7
Black or African American	4,836	21	100	30	4,685	50.7	48.4	0.9	192.9
Asian	219	0	2	0	217	33.2	62.2	4.6	207.7
Native Hawaiian or Other Pacific Islander	3	*	*	*	*	*	*	*	*
Hispanic or Latino	4,737	23	74	22	4,618	40.7	56.7	2.6	199.8
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*
Other	99	0	7	0	92	68.5	31.5	0.0	172.5
Economic Status									
Economically Disadvantaged	6,919	40	96	34	6,749	43.6	54.4	2.0	198.4
Non-Economically Disadvantaged	4,591	12	94	23	4,462	40.3	56.7	3.0	200.2

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	8,722	95	76	10	8,541	39.9	49.3	10.8	208.4
General Education [4]	6,822	0	43	9	6,770	28.5	58.1	13.4	216.6
Special Education	1,533	95	33	1	1,404	85.5	13.8	0.6	175.2
Not Exempt From Passing	480	0	7	1	472	77.1	21.2	1.7	183.4
Exempt From Passing	958	0	26	0	932	89.8	10.1	0.1	171.0
Exempt From Taking (APA) [5]	95	95	--	--	--	--	--	--	--
Limited English Proficient [6]	431	0	0	0	431	71.2	26.5	2.3	186.5
Current LEP	371	0	0	0	371	77.1	21.3	1.6	183.4
Former LEP	60	0	0	0	60	35.0	58.3	6.7	205.8
Gender [7]									
Female	4,347	41	27	4	4,275	41.2	49.5	9.3	207.2
Male	4,372	54	48	6	4,264	38.7	49.1	12.3	209.5
Migrant Status									
Migrant	2	*	*	*	*	*	*	*	*
Non-Migrant	8,720	95	76	10	8,539	39.9	49.3	10.8	208.4
Ethnicity [8]									
White	3,901	31	23	6	3,841	27.4	56.9	15.7	217.5
Black or African American	1,942	27	32	2	1,881	64.0	33.1	3.0	191.8
Asian	485	4	2	1	478	25.7	49.8	24.5	222.7
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	46.2	23.1	30.8	208.4
Hispanic or Latino	2,330	32	16	1	2,281	44.3	49.8	6.0	203.6
American Indian or Alaska Native	28	0	0	0	28	28.6	57.1	14.3	215.4
Other	23	1	3	0	19	36.8	47.4	15.8	212.4
Economic Status									
Economically Disadvantaged	3,073	37	30	3	3,003	50.2	44.5	5.3	200.5
Non-Economically Disadvantaged	5,649	58	46	7	5,538	34.3	51.9	13.8	212.7

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG B

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	8,722	91	46	11	8,574	25.8	68.8	5.4	212.6
General Education [4]	6,822	0	27	4	6,791	13.7	79.4	6.8	222.1
Special Education	1,533	91	19	6	1,417	70.9	29.1	0.1	176.6
Not Exempt From Passing	493	0	7	3	483	60.5	39.3	0.2	187.8
Exempt From Passing	949	0	12	3	934	76.2	23.8	0.0	170.7
Exempt From Taking (APA) [5]	91	91	--	--	--	--	--	--	--
Limited English Proficient [6]	431	0	0	1	430	70.2	29.3	0.5	179.0
Current LEP	371	0	0	1	370	75.1	24.6	0.3	175.0
Former LEP	60	0	0	0	60	40.0	58.3	1.7	203.5
Gender [7]									
Female	4,347	39	19	4	4,285	22.1	71.0	7.0	216.3
Male	4,372	52	26	7	4,287	29.5	66.6	3.9	208.9
Migrant Status									
Migrant	2	*	*	*	*	*	*	*	*
Non-Migrant	8,720	91	46	11	8,572	25.8	68.8	5.4	212.6
Ethnicity [8]									
White	3,901	30	18	5	3,848	16.8	74.9	8.3	220.5
Black or African American	1,942	26	18	5	1,893	42.1	56.6	1.3	199.6
Asian	485	4	0	0	481	20.0	70.9	9.1	219.0
Native Hawaiian or Other Pacific Islander	13	0	0	0	13	30.8	69.2	0.0	218.4
Hispanic or Latino	2,330	30	9	1	2,290	28.8	68.0	3.2	208.8
American Indian or Alaska Native	28	0	0	0	28	14.3	82.1	3.6	209.9
Other	23	1	1	0	21	28.6	66.7	4.8	208.4
Economic Status									
Economically Disadvantaged	3,073	36	21	4	3,012	34.3	63.3	2.5	205.4
Non-Economically Disadvantaged	5,649	55	25	7	5,562	21.2	71.8	7.0	216.5

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	8,257	40	101	10	8,106	33.5	53.8	12.7	213.1
General Education [4]	6,722	0	55	7	6,660	23.3	61.6	15.1	220.4
Special Education	1,375	40	45	3	1,287	80.8	18.0	1.2	179.4
Not Exempt From Passing	790	0	17	3	770	75.1	23.0	1.9	183.7
Exempt From Passing	545	0	28	0	517	89.4	10.6	0.0	172.9
Exempt From Taking (APA) [5]	40	40	--	--	--	--	--	--	--
Limited English Proficient [6]	223	0	1	1	221	74.2	23.1	2.7	185.1
Current LEP	164	0	1	0	163	79.8	16.6	3.7	182.1
Former LEP	59	0	0	1	58	58.6	41.4	0.0	193.5
Gender [7]									
Female	4,060	9	46	3	4,002	33.0	55.3	11.6	213.0
Male	4,193	31	55	7	4,100	34.0	52.3	13.8	213.3
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,256	40	101	10	8,105	33.5	53.8	12.7	213.1
Ethnicity [8]									
White	4,283	19	41	3	4,220	23.6	59.0	17.4	220.6
Black or African American	1,653	6	24	3	1,620	54.9	41.5	3.5	197.5
Asian	523	0	3	1	519	17.1	57.0	25.8	227.7
Native Hawaiian or Other Pacific Islander	11	0	0	0	11	27.3	45.5	27.3	224.9
Hispanic or Latino	1,678	14	32	3	1,629	43.5	51.0	5.5	204.2
American Indian or Alaska Native	16	0	0	0	16	31.3	50.0	18.8	215.8
Other	93	1	1	0	91	26.4	63.7	9.9	216.7
Economic Status									
Economically Disadvantaged	2,336	14	37	3	2,282	43.9	48.9	7.3	204.8
Non-Economically Disadvantaged	5,921	26	64	7	5,824	29.5	55.7	14.8	216.3

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG CD

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	8,257	41	62	15	8,139	19.6	72.9	7.4	217.8
General Education [4]	6,722	0	34	9	6,679	9.8	81.3	9.0	225.6
Special Education	1,375	41	28	6	1,300	63.5	36.2	0.3	183.0
Not Exempt From Passing	817	0	16	3	798	55.4	44.4	0.3	191.1
Exempt From Passing	517	0	12	3	502	76.5	23.1	0.4	170.1
Exempt From Taking (APA) [5]	41	41	--	--	--	--	--	--	--
Limited English Proficient [6]	223	0	0	1	222	68.9	30.2	0.9	180.0
Current LEP	164	0	0	0	164	76.2	23.2	0.6	173.7
Former LEP	59	0	0	1	58	48.3	50.0	1.7	197.9
Gender [7]									
Female	4,060	9	25	7	4,019	15.2	74.9	9.9	222.3
Male	4,193	32	37	8	4,116	23.9	71.0	5.1	213.4
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	8,256	41	62	15	8,138	19.6	72.9	7.4	217.8
Ethnicity [8]									
White	4,283	20	24	3	4,236	13.2	77.0	9.8	223.7
Black or African American	1,653	6	18	7	1,622	31.4	65.6	3.0	206.6
Asian	523	0	1	2	520	13.8	71.5	14.6	224.5
Native Hawaiian or Other Pacific Islander	11	0	0	0	11	18.2	54.5	27.3	225.9
Hispanic or Latino	1,678	14	19	3	1,642	26.9	69.9	3.2	210.9
American Indian or Alaska Native	16	0	0	0	16	0.0	93.8	6.3	225.8
Other	93	1	0	0	92	15.2	77.2	7.6	220.6
Economic Status									
Economically Disadvantaged	2,336	15	19	8	2,294	27.9	68.4	3.7	210.1
Non-Economically Disadvantaged	5,921	26	43	7	5,845	16.4	74.7	8.9	220.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	14,386	81	108	19	14,178	27.2	55.9	16.9	218.2
General Education [4]	11,828	0	59	17	11,752	18.3	61.8	19.9	224.8
Special Education	2,358	81	48	2	2,227	70.8	27.3	2.0	186.2
Not Exempt From Passing	1,263	0	17	2	1,244	64.3	33.5	2.2	190.8
Exempt From Passing	1,014	0	31	0	983	78.9	19.3	1.7	180.5
Exempt From Taking (APA) [5]	81	81	--	--	--	--	--	--	--
Limited English Proficient [6]	262	1	2	0	259	66.4	29.0	4.6	191.1
Current LEP	207	1	1	0	205	68.3	27.3	4.4	189.6
Former LEP	55	0	1	0	54	59.3	35.2	5.6	197.0
Gender [7]									
Female	7,014	32	44	6	6,932	26.9	58.0	15.1	217.8
Male	7,369	49	64	13	7,243	27.5	53.8	18.6	218.6
Migrant Status									
Migrant	2	*	*	*	*	*	*	*	*
Non-Migrant	14,384	81	108	19	14,176	27.3	55.9	16.9	218.2
Ethnicity [8]									
White	9,917	50	60	16	9,791	22.0	58.7	19.3	222.3
Black or African American	1,817	16	33	1	1,767	51.6	44.7	3.7	199.0
Asian	881	5	3	0	873	13.7	52.8	33.4	232.8
Native Hawaiian or Other Pacific Islander	17	0	1	0	16	37.5	37.5	25.0	216.1
Hispanic or Latino	1,668	8	7	2	1,651	38.4	53.5	8.1	207.9
American Indian or Alaska Native	20	0	2	0	18	38.9	33.3	27.8	213.3
Other	66	2	2	0	62	48.4	45.2	6.5	197.5
Economic Status									
Economically Disadvantaged	2,468	27	26	5	2,410	42.6	50.0	7.4	205.3
Non-Economically Disadvantaged	11,918	54	82	14	11,768	24.1	57.1	18.8	220.9

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG DE

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	14,386	79	61	24	14,222	14.7	75.1	10.2	222.9
General Education [4]	11,828	0	38	17	11,773	6.8	81.1	12.1	229.6
Special Education	2,358	79	22	6	2,251	51.1	47.9	1.0	192.1
Not Exempt From Passing	1,269	0	4	1	1,264	42.4	56.2	1.4	199.8
Exempt From Passing	1,010	0	18	5	987	62.3	37.3	0.4	182.3
Exempt From Taking (APA) [5]	79	79	--	--	--	--	--	--	--
Limited English Proficient [6]	262	1	2	1	258	67.8	31.8	0.4	178.8
Current LEP	207	1	1	1	204	73.5	26.5	0.0	174.0
Former LEP	55	0	1	0	54	46.3	51.9	1.9	197.1
Gender [7]									
Female	7,014	32	20	11	6,951	11.0	75.8	13.2	227.0
Male	7,369	47	41	13	7,268	18.3	74.4	7.3	218.9
Migrant Status									
Migrant	2	*	*	*	*	*	*	*	*
Non-Migrant	14,384	79	61	24	14,220	14.7	75.1	10.2	222.9
Ethnicity [8]									
White	9,917	49	39	17	9,812	11.0	77.1	11.9	226.6
Black or African American	1,817	15	14	4	1,784	29.3	67.8	3.0	208.5
Asian	881	5	2	0	874	13.0	70.9	16.0	226.8
Native Hawaiian or Other Pacific Islander	17	0	0	0	17	29.4	52.9	17.6	218.9
Hispanic or Latino	1,668	8	4	3	1,653	20.4	74.5	5.1	215.6
American Indian or Alaska Native	20	0	1	0	19	26.3	73.7	0.0	214.2
Other	66	2	1	0	63	47.6	49.2	3.2	195.3
Economic Status									
Economically Disadvantaged	2,468	26	15	10	2,417	26.3	69.2	4.5	211.5
Non-Economically Disadvantaged	11,918	53	46	14	11,805	12.4	76.3	11.3	225.2

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	12,103	32	62	19	11,990	23.3	57.1	19.6	221.5
General Education [4]	10,297	0	32	12	10,253	15.3	62.2	22.6	227.4
Special Education	1,656	32	30	7	1,587	72.1	26.0	2.0	185.4
Not Exempt From Passing	1,041	0	11	2	1,028	64.4	33.2	2.4	191.6
Exempt From Passing	583	0	19	5	559	86.2	12.7	1.1	174.1
Exempt From Taking (APA) [5]	32	32	--	--	--	--	--	--	--
Limited English Proficient [6]	173	0	0	2	171	55.0	35.7	9.4	198.8
Current LEP	151	0	0	0	151	58.3	37.1	4.6	195.0
Former LEP	22	0	0	2	20	30.0	25.0	45.0	227.2
Gender [7]									
Female	5,886	5	24	7	5,850	23.2	59.2	17.6	220.7
Male	6,216	27	38	12	6,139	23.4	55.1	21.5	222.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	12,103	32	62	19	11,990	23.3	57.1	19.6	221.5
Ethnicity [8]									
White	8,706	23	42	13	8,628	19.3	59.7	21.1	224.4
Black or African American	1,065	3	6	2	1,054	47.2	47.0	5.9	202.3
Asian	868	1	0	1	866	11.5	48.4	40.1	235.7
Native Hawaiian or Other Pacific Islander	38	0	0	0	38	10.5	60.5	28.9	235.8
Hispanic or Latino	1,230	1	12	3	1,214	37.6	54.0	8.5	209.0
American Indian or Alaska Native	15	0	0	0	15	53.3	40.0	6.7	202.6
Other	181	4	2	0	175	38.9	55.4	5.7	207.4
Economic Status									
Economically Disadvantaged	1,432	1	21	1	1,409	40.9	50.5	8.7	206.6
Non-Economically Disadvantaged	10,671	31	41	18	10,581	21.0	58.0	21.1	223.5

1 Includes students coded Medical Emergency.
2 Percentages may not total 100 due to rounding.
3 Students are included in Total Students only once, but they appear in all other categories that apply.
4 Includes students coded Former LEP who are not Special Education.
5 Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG FG

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	12,103	32	47	14	12,010	12.4	75.6	12.0	225.6
General Education [4]	10,297	0	22	9	10,266	5.6	80.5	13.8	231.4
Special Education	1,656	32	25	5	1,594	51.4	47.7	0.9	192.0
Not Exempt From Passing	1,078	0	10	2	1,066	38.7	60.0	1.2	201.8
Exempt From Passing	546	0	15	3	528	76.9	22.9	0.2	172.3
Exempt From Taking (APA) [5]	32	32	--	--	--	--	--	--	--
Limited English Proficient [6]	173	0	0	0	173	57.8	41.0	1.2	190.3
Current LEP	151	0	0	0	151	63.6	35.8	0.7	186.6
Former LEP	22	0	0	0	22	18.2	77.3	4.5	215.2
Gender [7]									
Female	5,886	5	22	6	5,853	8.7	75.1	16.2	230.0
Male	6,216	27	25	8	6,156	15.9	76.2	7.9	221.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	12,103	32	47	14	12,010	12.4	75.6	12.0	225.6
Ethnicity [8]									
White	8,706	23	30	10	8,643	9.6	76.9	13.5	228.4
Black or African American	1,065	3	5	2	1,055	26.3	69.9	3.9	211.5
Asian	868	1	0	1	866	10.3	71.5	18.2	230.2
Native Hawaiian or Other Pacific Islander	38	0	0	0	38	0.0	94.7	5.3	233.5
Hispanic or Latino	1,230	1	10	1	1,218	20.9	74.0	5.1	216.3
American Indian or Alaska Native	15	0	1	0	14	0.0	100.0	0.0	218.9
Other	181	4	1	0	176	22.7	73.3	4.0	214.9
Economic Status									
Economically Disadvantaged	1,432	1	14	2	1,415	24.6	71.7	3.7	213.1
Non-Economically Disadvantaged	10,671	31	33	12	10,595	10.8	76.2	13.1	227.3

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	18,309	104	77	29	18,099	16.9	52.6	30.4	229.3
General Education [4]	15,519	0	48	14	15,457	9.8	55.3	34.9	235.3
Special Education	2,543	104	27	15	2,397	58.4	37.7	3.8	194.3
Not Exempt From Passing	1,815	0	17	12	1,786	50.4	44.8	4.8	200.2
Exempt From Passing	624	0	10	3	611	82.0	16.9	1.1	177.1
Exempt From Taking (APA) [5]	104	104	--	--	--	--	--	--	--
Limited English Proficient [6]	317	0	2	0	315	53.7	34.3	12.1	201.1
Current LEP	250	0	2	0	248	59.3	33.1	7.7	196.0
Former LEP	67	0	0	0	67	32.8	38.8	28.4	219.9
Gender [7]									
Female	8,949	38	38	13	8,860	16.6	55.5	27.9	228.6
Male	9,358	66	39	16	9,237	17.2	49.9	32.9	230.1
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	18,308	104	77	29	18,098	16.9	52.6	30.4	229.3
Ethnicity [8]									
White	12,956	81	45	27	12,803	12.8	55.4	31.8	232.1
Black or African American	1,724	9	19	2	1,694	41.9	50.8	7.3	206.1
Asian	1,951	4	3	0	1,944	7.6	36.9	55.6	244.6
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	25.0	43.8	31.3	227.3
Hispanic or Latino	1,446	9	9	0	1,428	35.6	52.3	12.1	211.8
American Indian or Alaska Native	30	0	0	0	30	13.3	20.0	66.7	242.8
Other	186	1	1	0	184	25.5	55.4	19.0	219.2
Economic Status									
Economically Disadvantaged	1,545	16	14	0	1,515	39.0	51.0	10.0	208.7
Non-Economically Disadvantaged	16,764	88	63	29	16,584	14.9	52.8	32.3	231.2

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG GH

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	18,309	107	55	22	18,125	8.6	74.8	16.6	230.2
General Education [4]	15,519	0	36	10	15,473	3.2	77.6	19.3	235.3
Special Education	2,543	107	18	11	2,407	37.6	61.0	1.3	202.2
Not Exempt From Passing	1,855	0	12	10	1,833	29.4	69.1	1.6	208.7
Exempt From Passing	581	0	6	1	574	64.1	35.4	0.5	181.3
Exempt From Taking (APA) [5]	107	107	--	--	--	--	--	--	--
Limited English Proficient [6]	317	0	1	1	315	59.7	40.0	0.3	188.0
Current LEP	250	0	1	1	248	67.3	32.7	0.0	182.4
Former LEP	67	0	0	0	67	31.3	67.2	1.5	208.6
Gender [7]									
Female	8,949	38	28	10	8,873	6.5	72.5	21.0	233.6
Male	9,358	69	27	12	9,250	10.6	76.9	12.5	226.9
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	18,308	107	55	22	18,124	8.6	74.8	16.6	230.2
Ethnicity [8]									
White	12,956	82	28	16	12,830	5.9	76.4	17.8	232.8
Black or African American	1,724	9	15	3	1,697	21.3	74.5	4.2	215.1
Asian	1,951	5	3	1	1,942	7.8	64.3	27.9	235.2
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	18.8	68.8	12.5	227.4
Hispanic or Latino	1,446	10	7	2	1,427	18.4	74.8	6.8	218.6
American Indian or Alaska Native	30	0	0	0	30	10.0	70.0	20.0	232.1
Other	186	1	2	0	183	14.2	77.6	8.2	221.7
Economic Status									
Economically Disadvantaged	1,545	17	7	3	1,518	23.3	72.5	4.2	214.3
Non-Economically Disadvantaged	16,764	90	48	19	16,607	7.3	75.0	17.8	231.6

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	15,557	63	73	23	15,398	11.6	47.2	41.2	236.9
General Education [4]	13,342	0	36	10	13,296	5.9	47.7	46.5	242.4
Special Education	2,114	63	35	12	2,004	47.2	45.1	7.7	202.5
Not Exempt From Passing	1,719	0	31	12	1,676	39.8	51.1	9.1	207.8
Exempt From Passing	332	0	4	0	328	85.1	14.3	0.6	175.4
Exempt From Taking (APA) [5]	63	63	--	--	--	--	--	--	--
Limited English Proficient [6]	133	1	3	1	128	49.2	32.0	18.8	207.7
Current LEP	104	1	2	1	100	57.0	27.0	16.0	202.1
Former LEP	29	0	1	0	28	21.4	50.0	28.6	228.0
Gender [7]									
Female	7,511	21	35	10	7,445	11.4	49.9	38.7	236.0
Male	8,040	42	38	13	7,947	11.7	44.7	43.6	237.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,557	63	73	23	15,398	11.6	47.2	41.2	236.9
Ethnicity [8]									
White	11,963	49	53	17	11,844	9.6	49.0	41.4	238.0
Black or African American	865	6	8	4	847	36.6	52.5	10.9	210.2
Asian	1,787	3	2	0	1,782	3.6	29.7	66.6	251.7
Native Hawaiian or Other Pacific Islander	25	0	0	1	24	29.2	54.2	16.7	220.1
Hispanic or Latino	831	4	8	1	818	29.6	53.7	16.7	217.6
American Indian or Alaska Native	18	0	1	0	17	17.6	41.2	41.2	232.5
Other	68	1	1	0	66	19.7	54.5	25.8	225.3
Economic Status									
Economically Disadvantaged	624	9	11	3	601	35.3	53.1	11.6	211.2
Non-Economically Disadvantaged	14,933	54	62	20	14,797	10.6	47.0	42.4	238.0

1 Includes students coded Medical Emergency.
2 Percentages may not total 100 due to rounding.
3 Students are included in Total Students only once, but they appear in all other categories that apply.
4 Includes students coded Former LEP who are not Special Education.
5 Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG I

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	15,557	61	48	28	15,420	5.6	68.5	25.9	236.0
General Education [4]	13,342	0	23	16	13,303	1.7	69.0	29.4	240.3
Special Education	2,114	61	24	12	2,017	29.1	66.7	4.3	210.0
Not Exempt From Passing	1,757	0	21	10	1,726	22.2	72.9	4.9	215.5
Exempt From Passing	296	0	3	2	291	69.8	29.9	0.3	177.9
Exempt From Taking (APA) [5]	61	61	--	--	--	--	--	--	--
Limited English Proficient [6]	133	1	2	0	130	47.7	50.8	1.5	194.4
Current LEP	104	1	1	0	102	56.9	43.1	0.0	188.7
Former LEP	29	0	1	0	28	14.3	78.6	7.1	215.5
Gender [7]									
Female	7,511	17	22	10	7,462	4.0	63.8	32.2	239.4
Male	8,040	44	26	18	7,952	7.1	72.9	20.0	232.9
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	15,557	61	48	28	15,420	5.6	68.5	25.9	236.0
Ethnicity [8]									
White	11,963	48	37	21	11,857	4.3	69.2	26.5	237.4
Black or African American	865	5	3	7	850	20.5	70.7	8.8	218.3
Asian	1,787	3	2	0	1,782	3.4	59.8	36.8	241.3
Native Hawaiian or Other Pacific Islander	25	0	0	0	25	12.0	68.0	20.0	224.6
Hispanic or Latino	831	4	5	0	822	13.0	74.8	12.2	224.4
American Indian or Alaska Native	18	0	0	0	18	22.2	50.0	27.8	224.7
Other	68	1	1	0	66	16.7	68.2	15.2	225.3
Economic Status									
Economically Disadvantaged	624	7	5	3	609	18.9	74.1	7.1	217.4
Non-Economically Disadvantaged	14,933	54	43	25	14,811	5.1	68.3	26.7	236.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	3,830	15	22	4	3,789	7.7	38.1	54.2	244.1
General Education [4]	3,289	0	7	1	3,281	2.7	36.5	60.8	249.5
Special Education	516	15	15	2	484	40.5	48.8	10.7	208.9
Not Exempt From Passing	416	0	13	0	403	33.7	53.3	12.9	213.9
Exempt From Passing	85	0	2	2	81	74.1	25.9	0.0	183.5
Exempt From Taking (APA) [5]	15	15	--	--	--	--	--	--	--
Limited English Proficient [6]	53	0	0	1	52	25.0	46.2	28.8	225.4
Current LEP	25	0	0	1	24	37.5	41.7	20.8	214.5
Former LEP	28	0	0	0	28	14.3	50.0	35.7	234.8
Gender [7]									
Female	1,882	4	14	1	1,863	7.8	40.8	51.3	242.9
Male	1,948	11	8	3	1,926	7.6	35.5	56.9	245.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,830	15	22	4	3,789	7.7	38.1	54.2	244.1
Ethnicity [8]									
White	2,864	12	19	3	2,830	7.2	41.2	51.6	243.2
Black or African American	95	0	1	0	94	39.4	41.5	19.1	212.7
Asian	714	3	1	1	709	3.0	20.9	76.2	255.9
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	148	0	1	0	147	19.7	58.5	21.8	225.9
American Indian or Alaska Native	3	*	*	*	*	*	*	*	*
Other	6	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	41	0	0	0	41	31.7	48.8	19.5	218.9
Non-Economically Disadvantaged	3,789	15	22	4	3,748	7.4	38.0	54.5	244.4

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG J

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	3,830	13	20	2	3,795	4.0	66.5	29.5	238.6
General Education [4]	3,289	0	6	0	3,283	0.7	65.9	33.4	242.5
Special Education	516	13	14	1	488	23.6	71.1	5.3	214.5
Not Exempt From Passing	427	0	12	1	414	17.6	76.1	6.3	219.1
Exempt From Passing	76	0	2	0	74	56.8	43.2	0.0	189.0
Exempt From Taking (APA) [5]	13	13	--	--	--	--	--	--	--
Limited English Proficient [6]	53	0	0	1	52	34.6	65.4	0.0	202.3
Current LEP	25	0	0	1	24	58.3	41.7	0.0	191.4
Former LEP	28	0	0	0	28	14.3	85.7	0.0	211.7
Gender [7]									
Female	1,882	2	13	0	1,867	3.2	59.5	37.3	241.8
Male	1,948	11	7	2	1,928	4.8	73.2	22.0	235.5
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	3,830	13	20	2	3,795	4.0	66.5	29.5	238.6
Ethnicity [8]									
White	2,864	11	17	1	2,835	3.0	67.4	29.6	239.4
Black or African American	95	0	1	0	94	23.4	66.0	10.6	219.1
Asian	714	2	1	0	711	4.1	60.8	35.2	240.7
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	148	0	1	1	146	11.0	74.7	14.4	225.6
American Indian or Alaska Native	3	*	*	*	*	*	*	*	*
Other	6	*	*	*	*	*	*	*	*
Economic Status									
Economically Disadvantaged	41	0	0	0	41	17.1	70.7	12.2	221.1
Non-Economically Disadvantaged	3,789	13	20	2	3,754	3.9	66.4	29.7	238.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG N

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	223	3	3	0	217	57.1	37.8	5.1	195.0
General Education [4]	166	0	2	0	164	46.3	47.0	6.7	203.2
Special Education	45	3	1	0	41	95.1	4.9	0.0	166.1
Not Exempt From Passing	39	0	1	0	38	94.7	5.3	0.0	166.5
Exempt From Passing	3	*	*	*	*	*	*	*	*
Exempt From Taking (APA) [5]	3	3	--	--	--	--	--	--	--
Limited English Proficient [6]	18	0	1	0	17	70.6	29.4	0.0	183.6
Current LEP	12	0	0	0	12	75.0	25.0	0.0	182.6
Former LEP	6	*	*	*	*	*	*	*	*
Gender [7]									
Female	97	2	1	0	94	53.2	43.6	3.2	194.8
Male	126	1	2	0	123	60.2	33.3	6.5	195.2
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	223	3	3	0	217	57.1	37.8	5.1	195.0
Ethnicity [8]									
White	34	1	1	0	32	40.6	43.8	15.6	205.6
Black or African American	96	0	1	0	95	71.6	27.4	1.1	186.6
Asian	4	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	89	2	1	0	86	50.0	45.3	4.7	198.8
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	177	3	3	0	171	56.7	40.4	2.9	194.7
Non-Economically Disadvantaged	46	0	0	0	46	58.7	28.3	13.0	196.3

1 Includes students coded Medical Emergency.
2 Percentages may not total 100 due to rounding.
3 Students are included in Total Students only once, but they appear in all other categories that apply.
4 Includes students coded Former LEP who are not Special Education.
5 Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG N

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	223	3	3	0	217	42.4	57.1	0.5	200.6
General Education [4]	166	0	2	0	164	28.0	71.3	0.6	211.5
Special Education	45	3	1	0	41	85.4	14.6	0.0	167.4
Not Exempt From Passing	39	0	1	0	38	84.2	15.8	0.0	170.2
Exempt From Passing	3	*	*	*	*	*	*	*	*
Exempt From Taking (APA) [5]	3	3	--	--	--	--	--	--	--
Limited English Proficient [6]	18	0	1	0	17	82.4	17.6	0.0	171.1
Current LEP	12	0	0	0	12	91.7	8.3	0.0	165.8
Former LEP	6	*	*	*	*	*	*	*	*
Gender [7]									
Female	97	2	1	0	94	35.1	64.9	0.0	205.9
Male	126	1	2	0	123	48.0	51.2	0.8	196.7
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	223	3	3	0	217	42.4	57.1	0.5	200.6
Ethnicity [8]									
White	34	1	1	0	32	31.3	65.6	3.1	209.1
Black or African American	96	0	1	0	95	46.3	53.7	0.0	197.3
Asian	4	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	89	2	1	0	86	44.2	55.8	0.0	199.8
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	177	3	3	0	171	43.3	56.1	0.6	199.7
Non-Economically Disadvantaged	46	0	0	0	46	39.1	60.9	0.0	204.0

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DCF, JJC)

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	380	0	29	2	349	90.5	8.9	0.6	170.4
General Education [4]	165	0	14	1	150	82.7	16.0	1.3	177.6
Special Education	215	0	15	1	199	96.5	3.5	0.0	165.0
Not Exempt From Passing	19	0	0	0	19	68.4	31.6	0.0	184.5
Exempt From Passing	196	0	15	1	180	99.4	0.6	0.0	162.9
Exempt From Taking (APA) [5]	0	0	--	--	--	--	--	--	--
Limited English Proficient [6]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [7]									
Female	65	0	1	1	63	84.1	14.3	1.6	176.5
Male	315	0	28	1	286	92.0	7.7	0.3	169.0
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	380	0	29	2	349	90.5	8.9	0.6	170.4
Ethnicity [8]									
White	59	0	3	1	55	80.0	16.4	3.6	179.1
Black or African American	253	0	20	0	233	94.4	5.6	0.0	167.6
Asian	0	0	0	0	0	0.0	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	46	0	6	1	39	84.6	15.4	0.0	170.9
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	0	0	0	22	86.4	13.6	0.0	176.9
Economic Status									
Economically Disadvantaged	267	0	14	1	252	91.7	7.9	0.4	170.4
Non-Economically Disadvantaged	113	0	15	1	97	87.6	11.3	1.0	170.3

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG O (DOC, DCF, JJC)

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	380	0	28	6	346	82.1	17.9	0.0	164.5
General Education [4]	165	0	13	1	151	71.5	28.5	0.0	178.3
Special Education	215	0	15	5	195	90.3	9.7	0.0	153.8
Not Exempt From Passing	22	0	1	2	19	63.2	36.8	0.0	178.8
Exempt From Passing	193	0	14	3	176	93.2	6.8	0.0	151.1
Exempt From Taking (APA) [5]	0	0	--	--	--	--	--	--	--
Limited English Proficient [6]	0	0	0	0	0	0.0	0.0	0.0	0.0
Current LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Former LEP	0	0	0	0	0	0.0	0.0	0.0	0.0
Gender [7]									
Female	65	0	2	2	61	72.1	27.9	0.0	179.7
Male	315	0	26	4	285	84.2	15.8	0.0	161.3
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	380	0	28	6	346	82.1	17.9	0.0	164.5
Ethnicity [8]									
White	59	0	3	2	54	64.8	35.2	0.0	183.9
Black or African American	253	0	19	4	230	86.1	13.9	0.0	160.0
Asian	0	0	0	0	0	0.0	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	46	0	6	0	40	87.5	12.5	0.0	164.0
American Indian or Alaska Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	0	0	0	22	72.7	27.3	0.0	165.0
Economic Status									
Economically Disadvantaged	267	0	12	4	251	82.9	17.1	0.0	163.4
Non-Economically Disadvantaged	113	0	16	2	95	80.0	20.0	0.0	167.5

1 Includes students coded Medical Emergency.
2 Percentages may not total 100 due to rounding.
3 Students are included in Total Students only once, but they appear in all other categories that apply.
4 Includes students coded Former LEP who are not Special Education.
5 Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
8 Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	597	2	3	0	592	60.1	37.3	2.5	194.4
General Education [4]	510	0	2	0	508	54.9	42.1	3.0	198.0
Special Education	81	2	1	0	78	91.0	9.0	0.0	172.4
Not Exempt From Passing	21	0	1	0	20	85.0	15.0	0.0	177.4
Exempt From Passing	58	0	0	0	58	93.1	6.9	0.0	170.7
Exempt From Taking (APA) [5]	2	2	--	--	--	--	--	--	--
Limited English Proficient [6]	8	*	*	*	*	*	*	*	*
Current LEP	6	*	*	*	*	*	*	*	*
Former LEP	2	*	*	*	*	*	*	*	*
Gender [7]									
Female	331	1	2	0	328	59.5	37.5	3.0	194.8
Male	266	1	1	0	264	61.0	37.1	1.9	193.8
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	597	2	3	0	592	60.1	37.3	2.5	194.4
Ethnicity [8]									
White	54	0	1	0	53	32.1	60.4	7.5	210.0
Black or African American	326	1	1	0	324	67.6	31.2	1.2	189.7
Asian	8	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	208	1	1	0	206	55.8	40.8	3.4	197.4
American Indian or Alaska Native	1	*	*	*	*	*	*	*	*
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	377	2	0	0	375	58.4	39.2	2.4	194.7
Non-Economically Disadvantaged	220	0	3	0	217	63.1	34.1	2.8	193.7

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG R (Charter Schools)

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	597	3	3	1	590	32.7	65.8	1.5	205.7
General Education [4]	510	0	2	1	507	25.4	72.8	1.8	210.7
Special Education	81	3	1	0	77	75.3	24.7	0.0	176.6
Not Exempt From Passing	22	0	1	0	21	61.9	38.1	0.0	185.7
Exempt From Passing	56	0	0	0	56	80.4	19.6	0.0	173.2
Exempt From Taking (APA) [5]	3	3	--	--	--	--	--	--	--
Limited English Proficient [6]	8	*	*	*	*	*	*	*	*
Current LEP	6	*	*	*	*	*	*	*	*
Former LEP	2	*	*	*	*	*	*	*	*
Gender [7]									
Female	331	2	2	0	327	29.4	67.9	2.8	208.4
Male	266	1	1	1	263	36.9	63.1	0.0	202.4
Migrant Status									
Migrant	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Migrant	597	3	3	1	590	32.7	65.8	1.5	205.7
Ethnicity [8]									
White	54	0	1	0	53	15.1	81.1	3.8	217.5
Black or African American	326	2	1	0	323	36.5	62.2	1.2	202.7
Asian	8	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic or Latino	208	1	1	1	205	32.2	66.3	1.5	206.8
American Indian or Alaska Native	1	*	*	*	*	*	*	*	*
Other	0	0	0	0	0	0.0	0.0	0.0	0.0
Economic Status									
Economically Disadvantaged	377	2	0	1	374	32.1	66.3	1.6	205.2
Non-Economically Disadvantaged	220	1	3	0	216	33.8	64.8	1.4	206.5

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	4,731	60	15	5	4,651	25.4	48.8	25.8	223.2
General Education [4]	3,937	0	11	3	3,923	16.6	53.4	30.0	230.1
Special Education	750	60	4	2	684	75.7	22.4	1.9	183.6
Not Exempt From Passing	196	0	1	0	195	49.2	44.6	6.2	202.5
Exempt From Passing	494	0	3	2	489	86.3	13.5	0.2	176.1
Exempt From Taking (APA) [5]	60	60	--	--	--	--	--	--	--
Limited English Proficient [6]	60	1	0	0	59	35.6	42.4	22.0	216.4
Current LEP	48	1	0	0	47	31.9	44.7	23.4	218.5
Former LEP	12	0	0	0	12	50.0	33.3	16.7	208.1
Gender [7]									
Female	2,369	21	7	2	2,339	25.8	50.5	23.7	222.2
Male	2,362	39	8	3	2,312	25.1	47.0	27.9	224.2
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	4,730	60	15	5	4,650	25.4	48.8	25.8	223.2
Ethnicity [8]									
White	2,042	25	9	2	2,006	20.2	46.8	33.0	229.0
Black or African American	974	14	2	2	956	38.9	52.6	8.5	208.0
Asian	386	1	0	0	385	4.4	24.7	70.9	252.8
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	6.3	56.3	37.5	244.8
Hispanic or Latino	1,271	18	4	1	1,248	30.4	56.3	13.4	215.9
American Indian or Alaska Native	15	1	0	0	14	7.1	57.1	35.7	234.2
Other	27	1	0	0	26	30.8	50.0	19.2	218.4
Economic Status									
Economically Disadvantaged	1,781	31	4	5	1,741	35.6	54.3	10.2	211.7
Non-Economically Disadvantaged	2,950	29	11	0	2,910	19.4	45.5	35.1	230.0

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

DFG V (Vocational Schools)

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	4,731	60	9	11	4,651	14.7	70.7	14.6	224.3
General Education [4]	3,937	0	6	9	3,922	7.4	75.5	17.2	230.3
Special Education	750	60	3	2	685	56.5	42.8	0.7	190.6
Not Exempt From Passing	232	0	1	2	229	28.8	69.0	2.2	209.6
Exempt From Passing	458	0	2	0	456	70.4	29.6	0.0	181.1
Exempt From Taking (APA) [5]	60	60	--	--	--	--	--	--	--
Limited English Proficient [6]	60	0	0	0	60	30.0	70.0	0.0	208.8
Current LEP	48	0	0	0	48	29.2	70.8	0.0	208.9
Former LEP	12	0	0	0	12	33.3	66.7	0.0	208.4
Gender [7]									
Female	2,369	21	6	8	2,334	13.3	69.5	17.3	226.9
Male	2,362	39	3	3	2,317	16.2	71.9	11.9	221.7
Migrant Status									
Migrant	1	*	*	*	*	*	*	*	*
Non-Migrant	4,730	60	9	11	4,650	14.7	70.7	14.6	224.3
Ethnicity [8]									
White	2,042	26	6	4	2,006	11.3	68.5	20.2	229.4
Black or African American	974	13	0	6	955	24.6	71.8	3.6	212.9
Asian	386	1	0	0	385	2.3	56.4	41.3	242.9
Native Hawaiian or Other Pacific Islander	16	0	0	0	16	0.0	87.5	12.5	240.1
Hispanic or Latino	1,271	18	3	1	1,249	17.0	77.5	5.5	218.9
American Indian or Alaska Native	15	1	0	0	14	14.3	50.0	35.7	230.4
Other	27	1	0	0	26	7.7	80.8	11.5	222.8
Economic Status									
Economically Disadvantaged	1,781	30	3	4	1,744	21.4	74.1	4.5	215.3
Non-Economically Disadvantaged	2,950	30	6	7	2,907	10.7	68.6	20.6	229.7

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

MATHEMATICS

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	14,213	82	338	30	13,763	56.9	37.5	5.6	196.1
General Education [4]	10,427	0	182	20	10,225	45.8	46.9	7.3	204.7
Special Education	2,695	82	143	10	2,460	91.8	7.8	0.4	168.7
Not Exempt From Passing	744	0	30	3	711	83.0	16.3	0.7	176.5
Exempt From Passing	1,868	0	113	6	1,749	95.4	4.4	0.2	165.5
Exempt From Taking (APA) [5]	82	82	--	--	--	--	--	--	--
Limited English Proficient [6]	1,317	2	15	1	1,299	78.1	20.7	1.2	180.5
Current LEP	1,115	1	14	0	1,100	82.7	16.5	0.8	177.4
Former LEP	202	1	1	1	199	52.8	44.2	3.0	197.9
Gender [7]									
Female	7,338	38	136	10	7,154	58.1	37.1	4.8	195.5
Male	6,874	44	202	20	6,608	55.6	38.0	6.4	196.8
Migrant Status									
Migrant	8	*	*	*	*	*	*	*	*
Non-Migrant	14,205	82	338	30	13,755	56.9	37.6	5.6	196.2
Ethnicity [8]									
White	2,292	17	19	5	2,251	33.5	53.7	12.9	212.7
Black or African American	5,803	37	184	13	5,569	70.0	27.8	2.2	187.0
Asian	449	1	4	1	443	31.4	47.2	21.4	218.6
Native Hawaiian or Other Pacific Islander	7	*	*	*	*	*	*	*	*
Hispanic or Latino	5,537	27	117	9	5,384	54.8	40.4	4.8	197.0
American Indian or Alaska Native	18	0	0	0	18	50.0	38.9	11.1	202.6
Other	107	0	14	2	91	82.4	17.6	0.0	180.0
Economic Status									
Economically Disadvantaged	8,208	39	185	13	7,971	59.2	36.6	4.1	194.2
Non-Economically Disadvantaged	6,005	43	153	17	5,792	53.6	38.8	7.5	198.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Special Needs

LANGUAGE ARTS LITERACY									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	14,213	83	210	59	13,861	40.5	56.6	2.9	200.5
General Education [4]	10,427	0	105	39	10,283	25.8	70.3	3.8	212.9
Special Education	2,695	83	99	17	2,496	82.4	17.5	0.1	164.8
Not Exempt From Passing	755	0	22	3	730	71.8	28.1	0.1	176.7
Exempt From Passing	1,857	0	77	14	1,766	86.8	13.1	0.1	159.9
Exempt From Taking (APA) [5]	83	83	--	--	--	--	--	--	--
Limited English Proficient [6]	1,317	2	8	4	1,303	77.8	22.0	0.2	170.5
Current LEP	1,115	1	6	4	1,104	83.4	16.5	0.1	165.5
Former LEP	202	1	2	0	199	46.7	52.8	0.5	198.5
Gender [7]									
Female	7,338	38	86	21	7,193	36.0	60.4	3.6	204.8
Male	6,874	45	124	38	6,667	45.3	52.6	2.1	195.9
Migrant Status									
Migrant	8	*	*	*	*	*	*	*	*
Non-Migrant	14,205	83	210	59	13,853	40.5	56.7	2.9	200.6
Ethnicity [8]									
White	2,292	17	12	5	2,258	21.6	70.4	8.0	216.4
Black or African American	5,803	38	113	32	5,620	49.4	49.6	1.0	193.9
Asian	449	1	1	0	447	26.8	66.0	7.2	213.7
Native Hawaiian or Other Pacific Islander	7	*	*	*	*	*	*	*	*
Hispanic or Latino	5,537	27	77	22	5,411	39.8	57.8	2.4	200.2
American Indian or Alaska Native	18	0	0	0	18	44.4	50.0	5.6	198.4
Other	107	0	7	0	100	68.0	32.0	0.0	174.2
Economic Status									
Economically Disadvantaged	8,208	40	109	35	8,024	42.9	55.1	1.9	198.9
Non-Economically Disadvantaged	6,005	43	101	24	5,837	37.2	58.7	4.1	202.8

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

MATHEMATICS									
Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	84,392	466	541	118	83,267	22.3	51.8	25.9	224.6
General Education [4]	70,600	0	292	68	70,240	14.2	55.7	30.0	231.1
Special Education	12,631	466	243	48	11,874	66.2	30.4	3.5	189.4
Not Exempt From Passing	7,666	0	115	33	7,518	55.5	39.5	5.0	197.2
Exempt From Passing	4,499	0	128	15	4,356	84.6	14.6	0.8	176.0
Exempt From Taking (APA) [5]	466	466	--	--	--	--	--	--	--
Limited English Proficient [6]	1,516	3	9	5	1,499	60.1	31.0	8.9	195.9
Current LEP	1,188	3	6	2	1,177	65.3	28.0	6.8	192.1
Former LEP	328	0	3	3	322	41.3	41.9	16.8	210.2
Gender [7]									
Female	41,127	160	231	46	40,690	22.1	54.0	23.8	223.9
Male	43,246	306	309	72	42,559	22.5	49.6	27.9	225.3
Migrant Status									
Migrant	8	*	*	*	*	*	*	*	*
Non-Migrant	84,384	466	541	118	83,259	22.3	51.8	25.9	224.6
Ethnicity [8]									
White	56,094	283	294	85	55,432	16.4	54.6	29.0	229.2
Black or African American	9,843	66	128	16	9,633	50.0	44.5	5.5	200.6
Asian	7,377	20	12	3	7,342	8.5	38.2	53.2	243.3
Native Hawaiian or Other Pacific Islander	132	0	1	1	130	23.1	48.5	28.5	227.7
Hispanic or Latino	10,145	85	94	13	9,953	37.8	52.8	9.4	209.3
American Indian or Alaska Native	137	1	3	0	133	24.8	42.1	33.1	224.8
Other	664	11	9	0	644	33.1	53.9	13.0	212.8
Economic Status									
Economically Disadvantaged	12,832	142	137	20	12,533	42.9	49.2	7.9	205.6
Non-Economically Disadvantaged	71,560	324	404	98	70,734	18.7	52.2	29.1	228.0

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

TEST DATE: MARCH 2009
REPORT PRINTED: 8/28/2009
CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
(Produced for First-time 11th Graders Only)

Non Special Needs

LANGUAGE ARTS LITERACY

Demographic Group	Enrolled	APA Students	Not Present	Voids [1]	Valid Scale Scores	Performance Data for Students with Valid Scale Scores [2]			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students [3]	84,392	459	362	132	83,439	12.4	72.4	15.1	226.6
General Education [4]	70,600	0	201	74	70,325	5.6	76.7	17.7	232.7
Special Education	12,631	459	156	54	11,962	47.4	51.0	1.6	195.2
Not Exempt From Passing	7,876	0	82	34	7,760	35.2	62.5	2.3	205.2
Exempt From Passing	4,296	0	74	20	4,202	69.9	29.8	0.3	176.8
Exempt From Taking (APA) [5]	459	459	--	--	--	--	--	--	--
Limited English Proficient [6]	1,516	2	8	5	1,501	60.6	38.8	0.7	185.9
Current LEP	1,188	2	5	4	1,177	67.9	31.9	0.3	180.6
Former LEP	328	0	3	1	324	34.0	63.9	2.2	205.2
Gender [7]									
Female	41,127	152	153	58	40,764	9.5	71.2	19.3	230.5
Male	43,246	307	208	74	42,657	15.2	73.6	11.2	222.9
Migrant Status									
Migrant	8	*	*	*	*	*	*	*	*
Non-Migrant	84,384	459	362	132	83,431	12.4	72.4	15.2	226.6
Ethnicity [8]									
White	56,094	281	199	79	55,535	8.3	74.3	17.4	230.8
Black or African American	9,843	62	82	36	9,663	29.6	66.8	3.6	208.8
Asian	7,377	20	10	4	7,343	7.8	64.9	27.3	234.7
Native Hawaiian or Other Pacific Islander	132	0	0	0	132	12.9	74.2	12.9	228.1
Hispanic or Latino	10,145	84	63	13	9,985	21.6	72.9	5.6	215.6
American Indian or Alaska Native	137	1	2	0	134	11.9	74.6	13.4	223.6
Other	664	11	6	0	647	21.6	71.4	7.0	215.5
Economic Status									
Economically Disadvantaged	12,832	137	86	38	12,571	27.1	69.0	3.9	210.9
Non-Economically Disadvantaged	71,560	322	276	94	70,868	9.8	73.1	17.1	229.4

[1] Includes students coded Medical Emergency.
[2] Percentages may not total 100 due to rounding.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

COMPETITIVE PRIORITY

Science, Technology, Engineering, and Mathematics (STEM)
(15 total points)

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Science, Technology, Engineering, and Mathematics (STEM)

This proposal integrates the most innovative STEM work currently underway in New Jersey. We are proposing to expand projects and programs that have made STEM a priority in our educational system. The major goals of all of this work are to improve the delivery of higher-level content in the classroom, to provide more students with access to challenging STEM coursework, and to subsequently provide more STEM career options for the students of New Jersey.

One of our priorities has been providing our classroom teachers with high-quality materials to support the teaching of STEM subjects. There are brief excerpts of standards and lesson plans available in Appendix II to illustrate the resources that we have created for classroom teachers. As part of the development of the Curriculum and Assessment Spine, we will improve the quality of our offerings in science and mathematics, by giving teachers methods to teach the most challenging content. In our lowest-achieving schools,

we will continue to add teachers who are prepared to deliver higher-level STEM classes through expanding the programs described in Section (C)(3). We believe that this commitment will lead to not only more students taking AP exams related to STEM content, but also a more diverse representation of students in the state of New Jersey.

To integrate the STEM work contained in the assurances, and to develop a statewide collaboration for STEM, we intend to create and convene a STEM council. The council will be responsible for refining the strategic vision for STEM work and planning for additional resources to support teachers and students. We envision a committee that contains representatives from higher education, research, industry, education, affiliated education groups, and decision makers.

Finally, to prepare more students for advanced study and careers in mathematics, we will continue to extend student understanding of STEM careers at the middle-school level and look for broader experiences to provide the chance for real-world STEM experiences, both in the classroom and beyond brick-and-mortar settings. We will continue to expand our collaborations on STEM issues in the areas of CTE, and in order to better prepare students to work within state industries. We will also look to strengthen the skill-development of New Jersey's high-school students to prepare them to work in New Jersey's STEM career pathways.

There is copious evidence to support the work we have done to date on STEM, but it could only be briefly excerpted for purposes of this proposal. We urge you to visit the new resource on NJ Core Standards that is launching in February 2010 to see all that we have done to provide rich resources to teachers that relate to STEM.

INVITATIONAL PRIORITY

Early Childhood Education

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

NEW JERSEY'S EARLY CHILDHOOD PROGRAMS

New Jersey was the first state in the country to create a state-level office specifically focused on preschool through third grade -- a unique and crucial developmental stage. The Division of Early Childhood Education is expanding upon our state's commitment to preschool by investing in consistently high-quality kindergarten-through-third-grade education for young learners. We believe – and the research shows -- that success in early childhood is a foundation for future academic success. Thus, we have made early childhood success a foundation of our educational systems and will make it a foundation of our reforms. Outlined below are New Jersey's accomplishments to date – our reform conditions -- for each of the four assurances under Race to the Top:

Standards and Assessment

- The New Jersey Preschool Teaching and Learning Standards are aligned with New Jersey's K-12 Core Curriculum Content Standards and describe the learning outcomes for preschool children and related teaching practices;
- New Jersey Administrative Code, 6A:13A, Elements of High Quality Preschool Programs was readopted to provide a regulatory framework for implementation of high-quality preschool programs;
- The New Jersey Preschool Program Implementation Guidelines describe how to create an optimal preschool program, drawing on new findings from early-childhood-education research, particularly in the areas of inclusion, dual-language learners, and assessment;
- All of the former-Abbott-school-district preschool programs are using formative assessments to inform instruction that are tied to the districts' preschool curricula.

Data Systems to Support Instruction

- An evaluation-and-improvement cycle is in place that measures and improves each aspect of the former Abbott preschool program. The level of implementation is evaluated every year and used to inform changes in individual classrooms, as well as at the LEA and state levels. The evaluation consists of external and internal evaluations of the classrooms as well as associated child-outcome measures.
- Preschool children are part of the NJSMART database. School districts now use unique identifiers for preschool children to help track children who participate in the districts'

preschool programs. In addition, the definition of the term "school" has been expanded to enable the state to track community-based providers as well as schools.

Great Teachers and Leaders

- The Division provides technical assistance and professional development to support the implementation of high-quality preschool programs on a regional and individualized basis to 147 LEAs receiving state aid (Abbott districts and Early Childhood Program Aid and Early Launch to Learning Initiative districts);
- In 2009-10, the Division expanded professional-development opportunities to administrators responsible for P-3, with a focus on early-childhood assessment and curricula, supports for inclusion and dual-language learners, pedagogy, measuring and improving the quality of P-3 practices, and differentiated instruction;
- The P-3 teaching certificate is now supported by a P-3 Praxis exam.

Turning Around the Lowest-Achieving Schools

- New Jersey's LEA-level preschool Self-Assessment and Validation System, based on the program standards, is used by the 31 former Abbott preschool programs and the four additional expanded programs.
- The preschool programs in the former Abbott school LEAs have reached a high level of quality. For the past two years, the average score on Early Childhood Environment Rating Scale-Revised has been above a 5.0 on a seven-point scale, a score associated with learning benefits for children. This level of quality is maintained in both provider and in-LEA settings.

ELEVATING THE QUALITY OF PRESCHOOL PROGRAMS THROUGH RACE TO THE TOP

New Jersey has earned a national reputation for the quality of its state-funded preschool programs. High-quality preschool education is offered to all 3- and 4-year-olds who reside in 36 of the state's poorest LEAs. The program is specifically designed to prepare young children to enter kindergarten with skills and abilities that approach those of their more advantaged peers. Research has proven that intensive, high-quality preschool programs can close much of the early-achievement gap for lower income children. This substantially increases school success and produces a host of life-long benefits, including decreased grade-retention, increased school achievement and social and economic success as adults (Schweinhart et al., 1993; Barnett, 1996; Ramey et al., 2000; Ramey & Campbell, 1984; Campbell et al., 2002; Reynolds, 2000, Abbott Preschool Program Longitudinal Evaluation Study, 2009).

Elements of high-quality preschool education include:

- A full-year, full-day educational program consisting of 180 days with six hours per day of comprehensive instruction,
- State-certified (P-3) teachers and teacher assistants,
- Small class sizes,
- A comprehensive, research-based preschool curriculum designed to meet preschool teaching and learning standards,
- A developmentally-appropriate and comprehensive authentic, performance-based assessment system that is aligned to the curriculum,
- Classroom-based supports for children with disabilities and for dual-language learners, as needed, and
- Supervision, technical assistance, professional development and program quality-assessment to assure uniform high quality.

Detailed descriptions of these elements of high-quality preschool education programs are provided in New Jersey's Preschool Program Implementation Guidelines and New Jersey Administrative Code 6A:13A, Elements of High Quality Preschool Programs.

Race to the Top funds will be used to improve the quality of existing preschool educational programs that are located in the *non-Abbott* school LEAs by facilitating the implementation of the high-quality program components that have been found to be effective in the former Abbott districts. Race to the Top funds will be used to:

- Implement appropriate comprehensive, research-based curriculum and assessment models,
- Enhance teacher professional development, particularly in the areas of supports for dual language learners, handling challenging behavior, and supporting the inclusion of children with disabilities,
- Equip administrators with program quality-evaluation and -improvement tools to increase classroom quality, and
- Enhance preschool-specific classroom materials and supplies.

Description of participating school districts

There are 111 school LEAs that receive state funds for four-year-old preschool programs outside of the 35 fully-funded school LEAs. All of these currently receive Title 1 funds. Based on 2009-2010 enrollment, an estimated 8,325 four-year-old children (general education and inclusion) are projected to be served in 462 classrooms in these school LEAs in the 2010-2011 school year. Because of limited funding, the majority of these preschool programs have been unable to implement an evidence-based, comprehensive preschool curriculum and assessment system, and have been unable to address the needs of dual-language learners and children with challenging behaviors and/or potential learning difficulties.

Participating school districts will receive funds as follows:

- Implement an evidence-based, comprehensive preschool curriculum: $2,500 per classroom, per year for four years ($10,000 per classroom);
- Implement an evidence-based, performance-based assessment: $375 per classroom, per year for training and assessment materials;
- Professional development for administrators on the use of structured-classroom-observation instruments and their use in the measurement of quality ($33,300);
- Preschool classroom materials and supplies: $6,000 per classroom for 462 classrooms;
- Professional development for teachers/assistants (in LEA and community-based schools) to better support dual-language learners, handle challenging behavior and optimize the inclusion of children with potential learning difficulties: $295 per classroom per year ($1,180 per classroom) delivered by the curriculum developer.

Evaluation of implementation

- Third-party evaluation of curriculum implementation and overall classroom quality at the beginning and end of the grant period: 462 classrooms at $750 per classroom ($346,500 for classroom evaluation, feedback, data entry, data analysis and summary reports by LEA and statewide for pre and post evaluations);
- Tracking of child outcomes through NJ Smart database, examining grade-retention and special-education referral rates in kindergarten, first grade and second grade.

Program administration

Three NJDOE program-development specialists would focus solely on the implementation of the program improvements, in three regions statewide.

BUILDING RACE TO THE TOP CONNECTIONS BETWEEN EARLY LEARNING AND K-12

Throughout our Race to the Top Application, we have integrated early learning into the K-12 program. The following description provides the explicit goals and activities proposed for early-learning programs around each of the four assurances:

Standards and Assessments

Expand New Jersey's investment in preschool within a broader education reform agenda that seeks to improve learning outcomes from preschool through third grade, by revising and implementing both learning and program standards through third grade, and facilitating the appropriate use of assessment. New Jersey's standards, exemplar lessons, and formative assessments for preschool to third grade will be linked to the K-12 Curriculum and Assessment Spine.

- Continue development of New Jersey's learning standards for preschool through third grade by completing all grade levels for all domains, including use of national standards in mathematics and language-arts literacy;
- Complete the development of program-implementation guidelines and standards comparable to the state's preschool-program standards to ensure optimal educational practices in K-3;

- Develop and implement a regional training system to support the implementation of the enhanced standards and assessments, including the measurement of classroom quality and child outcomes;
- Create and disseminate modules on the appropriate use of assessment in P-3 programs to inform instruction, to evaluate programs, and to track child progress.

Data Systems to Support Instruction

New Jersey has proposed to expand and improve the collection of teacher, classroom and child data at classroom, LEA and state levels to improve classroom quality and specific teaching practices, improve the use of assessment to inform instruction, and track program efficacy.

- Build additional fields into the NJ SMART database in areas such as retention, the language of the child, the language of the teacher, the type of language program, PIRT participation, etc. to examine child outcome in relation to program variables;
- Include classroom quality and additional child-outcome data in the system, allowing stakeholders to connect quality to classroom program components and student learning outcomes.

Great Teachers and Leaders

New Jersey proposed to better prepare leaders and teachers to provide P-3 programs that optimize the development and learning of young children.

- Develop a regional training system to support teachers and leaders to improve and expand developmentally-appropriate practices for P-3 education, and to use assessment tools to measure classroom quality and improve teaching and learning

- Provide intensive professional development to school staff on the P-3 implementation guidelines.

Turning Around the Lowest-Achieving Schools

New Jersey proposed to improve preschool programs in school LEAs outside of former Abbott districts, and to improve preschool-to-third-grade practices in all eligible school districts with persistently-low-performing schools.

- Conduct an external evaluation of preschool and K-3 classroom quality in school districts outside of former Abbott school districts to get a baseline and target need areas;
- Provide preschool-program technical assistance in eligible school districts that are not already fully implementing high-quality preschool programs. Technical support might include assistance in the implementation of a comprehensive preschool curriculum, supports for dual-language learners, supports for the inclusion of children with disabilities, purchase of preschool-focused classroom materials, installation of playgrounds, and certification of teachers in community-based preschool-provider settings;
- To help school districts assess and improve their level of quality of preschool programs, implement the preschool Self-Assessment and Validation System in all non-Abbott school districts that are receiving state or federal funds for preschool;
- To help school districts assess and improve their level of quality of P-3 programs, develop and implement a district Self-Assessment and Validation System for P-3 that is aligned to the state's P-3 program implementation guidelines (K-3 to be developed under the grant);
- Develop and implement regionally-based P-3 model programs to complement a regional training system;

- Equip districts with program-quality-assessment tools to measure and improve classroom quality across P-3 settings for all eligible school districts (ECERS, SELA, PCMI, APEEC, and CLASS);
- Equip school-district leaders, teachers and intervention-and-referral staff to appropriately measure child outcome in early-childhood settings (P-3), both to inform instruction and to track child-outcome at classroom and district levels.