Please Fax to 1-609-216-7974, Attention Willa Spicer

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 spelled out below 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 portions of the State Plan.)

In order to participate, the LEA must agree to implement all portions of the State Plan and return the executed MOU on or before May 26, 2010.

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 Exhibit I 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 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 on 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.
7) Provide SEA with status updates, annual reports, interim reports, project plans.
8) Complete a Final Scope of Work, if the State's application is funded. See "Assurances" section for more information.

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 Exhibit I 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;

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. COLLECTIVE BARGAINING

The parties to any applicable collective bargaining agreement will use their best efforts to negotiate any terms and conditions in the agreement necessary for the full implementation of the State Plan. The parties understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation of the State Plan will result in termination of the grant.

E. 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, that could include reimbursement of previous payments, temporarily withholding funds, disallowing costs, and/or terminating this Agreement.

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 portions of the State Plan;
3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
4) Will provide a Final Scope of Work 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 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

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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 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, if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____
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

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A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

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

Elements of State Reform Plans	LEA Participation (Y/C/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		
F. Optional Pilot Programs		
Achievement Academies		

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

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. We will create a "curriculum and assessment spine" – an integrated set of teacher-owned formative assessment tools, learning trajectories, and curricular exemplars. Our plan will include:

Standards and Assessments	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	
State Responsibilities	LEA Responsibilities
Complete plans leading to full consideration of the Common Core State Standards. Establish and make available to all LEAs a "Curriculum and Assessment Spine" that links teacher-owned formative and state level summative assessment data to exemplar lessons and professional development. Encourage local flexibility for the day-to-day classroom assessments focused on improving instruction and support a system of "Challenge grants" to LEAs to develop or bring to scale within school year performance-based assessments. Scale and expand student access to online STEM, AP, and foreign language courses and increase teacher access to high-quality instructional tools that assist in modeling classroom practice based on real-world STEM experiences. Build on formative assessment pilots to design an instructionally oriented approach to assessment including classroom observation protocols, rubrics for assessing student work, and monitoring questions to check for student understanding.	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. 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. Create and implement a plan to increase student enrollment in higher-level STEM course work.

Assurance: Data Systems to Support Instruction

Fresh, high-quality data is essential to teaching and learning and a crucial support for wise management of our schools and districts. 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:

DATA SYSTEMS TO SUPPORT INSTRUCTION	
(C)(3) USING DATA TO IMPROVE INSTRUCTION	
(I) USE OF LOCAL INSTRUCTIONAL IMPROVEMENT SYSTEMS	
STATE RESPONSIBILITIES	LEA RESPONSIBILITIES
Enhance our longitudinal data warehouse capabilities, meeting all 12 of the America COMPETES Act requirements, including teacher identifiers and a link to post-secondary data. Deploy cloud-based systems to support instructional improvement, instructional planning, professional development, school operations, and financial management. Provide a reporting tool with Google-speed user-specific views and dashboards, including goal-oriented reports and alerts.	Ensure adoption and use of the Instructional Improvement System (IIS) amongst LEA educators and stakeholders. Fund local data integration and training costs for the system through RTTT and other funds. Fund maintenance of any locally implemented customizations through RTTT and other funds.
(II) PROFESSIONAL DEVELOPMENT ON USE OF DATA	
STATE RESPONSIBILITIES	LEA RESPONSIBILITIES
Conduct a rigorous program of in-person and on-line professional development, ensuring teachers and principals are able to effectively use the new system. 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.
(III) AVAILABILITY AND ACCESSIBILITY OF DATA TO RESEARCHERS	
STATE RESPONSIBILITIES	LEA RESPONSIBILITIES
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.	Follow all state guidelines for the use and protection of personally identifiable information and other confidential data.

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 pioneering reforms including creating the nation's first alternate route to certification and its Creating 21st Century Schools: The Statewide Systemic Model for Continuous Professional Learning and Growth. We will build on these reforms to create a statewide system to develop and acknowledge effective teachers. Our plan includes:

Great Teachers and Leaders	
(D)(2) Improving teacher and principal Effectiveness based on performance:	
(i) Measure student growth	
State Responsibilities	LEA Responsibilities
Develop and provide multiple measures of student growth that are technically and educationally sound including: • Year-to-year student academic growth; • Growth among our lowest achieving students in comparison to their peers; • Use local assessments, methodologies, or measures of student learning linked to state standards to account for student growth in non-tested grades and subjects. Convene technical experts to design ways to measure student progress towards college and work readiness.	Select or develop and submit for peer review assessments, measures, or methodologies for attributing or calculating student growth for non-tested grades and subjects that are linked to state standards. 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
Collaborate with local superintendents, principals, school leaders, teachers, representatives from institutions of higher education along with other stakeholders to create a new state-level *school leader* evaluation system that: • Incorporates multiple research-based measures of student learning (at least 50% of the evaluation); • Emphasizes locally developed and peer-reviewed measures of core effective practices correlated with improving school climate, teacher effectiveness and student learning and aligns with professional standards for school leaders (at	Participate in the review and comment process of the state-level evaluation design committee. Establish required policy changes (including, if required, collectively negotiated modifications to the LEA collective bargaining agreements) to support and use the revised evaluation system. Commit time and experts to train principals on the

least 50% of the 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 multiple research-based measures of student learning (at least 50% of the evaluation); • Emphasizes locally developed and peer-reviewed evidence-based classroom observation protocols, performance rubrics, or collection of teacher artifacts (lesson plans, portfolios) of core effective practices, used both formally and formatively (at least 50% of the evaluation); • Engage in a rigorous and transparent evaluation of the evaluation system to ensure it is of the highest caliber and best supports improving teaching and learning in New Jersey public schools.	evaluation system. Collect, report, and act upon data collected from the evaluation process to support the development of effective teachers and leaders in every school. Partner with NJDOE to continuously improve the teacher and school leader evaluation system.
(III) CONDUCT ANNUAL EVALUATIONS	
STATE RESPONSIBILITIES	LEA RESPONSIBILITIES
Establish criteria for annual evaluations that include formal and formative classroom observations. 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 professional associations, institutions of higher education and alternative certification programs to educate incoming teachers and school leaders on the multiple measures involved with the state-level evaluation system.	Commit principal, coach, and teacher time to training on and the implementation of the new evaluation system and classroom observation protocols.
(IV)(A) USE EVALUATIONS TO INFORM PROFESSIONAL DEVELOPMENT	
STATE RESPONSIBILITIES	LEA RESPONSIBILITIES
Comprehensively review LEA evaluation results to target and design professional	Principals, in collaboration with content-focused

development programs to meet school leader and teacher needs. Ensure high quality professional learning opportunities are provided to meet school leader, teacher, and student needs. Evaluate professional development programs 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.	instructional coaches, will be responsible for using teacher evaluation data to establish personal and team-based professional development plans. Establish or support existing Professional Learning Communities to use formative and formal evaluation information to improve teacher and school leader practice. Each novice 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 school leader evaluation data and teacher professional development needs. 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
Establish a career ladder with "Master Teacher" and "Master Principal" certification to recognize and empower highly effective teachers and school leaders who have demonstrated mastery of academic content and delivery of high quality instruction. Experienced principals and teachers with evaluations of "Highly Effective" for at least three consecutive years may apply for "Master Teacher" or "Master Principal" certification. Candidates will be evaluated on the basis of pedagogical content knowledge, a rich history of professional responsibility and collaboration, and demonstrated capacity to deliver exceptional classroom instruction and/or school leadership as evidenced by videos, lesson portfolios, or observation. Create a state bonus program to explore compensation systems that that reward teachers, teacher teams, or schools for exceptional student growth among our lowest achieving	Develop protocols for distribution of student learning bonus that ensures at least 50% of the state-funded bonus is allocated to support school programs or professional development. Engage local stakeholders in the design for allocating the remaining 50% to the teachers, or teacher teams directly responsible for the student learning outcomes or to distribute among school personnel. Provide pension and tenure "retreat rights" to highly effective teachers willing to serve in schools and

population. At least 50% of the state-funded bonus will be allocated to support school programs and professional development. The remaining 50% will be allocated, per the LEA decision, to teachers, teacher teams, or school-wide. Conduct an evaluation of compensation systems used by LEAs and widely publish the results. Provide bonuses to highly effective teachers willing to teach in schools and classrooms with a high proportion of students at risk. Provide pension and tenure "retreat rights" to teachers who answer the call.	classrooms with a high proportion of students at risk. Include evaluation information in the selection process for differential professional opportunities including Teacher Leaders, successful teachers willing to share successful classroom practices, act as mentors, and support PLCs.
(iv)(c) Use evaluation to inform tenure and/or full certification	
State Responsibilities	LEA Responsibilities
Create guidelines for the promotion of teachers from provisional to standard certification Utilize the evaluation systems developed through Race to the Top as the basis for making tenure, certification, and promotion decisions. Require three years of "effective" or better evaluations for a teacher to be granted tenure and allow teachers at least 5 years to meet this requirement.	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. Commit to using evaluation criteria for awarding tenure to teachers and school leaders.
(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 and principals' associations to establish streamlined, transparent and fair procedures, consistent with the rigorous evaluation standards, to remove ineffective teachers and principals. Consider effectiveness data rather than seniority when making decisions regarding Reductions in Force.	Establish criteria consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the state evaluation system. Consider evaluation data when making decisions regarding Reduction In Force.

(D)(3) Ensuring Equitable distribution of effective teachers and principals:	
(i) High-poverty and/or high-minority schools	
State Responsibilities	**LEA Responsibilities**
Initiate a Teach for New Jersey program that recruits the nation's brightest college students to our public schools. Improve our training and recruitment practices by consolidating the work under County Executive Offices, working in collaboration with organizations like The New Teacher Project and New Leaders for New Schools. Provide bonuses to highly effective teachers and principals willing to teach in schools and classrooms with a high proportion of students at risk. Provide pension and tenure "retreat rights" to teachers who answer the call.	Gather and maintain data on vacancies, recruitment, 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 programs that have proven to be effective.
(ii) Hard-to-staff subjects and specialty areas	
State Responsibilities	**LEA Responsibilities**
Pilot and scale successful programs fill gaps in hard-to-staff subjects, such as the Progressive Science Initiative. Allow qualified teachers from other states with successful teacher experience to be certified in New Jersey. Expand recruitment and alternate pathway programs to recruit the best teachers in the state.	Gather and maintain data on vacancies, recruitment, staffing, and educator effectiveness. Monitor alignment between effectiveness data and district actions such as retention and professional development. Recruit and select teachers from preparation 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 formative assessment data. By means of virtual and face-to-face environments, provide support for principals 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.

teachers to learn from master teachers and school leaders 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 resources for school leaders and teachers on evidence-based pedagogical routines that have been demonstrated to have a large effect on student achievement. Provide high-quality coaching and support to our teachers and principals, including teaching clinics, on-site coaching, and peer to peer collaboration.	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 student results and changes in classroom, school or leadership practices.
(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, school leaders and national leaders, design transparent evaluations of professional services, such as 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 on the solid work New Jersey has accomplished to date, we will continue to support LEA work 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:

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, turnaround) that address the schools' root causes of low performance and take into account the LEA's capacity to implement and monitor reforms. Close intractable failing schools to be re-opened by alternate providers. Create and supervise comprehensive and substantive interventions to dramatically accelerate student achievement in persistently low performing schools including: • Establish a Needs Assessment Review team to analyze recent reviews, conduct new reviews (as required), and analyze curriculum alignment, school culture and climate. • Provide the principal with more operational flexibility (including staffing, calendar/time, and budget). • Identify expert teachers to provide in-depth training and monitoring to a cadre of teachers who wish to work in STEM subjects • Work with LEAs to assign Chief Turnaround Officers to oversee the intervention of 3-5 schools and to serve as an administrative advisor to the principals. • Monitor extended learning time for students and for additional professional development Support the fidelity of implementation for the schools that choose transformation or turnaround models by: • Working with experts to establish a set of incremental, measureable benchmarks to track school improvement which take into account student mobility rates • 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 a School Renewal Zone that joins the persistently low performing schools in a	Choose 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 extended learning time according to state guidelines. Participate in selection of a Chief Turnaround Officer to coordinate with district leadership teams to monitor school progress against measurable benchmarks and Launch new academies with more focused curricula to better serve subgroups from low performing schools in the area. Review available space and provide opportunities for the creation of new charter schools or academies in available facilities. Send most qualified principals to Leadership Academy for advanced training – particularly on school turnarounds Consider partnering with NJDOE to pilot teacher or principal-led Achievement Academies in establishing a performance contract with the governing district, including both performance targets and operational expectations.

collaborative work-groups within and across districts • Support the engagement of community and local government in school improvement efforts • 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 with a focus on effective turnaround management • Train and deploy Renewal Zone specialists as instructional coaches and subject matter experts on turnarounds Support interested districts in the implementation of Achievement Academies, small district-embedded teacher-led academies, providing an alternative model to both traditional schools and charters. Encourage discontinuance of ineffective programs to streamline the schools' reform efforts towards the most successful interventions.	

Detailed Table for (A)(1)

N not blank

Preliminary Scope of Work
Participation in each applicable Plan Criterion

LEAs

Name of LEA	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	Fully participati	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
				atur es																				
					Y/N/NA	Y/N/NA	Y/N/NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA	Y/N /NA
Absecon	2	814	217	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	Y	N/A
Academy Charter High School	1	187.5	140	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexandria Twp	2	615	26	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Allendale Borough	2	935	12	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	C	C	C	Y	Y	C	C	C	C
Alpha Borough	1	264	69	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Alpine Borough	1	140	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	Y
Asbury Park City	5	2099.5	1452	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atlantic City	9	6470.5	4907	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atlantic County Vocational	1	642	280	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	N/A	Y
Atlantic Highlands Borough	1	292	29	1	Y	Y	y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Audubon Borough	3	1481	23	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barnegat Twp	6	3261	719	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bass River Twp	1	125	41	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y
Bay Head Borough	1	108	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	C
Bayonne City	12	8982	4540	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Bedminster	1	605	50	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	Y	Y		
Belleville Town	9	4541.5	1661	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	N/A	C
Bellmawr Borough	3	1119	485	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berlin Borough	1	835	126	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bernards Twp	6	736	1	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y		Y	Y	Y	N/A	C
Bethlehem Twp.	2	563	11	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Beverly City	1	214	136	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y
Blairstown Township	1	721	73	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomfield Twp	11	5886.5	2369	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomingdale Borough	3	605	79	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bogota Borough	3	1198	519	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	Y
Boonton Town	4	1221.5	255	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bordentown Regional	5	2481	487	1	Y	Y	Y	Y	Y	Y	C	Y	C	Y	Y	C	C	Y	C	C	Y	C	C	C
Bound Brook Borough	5	1512.5	894	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Branchburg Twp	4	1825	69	1	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)

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LEAs	atur es				Preliminary Scope of Work Participation in each applicable Plan Criterion																				
					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Brick Twp	12	10165	1848	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgeton City	7	5002.5	4447	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bridgewater-Raritan Reg	11	9044	659	1	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Brigantine City	2	813	294	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	C	Y	Y	Y	Y	Y		
Brooklawn Borough	1	316	143	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y	
Burch Charter School of Exellence	1	162	117	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burlington City	5	1890	808	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	N
Burlington Co Vocational	2	2018	428	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Burlington Township	4	4182	686	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Butler Borough	3	1179	133	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byram Twp.	2	1119	48	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caldwell-West Caldwell	6	2651	63	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y
Califon Borough	1	158	3	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y	Y
Camden Academy Charter Hs	1	413	344	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden City	32	12923	10062	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden County Vocational	2	2027	637	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden's Promise Charter	1	391	347	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capital Prep Charter School	1	269	241	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carlstadt-East Rutherford	1	509.5	120	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Carteret Borough	5	3830	2312	1	Y	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	273	119	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charter-Tech High School	1	262	107	1	Y	Y	y	Y	Y	Y	Y	C	C	C	Y	C	C	C	N/A	Y	Y	Y	Y	Y	Y
Cinnaminson Twp.	4	2407	178	1	Y	Y	N	Y	Y	Y	Y	C	C	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
City of Orange Twp	10	4487.5	3400	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clark Twp.	4	2340	108	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y	Y
Clearview Regional	2	2465.5	223	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	N/A	Y	
Clementon	1	528	263	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cliffside Park Borough	5	2723.5	1417	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clifton City	17	10740.5	4003	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clinton Twp	4	1709	31	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Closter	2	1138	12	1	Y	Y	N	C	Y	Y	C	Y	C	C	Y	C	Y	C	C	Y	C	Y	C	Y	C
Collingswood Borough	7	1920	488	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colts Neck Twp	3	1302	29	1	Y	Y	N	Y	Y	Y	Y	C	Y	Y	Y	Y	C	C	Y	Y	Y	Y	C	C	
Commercial Twp	2	673	500	1	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	
Cranbury Twp	1	596	10	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Detailed Table for (A)(1)

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LEAs	atur es				Preliminary Scope of Work Participation in each applicable Plan Criterion																			
					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Cresskill	4	1734.5	14	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cumberland Regional	1	1263	393	1	Y	Y	Y	C	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C
D.U.E. Season Cs	1	513	433	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deal Borough	1	87	0	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	Y	Y		
Deerfield Twp	1	385	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	N/A	N/A	Y	Y	N/A	N/A
Delanco Twp	2	392	113	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Delaware Twp	1	484	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Delaware Valley Regional	1	965	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	Y
Delran	4	2987	449	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	C	C	Y	Y	Y	Y	Y	Y
Delsea Regional High	2	1751.5	442	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Dennis Twp	2	639	80	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	N/A	N/A	Y	Y	N/A	N/A
Denville Twp	3	1902	43	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	C	C	C	C	C	Y	Y	N/A	C
Deptford Twp	9	4305	1060	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Discovery CS	1	73	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dover Town	5	2925.5	1485	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	C	C
Downe Twp	1	172	70	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	Y	Y	N/A	N
Dumont Borough	5	2801.5	208	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
Eagleswood Twp	1	148	43	1	Y	Y	N	Y	Y	Y	Y	C	C	C	C	C	C	C	Y	Y	Y	Y	N/A	N
East Amwell Twp	1	500	37	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Brunswick Twp	11	8738	968	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
East Greenwich Twp	2	961	87	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Hanover	3	1140	2	1	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	C	Y	Y	N/A	Y	Y	Y	Y	C
East Newark Borough	1	245	211	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
East Rutherford	2	705	120	1	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	N/A	N/A
Eastern Camden Co. Reg.	2	2132	184	1	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	C	C	C	C	Y	Y	Y	Y	N
Eatontown Borough	4	1098	367	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edgewater Park	2	877	360	1	Y	Y	N	Y	Y	Y	Y	Y	C	C	Y	C	C	C	Y	Y	Y	Y	Y	Y
Edison Twp	17	14215	2062	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Egg Harbor City	2	481	372	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	Y	Y	Y	Y	Y
Egg Harbor Twp.	7	7789.5	2667	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Elizabeth	31	21743	18480	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elk Twp.	1	388	134	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Elsinboro Twp.	1	104	32	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Emerson	3	1232	58	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
Emily Fisher Cs Of Adv. Studies	1	457	370	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Englewood City	4	2834	1230	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C

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					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Englewood on the Palisades CS	1	200	130	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Essex County Vocational	4	2074.5	1790	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	Y	Y
Essex Fells School	1	242	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	N/A	C
Evesham Twp	9	4811	290	1	Y	y	N	Y	C	Y	Y	C	C	Y	Y	C	Y	C	N/A	Y	C	Y	N/A	C
Fair Haven Borough	2	1009	7	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	Y	Y	Y	Y	Y	Y
Fair Lawn Borough	9	4737	435	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Fairfield Twp (Essex)	2	719	22	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
Fairview Borough	3	1096	755	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Flemington-Raritan Reg	6	3620	231	1	Y	Y	N	Y	Y	Y	Y	C	C	Y	Y	C	C	C	Y	Y	Y	Y	C	C
Folsom	1	400	130	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Foundation Academy CS	1	187	154	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frankford Twp	1	625	59	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Twp	1	340	11	1	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	Y	Y	N/A	N/A
Franklin Twp	9	7787.5	2584	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y
Freedom Academy Charter School	1	198	196	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freehold Borough	3	1359	565	1	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	C	Y	Y	N/A	Y	Y	Y	N/A	C
Freehold Regional High	6	11648	869	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Freehold Twp	8	4480	297	1	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	C	Y	Y	N/A	Y	Y	Y	N/A	C
Frenchtown Borough	1	156	20	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galloway Community Cs	1	288	173	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galloway Twp	7	3513	1307	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	C
Garfield City	9	4555	2336	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garwood Borough	2	408	69	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y
Gateway Regional	1	869.5	213	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	Y
Glassboro	5	2230.5	798	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	Y	Y	Y	C
Glen Ridge	4	1907	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	C
Gloucester County Vocational	1	1085.5	208	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y
Gray CS	1	286	208	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greater Egg Harbor Reg	2	3888.5	539	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Greater Newark Cs	1	178	150	1	Y	Y	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Green Brook Twp	2	981	38	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Twp	1	491	20	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	N/A	Y	Y	Y	N/A	N/A
Greenwich Twp	1	78	13	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Greenwich Twp	2	519	131	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Guttenberg Town	1	1018	765	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	

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Hackensack City	7	5013.5	2468	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hackettstown	4	1856	332	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	N/A	N/A				
Haddonfield Borough	5	2449	15	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hainesport Twp.	1	699	85	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y				
Haledon Borough	1	1058	674	1	Y	Y	Y	C	Y	Y	Y	Y	C	C	C	C	C	C	C	C	Y	C	C	C				
Hamilton Twp (Atlantic)	3	3296	1379	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hammonton Town	4	3442.5	1064	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hampton	1	156	36	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Harrison Town	4	1903	1450	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	N/A	N/A	Y	Y	N/A	N				
Hawthorne Borough	5	2481	451	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
High Bridge	2	402	36	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	C	C				
High Point Regional	1	1185.5	109	1	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	C	Y	Y			Y	Y		C				
Highland Park	4	1476	456	1	Y	Y	N	Y	Y	Y	C	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	Y	C				
Highlands Borough	1	176	87	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Hillsborough Twp	9	7456.5	458	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y			Y	Y	Y	Y				
Hillsdale	3	1443	82	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y				
Hillside Twp	6	3129.5	1690	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hoboken City	5	1954	1346	1	Y	Y	N	C	Y	Y	C	Y	Y	Y	Y	C	Y	C	Y	Y	Y	C	C	N				
Hoboken Cs	1	271	75	1	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Ho-Ho-Kus Borough	1	680	0	1	Y	Y	N	C	C	C	C	C	C	C	C	C	C	C	Y	Y	C	C	N/A	C				
Holmdel Twp	4	3282.5	100	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	N/A				
Hopatcong Borough	5	2195.5	344	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hope Academy Cs	1	180	162	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Hope Twp.	1	207	21	1	Y	Y	N	Y	C	C	C	C	Y	Y	Y	C	Y	C	Y	Y	Y	C	Y	Y				
Hopewell Valley Regional	6	3946.5	100	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Howell Twp	12	6761	800	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y				
Hunterdon Central Reg	1	2999	163	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	N/A				
Hunterdon County Vocational	2	233	19	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Institute for Excellence CS	1	236	66	1	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	C	C	C	C	C	C	Y	Y	C	Y				
International CS of Trenton	1	90	79	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Irvington	12	7366	4757	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Jackson Twp	10	9578	1171	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Jamesburg Borough	2	668	236	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N				
Jefferson Twp	8	3577	305	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y				
Jersey City	38	27464	20331	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y				
Jersey City Golden Door Charter	1	505	355	1	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)

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					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Keansburg Borough	4	1760.5	745	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Kearny Town	7	5744	2489	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Keyport Borough	2	1172	473	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	
Kingsway Regional	2	2211	195	1	Y	Y	N	Y	Y	Y	Y	C	C	C	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Kinnelon	4	2203	45	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	C
Lacey Twp	6	4710.5	811	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	C	C
Lady Liberty Academy CS	1	409	409	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Lafayette Twp.	6	3284.5	603	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Lakehurst Borough	1	427	187	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Lakeland Regional	1	1166.5	141	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakewood Twp	6	5183	4624	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurel Springs	1	178	25	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lavallette Borough	1	148	24	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Lawnside Borough	1	283	158	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Lawrence Twp (Cumberland)	1	453	208	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	Y	Y	Y	Y	
Lawrence Twp (Mercer)	7	3927.5	500	1	Y	Y	N	Y	Y	Y	Y	Y	C	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Leap Academy University Cs	1	824	623	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lebanon Borough	1	85	2	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lebanon Twp	2	779	29	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	
Lenape Regional (Burlington)	4	7382	278	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lenape Valley Regional (Sussex)	1	848.5	61	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leonia Borough	3	1788.5	208	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	Y	Y	C	C
Lincoln Park Borough	2	885	62	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y
Linden City	11	6075.5	2934	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lindenwold Borough	4	2238	1174	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Little Egg Harbor Twp	2	1837.5	703	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Little Falls Twp	3	939	90	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Little Ferry Borough	2	960	215	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Little Silver Borough	2	801	8	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Livingston	9	5686	54	1	Y	Y	Y	C	Y	Y	Y	C	Y	Y	Y	C	Y	C	C	C	Y	Y	Y	C
Lodi Borough	7	3233	1621	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N
Logan Twp	2	906	30	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	N/A	Y
Long Branch City	7	5109.5	3768	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long Hill Twp	3	1024	16	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Lopatcong Twp	2	931	103	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A

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Lower Alloway Creek Twp.	1	215	30	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	Y	Y	N
Lower Twp	4	1897	1011	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lumberton Twp	4	1679	198	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Borough	5	2274.5	163	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	
Mainland Regional	1	1590	323	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	N
Manchester Twp	6	3284.5	603	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mannington Twp.	1	188	61	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
Mansfield Twp	1	710	154	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	
Mantua Twp	3	1488	97	1	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	Y	Y	N/A	N
Manville Borough	4	1228.5	411	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
Margate City	3	559	42	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	C	Y	Y	C	C	Y	Y	C	C
Marion P. Thomas CS	1	569	460	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Marlboro Twp.	8	5921	138	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	Y	Y	N/A	Y
Maurice River Twp.	1	387	121	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	Y	Y	Y	Y	
Medford Twp.	7	3121	119	1	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	C	C	C	Y	C	C	N/A	N
Mercer County Vocational	3	485.5	32	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	C	C	Y	Y	Y	Y	C	Y
Metuchen Borough	4	2086.5	119	1	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y	C
Middle Twp	4	2822.5	868	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middlesex County Vocational	5	1896.5	595	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Millburn	7	4814	69	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Millstone Twp.	3	1566	52	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milltown	2	677	55	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Millville City	9	6195	3850	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	
Monmouth County Vocational	9	2157	144	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Monmouth Regional	1	1104	146	1	Y	Y	Y	Y	Y	C	Y	Y	C	Y	C	C	C	C	C	Y	Y	C	Y	C
Monroe Twp. (Middlesex)	7	5492.5	249	1	Y	Y	y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	Y	Y
Monroe Twp. (Gloucester)	6	6079.5	1508	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montclair Town	11	6154.5	1070	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	Y	Y	Y	Y	Y	C
Montgomery Twp	5	5190.5	125	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	Y	Y	Y	C
Montville Twp.	7	4254	53	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Moorestown Twp	6	4294	240	1	Y	Y	N	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	Y
Morris County Vocational	3	742.5	44	1	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	C	C	Y	Y	Y	Y
Morris Plains	2	641	17	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morris School District	9	4804	1238	1	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Arlington Borough	2	381	45	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	N/A	Y
Mount Laurel	8	4320	459	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	C	Y

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Mount Olive	8	4320	459	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Olive Twp	6	4888.5	414	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mullica Twp	2	705	285	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
National Park Borough	1	313	88	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Neptune City	1	400	142	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Netcong	1	286	77	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Brunswick	10	7200	5649	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	C	C	C
New Horizons	1	475	436	1	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
New Milford Borough	4	2102	236	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	Y	N/A	N/A
Newark City	73	39440	31176	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Brunswick Twp.	6	5827.5	1015	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Caldwell	2	640	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
North Haledon Borough	2	709	82	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Hunterdon-Voorhees Reg.	2	2857.5	75	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	Y	
North Wildwood	1	317	130	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	C	
Northvale	2	610	6	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norwood Borough	1	623	10	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y		
Nutley Town	7	4031.5	321	1	Y	Y	N	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	Y	Y	
Ocean County Vocational	7	1217	200	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y
Ocean Gate Borough	1	175	57	1	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y		
Ocean Twp	5	4063.5	455	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Ocean Twp	2	530	138	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oceanport Borough	2	674	37	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	N/A	
Old Bridge	15	9509	1194	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	N
Old Tappan Borough	2	873	8	1	Y	Y	y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	N/A	C	
Oldmans Twp	1	187	46	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oxford	1	285	28	1	Y	Y	y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	C	C	Y	Y	Y	N	
Pace CS of Hamilton	1	116	79	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parsippany-Troy Hills Twp	14	7272	740	1	Y	Y	y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Passaic Co Manchester Reg	1	792	464	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	C	C	C	
Passaic County Tech. Institute	1	3138.5	2153	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Passaic Valley Regional	1	1275.5	137	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	C	C	
Paterson City	40	24080	19477	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paterson CS for S&T	1	619	467	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penns Grove-Carney's Point Reg	5	2410	1515	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Pennsauken	10	5520	3387	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y

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LEAs	atur es				Preliminary Scope of Work Participation in each applicable Plan Criterion																				
					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Pennsville	5	1891	464	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
Phillipsburg Town	6	3568	1625	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Hill Borough	4	1972	902	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinelands Regional	2	1781.5	570	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Piscataway Twp.	10	7178	1827	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Pleasantech Academy Cs	1	529	438	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	C	C	Y	Y	C	N/A
Plumsted Twp	4	1790.5	228	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Point Pleasant Beach Borough	2	880.5	98	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	C	Y	Y	Y	C
Point Pleasant Borough	4	3036	258	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pompton Lakes Borough	4	1750	209	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Republic	1	119	16	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	Y
Princeton CS	1	344	13	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prospect Park Borough	1	884	662	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Queen City Academy Cs	1	224	154	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Quinton Twp	1	343	136	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Rancocas Valley Regional High	2	2168	362	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Randolph Twp	6	5403	264	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Red Bank Borough	2	962	690	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Red Bank Regional	1	1093.5	172	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Ridge and Valley CS	1	103	0	1	Y	Y	N	Y	C	C	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C
Ridgefield Borough	4	1931.5	370	1	Y	Y	N	Y	Y	Y	C	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	C	C
Ridgewood	9	5675	98	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
Ringwood Borough	4	1312	101	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
River Dell Reg. High	2	1616	30	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
Riverbank CS of Excellence	1	73	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverdale	1	306	28	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	Y	C
Robbinsville Twp.	3	2737	51	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N/A	Y	Y	Y	Y	Y
Robert Treat Academy CS	1	500	340	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochelle Park Twp	1	510	57	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C
Rockaway Borough	2	661	131	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt Borough	1	84	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roseland	1	506	14	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	C	C	Y	Y	C	C
Roselle Park Borough	5	1977.5	613	1	Y	Y	N	Y	Y	Y	Y	Y	C	C	Y	C	C	C	Y	Y	Y	Y	Y	Y
Roxbury Twp	7	4278	364	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rumson Borough	2	978	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rutherford Borough	5	2425	52	1	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y

Detailed Table for (A)(1)

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LEAs	atur es				Preliminary Scope of Work Participation in each applicable Plan Criterion																				
					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Salem Co. Vocational	2	709	38	1	Y	Y	Y	C	Y	Y	Y	C	Y	Y	Y	C	Y	Y	Y	Y	C	Y	Y
Sayreville	8	5906	1559	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
Schomburg CS	1	228	191	1	Y	Y	y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C
Scotch Plains-Fanwood	8	5424.5	268	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
Sea Isle City	1	62.5	17	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	C
Secaucus Town	4	2145.5	487	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
Shamong Twp.	2	934	48	1	Y	Y	N	Y	Y	Y	Y	C	Y	Y	C	C	C	Y	Y	Y	Y	Y	C
Shore Regional	1	688.5	25	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shrewsbury Borough	1	508	3	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	
Somerset County Vocational	1	498	104	1	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Somerset Hills Regional	3	2063.5	100	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y
South Bergen Jointure	4	366	145	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	N/A
South Bound Brook	1	429	164	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	N/A
South Brunswick Twp	10	8965.5	693	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	N/A	Y	Y	Y	N/A	C
South Hackensack	1	237	61	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A
South Harrison Twp	1	360	14	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Hunterdon Regional	1	336	29	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	N/A	Y	Y	Y	N/A	C
South River Borough	4	2333.5	875	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y
Southampton Twp.	3	797	105	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southern Regional	2	3004.5	481	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spotswood Borough	4	1816.5	138	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spring Lake	1	261.5	4	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	Y	Y	N/A	N/A
Spring Lake Heights	1	332	25	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	C
Springfield Twp (Burlington)	1	316	27	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	C	Y
Springfield Twp (Union)	5	2148.5	130	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
Stafford Twp	5	2450	421	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swedesboro-Woolwich	4	1714	171	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Team Academy Charter School	1	1050	836	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Teaneck Twp	7	4014.5	1207	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tinton Falls	3	1584	226	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	C	C	Y	Y	C	Y	Y	Y
Toms River Regional	18	17102	2911	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trenton City	22	10979	7783	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuckerton Borough	1	301	129	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union City	14	10224	9247	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N
Union County Teams Cs	1	217	129	1	Y	Y	N	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	Y
Union Twp. (Hunterdon)	2	528	9	1	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)

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LEAs	atur es				Preliminary Scope of Work Participation in each applicable Plan Criterion																				
					LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
University Heights CS	1	199	158	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Upper Freehold Regional	2	2331	77	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y
Upper Pittsgrove Twp	1	394	73	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vineland City	18	9660.5	5994	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y		
Vineland Public CS	1	102	0	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C		
Voorhees Twp	5	3204	238	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	
Wallington Borough	3	1144	297	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Wanaque Borough	2	953	181	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Warren Hills Regional	2	1949	282	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	
Washington Borough	1	220	176	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Washington Twp (Burlington)	1	69	21	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	
Washington Twp (Gloucester)	11	8617.5	1165	1	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	Y	Y	Y	Y	C	
Washington Twp(Warren)	2	648	27	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Weehawken Twp	3	1212.5	635	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Wenonah Borough	1	246	4	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
West Deptford	5	3165	630	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	
West New York	8	7346.5	5849	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	Y	Y	Y	Y	
West Windsor-Plainsboro Reg	10	9801	391	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N	
Westfield Town	10	6254	139	1	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	Y	
Westville Borough	1	346	0	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	N	
Weymouth Twp.	1	221	73	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	Y	Y	Y	Y	C	Y	
Wharton Borough	2	795	111	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	
White Twp.	1	412	59	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	
Wildwood City	3	831.5	638	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Wildwood Crest SD	1	297.5	75	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Willingboro Twp	8	4440	1717	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Winfield Twp	1	140	34	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	N/A	
Woodbine Borough	1	220	176	1	Y	Y	N	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Woodbridge Twp	24	13105.5	3427	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Woodbury City	4	1586.5	859	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	C	C	
Woodbury Heights Borough	1	236	38	1	Y	Y	Y	Y	C	Y	Y	Y	C	Y	C	C	C	C	Y	Y	Y	Y	Y	C	
Woodland Park	3	1085	326	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Woodland Twp	1	152	25	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Woodlynne Borough	1	420	307	1	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Woodstown-Pilesgrove Reg	3	1622.5	269	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N	
Wyckoff Twp	5	2347	7	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A	N/A	

Detailed Table for (A)(1)

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LEAs

Name of LEA	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	atures: LEA Supt. (or equivalent) Y/N/NA	President of local school board (if applicable) Y/N/NA	President of Local Teachers Union (if applicable) Y/N/NA	Preliminary Scope of Work Participation in each applicable Plan Criterion: (B)(3) Y/N/NA	(C)(3)(i) Y/N/NA	(C)(3)(ii) Y/N/NA	(C)(3) (iii) Y/N/NA	(D)(2) (i) Y/N/NA	(D)(2) (ii) Y/N/NA	(D)(2) (iii) Y/N/NA	(D)(2)(iv)(a) Y/N/NA	(D)(2)(iv)(b) Y/N/NA	(D)(2)(iv)(c) Y/N/NA	(D)(2) (iv)(d) Y/N/NA	(D)(3)(i) Y/N/NA	(D)(3)(ii) Y/N/NA	(D)(5)(i) Y/N/NA	(D)(5)(ii) Y/N/NA	(E)(2) Y/N/NA	(F) Y/N/NA
Bergen Arts & Sciences CS	1	430	243																				
Black Horse Pike Regional	3	3086	632	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y
Bradley Beach Borough	1	275	145	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	N	C	N	N	Y	C	N	N
Cedar Grove	4	1631.5	26	Y	Y	Y	Y	Y	Y		Y	C		C	C	C	C	C	C	C	Y	Y	
Community Charter School Of Paterson	1	490	490																				
Demarest	3	662	1	Y	Y	N	Y	Y	Y	Y	C	C	Y	Y	C	C	C	N	Y	Y	Y	Y	N
East Orange Community Cs	1	488	402	Y	N	N																	
Environment Community Opportunity Charter School	1	238	219																				
Florham Park	3	1042	6	Y	Y	Y	Y	Y	Y	C	C	C	Y	Y	C	Y	Y	N	Y	Y	Y	Y	C
Gloucester Twp	11	7400	1969	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	
Greater Brunswick CS	1	321	166	Y	Y	Y																	
Harrison Twp.	2	1530	125	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y		N
Henry Hudson Regional	1	425.5	115	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	C	C	N/A	N/A	Y	Y	N/A	N/A
Hudson County Vocational	3	1301.5	624	Y	Y	N	Y	Y	Y	Y	Y	N	C	Y	N	N	N	Y	Y	Y	Y	Y	Y
Medford Lakes Borough	2	556	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	C
Merchantville	1	360	122	Y	Y	N																	
Milford Borough	1	111	9	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Mine Hill Twp	1	375	83																				
Moonachie Borough	1	273	103	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Mount Ephraim Borough	2	483	117	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y
Northern Valley Regional	2	2559	10	Y	Y	Y	Y	Y	Y	Y		C		Y	C	Y	C			Y			
Oceanside Cs	1	348	281																				
Park Ridge	3	1312	39	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				N/A	N/A	Y	Y	N/A	Y
Paul Robeson Humanities Cs	1	216	182																				
Pequannock Twp	5	2362.5	80	Y	Y	Y	Y	Y	Y	Y	Y	C	C	Y	C	Y	Y	N	Y	Y	Y	N/A	Y
Pitman Borough	5	1547.5	230	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	N	Y	Y	Y	N	N
Pleasantville City	6	3433	2069	Y	Y	Y																	
Pride Academy Charter School	1	240	205																				

Detailed Table for (A)(1)

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LEAs				atures		Preliminary Scope of Work Participation in each applicable Plan Criterion																			
				LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	(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)	(F)
Riverton	1	265	33	Y	Y	N						C	C		C	C	C	N/A	Y	Y	Y	N/A	N/A
Rumson-Fair Haven Reg	1	977	13	Y	Y	Y	Y	Y	Y	C	Y	Y	C	Y	C	C	C	N	N	Y	Y	N	N
Somerdale Borough	1	526	170	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y
Somers Point	3	1092	563																				
Sussex County Cs For Technology	1	150	30																				
Unity CS	1	103	11	Y	Y	N	Y	C	C	C	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	N
West Essex Regional	2	1567	18	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	N	Y	C	N	Y	Y	Y	N	N
Wood-Ridge Borough	3	1176.5	146																				

Fourth, New Jersey has developed a solid financial plan for RTTT.

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	5,472,500	10,717,500	30,446,875	28,071,250	74,708,125
2. Fringe Benefits	1,872,000	1,915,000	1,806,750	1,271,500	6,865,250
3. Travel	-	-	-	-	-
4. Equipment	1,600,000	-	-	-	1,600,000
5. Supplies	18,568	37,135	37,135	18,568	111,405
6. Contractual	24,300,112	23,102,300	19,282,329	9,057,610	75,742,350
7. Training Stipends	-	-	-	-	-
8. Other	2,250,536	2,175,536	1,400,536	1,225,536	7,052,144
9. Total Direct Costs (lines 1-8)	**35,513,715**	**37,947,471**	**52,973,625**	**39,644,464**	**166,079,274**
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	8,275,000	8,275,000	8,275,000	8,275,000	33,100,000
13. Total Costs (lines 9-12)	**43,788,715**	**46,222,471**	**61,248,625**	**47,919,464**	**199,179,274**
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	**43,788,715**	**46,222,471**	**61,248,625**	**47,919,464**	**199,179,274**
15. Total Budget (lines 13-14)	**87,577,430**	**92,444,941**	**122,497,250**	**95,838,927**	**398,358,548**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET SUMMARY NARRATIVE

Overview

New Jersey's Race to the Top budget is $398 million.

List of projects

Our Application consists of 7 projects with a total state budget of $199 million.

These projects are related sets of activity or uses of funds designed to implement our application's policy goals. For example, Project 3, Curriculum and Assessment Enhancement, includes the development of and training on new assessment protocols and curriculum examples based on the Common Core standards.

Budget Part I: Summary of Projects (Evidence for selection criterion (A)(2)(i)(d))						
Project #	**Project Name**	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1	RTTT Administration	4,558,200	4,449,000	3,924,000	3,924,000	16,855,200
2	Supplemental Funding to Participating LEAs	7,750,000	7,750,000	7,750,000	7,750,000	31,000,000
3	Instructional Improvement System	12,238,068	18,184,635	11,489,635	5,488,068	47,400,405
4	Curriculum and Assessment Enhancement	10,910,084	2,526,260	4,025,302	3,047,110	20,508,756
5	Teacher Effectiveness	3,187,840	7,115,720	26,675,840	26,537,000	63,516,400
6	Virtual Schooling	774,888	2,033,820	2,557,687		5,366,394
7	School Turnarounds	4,369,636	4,163,036	4,826,161	1,173,286	14,532,119
	TOTAL	**43,788,715**	**46,222,471**	**61,248,625**	**47,919,464**	**199,179,274**

A full description of each of these projects and its accompanying budget detail is included below.

Timing of funds.

45% of funds would be spent in years 1 and 2.

Budget Part I: Timing of Funds		
Year	**Amount**	**Percent**
1	87,577,430	22%
2	92,444,941	23%
3	122,497,250	31%
4	95,838,927	24%
TOTAL	**398,978,548**	100%

Additional funds.

NJDOE has identified $107 million in additional state and federal funds that complement the work described in this application. By integrating our RTTT activity with these additional funds, we will assure greater impact of both funding source.

Budget Part I: Additional Funds used to support the RTTT application		
Name	**Amount**	**Percent of total additional funds (100% = $107 M)**
School Improvement Grants (federal)	67,000,000	62%
Talent 21 (ARRA)	11,400,000	11%
Title I Part A SIA Funds (federal)	10,000,000	9%
IDEA Funds (federal; 20% 20% of Learning Resource Center funds, (approximately 5% of the IDEA discretionary funds))	10,000,000	9%
State funds to support longitudinal data system implementation	6,000,000	6%
Title II Staff Development	1,200,000	1%
Enhancing Education through Technology (federal)	995,000	1%
Portion of Executive County Superintendents salary and fringe benefits—part of their time will be allocated towards this project	588,000	1%
Office of Parental Information salary and fringe benefits—part of their time will be allocated towards this project	56,000	<1%
TOTAL	107,239,000	100%

We believe this $107 million represents a minimum financial commitment by the state of New Jersey. Our new Commissioner of Education is committed to implementing Race to the Top-related work as a cornerstone of his term. A substantial portion of NJDOE's budget, then, could be considered funds that will be used on behalf of the reform agenda described in this proposal. To be conservative, however, these other potential sources of funds were not included in this analysis.

Design principles.

We developed this budget based on a few core principles.

- **Integration of RTTT reforms into ongoing NJDOE work.** As described in Section A, we are reorganizing the NJDOE around the agenda of this proposal. So while we are not allocating staff from each of our departments directly against the RTTT budget, we expect significant staff support to our overall reform agenda in the department.

  In addition, we are not requesting indirect costs in this proposal, though we are also including our state's indirect cost information for your records. See Project 1 for more information.

- **Fiscal prudence**. We understand that the State and our LEAs cannot rely on funding from RTTT beyond the length of our grant.

  So we have focused our budget request on building tools such as a longitudinal data system and the Curriculum and Assessment Spine, conducting large-scale programs around equitable distribution and performance pay, and providing professional development. When we funded salaries, we typically applied a reduction in funding before year 4, either because we believe the work should be completed (for example, training on our evaluation system and our Instructional Improvement System) or to incentivize local policy makers to fund those positions if they are deemed appropriate (for example, Network Turnaround Officers (who are funded at 100% in years 1 and 2, 65% funded in year 3, and 30% in year 4).

  As a result, downstream operating costs will be lower than the implementation costs of this reform agenda, and can be covered by our general operating budget.

The one area in which expenditures would be expected to grow rather than decline is bonuses to teachers for equitable distribution and performance pay. However, drawing on of the public, legislative, and gubernatorial support for these initiatives, and expecting to be able to demonstrate effective implementation and results over the duration of this grant, we plan to embed these bonus programs within state vehicles before the end of the grant.

- **Accountability.** We have designed implementation to make sure that LEAs and NJDOE spend these potential funds appropriately and can measure the return on the federal government's investment in our State.

  The Chief RTTT Officer's staff will be responsible for evaluating the finances of grant programs. Additionally, we will roll out financial tracking and auditing processes and rigorously monitor our vendors. Additional detail on our financial accountability plan is included in (A)(2)(i) as well as in Project 1, RTTT Administration.

PROJECT-LEVEL BUDGETS

Project 1. RTTT Administration.

Summary and Highlights. The goal of this project is to ensure that the overall RTTT grant would be implemented effectively and efficiently. Major budget categories include:

1) Personnel and 2) fringe benefits.

The NJDOE will establish a RTTT Office and hire the following staff members to support the work proposed in this proposal.

- Chief RTTT Officer ($125K): Reports directly to the Commissioner of Education, responsible for managing the Race to the Top program. Will oversee the entire budget and ensure compliance with federal and state reporting requirements. The RTTT Officer will also direct the integrated management of the larger project team of Deputy Commissioners whose departments will oversee the work related to assessment, data systems, professional development and school turnarounds.
- RTTT Project Managers ($75K each): two project managers will be hired to support the daily functions of grant management. One manager will work specifically with the County Offices, the other will work directly with NJDOE Deputy Commissioners.
- Financial Analyst ($125K) who will report in a solid line to the finance department and a dotted line to the RTTT Officer.
- Stakeholder Communication Coordinator ($60K) to help share relevant information with stakeholders concerning RTTT, such as information to parents concerning Turnaround Schools.
- Each county office will have 1 Race to the Top Coordinator ($80K) to support implementation. The largest 4 counties will have 2 Coordinators.

We have budgeted $9.8 million for personnel and $3.9 million for fringe benefits (based on 40% of salaries, per guidance from our budget office) for these positions.

Note that many other department staff will be expected to work on implementing RTTT as part of their regular duties. Their salaries are not included here.

6) Contractual.

- $1.1 million over 4 years to share communication with parents about Race to the Top reforms to support implementation (1 mailing per year to 700,000 households).
- $0.6 million over 4 years for financial auditing services to support financial review of programs or funding use.

8) Other.

- $1.1 million to 21 County offices (in particular, the RTTT Coordinators) for materials and technology (e.g., laptops and projectors to give "road shows") – $50,000 per office, split over 2 years-- to support Race to the Top implementation.

Budget summary for Project 1

Budget Part II: Project-Level Budget Table **Project Name:** 1- RTTT Administration **Associated with Criteria:** (A)(2)(i)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	2,430,000	2,460,000	2,460,000	2,460,000	9,810,000
2. Fringe Benefits	984,000	984,000	984,000	984,000	3,936,000
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	619,200	480,000	480,000	480,000	2,059,200
7. Training Stipends					
8. Other	525,000	525,000			1,050,000
9. Total Direct Costs (lines 1-8)	**4,558,200**	**4,449,000**	**3,924,000**	**3,924,000**	**16,855,200**
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	**4,558,200**	**4,449,000**	**3,924,000**	**3,924,000**	**16,855,200**

Budget detail for Project 1- part 1- Personnel and fringe benefits.

Bud nu	Budget categor	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
1	Personnel	Project Management—2 program managers- salary	2 Project managers will be hired at salary $75K each to support Chief RTTT Officer. Requirements include grant- and project-management experience, plus systems analysis skills. Position not open, pending application results.	$ 120,000	$ 150,000	$ 150,000	$ 150,000	$ 570,000
		Project Management—Chief RTTT Officer- salary	1 Chief RTTT Officer will be hired at salary $125K to manage grant. Requirements include grant- and project-management experience, plus systems analysis skills. Positions have not yet been filled. Job description provided in (A)(2)(i). Position not open, pending application results.	$ 125,000	$ 125,000	$ 125,000	$ 125,000	$ 500,000
		County Race to the Top Coordinator- salary	The 21 County Offices will have a central activity in coordinating activities among LEAs, and providing day-to-day support for the implementation of the RTTT reform. To support this activity, the state will fund the hiring or designation of 1 full-time staff member in each county and in the 4 largest counties (21 + 4 = 25) who will be responsible for oversight and engagement of LEA work on RTTT. These RTTT Coordinators will report to the County Executive Superintendents but day-to-day activities will be directed by the NJDOE Chief Race to the Top Officer. Salary 80K.	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 8,000,000
		Project Management—Financial oversight (Financial Analyst (125K)-- Salary	1 staff role at $125K. This staff person would be responsible for strengthening RTTT budgets, evaluating spending patterns, identifying best financial practices, and flagging questionable patterns requiring additional investigation. Position not open, pending application results. Position would report solid line to finance team, with dotted line into CRO, to ensure alignment.	$ 125,000	$ 125,000	$ 125,000	$ 125,000	$ 500,000
		RTTT Stakeholder Communication Coordinator Salary	Stakeholder communication is a critical element of successful RTTT implementation-- for example, by letting parents understand their options for Turnaround schools. Staff includes 1 coordinator at 60K to coordinate efforts described below.	$ 60,000	$ 60,000	$ 60,000	$ 60,000	$ 240,000
	Personnel Total			**$ 2,430,000**	**$ 2,460,000**	**$ 2,460,000**	**$ 2,460,000**	**$ 9,810,000**
2	Fringe Benefits	Project Management—2 program managers- benefits	Fringe benefits for 2 project managers, calculated at 40% of base pay.	$ 60,000	$ 60,000	$ 60,000	$ 60,000	$ 240,000
		Project Management—Chief RTTT Officer- benefits	Fringe benefits for Chief RTTT Officer, calculated at 40% of base pay.	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
		County Race to the Top Coordinator- benefits	Fringe benefits calculated at 40% of salaries, above	$ 800,000	$ 800,000	$ 800,000	$ 800,000	$ 3,200,000
		RTTT Stakeholder Communication Coordinator Salary	Fringe benefits for Stakeholder Communication Coordinator, calculated at 40% of base pay.	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 96,000
		Project Management--Financial Analyst-- benefits	Fringe benefits for 1 new finance team member, calculated at 40% of base pay.	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
	Fringe Benefits Total			**$ 984,000**	**$ 984,000**	**$ 984,000**	**$ 984,000**	**$ 3,936,000**

Budget detail for Project 1- part 2- contractual and other.

Bud nu	Budget categor	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
6	Contractual	Financial auditing	3 financial audits of programs or districts per year X $50 K per audit X 4 years. Any contractor will be hired in accordance with state and federal law.	$ 150,000	$ 150,000	$ 150,000	$ 150,000	$ 600,000
		Stakeholder communication help desk	Provide phone bank support to stakeholders, especially parents, who have information needs regarding RTTT	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
		Email list update for stakeholders	Hire vendor to update NJDOE's email list for parents, stakeholders, community members	$ 43,200				$ 43,200
		RTTT Stakeholder Communication- communicate with parents directly via mailings	One mailings per year to 700K households at .40 per mailing for postage, processing, and printing = 700K * .4 = $280,000 per year	$ 280,000	$ 280,000	$ 280,000	$ 280,000	$ 1,120,000
		RTTT Stakeholder Communication- web portal	Hiring vendor to create a new web portal, customizable by zip code and school district, providing relevant news, information, resources, research, alternative models, best practices, evaluation approaches, and links to support networks:	$ 96,000				$ 96,000
	Contractual Total			**$ 619,200**	**$ 480,000**	**$ 480,000**	**$ 480,000**	**$ 2,059,200**
8	Other	Support of County offices professional development to support LEAs with RTTT implementation	21 offices X 2K per year X 2 years, reduced to 0 by third year to incent sustainability. All 21 County offices eligible to apply for up to $25K a year in years 1-2 from the state's RTTT office to support grant implementation. Funds can be used for materials and technology. Requests for funds will be evaluated by the project management office and will be evaluated based on implementation ability, breadth, and likely impact.	$ 525,000	$ 525,000			$ 1,050,000
	Other Total			**$ 525,000**	**$ 525,000**			**$ 1,050,000**

Project 2. Supplemental Funding to LEAs.

Summary and Highlights. The goal of this project is to ensure that the overall RTTT grant will be implemented efficiently by encouraging LEAs to develop and refine innovative ways to improve student achievement.

12) Supplemental Funding for Participating LEAs.

New Jersey committed to providing every Participating LEA with a minimum support level of $100,000. For Participating LEAs whose section 14006(c) share of funds is less than $100,000, the state will provide supplemental funding to provide the full amount. We estimate the amount of supplemental funding required to total $31 million. Should fewer LEAs eventually participate, we will allocate the remaining funds among Participting LEAs according to the Title I distribution formula.

`Budget summary for Project 2

Budget Part II: Project-Level Budget Table **Project Name:** 2- RTTT Administration **Associated with Criteria:** (A)(2)(i)					
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					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	$7,750,000	$7,750,000	$7,750,000	$7,750,000	$31,000,000
13. Total Costs (lines 9-12)	$7,750,000	$7,750,000	$7,750,000	$7,750,000	$31,000,000

Project 3. Instructional Improvement System.

Summary and Highlights. The majority of New Jersey's work to develop an Instructional Improvement System will be contracted via public purchasing procedures. The state will follow the procedures for procurement under 34 CFR Parts 74.40 -74.48 and Part 80.36. We have sufficient in-house expertise to set direction for the project and to manage a vendor to agreed-upon deliverables, and will enhance our staff to ensure successful delivery. The specific project estimates were prepared against the requirements described in section (C)(3) and vetted against other states' round 1 RTTT budgets and against the nation's most successful large-scale educational data system implementations.

Major budget items include:

1) Personnel

SLDS project (NJ SMART): A contract manager (50% allocation, $80K salary), a Project Manager (100% allocation, $100k salary), and a Business Analyst (100% allocation, $75 salary) will be assigned to this project. Note that these expenses are borne in years 2-3 of our RTTT program, as we are applying state funds to year 1 activity.

IIS project: A contract manager (50% allocation, $80K salary), a Project Manager (100% allocation, $100k salary), and a Business Analyst (100% allocation, $75 salary) will be assigned to this project. These expenses are borne all four years of our RTTT program.

Dr. Erlichson's salary will not be allocated against this project.

2) Personnel

Fringe benefits of 40% will apply to these salaries.

4) Equipment

We estimate the hardware expense for our hosting environment, including both server hardware and required software licenses, to be $1,600,000. This estimate is based on benchmarking both state level system hardware deployments (for example, in Florida) and large district system hardware deployments (for example, New York City).

5) Supplies

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

6) Contractual

Our plan for our Instructional Improvement System has two components:

The first is the completion of our NJ SMART SLDS, which will take three years. The first year of the project – expending $6,000,000 – will be funded from our state budget. The second and third year will be funded using RTTT funds, for a total of $10.5 million. A detailed budget for this work, based on our planning for our IES SLDS grant, is attached below this narrative. This budget is highly detailed because it is planned by our existing SLDS vendor, who is familiar with the task requirements and prepared to deliver.

The second is the development and deployment of a new IIS, which will integrate with NJ SMART. We have estimated IIS development by module. Specific projects are:

Discovery & Design

We will engage a team of user experience architects, technical architects, business analysts, and graphic designers to shape our overall vision for the IIS. We anticipate a team of five professionals engaged over a period of four months. 4 months x 20 days x 5 staff = 400 days. At $1,200/day total expense = $480,000. This design work will inform all IIS modules.

Instructional Content Spine

The instructional content spine is the system that integrates the *formative assessment platform* and the *targeted instructional content system*, which together enable the analysis of assessment data and selection of specific instructional activities and strategies. We estimate the effort required as an average team size of nine over the course of a year, with personnel allocation be distributed across project management, engineering, and quality assurance. 1,800 days at $1,200/day = $2,160,000. 2/3 of this project will be completed in year 1, with the remainder in year 2. We estimate ongoing maintenance and software license expenses at 20% of total development.

Teacher Portal

The teacher portal is the "glue" that holds the system together. It includes teacher-centric views of assessment and demographic information, user profile management, activity tracking, and communication and collaboration tools. We estimate the effort required as an average team size of nine over the course of a year, with personnel allocation be distributed across project management, engineering, and quality assurance. Actual personnel allocation will be distributed across project management, engineering, and quality assurance. 1,800 days at $1,200/day = $2,160,000. This project will be completed in year 1. We estimate ongoing maintenance and software license expenses at 20% of total development.

Data Platform – NJ SMART Integration and LEA Self-Service

The underlying Data Platform is crucial to ensure our system has reliable data to support instruction. The work has two key strands: integrate with the NJ SMART data set, to pull and match data from the system of record; and provide integration points for LEAs to input rich and timely data sets. In the first case, we will incorporate high-stakes assessment from NJ SMART; in the second, we will import formative assessment data from districts using local systems on a daily or weekly basis. These tools map to the "Self-Service Upload Interface" described in Section (C). We estimate the effort required as an average team size of thirteen over the course of a year, with personnel allocation be distributed across project management, engineering, and quality assurance. 2,600 days at $1,200/day = $3,120,000. 2/3 of this project will be completed in year 1, with the remainder in year 2. We estimate ongoing maintenance and software license expenses at 20% of total development.

Custom Planning & Reporting

We will provide customized panning and reporting tools for teachers and principals. These tools correspond to the *Action Planning Module* described in section (C) and will allow for groups of children to be created based on assessment data, specific activities to be recommended to teachers or coaches based on student performance and proven effectiveness of those activities, and for the system to "learn" over time which planned activities inspired greater (or lesser) student achievement over the subsequent instructional period. We estimate the effort required as an average team size of nine over the course of a year, with personnel allocation be distributed across project management, engineering, and quality assurance. 3,200 days at $1,200/day = $3,840,000. 1/2 of this project will be completed in year 1, with the remainder in year 2. We estimate ongoing maintenance and software license expenses at 20% of total development.

Performance Management System

Our performance management system envisions custom report development over time, building "canned" reports for teachers, principals, policy-makers, etc. We are budgeting $1,000,000 per year for the first two years and $400,000 per year for the following two years, based on our experience of building custom views of NJ SMART and benchmarks with other similar systems.

Professional Development Management System

For the PD Management System, we intend to procure a commercially available management system, integrate it with our IIS, and then extend it with custom workflow to reflect our evaluation processes. The annual license fee (for years 2-4) is estimated at $1,000,000. Custom workflow development is estimated at $1,000,000, benchmarked to other state and district PD system deployments. Finally, we estimate maintenance of the custom workflow development at 15% of the development expense.

Teacher Effectiveness Planning

The Teacher Effectiveness Planning module is designed to generate teacher effectiveness views for teachers, principals, and district administrators, providing easy and frequent insight into the impact that educators are making on student achievement and the effectiveness of their planning and instructional practices. Because the work will be contingent on the evaluation pilot conducted in year 2, we estimate $500,000 expense incurred in each of year 2 and year 3, with 20% maintenance and license fees to follow.

Climate Survey

To support surveys of school climate, we plan to license and integrate a commercially available survey tool, at $100,000 per year for each year of our program.

Research Data

We estimate 90 days per year required to ETL, clean, and manage the research data mart, at $1,200/day = $108,000 per year.

Hosting Environment

We estimate the setup expense for a hosting environment at $800,000 over two years, benchmarked on other state and district hardware deployments experiences. This budget is allocated over the first two years of the project.

Hosting Support

We intend to collocate the system in a commercial data center, and so estimate the expense of support and maintenance of the system, including hosting environment, bandwidth, rackspace, etc, at $700,000 per year for years 2-4. We halved the estimate for year 1 based on a mid-year deployment schedule.

Budget summary for Project 3

Budget Part I: Project Detail Project 3- Instructional Improvement System (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	215,000	430,000	430,000	215,000	1,290,000
2. Fringe Benefits	129,000	172,000	172,000	129,000	602,000
3. Travel	-	-	-	-	-
4. Equipment	1,600,000	-	-	-	1,600,000
5. Supplies	18,568	37,135	37,135	18,568	111,405
6. Contractual	10,275,500	17,545,500	10,850,500	5,125,500	43,797,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	12,238,068	18,184,635	11,489,635	5,488,068	47,400,405
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	12,238,068	18,184,635	11,489,635	5,488,068	47,400,405
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	-	-	-	-	-
15. Total Budget (lines 13-14)	12,238,068	18,184,635	11,489,635	5,488,068	47,400,405

Project 3 Budget detail.

Sum of Cost per year				Year				
Bud nu	Budget categor	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
1	Personnel	Instructional improvement system-staff	See narrative for detail. Includes 5 personnel 1 contract manager (.5 FTE for SLDS and for IIS), 2 project managers, and 2 business analysts.	$ 215,000	$ 430,000	$ 430,000	$ 215,000	$ 1,290,000
	Personnel Total			**$ 215,000**	**$ 430,000**	**$ 430,000**	**$ 215,000**	**$ 1,290,000**
2	Fringe Benefits	Instructional improvement system-fringe	based on salary above	$ 129,000	$ 172,000	$ 172,000	$ 129,000	$ 602,000
	Fringe Benefits Total			**$ 129,000**	**$ 172,000**	**$ 172,000**	**$ 129,000**	**$ 602,000**
4	Equipment	Instructional improvement system-equipment	We estimate the hardware expense for our hosting environment, including both server hardware and required software licenses, to be $1,600,000. This estimate is based on benchmarking both state level system hardware deployments (for example, in Florida) and large district system hardware deployments (for example, New York City).	$ 1,600,000				$ 1,600,000
	Equipment Total			**$ 1,600,000**				**$ 1,600,000**
5	Supplies	Instructional improvement system-fringe	Supplies are budgeted at $7,427 per person per year for computer equipment, phones, copying and consumables. 2.5 staff in Years 1 and 4; 5 staff in years 2 and 3	$ 18,568	$ 37,135	$ 37,135	$ 18,568	$ 111,405
	Supplies Total			**$ 18,568**	**$ 37,135**	**$ 37,135**	**$ 18,568**	**$ 111,405**
6	Contractual	Instructional improvement system	See detailed spreadsheet for calculations	$ 10,138,000	$ 9,908,000	$ 5,463,000	$ 5,063,000	$ 30,572,000
		State Longitudinal Data System	See attached spreadsheet for detailed explanation		$ 5,250,000	$ 5,250,000		$ 10,500,000
		PD on IIS re Special Education Students	Professional development for general education teachers regarding special education students.	$ 62,500	$ 62,500	$ 62,500	$ 62,500	$ 250,000
		Professional development on IIS-general	Experience with implementing new technology systems suggests that budget of 10% for professional development necessary to achieve desired results (10% = 3.2 M across all PD programs here). NJDOE to hire contractor to develop training and work with NJDOE staff to implement. Supervisors and leaders will be first focus. County RTTT Officers will likely play a large role in implementation. At end of year 2 LEAs will need "awareness" PD on evaluation. In Year 3 PD will be to support statewide implementation - highest need for PD then.		$ 2,250,000			$ 2,250,000
		IIS PD- for Teachers of Foreign languages/ ESL populations	Contract with consortium or university to expand existing programs. Need to create specialized professional development to ensure that use of new system appropriately takes into account challenges and needs for ESL and foreign language educators.	$ 75,000	$ 75,000	$ 75,000		$ 225,000
	Contractual Total			**$ 10,275,500**	**$ 17,545,500**	**$ 10,850,500**	**$ 5,125,500**	**$ 43,797,000**
Grand Total				**$ 12,238,068**	**$ 18,184,635**	**$ 11,489,635**	**$ 5,488,068**	**$ 47,400,405**

Project 3 Budget detail, part 2: detail on contractual spend for IIS.

CONTRACTUAL EXPENSES									
System / Feature	Activity	Unit cost	Units	Notes	Year 1	Year 2	Year 3	Year 4	Total
Overall	Discovery & Design	1,200	400	person-days effort	480,000				480,000
Instructional Content Spine	Development	1,200	1,800	person-days effort	1,440,000	720,000			2,160,000
Instructional Content Spine	Maintenance	20%		ratio of development expense		288,000	432,000	432,000	1,152,000
Teacher Portal	Development	1,200	1,800	person-days effort	2,160,000				2,160,000
Teacher Portal	Maintenance	20%		ratio of development expense		432,000	432,000	432,000	1,296,000
Data Platform - NJ SMART integration and LEA self-service	Development	1,200	2,600	person-days effort	2,080,000	1,040,000			3,120,000
Data Platform - NJ SMART integration and LEA self-service	Maintenance	20%		ratio of development expense		416,000	624,000	624,000	1,664,000
Custom Planning & Reporting	Development	1,200	3,200	person-days effort	1,920,000	1,920,000			3,840,000
Custom Planning & Reporting	Maintenance	20%		ratio of development expense		384,000	768,000	768,000	1,920,000
Performance Management System	Custom reporting			estimated annual updates/extensions	1,000,000	1,000,000	400,000	400,000	2,800,000
Professional Development Management System	License expense			estimated annual license		1,000,000	1,000,000	1,000,000	3,000,000
Professional Development Management System	Development			custom workflow development		1,000,000			1,000,000
Professional Development Management System	Maintenance	20%		ratio of development expense			200,000	200,000	400,000
Teacher Effectiveness Planning	Development			integration of effectiveness data		500,000	500,000		1,000,000
Teacher Effectiveness Planning	Maintenance	20%					100,000	200,000	300,000
Climate Survey	License expense			estimated license expense	100,000	100,000	100,000	100,000	400,000
Research Data	ETL expense	1,200	90	estimated annual expense to ETL	108,000	108,000	108,000	108,000	432,000
Overall	Hosting Environment			estimate for set-up	500,000	300,000			800,000
Overall	Hosting Support			estimate for support	350,000	700,000	700,000	700,000	2,450,000
CONTRACTUAL TOTAL:					10,138,000	9,908,000	5,364,000	4,964,000	30,374,000

TRAVEL EXPENSES									
System / Feature	Activity	Unit cost	Units	Notes	Year 1	Year 2	Year 3	Year 4	Total
Overall	Discovery & Design	15%		estimated travel expenses	72,000				
Data Platform	Development	10%		estimated travel expenses	208,000	104,000			
Custom Planning & Reporting	Development	10%		estimated travel expenses	192,000	192,000			
Professional Development Management System	Development	10%		estimated travel expenses		100,000			

EQUIPMENT EXPENSES									
System / Feature	Item	Unit cost	Units	Notes	Year 1	Year 2	Year 3	Year 4	Total
Overall	Server hardware				1,600,000				1,600,000

Project 3 Budget detail, part 3: detail on budget for state longitudinal data system.

The first year of the project – expending $6,500,000 – will be funded from our state budget. The second and third year will be funded using RTTT funds, for a total of $10.5 million. A detailed budget for this work, based on our planning for our IES SLDS grant, is attached below.

Longitudinal Data System Budget
By Outcome and Task

By Outcome			
Outcome 1	Key Performance Indicators	$	3,805,719
Outcome 2	Teacher to Student Link	$	3,857,204
Outcome 3	Warehouse Expansion	$	3,634,818
Outcome 4	Professional Development	$	4,332,303
Outcome 5	Research and Reporting Functionality	$	1,164,107
Project Total		**$**	**16,794,152**
By Task			
Task 1.1	Student Growth Module	$	1,138,246
Task 1.2	Graduation Module	$	850,012
Task 1.3	Discipline Module	$	619,909
Task 1.4	Post-secondary Module	$	1,049,154
Task 2.1	Staff, Certification, Section Collections	$	2,796,761
Task 2.2	Course Module	$	912,045
Task 2.2	Project Management	$	141,138
Task 3.1	Business Process Definition	$	362,358
Task 3.1	Development - File Upload and Error Remediation	$	174,221
Task 3.1	Project Management	$	686,674
Task 3.1	Technical Specification Development	$	67,569
Task 3.2	Development - Reporting Infrastructure	$	106,003
Task 3.3	Quality Assurance (QA)	$	154,361
Task 3.3	User Acceptance Testing (UAT) - File Upload and Error Remediation	$	92,555
Task 3.4	Deployment	$	51,452
Task 3.4	Helpdesk Support	$	431,170
Task 3.4	Operations Development	$	457,215
Task 3.4	Training and Communication	$	141,409
Task 3.6	School and District Directory Module	$	629,068
Task 3.7	School Interoperability Framework (SIF) Pilot	$	132,364

Project 3 Budget detail, part 3: detail on budget for state longitudinal data system, continued.

Longitudinal Data System Budget		
By Outcome and Task		
	CONTINUED	
Task 4.1	Using ad hoc analysis	$ 122,175
Task 4.1	Using district/school reports	$ 89,218
Task 4.1	Using EDanalyzer	$ 78,997
Task 4.2	Establishing a data team (district)	$ 305,862
Task 4.2	Establishing a data team (school)	$ 180,680
Task 4.2	Establishing data coaches (school)	$ 382,134
Task 4.3	Establishing high quality data	$ 273,307
Task 4.3	Using data for district & school improvement planning	$ 350,410
Task 4.3	Using data for instructional improvement	$ 350,410
Task 4.3	Using data for student improvement planning (RtI/I&RS)	$ 350,410
Task 4.3	Using data to manage programs, policies, and accountability	$ 350,410
Task 4.4	Learning Management System	$ 188,978
Task 4.4	Training & PD program management	$ 1,116,685
Task 4.5	NJ DOE Train-the-Trainer Training	$ 44,229
Task 5.1	Business Intelligence Tool	$ 489,500
Task 5.2	De-identified downloads for researchers	$ 59,464
Task 5.3	Public/Community Analysis Tools	$ 153,722
Task 5.4	District/School Dashboards	$ 235,364

Project 4 Curriculum And Assessment Enhancement.

Summary and Highlights. This project includes a series of activities designed to strengthen the state's curricular tools, the use of formative and summative assessments, as well as the relationship between the two, to improve student learning.

One set of activities includes the development of a Curriculum and Assessment Spine, which will provides curricular tools including unit plans and suggested assessments to teachers across multiple grades and subjects that are connected to state standards.

The majority of New Jersey's work to develop and Curriculum and Assessment Spine will be through grants to LEAs and through procurement of custom vendor products and services. New Jersey will follow the procedures for procurement under 34 CFR Parts 74.40 -74.48 and Part 80.36. New Jersey's Office of Student Learning Assessments and Office of Curricular Supports will manage this work and coordinate with county offices. The specific project estimates were prepared against the requirements described in section (B)(3) and vetted against our existing services and contracts.

Major budget categories include:

6) Contractual.

- $2.8 million to develop the curriculum materials that are aligned with state standards.
- $1.08 million to develop assessment item bank, and $0.8 million to refresh the bank.
- A substantial portion of the funds will be spent on professional development in support of the new curriculum and assessment tools, including:
    - $6.3 million in onsite professional development, plus $0.9 million in related travel, to work with at least 1 representative from every state LEA to support them in using curriculum and assessment spine. That person would then teach others in the LEA.
    - $2.5 million to build and rollout an online professional development tool.

8) Other.

- $0.5 million to implement core curriculum standards.

- $0.5 million to adapt the PSI model, a progam currently used with physics, to chemistry and biology.

11) Supplemental Funding for Participating LEAs.

Through Course Assessments. New Jersey will launch a competitive grant process for LEAs to design, develop, and bring to scale assessments in non-tested grades and subjects. Total is $2.1 million. We expect LEA-developed items to contribute to an open source item bank that will be shared across the state.

Budget summary for Project 4

Budget Part I: Project Detail Project 4- Curriculum and Assessment Enhancement (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	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	9,765,084	1,561,260	3,310,302	2,432,110	17,068,756
7. Training Stipends	-	-	-	-	-
8. Other	620,000	440,000	190,000	90,000	1,340,000
9. Total Direct Costs (lines 1-8)	10,385,084	2,001,260	3,500,302	2,522,110	18,408,756
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	525,000	525,000	525,000	525,000	2,100,000
13. Total Costs (lines 9-12)	10,910,084	2,526,260	4,025,302	3,047,110	20,508,756
14. Funding Subgranted to Participating LEAs	-	-	-	-	-
15. Total Budget (lines 13-14)	10,910,084	2,526,260	4,025,302	3,047,110	20,508,756

Budget detail for Project 4- part 1- contractual.

Budnum	Budget categor	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
6	Contractual	Development/ Customization Costs: Assessment Item Bank Development	includes: includes assessment items in ELA, Math and Science K-12	$ 1,080,000				$ 1,080,000
		Development/Customization Costs: instructional materials development	includes: 4 units per grade (k-12) in ELA, Math and Science	$ 2,760,000				$ 2,760,000
		Development/Customization Costs: Online Professional Development Resources	includes: kick-off, two courses for school leaders, Learning Walk training, video coding in elementary ELA, Math and Science, video coding in secondary ELA, Math and Science, and training materials for 4 units per grade (k-12) in ELA, Math and Science	$ 2,501,000				$ 2,501,000
		Licensing costs	ALL 1.37M students in the state would be covered. This is onetime fee to cover all future use. $.15 per child/ per grade/ per subject for units; $.05 (unit price) for assessment item bank; $1 for learning walk.	$ 1,698,800				$ 1,698,800
		Peer review of LEA Challenge Grant applications	5 experts X 5 days X $1500 / day + travel expenses	$ 53,200				$ 53,200
		Onsite Professional Development	Onsite Training for 600 people (1 per district) in ELA, Math, Science, Learning Walks. Year 1: kickoff/ awareness, video coding, leadership walks. Year 2: ELA, Math, video coding, leadership. Year 3, 4: ELA, Math, Science.	$ 1,158,300	$ 1,158,300	$ 1,969,110	$ 1,969,110	$ 6,254,820
		Onsite Professional Development- travel	Associated Travel with onsite PD: 210 days of training over 4 years	$ 162,000	$ 162,000	$ 288,000	$ 288,000	$ 900,000
		Training Instructional Coaches for consistently low performing schools	Train in 3 subjects: literacy, math, science. 3 experts for 5 days, plus travel. Literacy, Math in Year 1, Science in Year 3, in keeping with larger rollout schedule. Includes associated travel.	$ 15,984		$ 7,992		$ 23,976
		Assessment expert to advise EEEC	The EEEC will hire a consultant to provide technical assistance on assessment. 10 days a year * 2 years * $1200 / day + expenses.		$ 15,960			$ 15,960
		Rollout of assessments	Once the LEA-developed assessments are piloted and refined, technical assistance will be provided to support rollout across the state in year 3. Assumes $5K of consulting support (1 week on the ground) * 600 districts			$ 53,200		$ 53,200
		International Baccalaureate (IB) challenge grants to high poverty schools	NJDOE would support expansion of IB program in high school (Diploma Programme) and middle school (Middle Years Programme) for high need schools given the program's demonstrated success. Specifically, for schools with at least 30% students receiving free or reduced lunches, NJDOE would provide a challenge grant to cover 100% of annual fees in year 1, then 75% in year 2, 50% in year 3, and 25% in year 4 (to incent sustainability), up to maximum of 12 schools per year. Fees range from $8400- $10,000 per school.	$ 100,000	$ 75,000	$ 50,000	$ 25,000	$ 250,000
		Lesson alignment- review and feedback	Two rounds of feedback for each of 9 lessons	$ 22,500				$ 22,500
		Lesson alignment- review and feedback travel	Travel costs associated with above	$ 30,300				$ 30,300
		Lesson alignment- rubric and framework development	Development of rubric and framework for lesson alignment.	$ 33,000				$ 33,000
		Development/ Customization Costs: Assessment Item Bank refreshment	includes: includes assessment items in ELA, Math and Science K-12			$ 792,000		$ 792,000
		Formative assessment platform	Develop formative assessment platform.	$ 150,000	$ 150,000	$ 150,000	$ 150,000	$ 600,000
	Contractual Total			**$ 9,765,084**	**$ 1,561,260**	**$ 3,310,302**	**$ 2,432,110**	**$ 17,068,756**

Budget detail for Project 4- part 2- Other and Supplemental Funding for Participating LEAs.

Budnum	Budget category	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
8	Other	Committee meeting logistics—meals, office supplies, space rental (such as EEEC)	Working groups such as the Educational Effectiveness Evaluation Committee (EEEC), with subgroups (e.g., Special Education)-- will be formed. Each will meet 6 times per year for 4 years. $250 is allocated per event to cover space rental, materials, when necessary. Budget set for up 20 working groups.	$ 30,000				$ 30,000
		PSI model adaptation to chemistry and biology	$250K for startup in year 1: $125K for Chemistry and $125K for biology. to support staff time, any access to technology platforms, additional resources and a shepherd from the DOE. $100K for equuipment, materials and workshops in years 2 and 3-- $50K each for Chemistry and Biology.	$ 250,000	$ 100,000	$ 100,000		$ 450,000
		Implementation of core curriculum standards	District awareness and training, spread over two years.	$ 250,000	$ 250,000			$ 500,000
		Traders to Teachers	Facilitate non traditional but highly effective math teachers to enter profession, e.g., financial traders as well as other quantitative-heavy fields. Program has been piloted already. finds would be used to expand	$ 90,000	$ 90,000	$ 90,000	$ 90,000	$ 360,000
	Other Total			**$ 620,000**	**$ 440,000**	**$ 190,000**	**$ 90,000**	**$ 1,340,000**
12	**Supplemental Funding for Participating LEAs**	LEA Challenge Grants for Through Course Assessments in non-tested grade (K-2) and subjects (7)	21 assessment grant areas x 2 LEA winners; $50,000 per assessment	$ 525,000	$ 525,000	$ 525,000	$ 525,000	$ 2,100,000
	Supplemental Funding for Participating LEAs Total			**$ 525,000**	**$ 525,000**	**$ 525,000**	**$ 525,000**	**$ 2,100,000**

Project 5. Teacher and School Leader Effectiveness.

Summary and Highlights. The goal of this project is to strengthen the effectiveness of New Jersey educators by recruiting high-quality candidates, including those from out of state or via alternative pathways, by developing and conducting teacher and leader evaluations and implementing them across the state, and by providing merit pay and equitable distribution incentives. Major budget items include:

1) Personnel

- $55.4 million to fund three bonuses to educational professionals**:**
    - All Students Achieving, $17.5 million
    - Answering the Call, $20 million
    - Closing the Gap, $17.5 million
- $0.5 million to create a state support team to help districts remove ineffective teachers, by providing districts with technical assistance on legal issues and by providing career support services
- $60K staff support for apprenticeships. Employee will work with local business, redesigning alternative education programs. Part time employee at 30K per year, plus benefits, for two years.

6) Contractual

- $1.6 million for Garden State Partnership. New Jersey will expand the GSPTQ by 40% in two years, and invite more universities and districts to participate. By doing so, we will increase the number of teachers graduating who are targeted to serve an urban population to 3,500 annually. New Jersey will focus at least one-third of the expansion activities specifically on preparing teachers and school leaders for work in Special Education and Alternative Education urban settings. Budget estimate includes $1,200,000 in subcontracts to the GSPTQ and $100K per year each year for NJDOE expenses .4 FTE, travel, meetings.
- $1 million to hire contractor for design and implementation of 360 degree survey of sample of LEAs. New Jersey will measure the impact of its evaluation system on teacher satisfaction, improvements in leadership and classroom practice, and student and parent impressions of the educational experience. New Jersey will develop a 360 degree survey in the year 2 pilot of the evaluation system and for a random sample of schools in year three and four.

- $0.5 million to contract with a consortium of New Jersey teachers' colleges and school districts to strengthen NJ's pipeline of graduating teachers, from school to student teaching to a teacher's first years of teaching. Goal is to build a seamless, high quality teacher induction model. Specifically, this consortium will a) analyze strengthens and gaps of our current approach, b) recommend new procedures and policies for student teaching and other steps, including performance metrics, and c) pilot this new coordinated approach.

8) Other

- Online portal –based teacher job matching ($3.0 million). The NJDOE will dedicate an FTE team lead, who will work with staff internally and through the counties to identify alumni who will personally connect and recruit undergraduates and graduates from education programs at these schools. We will also develop online materials and focus a portion of an online portal specifically upon the recruitment of the best and brightest education graduates.
- Teach for NJ ($0.8 million). The candidate side of the online portal will also be improved to allow candidates to be more specific about their interest in working in disadvantaged schools—for instance, by indicating their preference for serving in high-poverty urban settings. The site will work to match qualified candidates with high-needs LEAs and schools. Expenses include funds to develop and maintain this portion of an online portal.
- Science and Math Education Partnership (2 partners at $225K each for a total of $450 K). Working with two New Jersey partners to run summer (or extended learning) program that gives hands on science for solid students and exposes to teaching.

Budget summary for Project 5

Budget Part I: Project Detail Project 5- Teacher Effectiveness (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	160,000	5,160,000	25,130,000	25,130,000	55,580,000
2. Fringe Benefits	64,000	64,000	52,000	52,000	232,000
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,938,840	761,720	363,840	300,000	3,364,400
7. Training Stipends	-	-	-	-	-
8. Other	1,025,000	1,130,000	1,130,000	1,055,000	4,340,000
9. Total Direct Costs (lines 1-8)	**3,187,840**	**7,115,720**	**26,675,840**	**26,537,000**	**63,516,400**
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	**3,187,840**	**7,115,720**	**26,675,840**	**26,537,000**	**63,516,400**
14. Funding Subgranted to Participating LEAs	-	-	-	-	-
15. Total Budget (lines 13-14)	**3,187,840**	**7,115,720**	**26,675,840**	**26,537,000**	**63,516,400**

Budget detail for Project 5, part 1- Personnel and benefits.

Budnum	Budget category	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
1	Personnel	Support for apprenticeships with local business, redesigning alternative education programs- staff support-salary	Part time employee with substantial experience with alternative education and networking/ community outreach.	$ 30,000	$ 30,000			$ 60,000
		Support team to help districts remove ineffective teachers- salaries	1 lawyer at 80K with experience in employment law; 1 career coach at 50K to advise and support teachers	$ 130,000	$ 130,000	$ 130,000	$ 130,000	$ 520,000
		Answering the Call	Total of $20 million will be set aside over three years to test this bonus for teachers to teach in schools and classrooms with a high proportion of students at risk. Per teacher amounts (for teachers who qualify) would be $10K to go to schools that are persistently low achieving (PLA), and $5K to go to other schools. Implementation plan is: design evaluations in Year 1, Pilot Year 2 (20% of LEAs), rollout years 3, 4. Could fund 1555 bonuses per year for teachers (1.8% of teachers in state) to PLAs.		$ 1,800,000	$ 9,000,000	$ 9,000,000	$ 19,800,000
		Closing the Gap	$17 million will be set aside over three years to test this bonus based on the number of low-achieving student demonstrating exceptional growth. In year 2, as pilot, $1.62 M (open pilot to 20% of LEAs). In Year 3 and 4, as full test 100% of participating LEAs are available, $8M. Amounts to be finalized in year 1; to estimate impact, however – if 1% of New Jersey teachers receive bonus, each teacher would receive ~$15K.		$ 1,600,000	$ 8,000,000	$ 8,000,000	$ 17,600,000
		All Student Achieving	$17.6 million will be set aside over three years to test this bonus for school wide growth. In year 2, as pilot, $1.6 M (open pilot to 20% of LEAs). In Year 3 and 4, as full test 100% of participating LEAs are available, $8M. Amounts to be finalized in year 1; to estimate impact, however – if 1% of New Jersey teachers receive bonus, each teacher would receive ~$15k.		$ 1,600,000	$ 8,000,000	$ 8,000,000	$ 17,600,000
	Personnel Total			**$ 160,000**	**$ 5,160,000**	**$ 25,130,000**	**$ 25,130,000**	**$ 55,580,000**
2	Fringe Benefits	Support for apprenticeships with local business, redesigning alternative education programs- staff support-benefits	based on salary above	$ 12,000	$ 12,000			$ 24,000
		Support team to help districts remove ineffective teachers- fringe	fringe benefits calculated based on above salary at 40%	$ 52,000	$ 52,000	$ 52,000	$ 52,000	$ 208,000
	Fringe Benefits Total			**$ 64,000**	**$ 64,000**	**$ 52,000**	**$ 52,000**	**$ 232,000**

Budget detail for Project 5, part 2- contractual and other.

Bud num	Budget category	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
6	Contractual	Analysis of growth model data to set criteria for student learning bonuses	20 days of consultants at 1200/ day, plus expenses		$ 31,920			$ 31,920
		Design and implementation of 360 degree survey of sample of LEAs	NJDOE will purchase survey from vendor to measure the impact of the effectiveness evaluations on classroom practice, leadership practices, parent and student satisfaction and then administer using virtual tools. Launched in year 2.		$ 400,000	$ 300,000	$ 300,000	$ 1,000,000
		Evaluation of LEA compensation program pilots	40 days @$1200 per day-- 2 month project for 2 people. Evaluate in 2 years in year 2 as pilot results are coming in; in year 3 as more LEAs are participating.		$ 63,840	$ 63,840		$ 127,680
		Expanding GSTQP	New Jersey will expand the GSPTQ by 40% in two years, and invite more universities and districts to participate. By doing so, we will increase the number of teachers graduating who are targeted to serve an urban population to 3,500 annually. New Jersey will focus at least one-third of the expansion activities specifically on preparing teachers and school leaders for work in Special Education and Alternative Education urban settings. $1,200,000 in subcontracts to the GSPTQ. $100K per year each year for NJDOE expenses .4 FTE, travel, meetings	$ 1,600,000				$ 1,600,000
		Expert analysis of high school growth options	20 days @$1200 per day, plus expenses	$ 31,920				$ 31,920
		Expert review and participation in design of school performance index	Hire 1 expert at 1200 per day, plus expenses for 10 days per year for 2 years	$ 15,960	$ 15,960			$ 31,920
		School climate survey- design or purchase	$25000 to design survey that schools can then use	$ 25,000				$ 25,000
		Assessment expert to advise EEEC	The EEEC will hire a consultant to provide technical assistance on assessment. 10 days a year * 2 years * $1200 / day + expenses.	$ 15,960				$ 15,960
		New teacher pipeline coordination	NJDOE will contract with a consortium of New Jersey teachers' colleges and school districts to strengthen NJ's pipeline of graduating teachers, from school to student teaching to a teacher's first years of teaching. Goal is to build a seamless, high quality teacher induction model. Specifically, this consortium will a) analyze strengthens and gaps of our current approach, b) recommend new procedures and policies for student teaching and other steps, including performance metrics, and c) pilot this new coordinated approach.	$ 250,000	$ 250,000			$ 500,000
	Contractual Total			**$ 1,938,840**	**$ 761,720**	**$ 363,840**	**$ 300,000**	**$ 3,364,400**
8	Other	Committee meeting logistics—meals, office supplies, space rental (such as EEEC)	Working groups such as the Educational Effectiveness Evaluation Committee (EEEC), with subgroups (e.g., Special Education)-- will be formed. Each will meet 6 times per year for 4 years. $250 is allocated per event to cover space rental, materials, when necessary. Budget set for up 20 working groups.		$ 30,000	$ 30,000	$ 30,000	$ 90,000
		Teach for NJ	The NJDOE will dedicate an FTE team lead, who will work with staff internally and through the counties to identify alumni who will personally connect and recruit undergraduates and graduates from education programs at these schools. We will also develop online materials and focus a portion of online job resources specifically upon the recruitment of the best and brightest education graduates. Budget includes 1 FTE + fringe, equipment, materials, travel, marketing.	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 800,000
		Science and Math Education Partnership	Partner 2 of 2: Summer(or extended learning) program that gives hands on science for solid students and exposes to teaching (2 summer sessions per summer x 50 kids per session X $1000 per kid per session= $75,000 per year X 3 years = $225,000		$ 75,000	$ 75,000	$ 75,000	$ 225,000
		Enhancement of teacher job matching through online portal	Partner 1 of 2: Summer(or extended learning) program that gives hands on science for solid students and exposes to teaching (2 summer sessions per summer x 50 kids per session X $1000 per kid per session= $75,000 per year X 3 years = $225,000 Upgrade to existing system for matching system for teachers. The web portal will be improved to allow candidates to be more specific about their interest in working in disadvantaged schools- for instance, by indicating their preference for serving in high-poverty urban settings. The site will work to match qualified candidates with high-needs LEAs and schools. Emphasis is strengthening interactivity.	$ 75,000 $ 750,000	$ 75,000 $ 750,000	$ 75,000 $ 750,000	$ 750,000	$ 225,000 $ 3,000,000
	Other Total			**$ 1,025,000**	**$ 1,130,000**	**$ 1,130,000**	**$ 1,055,000**	**$ 4,340,000**

Project 6: Virtual schooling.

Summary and Highlights. The goal of this project is to expand the availability of online courses to New Jersey students. Major spending for this project includes:

6) Contractual.

- $4.5 M to vendor to offer classes and teacher training and strengthen state capacity to create such classes. Estimated amount to purchase and modify existing online courses and expand them for NJ use. Includes hosted course management system; project manager and clerical support; system programmers; portal design.

-$0.8 M to vendor to supply turnkey virtual school services.

Vendor procurements will follow the procedures under 34 CFR Parts 74.40 -74.48 and Part 80.36.

Budget summary for Project 6

Budget Part I: Project Detail Project 6- Virtual Schooling (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	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	774,888	2,033,820	2,557,687	-	5,366,394
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	774,888	2,033,820	2,557,687	-	5,366,394
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	774,888	2,033,820	2,557,687	-	5,366,394
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	-	-	-	-	-
15. Total Budget (lines 13-14)	774,888	2,033,820	2,557,687	-	5,366,394

Budget detail for Project 6

Bud nu	Budget categor	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Grand Total
6	Contractual	Virtual charter schools	Estimated amount to purchase and modify existing online courses and expand them for NJ use. Includes hosted course management system; project manager and clerical support; system programmers; portal design.	$ 379,888	$ 1,638,820	$ 2,557,687	$ 4,576,394
			Contracting to supply turnkey virtual school services for years one and two. Estimate based on expected users is $790,000 for year one and $450,000 for year two	$ 592,500	$ 592,500		$ 1,185,000
	Contractual Total			$ 972,388	$ 2,231,320	$ 2,557,687	$ 5,761,394
Grand Total				$ 972,388	$ 2,231,320	$ 2,557,687	$ 5,761,394

Budget detail for Project 6, continued

Virtual schools estimate

Timeline	Description	Unit cost, revised	Units	Unit basis	Extended cost, revised
	Hosted Course Management System				
Year 1	(CMS)	$ 17,500	1	Annual	$ 17,500
Q4 2010 to	project manager	$ 55,000	0.33	Annual	$ 18,150
Q3 2011	Clerical and administrative support	$ 32,500	1	Annual	$ 32,500
	Unanticipated costs	$ 7,500	1	Annual	$ 7,500
	System programmers	$ 37,500	2	Annual	$ 75,000
	System Customization for project	$ 60,000	1.5	Annual	$ 90,000
	Portal Development	$ 37,500	1	Annual	$ 37,500
	Fringe	$ 78,988	1	Annual	$ 78,988
	RU management and administration		10%	Annual	$ 22,750
					$379,888
	Hosted Course Management System				
Year 2	(5000 users)	$ 17,500	1.0	Annual	$ 17,500
Q4 2011 to	Revisions and refinements of CMS	$ 25,000	1.0	Annual	$ 25,000
Q3 2012	Portal Development	$ 37,500	1.0	Annual	$ 37,500
	5,000 students/100 faculty license	$ 15,000	1.0	Annual	$ 15,000
	Course purchase/development	$ 500,000	1.0		$ 500,000
	Unanticipated costs	$ 17,500	1.0	Annual	$ 17,500
	Program Director	$ 55,000	1.0	Annual	$ 55,000
	Staff support and public relations	$ 32,500	1.0	Annual	$ 32,500
	Ancor registration and accounting system	$ 18	5,000.0	Annual	$ 87,500
	Help Desk Support for Pilot year	$ 32,500	1.0	Annual	$ 32,500
	Teacher training - best practices	$ 2,000	25.0	Training days	$ 50,000
	Teacher training - CMS	$ 2,000	25.0	Training days	$ 50,000
	Documentation writer	$ 30,000	1.0	Annual	$ 30,000
	Student services support	$ 30,000	1.0	Annual	$ 30,000
	Evaluation year 1 and 2	$ 50,000	1.0		$ 50,000
	Fringe Full time	$ 76,995	1.0		$ 76,995
	Fringe part-time	$ 44,250	1.0		$ 44,250
	Faculty salaries	$ 2,000	200.0	Annual	$ 400,000
	RU Administration and management	$ 87,575	10%		$ 8,757
					$1,560,002

Budget detail for Project 6, continued

Timeline	Description	Unit cost, revised	Units	Unit basis	Extended cost, revised
Year 3	Hosted Course Management System (CMS)				
2012 Q4 on	Sustaining and scalable to 20,000 enrollments	$ 25,000	1.0	Annual	$ 25,000
	Course purchase/development	$ 500,000	1.0		$ 500,000
	Technical support	$ 37,500	2.0	Annual	$ 75,000
	Helpdesk	$ 37,500	2.0	Annual	$ 75,000
	Program Director	$ 57,200	1.0	Annual	$ 57,200
	Staff support and public relations	$ 67,600	2.0	Annual	$ 135,200
	Ancor registration and accounting system	$ 18	10,000.0	Annual	$ 175,000
	Help Desk Support for Second operating year	$ 32,500	2.0	Annual	$ 65,000
	Teacher training - best practices	$ 2,000	25.0	Annual	$ 50,000
	Teacher training - CMS	$ 2,000	25.0	Annual	$ 50,000
	Documentation writer	$ 30,000	0.5	Annual	$ 15,000
	Student services support	$ 30,000	2.0	Annual	$ 60,000
	Evaluation year 3	$ 25,000	1.0	Annual	$ 25,000
	Fringe Full time	$ 103,767	1.0	Annual	$ 103,767
	Fringe part-time	$ 92,500	1.0	Annual	$ 92,500
	Faculty salaries	$ 2,250	400.0	Annual	$ 900,000
	RU Administration and management	$ 154,021	10%	Annual	$ 15,402
					$2,419,069
	TOTAL 3 YEARS				$4,358,959

Project 7: School turnarounds.

Overview. The goal of this project is to substantially improve the academic performance of the state's 32 persistently low achieving schools. Major cost items include:

1) Personnel.

- Math, Literacy and Science coaches for 32 schools, paid for in part by SIG funds ($5.8 million over 4 years).
- Network Turnaround Officers assigned to 3 schools each, paid for in part by SIG funds ($2.0 million).
- 1 new employee to manage cross-agency coordination ($240K).

2) Fringe

- 40% fringe benefits associated with all of the above positions.

6) Contractual.

- $2.6 million for onsite implementation audit of school intervention plan. One audit per year for * 32 plans for $20,000 per audit.
- $1 Million for support for cross-agency coordination, e.g., to assist with data integration.
- $250K for Needs Assessment Team. The Needs Assessment Team will include consultants who will spend two weeks working on each of the turnaround schools in the first year. They will be hired in subsequent years as other schools are identified as persistently low performing.

8) Other.

- $320K for leadership development, including summer training and leadership summits.

Budget summary for Project 7

Budget Part I: Project Detail Project 7- School Turnarounds (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	2,667,500	2,667,500	2,426,875	266,250	8,028,125
2. Fringe Benefits	695,000	695,000	598,750	106,500	2,095,250
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	926,600	720,000	1,720,000	720,000	4,086,600
7. Training Stipends	-	-	-	-	-
8. Other	80,536	80,536	80,536	80,536	322,144
9. Total Direct Costs (lines 1-8)	**4,369,636**	**4,163,036**	**4,826,161**	**1,173,286**	**14,532,119**
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	**4,343,036**	**4,163,036**	**4,826,161**	**1,173,286**	**14,505,519**
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	-	-	-	-	-
15. Total Budget (lines 13-14)	**4,343,036**	**4,163,036**	**4,826,161**	**1,173,286**	**14,505,519**

Budget detail for Project 7

Bud num	Budget category	Item	Explanation	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Grand Total
1	Personnel	Math, Literacy and Science coaches for 32 schools- salaries	Coaches serve more than one school but are specific to a subject. 1 coach per subject area for each school cluster: 3 subject areas x 11 clusters=33 coaches @ 75% FTE per year for 4 years --we want them to be practicing teachers if possible). Salary set ay $75K- more than average state salary of $60K. Coaches would have 3 years to support principals-- need to incentivize knowledge transfer and principal leadership.	$ 1,920,000	$ 1,920,000	$ 1,920,000		$ 5,760,000
		Network Turnaround Officers assigned to 3 schools each- salaries	11 funded 100% by the state in year 1 and 2, 65% funded by state in year 3, and 30% in year 4. Salary set at $125K		$ 687,500	$ 446,875	$ 206,250	$ 1,340,625
			3 schools per NTO+ 32 schools = 11 NTOs needed. 50% will be funded by State Improvement grants. Of remaining portion, 100% RTTT funding in years 1 and 2, 65% funded by state in year 3, and 30% in year 4 (as officers demonstrate their value, LEAs will fund larger %s of the positions). Salary set at $125K	$ 687,500				$ 687,500
		NJDOE FTE for cross agency coordination- salary	approximate salary range required	$ 60,000	$ 60,000	$ 60,000	$ 60,000	$ 240,000
	Personnel Total			**$ 2,667,500**	**$ 2,667,500**	**$ 2,426,875**	**$ 266,250**	**$ 8,028,125**
2	Fringe Benefits	Math, Literacy and Science coaches for 32 schools- benefits	based on salary above	$ 396,000	$ 396,000	$ 396,000		$ 1,188,000
		Network Turnaround Officers assigned to 3 schools each- salaries	based on salary above	$ 275,000	$ 275,000	$ 178,750	$ 82,500	$ 811,250
		NJDOE FTE for cross agency coordination- benefits	based on salary above	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 96,000
	Fringe Benefits Total			**$ 695,000**	**$ 695,000**	**$ 598,750**	**$ 106,500**	**$ 2,095,250**
6	Contractual	Contract for committee recommended observation protocols for teacher and school leader evaluation	Contract for research support from partner organization	$ 100,000				$ 100,000
		Cross-service data integration	Estimate			$ 1,000,000		$ 1,000,000
		Developing criteria for extended learning time programs	20 days @$1000 per day	$ 26,600				$ 26,600
		Needs Assessment Review Team: 11 teams with onsite visit to school	32 schools now, all need a review. At least 16 schools will be covered through SIG grant. Remaining 16 schools (32-16) will need needs assessment conducted with RTTT funds. $10K per review. In out years, expect no more than 3 schools will enter status and thus need a review.	$ 160,000	$ 30,000	$ 30,000	$ 30,000	$ 250,000
		Onsite implementation audit of school intervention plan	1 audit per year (4 years) * 32 plans *20K per audit, including travel.	$ 640,000	$ 640,000	$ 640,000	$ 640,000	$ 2,560,000
		Turnaround program effectiveness evaluation	Contract for research support from partner organization-- outside organization to facilitate objectivity		$ 50,000	$ 50,000	$ 50,000	$ 150,000
	Contractual Total			**$ 926,600**	**$ 720,000**	**$ 1,720,000**	**$ 720,000**	**$ 4,086,600**
8	Other	Leadership Academy: 2 week program over the summer serving 11 NTOS, 32 school leaders, 32 superintendents	Conference logistics: $25K per week * 2 weeks = 50K per year. Guest speaker experts: 4 specialists * 4 days per year * 1200 per day plus expenses = $25K. Total: 75 K per year X Event happens all 4 years.	$ 75,536	$ 75,536	$ 75,536	$ 75,536	$ 302,144
		Leadership Summits (3 1 day workshops)	$5000 per year for materials, supplies, logistics, meals; experts will come from in-house or will donate their time. Event will happen every year	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 20,000
	Other Total			**$ 80,536**	**$ 80,536**	**$ 80,536**	**$ 80,536**	**$ 322,144**
Grand Total				**$ 4,369,636**	**$ 4,163,036**	**$ 4,826,161**	**$ 1,173,286**	**$ 14,532,119**

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): _____

Accelerating Student Achievement Goals: ESEA Assessments (average scale scores)

Subject	Grade	Subgroup	2009	2010	2011	2012	2013	2014
Reading	4	All students	206.7	209.9368	214.557	219.1773	224.211	231
Reading	4	White	214	218	222	226	230	234
Reading	4	Black	191.1	195.77	201.48	207.19	214.04	222.6
Reading	4	Hispanic	194.6	199.085	204.54	209.995	216.42	224.3
Math	4	All students	223.7	226.0078	230.911	235.6768	240.953	249
Math	4	White	232.1	236.1	240.1	244.1	248.1	252.1
Math	4	Black	200.7	205.485	211.84	218.195	226.12	236.4
Math	4	Hispanic	210.7	214.1	220.3	225.95	232.7	241.1
Reading	8	All students	220.7	222.6813	226.333	229.9053	233.859	239
Reading	8	White	227.2	230.2	233.2	236.2	239.2	242.2
Reading	8	Black	205.9	209	214.12	218.71	224.36	231.6
Reading	8	Hispanic	209.4	212.845	217.18	221.515	226.74	233.3
Math	8	All students	221.8	222.3625	226.498	230.4565	235.054	237
Math	8	White	232	235	238	241	244	247
Math	8	Black	193.3	196.3	203.17	209.0725	216.91	227.65
Math	8	Hispanic	204.1	207.67	212.89	217.9825	224.47	233.05

Accelerating Student Achievement Goals: NAEP (Percent Proficient)

Subject	Grade	Subgroup	2009	2011	2013
Reading	4	All students	40	48	56
Reading	4	Black	18	30	42
Reading	4	Hispanic	19	31	43
Math	4	All students	49	57	65
Math	4	Black	19	31	43
Math	4	Hispanic	25	37	49
Reading	8	All students	42	50	58
Reading	8	Black	17	29	41
Reading	8	Hispanic	20	32	44
Math	8	All students	44	52	60
Math	8	Black	17	29	41
Math	8	Hispanic	22	34	46

NAEP - Closing the Opportunity Gap Goals (average scale score)

Subject	Grade	Gap	2009	2011	2013
Reading	4	White-Black	25	20	12.5
Reading	4	White-Hispanic	24	19.2	12
Reading	4	FRL-nFRL	20	16	10
Math	4	White-Black	27	21.6	13.5
Math	4	White-Hispanic	24	19.2	12
Math	4	FRL-nFRL	26	20.8	13
Reading	8	White-Black	31	24.8	15.5
Reading	8	White-Hispanic	25	20	12.5
Reading	8	FRL-nFRL	27	21.6	13.5
Math	8	White-Black	34	27.2	17
Math	8	White-Hispanic	30	24	15
Math	8	FRL-nFRL	30	24	15

ESEA - Closing the Opportunity Gap Goals (average scale score)

Subject	Grade	Gap	2009	2010	2011	2012	2013	2014
Reading	4	White-Black	22.8	22.23	20.52	18.81	15.96	11.4
Reading	4	White-Hispanic	19.4	18.915	17.46	16.005	13.58	9.7
Math	4	White-Black	31.4	30.615	28.26	25.905	21.98	15.7
Math	4	White-Hispanic	22	21.45	19.8	18.15	15.4	11
Reading	8	White-Black	21.2	20.67	19.08	17.49	14.84	10.6
Reading	8	White-Hispanic	17.8	17.355	16.02	14.685	12.46	8.9
Math	8	White-Black	38.7	38.7	34.83	31.9275	27.09	19.35
Math	8	White-Hispanic	27.9	27.33	25.11	23.0175	19.53	13.95

Graduation Rates

Subgroup	2009*	2010	2011	2012	2013	2014
All students	TBD	TBD	TBD	TBD	TBD	90%
White	95%	TBD	TBD	TBD	TBD	90%
Black	83.90%	TBD	TBD	TBD	TBD	90%
Hispanic	83.20%	TBD	TBD	TBD	TBD	90%

*We expect graduation rates to decline as NJ moves from the leaver rate to the longitudinal cohort graduation rate in 2010 and will set interim goals no later than September 2010

College Enrollment

Subgroup	2010	2011	2012	2013	2014
All students	Set Baseline	5% increase	5% increase	5% increase	5% increase

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

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		Proficient		Advanced Proficient		Scale Score Mean
						Number	Percent	Number	Percent	Number	Percent	
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%

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

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[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
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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

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[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.

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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

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[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.

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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

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[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.

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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.

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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
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Grade 5
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]	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
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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.
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[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
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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.
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[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
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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.
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[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.

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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.

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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
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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.

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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
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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.
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6 Includes students coded Current and Former LEP.
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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.
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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
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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.

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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.
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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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.
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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

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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

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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

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TEST DATE: SPRING 2008
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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

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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

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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.
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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.
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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.
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4 Students are included in Total Students only once, but they appear in all other categories that apply.
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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

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[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.

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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

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[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

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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

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[5] Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

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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

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[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.

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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

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[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.

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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.
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[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

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[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

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]	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.
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[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.

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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.

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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
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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.

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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.

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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.
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[3] Includes students coded LEP Exempt (LAL Only).
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[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

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[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

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[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

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[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.

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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.
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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.
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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

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6 Includes students coded Current and Former LEP.
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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

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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.
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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.
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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

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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.
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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

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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

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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

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TEST DATE: SPRING 2008
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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.
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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

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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

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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

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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

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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

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6 Includes students coded Current and Former LEP.
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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	*	*	*	*	*	*	*	*	*	*	*

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4 Students are included in Total Students only once, but they appear in all other categories that apply.
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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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	*	*	*	*	*	*	*	*	*	*	*

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3 Percentages may not total 100 due to rounding.
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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

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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

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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

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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

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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
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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
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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

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[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.

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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.

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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.

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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.

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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
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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.

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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.

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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.

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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.

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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
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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
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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.
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[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
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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.

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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

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[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.

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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.

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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.
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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

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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
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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.
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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
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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.
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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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

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2 Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
3 Percentages may not total 100 due to rounding.
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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

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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

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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.
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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.
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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.

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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.
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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

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6 Includes students coded Current and Former LEP.
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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

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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

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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

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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

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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

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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	*	*	*	*	*	*	*	*	*	*	*

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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.
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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

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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

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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

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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

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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

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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

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3 Percentages may not total 100 due to rounding.
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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

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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

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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

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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

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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

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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TEST DATE: SPRING 2008
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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
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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.

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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
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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.
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6 Includes students coded Current and Former LEP.
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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.
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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.
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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

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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.

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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.
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6 Includes students coded Current and Former LEP.
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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

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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

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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

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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

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TEST DATE: SPRING 2008
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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

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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

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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

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TEST DATE: SPRING 2008
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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

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6 Includes students coded Current and Former LEP.
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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

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TEST DATE: SPRING 2008
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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

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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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

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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.

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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.
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6 Includes students coded Current and Former LEP.
7 Excludes students who did not have Gender coded.
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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.
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6 Includes students coded Current and Former LEP.
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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.
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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.
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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

pplicable 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

plicable 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

	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
	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.
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 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
	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

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n 2005

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

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1 2005

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

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2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG GH

	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
	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

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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

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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

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New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
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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

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s Former LEP.
not have Gender coded.
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2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG R

	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
	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

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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
	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

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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
	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

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2005

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
State

		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
	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

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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
	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

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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

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h 2006

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	% Proficie
	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

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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.

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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

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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

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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.

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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

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n 2006

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	% 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

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2006

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	% 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.

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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

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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.

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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	

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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	

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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	

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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	

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New Jersey Statewide Testing System
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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	

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		Language Arts Literacy								Mathematics								Science					
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	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	

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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	

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ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG J

		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	Prof
	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	

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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	

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ch 2007

New Jersey Statewide Testing System
Grade Eight Proficiency Assessment
Performance by Demographic Groups
DFG V

	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
	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		

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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	
ged	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	

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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	

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
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.

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.

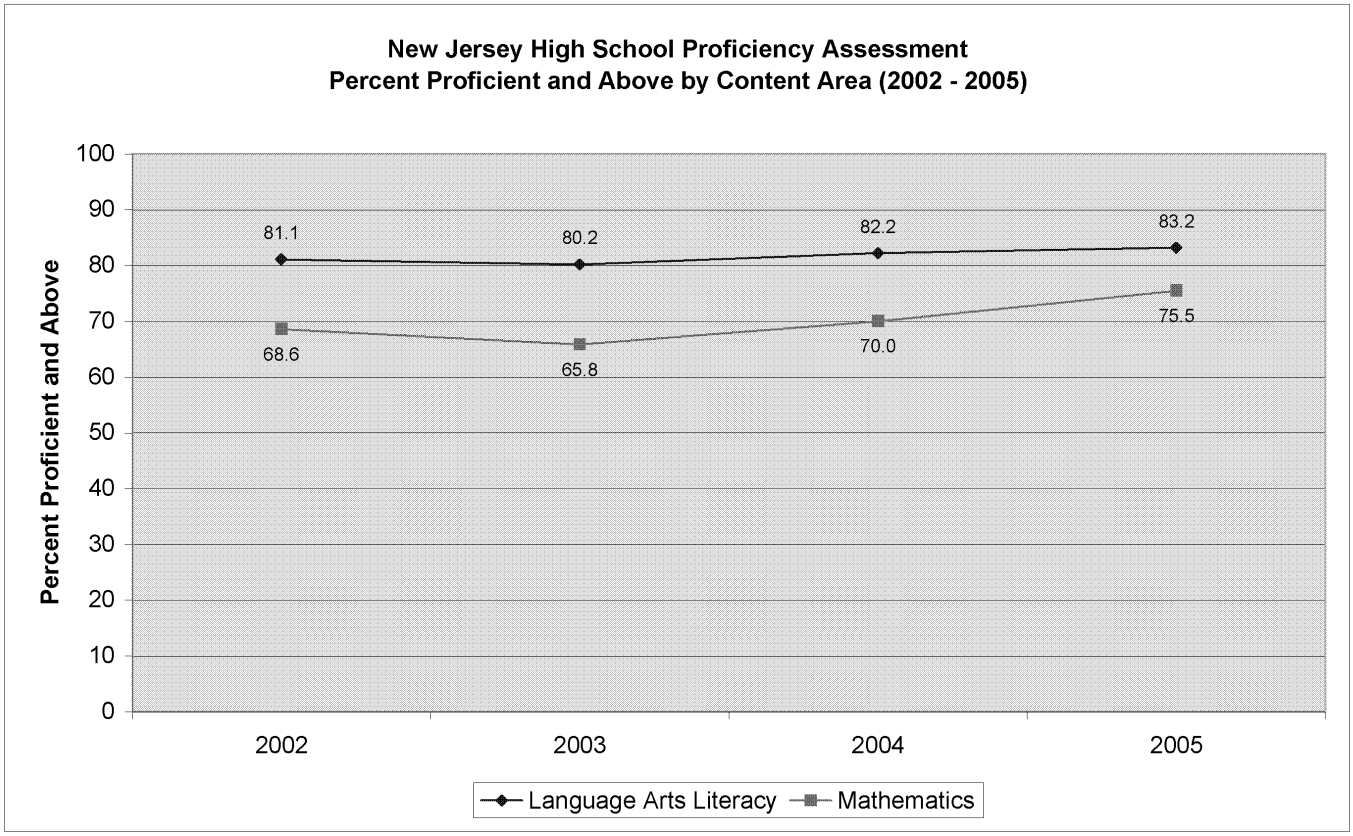
Test Date: March 2004
Report Printed: 06/22/2004
CYCLE II

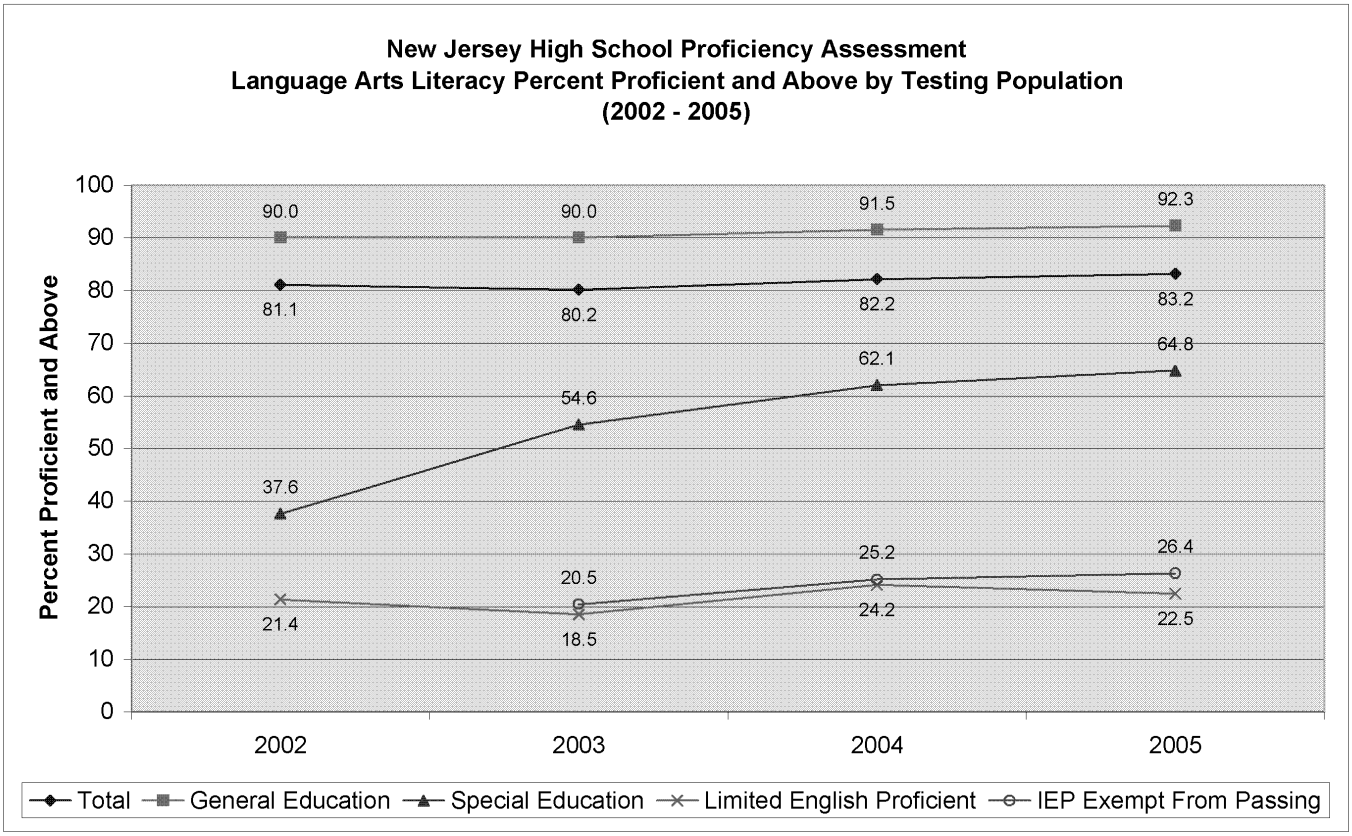
New Jersey Statewide Testing System
High School Proficiency Assessment
Performance By Demographic Groups

Statewide

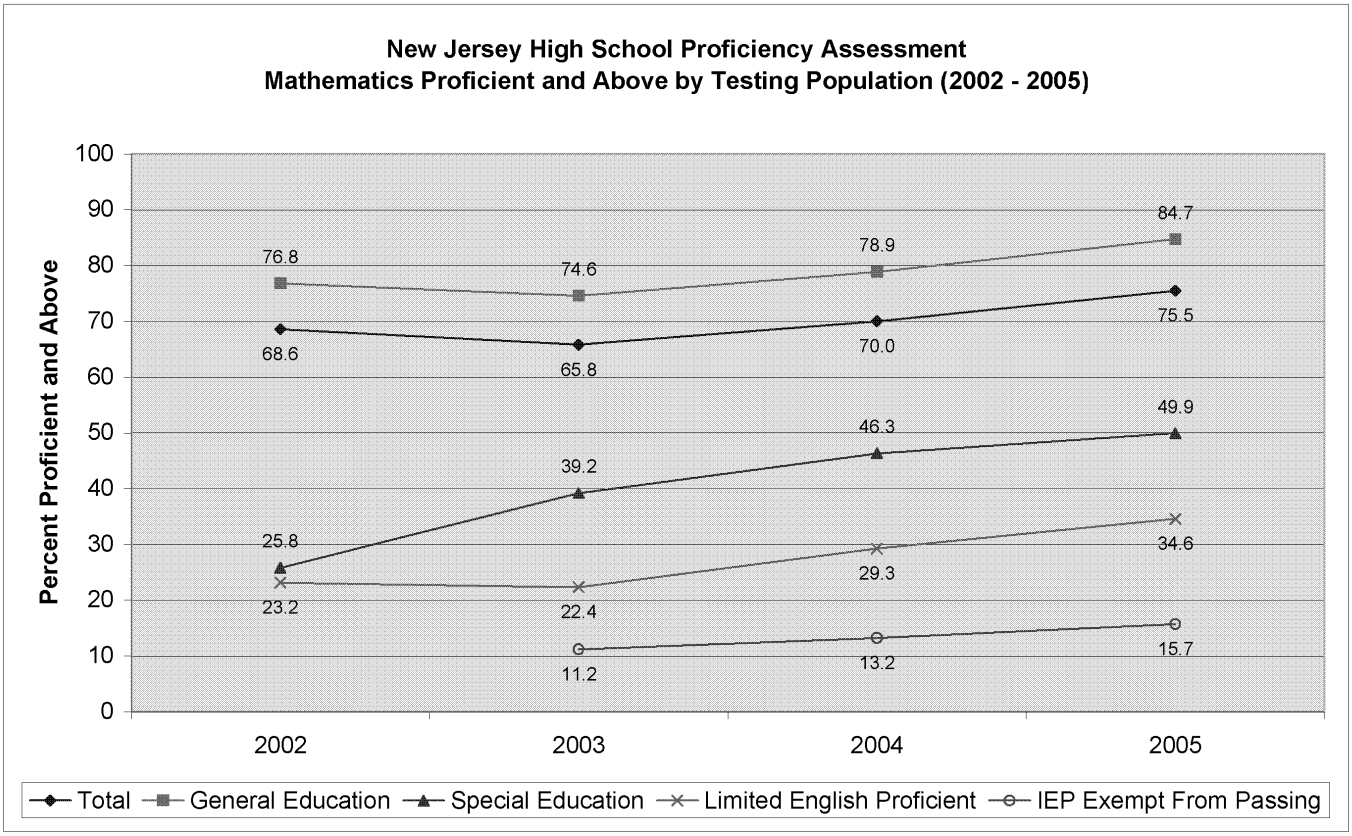
	Mathematics								Language Arts Literacy							
					Performance Data for Students with Valid Scale Scores								Performance Data for Students with Valid Scale Scores			
	Number Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	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.



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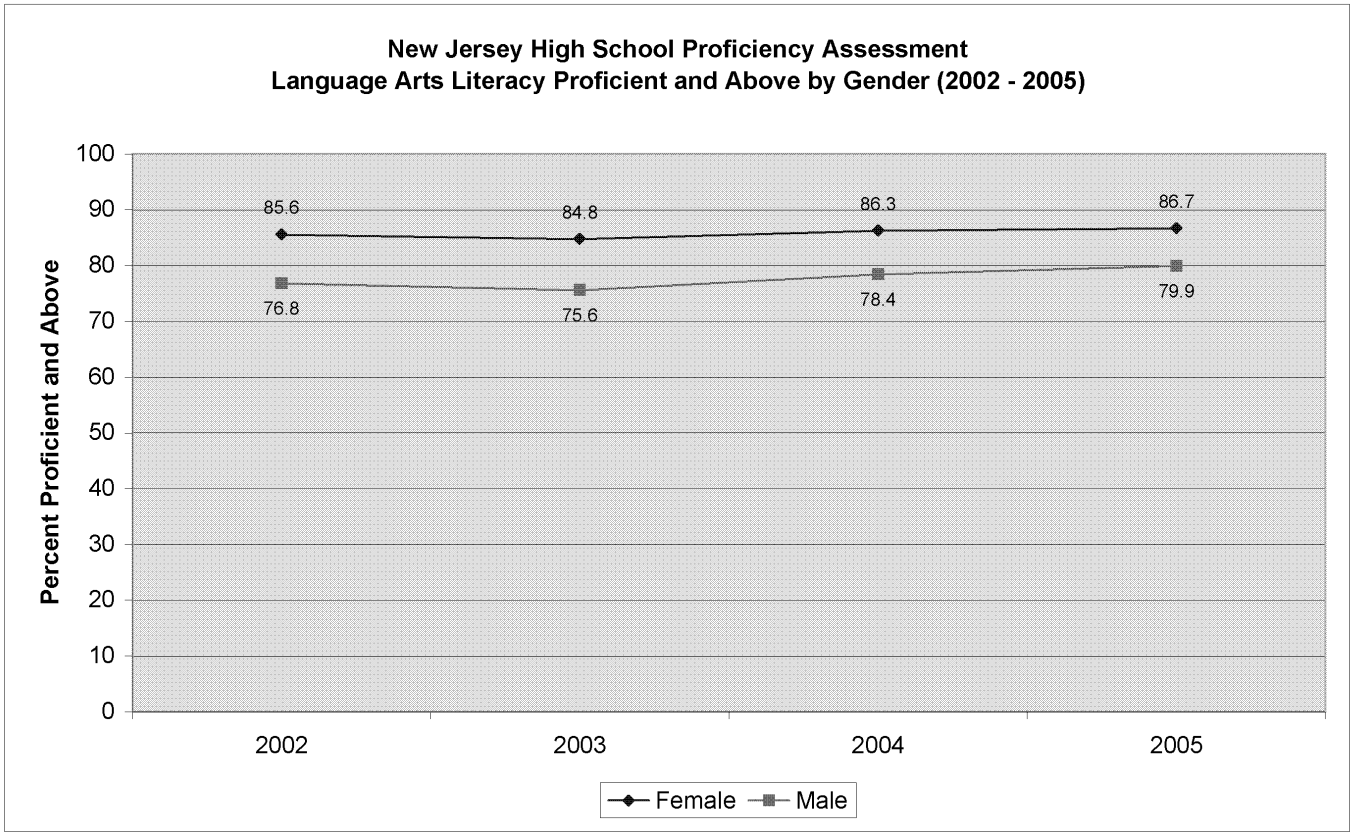
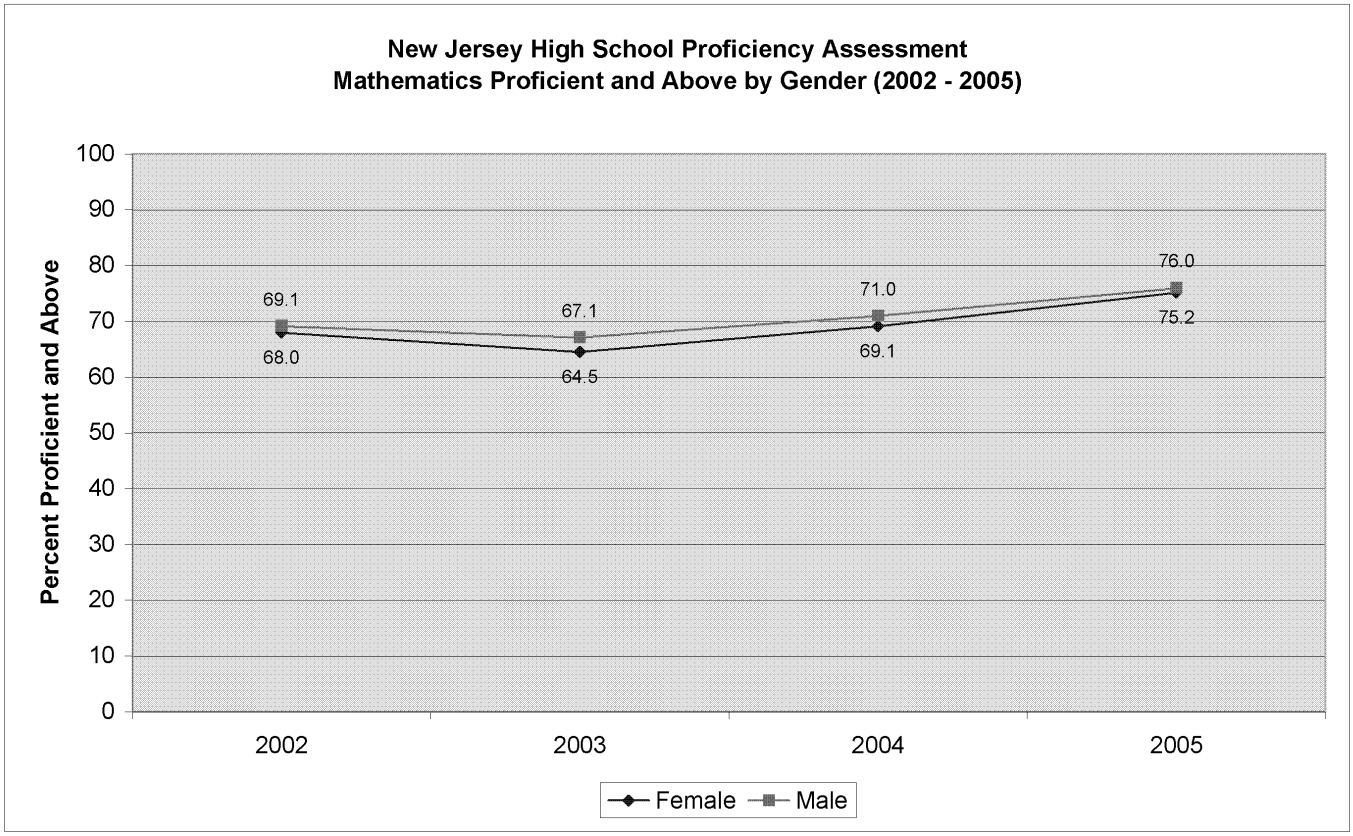
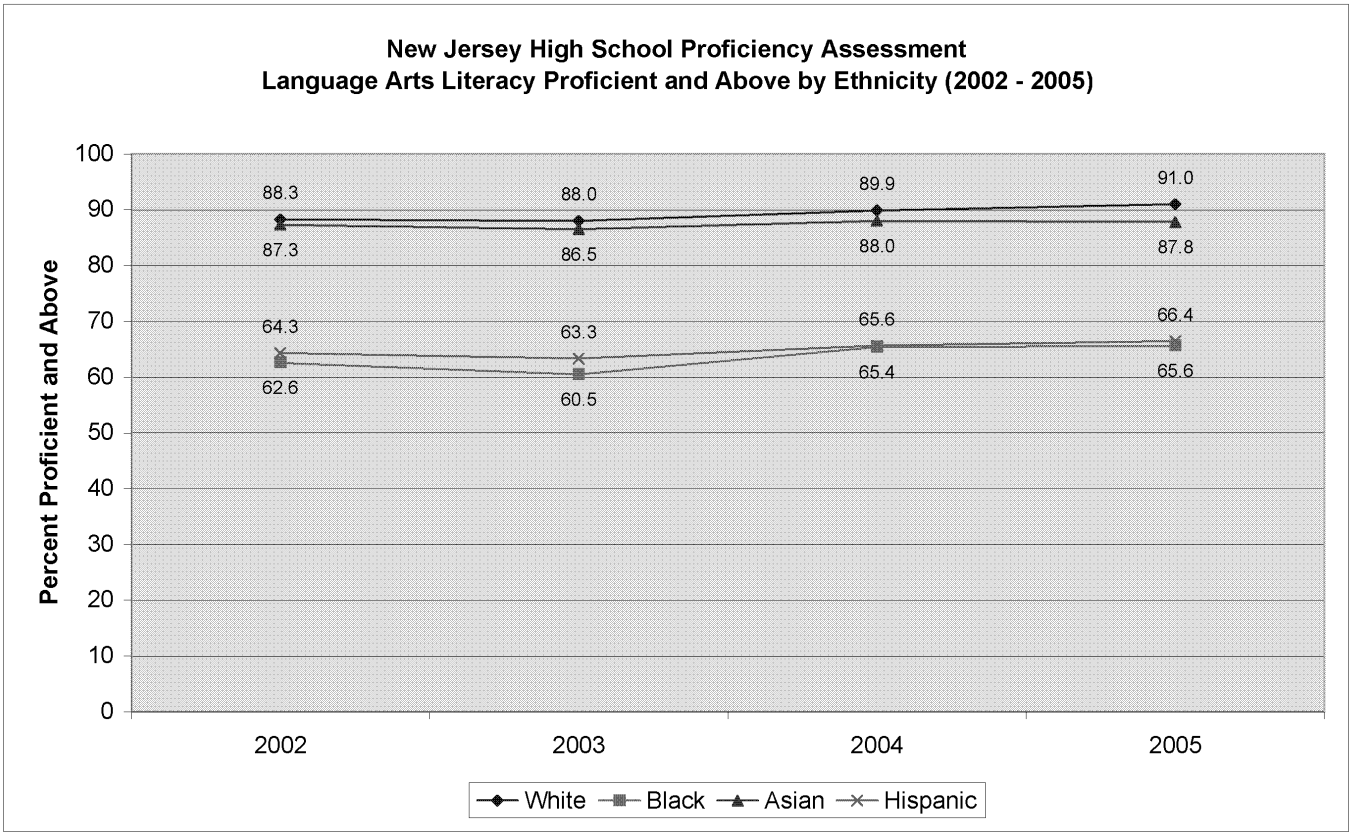
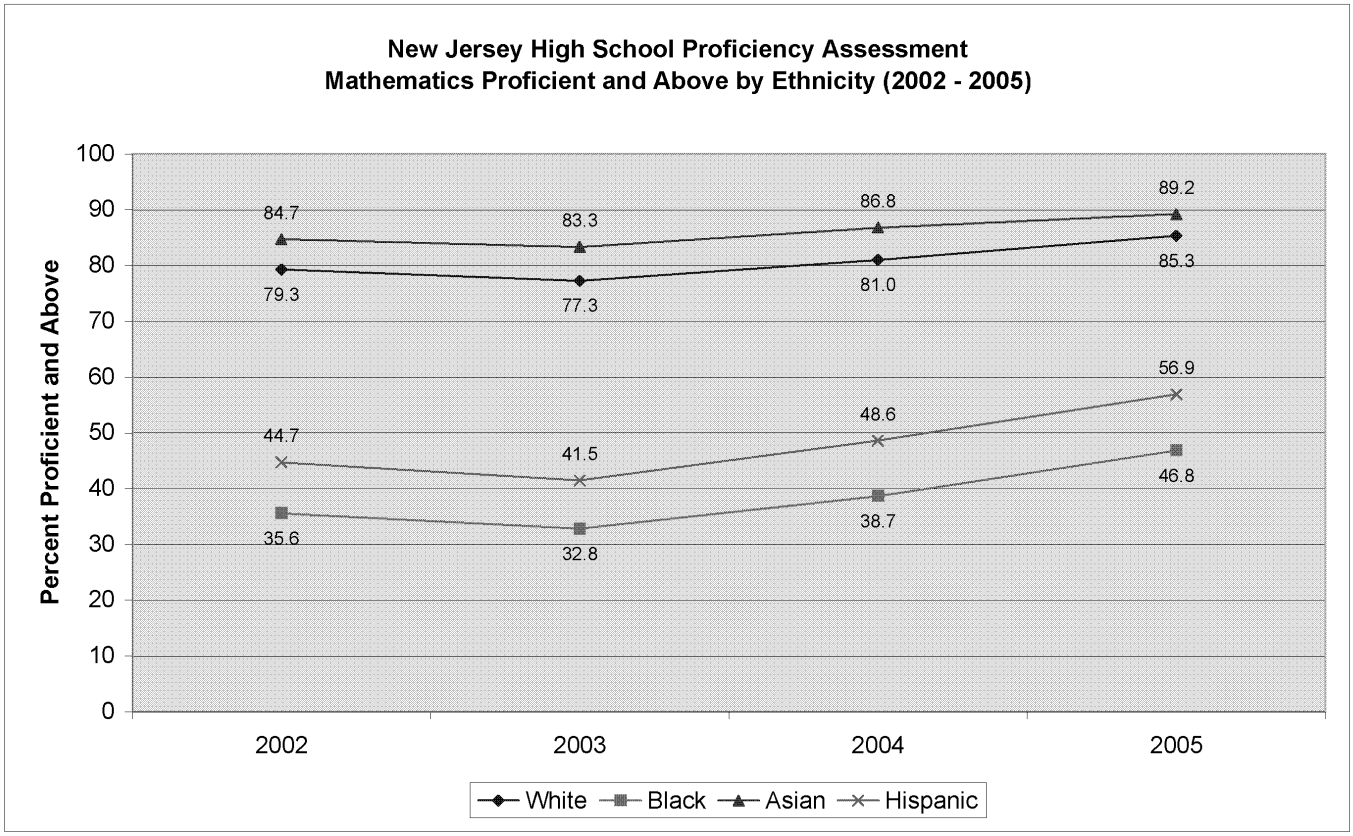

New Jersey High School Proficiency Assessment
Language Arts Literacy Proficient and Above by Gender (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
85.6
84.8
86.3
86.7
76.8
75.6
78.4
79.9
2002
2003
2004
2005
Female
Male

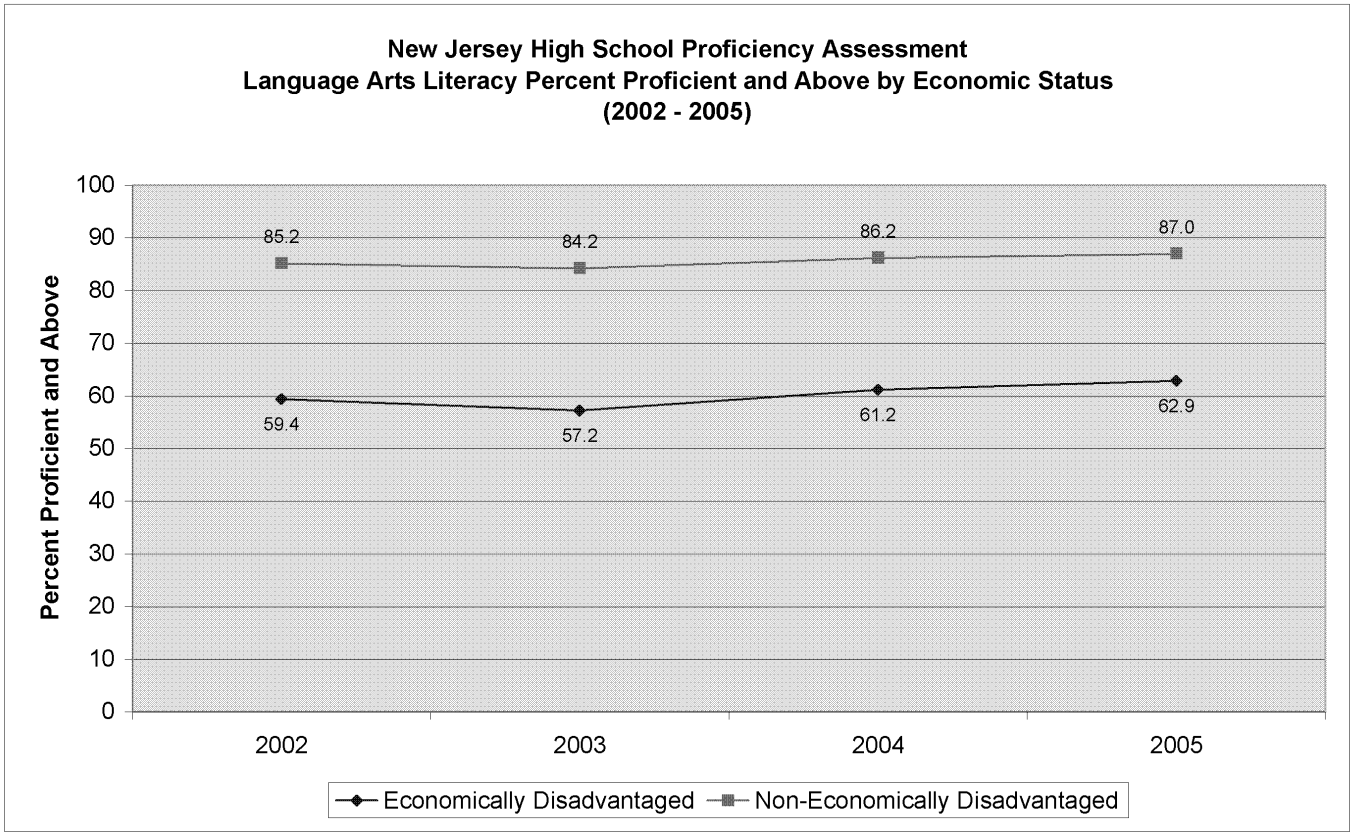

New Jersey High School Proficiency Assessment
Mathematics Proficient and Above by Gender (2002 - 2005)
Percent Proficient and Above
100
90
80
70
60
50
40
30
20
10
0
69.1
68.0
67.1
64.5
71.0
69.1
76.0
75.2
2002
2003
2004
2005
Female
Male

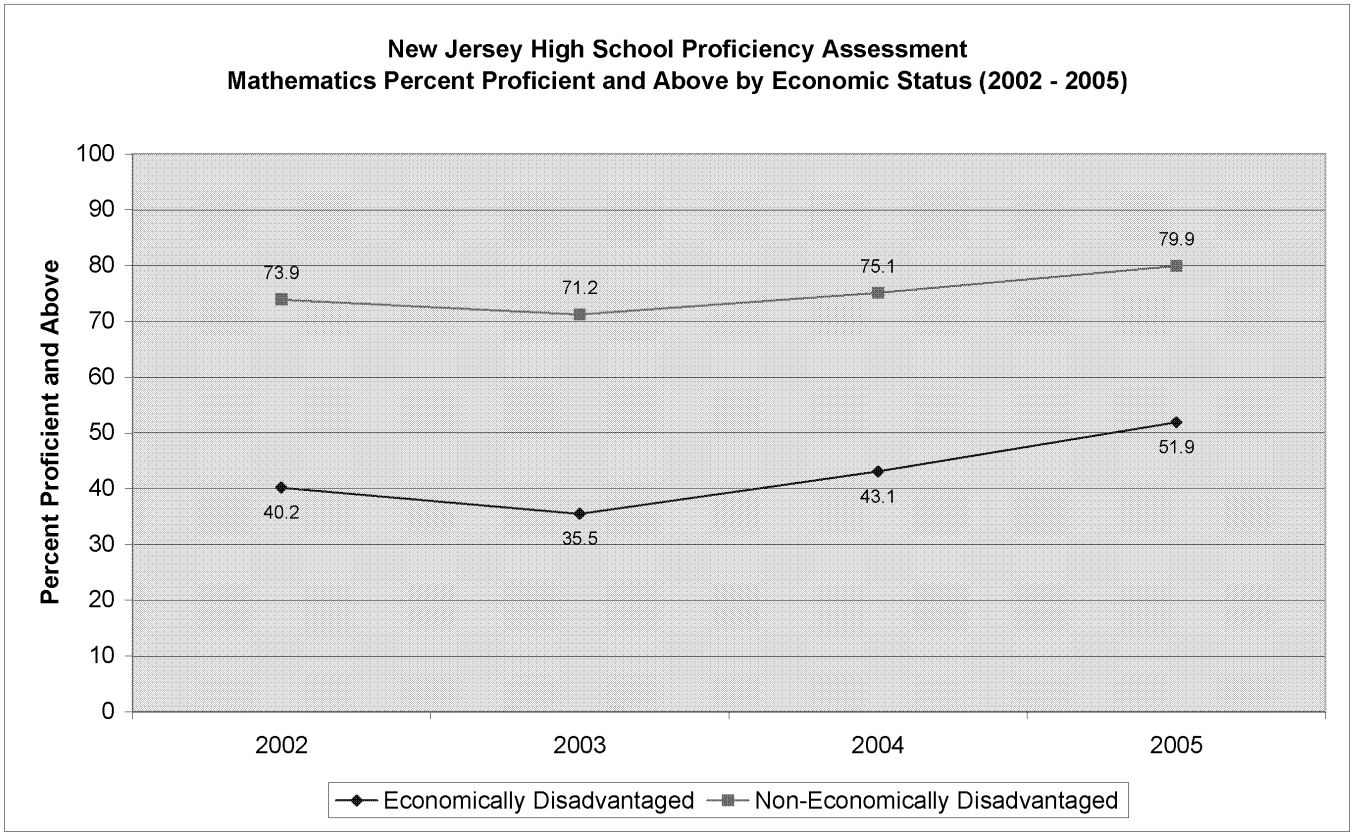


Ethnic codes Pacific Islander, American Indian/Alaskan Native and Other are not shown due to the small number of students in these categories. In 2004 only, students with multiple ethnicities are counted in as many ethnic categories that apply, but are excluded completely in all other years.



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.

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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

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[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.

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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

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[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.

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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

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[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.

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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

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[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.

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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

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[4] Excludes students coded Former LEP.
[5] Excludes students who did not have Gender coded.
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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

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[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.

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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

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[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.

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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

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[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.

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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.

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CYCLE II

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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.

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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.

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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.
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[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.

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CYCLE II

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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.

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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.
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[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.

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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.
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[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.

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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.

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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.

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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.

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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.

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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.

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CYCLE II

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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.

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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.
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[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.

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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

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[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.

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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.

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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.

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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.

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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.

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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.

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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.
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[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.

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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.
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[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.

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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.
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[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.

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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.
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[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.

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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.

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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.

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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.
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[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.

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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.
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[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.

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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.
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[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.

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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

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[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.

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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

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[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.

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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

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[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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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Performance By Demographic Group
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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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

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[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.

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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

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[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.

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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.
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[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.

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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

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[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.

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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

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[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.

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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.

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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.

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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.

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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
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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.
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[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.

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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
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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.

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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.

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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.

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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.
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[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.

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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.
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[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.

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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.
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[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.

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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

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[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.

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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

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[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.

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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

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[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.

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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.

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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.

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CYCLE II

New Jersey High School Proficiency Assessment
Performance By Demographic Group
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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.
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[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.

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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

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[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.

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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.
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[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.

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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.
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[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.

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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

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[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.

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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

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[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.

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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.
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[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.

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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.

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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.
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[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
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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.

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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
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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.

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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.

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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.

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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.

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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.

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CYCLE II

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Performance By Demographic Group
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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.

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CYCLE II

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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.

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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.
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[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.

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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.

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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.

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Performance By Demographic Group
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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.

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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.

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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.

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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.
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[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.

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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.
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[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.

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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.

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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.

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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.

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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.

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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.

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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.
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[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.

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CYCLE II

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.
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[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.

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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.
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[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.

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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.
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[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.
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NT

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.

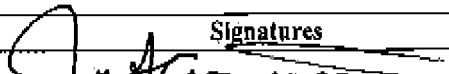
  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 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.

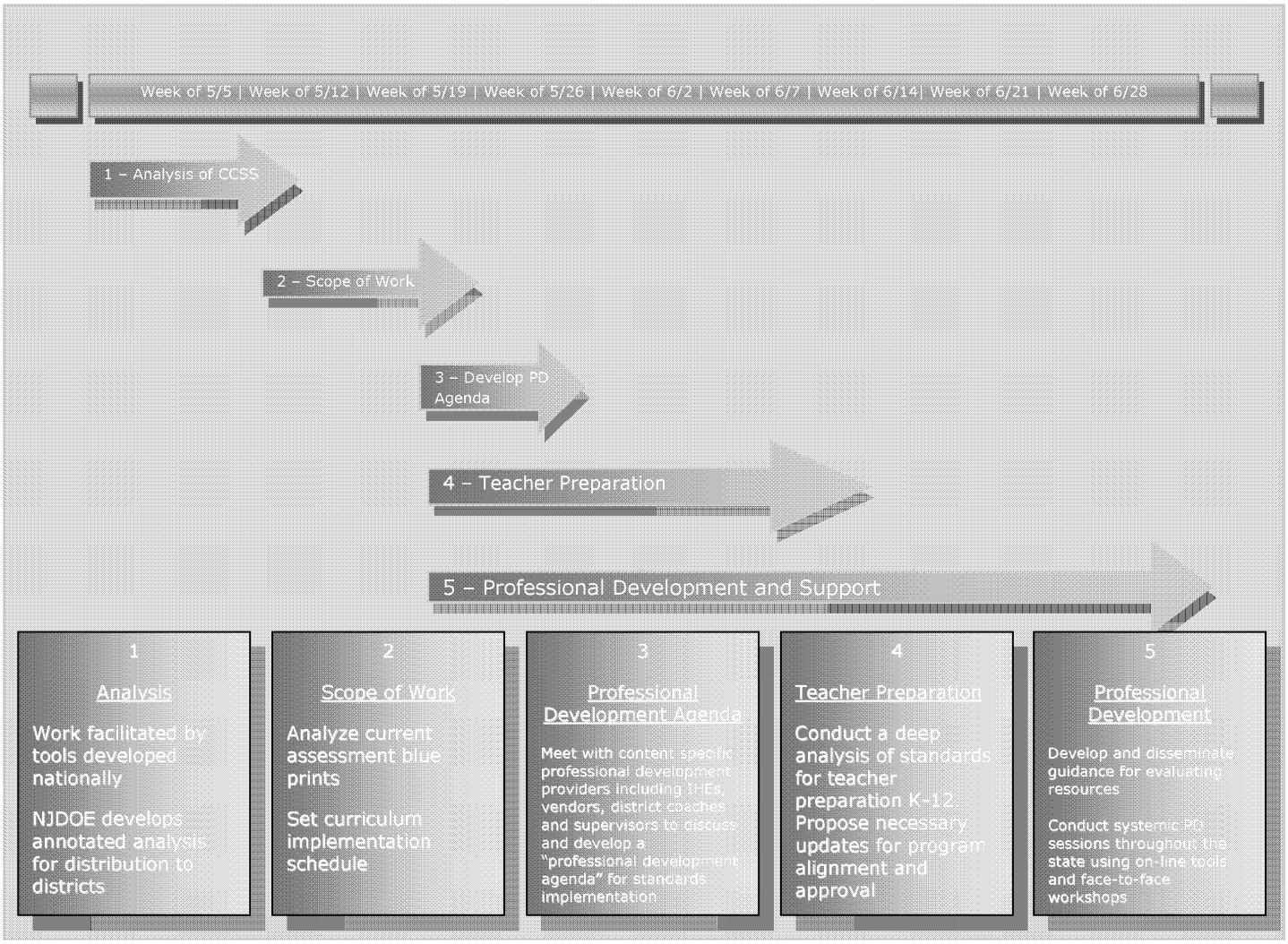
Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

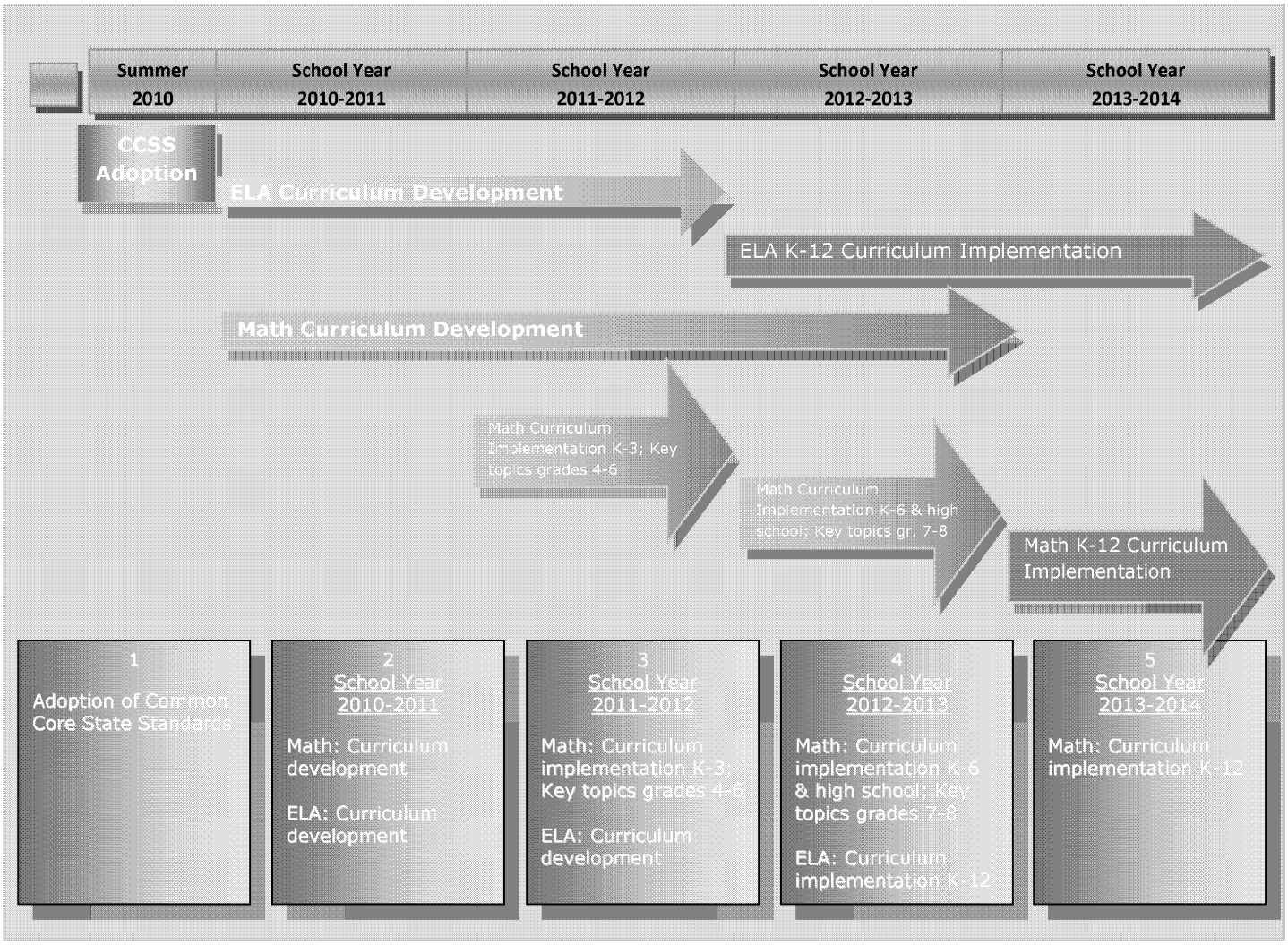
	Signatures	
Governor:		5/18/09
Chief State School Officer:		5/18/09

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


Week of 5/5 | Week of 5/12 | Week of 5/19 | Week of 5/26 | Week of 6/2 | Week of 6/7 | Week of 6/14| Week of 6/21 | Week of 6/28
1 – Analysis of CCSS
2 – Scope of Work
3 – Develop PD Agenda
4 – Teacher Preparation
5 – Professional Development and Support
1
Analysis
Work facilitated by tools developed nationally
NJDOE develops annotated analysis for distribution to districts
2
Scope of Work
Analyze current assessment blue prints
Set curriculum implementation schedule
3
Professional Development Agenda
Meet with content specific professional development providers including IHEs, vendors, district coaches and supervisors to discuss and develop a "professional development agenda" for standards implementation
4
Teacher Preparation
Conduct a deep analysis of standards for teacher preparation K-12. Propose necessary updates for program alignment and approval
5
Professional Development
Develop and disseminate guidance for evaluating resources
Conduct systemic PD sessions throughout the state using on-line tools and face-to-face workshops


Summer 2010
School Year 2010-2011
School Year 2011-2012
School Year 2012-2013
School Year 2013-2014
CCSS Adoption
ELA Curriculum Development
ELA K-12 Curriculum Implementation
Math Curriculum Development
Math Curriculum Implementation K-3; Key topics grades 4-6
Math Curriculum Implementation K-6 & high school; Key topics gr. 7-8
Math K-12 Curriculum Implementation
1
Adoption of Common Core State Standards
2
School Year 2010-2011
Math: Curriculum development
ELA: Curriculum development
3
School Year 2011-2012
Math: Curriculum implementation K-3; Key topics grades 4-6
ELA: Curriculum development
4
School Year 2012-2013
Math: Curriculum implementation K-6 & high school; Key topics grades 7-8
ELA: Curriculum implementation K-12
5
School Year 2013-2014
Math: Curriculum implementation K-12

COMMON CORE STATE STANDARDS FOR

English Language Arts and Literacy in History/Social Studies & Science

DRAFT

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Introduction

The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards that help ensure that all students are college and career ready in literacy by no later than the end of high school. The *Standards* set requirements for English language arts (ELA) but also for reading, writing, speaking, listening, and language in the social and natural sciences. Just as students must learn to communicate effectively in a variety of content areas, so too must the *Standards* specify the literacy skills and understandings required for eventual college and career readiness in history, social studies, and science as well as ELA. By their structure, the *Standards* encourage curriculum makers to take a comprehensive approach that coordinates ELA courses with courses in other subject areas in order to help students acquire a wide range of ever more sophisticated knowledge and skills through reading, writing, speaking, and listening.

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, including their work on the American Diploma Project with Achieve. The *Standards* also draw on 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 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, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone of the present document. Consistent across grades and disciplines, the CCR Standards create an essential unity within the document and a consistent point of reference for educators. Whether guiding third graders through a science unit or high school sophomores through a classic work of literature, teachers can look to the same CCR Standards—included in each section of this document—to help judge whether students are on course for being college and career ready. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR Standards into age- and attainment-appropriate terms.

While college and career readiness is the end point of the *Standards*—an ambitious goal in its own right—some students will reach that point before the end of high school. For those students who do complete the *Standards*' requirements before graduation, advanced work in such areas as literature, composition, language, and journalism should be available. It is beyond the scope of the *Standards* to describe what such advanced work should consist of, but it should 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 are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the *Standards* readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and online. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who master the *Standards* develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

March 2010

Key Design Considerations

A focus on results rather than means

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. Thus, the *Standards* do not mandate such things as a particular writing process or specify the full range of metacognitive strategies that students may need to use to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the *Standards*.

An integrated model of literacy

Although the *Standards* are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard #9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard #4 sets the expectation that students will share findings from their research.

Language conventions and vocabulary are treated in detail in a separate strand not because those skills should be taught in isolation from other communication activities but because their importance extends beyond writing and reading, where standards documents often place such skills. Many of the conventions must be observed in standard spoken as well as written English, and students, particularly the youngest ones, encounter and acquire new words through conversations as well as through texts. To signal the link between the Language skills and the rest of the standards even more strongly, some skills associated with language use are also found in other strands when appropriate. Reading Standard #4, for example, concerns determining word meanings, and Writing Standard #5 includes editing among the skills students must be able to use to strengthen writing.

Research and media skills integrated into the Standards *as a whole*

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. The need to research and to consume and produce media is embedded into every element of today's curriculum; in like fashion, the associated skills and understandings are embedded throughout the *Standards* rather than treated in a separate section.

Shared responsibility for students' literacy development

The *Standards* establish that instruction in reading, writing, speaking, listening, and language is a shared responsibility. The *Standards* present reading instruction in K–5 as fully integrative, including a rich blend of stories, drama, and poetry as well as informational texts from a range of content areas. ELA-specific standards for grade 6 and above include fiction, poetry, and drama but also literary nonfiction (e.g., speeches, essays, and historical documents with significant cultural importance and literary merit). Literacy standards specific to history/social studies and science for grade 6 and above are predicated on teachers in these areas using their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the *Standards* is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The *Standards* are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The *Standards* aim to align instruction with this framework so that many more students can meet the demands of college and career readiness. In K–5, the *Standards* balance the teaching of literature with informational text, including texts in history/social studies and science. Fulfilling the standards for 6–12 ELA requires much greater attention to literary nonfiction than has been traditional. The NAEP framework also makes clear that significant reading of informational texts should take place outside of the ELA classroom in order for students to be ready for college and careers. The NAEP framework applies the sum of all the reading students do in a grade, not just their reading in the ELA context. The percentages do not imply, for example, that high school ELA teachers must teach 70 percent informational text; they demand instead that a great deal of reading should occur in other disciplines. To measure students' growth toward college and career readiness, assessments aligned with the *Standards* should adhere to the distribution of texts across grades cited in the NAEP framework.

A progression of writing toward college and career readiness

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the *Standards,* the NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the *Standards* concurs with NAEP's shifting emphases: in grades 9–12 in the *Standards*, students continue writing in all three forms but focus overwhelmingly on writing to argue and to inform or explain.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the *Standards* should adhere to the distribution of writing purposes across grades outlined by NAEP.

Grade levels for K–8; grade bands for 9–10 and 11–12

The *Standards* use individual grade levels in kindergarten through grade 8 to provide useful specificity; the *Standards* use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

What is not *covered by the* Standards

The *Standards* should be recognized for what they are *not* as well as what they are. Three of the most important intentional design limitations are as follows:

1) The *Standards* define what all students are expected to know and be able to do but not *how* teachers should teach. The *Standards* must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the *Standards* do attempt to focus on what is most essential, they do not describe all that *can* or *should* be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the *Standards* is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.

3) The *Standards* set grade-level standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-level standards can fully reflect the great variety in achievement levels of students in any given classroom. However, the *Standards* do provide clear signposts along the way to the goal of college and career readiness for all students.

The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves, but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts 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 and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

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

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking 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).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—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.

- **They value 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.

- **They use technology and digital media 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.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The *Standards* comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one in English language arts and one in history/social studies and science.

Each section is divided into Reading, Writing, Speaking and Listening, and Language *strands*. Each strand is headed by a set of *College and Career Readiness (CCR) Standards* that is identical across all grades and content areas. The uniformity of the CCR Standards provides a consistent point of reference for educators, facilitating schoolwide goal setting and professional development.

CCR Standards: The basis for the K–12 Standards

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the College and Career Readiness (CCR) Standards in each strand. Each *grade-specific standard* (as these standards will be collectively referred to) corresponds to a particular CCR Standard. Put another way, each CCR Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate terms.

Who is responsible for which portion of the Standards

A single K–5 section sets CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students receive in these grades comes from one elementary school teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for the history/social studies and the science teacher. Each of these sections uses the same CCR Standards but also includes discipline-specific standards tuned to the literacy requirements of these disciplines. It is important to note that the literacy standards in history/social studies and science are meant to complement rather than supplant content standards in those disciplines.

Key Features of the Strands

Reading: Text complexity and the growth of comprehension

To foster students' ability to comprehend literary and informational texts of steadily increasing complexity, the *Standards* (starting formally in grade 2) define what proportion of the texts students read each year should come from a particular text complexity grade band (2–3, 4–5, 6–8, 9–10, or 11–12). Whatever they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text, including 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.

Writing: Text types, responding to sources, and research

The *Standards* acknowledge the fact that whereas some writing skills, such as the ability to reflect purpose, task, and audience, are important for many types of writing, others are more properly part of writing narratives, informative and explanatory texts, or arguments. Beginning at grade 4, the *Standards* specify the sorts of writing over extended and shorter time frames that students in each grade are to produce in response to sources. Because of the centrality of writing to most forms of inquiry, research standards are primarily included in this strand.

Speaking and Listening: Flexible communication and interpersonal skills

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. 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: Conventions and vocabulary

The Conventions standards in the Language 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. The Vocabulary standards focus on both understanding words and their nuances and acquiring new words through conversation, reading, and being taught them directly.

Appendices

Appendix A contains supplementary material on reading text complexity, writing, speaking and listening, language conventions, and vocabulary. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated writing samples demonstrating at least adequate performance at various grade levels.

Standards for English Language Arts and Literacy in History/Social Studies & Science

K–5

DRAFT

College and Career Readiness Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail how, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.[1]
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.[2]

[1]Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
[2]Proficiency in this standard is measured by students' ability to read a range of appropriately complex texts in each grade as defined on page 14.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about details and events in a text.	**1.** Ask and answer questions about key details and events in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details and events in a text.
2. Retell familiar stories.	**2.** Retell stories, demonstrating understanding of the central message or lesson.	**2.** Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.
3. Identify characters, settings, and key events in a story.	**3.** Describe characters, settings, and key events in a story.	**3.** Describe how characters in a story respond to key events and conflicts.
Craft and Structure		
4. Ask questions about unknown words in a text.	**4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**4.** Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	**5.** Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.	**5.** Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.
6. Name the author and illustrator of a text and define the role of each.	**6.** Identify who is speaking at various points in a story, myth, fable, or narrative poem.	**6.** Distinguish between characters by speaking in a different voice for each character when reading aloud.
Integration of Knowledge and Ideas		
7. Relate pictures and illustrations to the overall story in which they appear.	**7.** Use pictures, illustrations, and details in a story to describe characters, events, or settings.	**7.** Explain how images and illustrations contribute to and clarify a story.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast the adventures of characters in familiar stories.	**9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**9.** Compare and contrast characters or events from different stories addressing similar themes.
Range and Level of Text Complexity		
10. Read emergent-reader literature texts with purpose and understanding.	**10.** Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	**10.** Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

Reading Standards for Literature K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	**1.** Draw on details and examples from a text to support statements about the text.	**1.** Quote from a text to support statements about the text.
2. Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	**2.** Summarize a text and derive a theme of a story, drama, or poem from details in the text.	**2.** Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	**3.** Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).	**3.** Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.
Craft and Structure		
4. Interpret key words and phrases in a text, distinguishing literal from figurative language.	**4.** Understand words and phrases in a text that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	**4.** Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.
5. Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	**5.** Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.	**5.** Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
6. Distinguish their own point of view from those of characters in a story.	**6.** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Identify how a narrator's perspective or point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	**7.** Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.	7. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).	**9.** Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	**9.** Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.
Range and Level of Text Complexity		
10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read "stretch" texts in the grades 4–5 text complexity band with scaffolding as needed.	**10.** Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	**10.** Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.

Reading Standards for Informational Text K–5

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about information and events a text.	**1.** Ask and answer questions about key information and events in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key information and events in a text.
2. Identify the main topic and main ideas of a text.	**2.** Identify the main topic, main ideas, and key details of a text.	**2.** Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.
3. With prompting and support, describe the connection between two events or ideas in a text.	**3.** Describe the connection between two key events or ideas in a text.	**3.** Describe the connection between two or more historical events or scientific concepts in a text.
Craft and Structure		
4. Ask questions about unknown words in a text.	**4.** Learn and determine the meanings of words and phrases encountered in text relevant to a *grade 1 topic or subject area*.	**4.** Learn and determine the meanings of words and phrases encountered in text relevant to a *grade 2 topic or subject area*.
5. Locate basic information in a text.	**5.** Describe how a text groups information into general categories (e.g., cows, pigs, and horses are *farm animals*).	**5.** Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.
6. Name the author and illustrator of a text and define the role of each.	**6.** Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	**6.** Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.
Integration of Knowledge and Ideas		
7. Relate pictures or illustrations to the overall text in which they appear.	**7.** Use pictures, illustrations, and details in a text to describe the key ideas.	**7.** Explain how images and illustrations contribute to and clarify a text.
8. With prompting and support, recognize cause-and-effect relationships in a text.	**8.** Identify cause-and-effect relationships in a text.	**8.** Describe how specific causes link key events or ideas together in a text.
9. With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	**9.** Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	**9.** Describe similarities in and differences between two texts on the same topic.
Range and Level of Text Complexity		
10. Read emergent-reader informational texts with purpose and understanding.	**10.** Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.	**10.** Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

Reading Standards for Informational Text K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	**1.** Draw on details and examples from a text to support statements about the text.	**1.** Quote from a text to support statements about the text.
2. Determine the main idea of a text and explain how it is supported by the key details.	**2.** Determine the main idea and supporting details of a text; summarize the text.	**2.** Determine two or more main ideas and how they are supported by details; summarize the text.
3. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	**3.** Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	**3.** Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.
Craft and Structure		
4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 3 topic or subject area*.	**4.** Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a *grade 4 topic or subject area*.	**4.** Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 5 topic or subject area*.
5. Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	**5.** Use text features and search tools to locate and process information relevant to a given topic.	**5.** Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.
6. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	**6.** Compare an eyewitness account to a secondhand account of the same event or topic.	**6.** Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.
Integration of Knowledge and Ideas		
7. Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.	**7.** Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	**8.** Explain how an author uses evidence to support his or her claims in a text.	**8.** Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).
9. Compare and contrast information drawn from two texts on the same subject.	**9.** Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.	**9.** Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.
Range and Level of Text Complexity		
10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read "stretch" texts in the grades 4–5 text complexity band with scaffolding as needed.	**10.** Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	**10.** Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.

Reading Standards: Foundational Skills (K–3)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Identify the front cover, back cover, and title page of a book. b. Follow words from 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.	**1.** (Not applicable)
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and phonemes. a. Recite and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Count individual words in spoken phrases or simple sentences. d. Blend and segment consonants and rimes of spoken words (*/g/ - /oat/*, */bl/ - /ack/*). e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., */save/*, */ham/*).[1] (This does not include CVCs ending with */l/*, */r/*, or */x/*.) f. Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., */at/* → */sat/* → */mat/* → */map/*).	**2.** Demonstrate understanding of spoken words, syllables, and phonemes. a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., */tap/* vs. */tape/*, */sock/* vs. */soak/*, */sit/* vs. */sight/*). b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., */cats/*, */black/*, */blast/*). c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., *f**a**st*, *f**a**st*, *fas**t***). d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).

[1]Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–3)

Kindergartners:

Phonics and Word Recognition

3. 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. Associate the long and short sounds with the graphemes for the five major vowels.

c. Read at least twenty-five very-high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., ***b**at* vs. ***s**at*, *ca**t*** vs. *ca**n***, *hi**t*** vs. *ho**t***).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read emergent-reader texts with purpose and understanding.

Grade 1 students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (e.g., *-ll*, *-ck*, *wr-*, *sh*).

b. Decode regularly spelled one-syllable words (e.g., *lock*, *much*, *see*, *rain*, *slide*, *bake*, *bring*).

c. Know final *-e* (e.g., *take*, *side*) and common vowel team conventions (e.g., *rain*, *day*, *week*, *seat*, *road*, *show*) for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns (e.g., *rabbit*) by breaking the words into syllables.

f. Read words with inflectional endings (e.g., *-s*, *-es*, *-ed*, *-ing*, *-er*, *-est*).

g. Recognize and read grade-appropriate irregularly spelled words (e.g., *said*, *were*, *could*, *would*, *their*, *there*, *through*, *none*, *both*).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., *hop* vs. *hope*, *men* vs. *mean*, *fell* vs. *feel*, *bend* vs. *bead*).

b. Know spelling-sound correspondences for additional common vowel teams (e.g., *loud*, *cow*, *look*, *loop*, *boy*, *boil*).

c. Decode regularly spelled two-syllable words with long vowels (e.g., *surprise*, *remain*, *needle*, *baby*, *paper*).

d. Decode words with common prefixes and suffixes (e.g., *unhappy*, *carefully*, *goodness*, *unbutton*).

e. Identify words with inconsistent but common spelling-sound correspondences (e.g., *heat* vs. *head*, *roll* vs. *doll*, *hint* vs. *hind*).

f. Recognize and read grade-appropriate irregularly spelled words (e.g., *through*, *eyes*, *busy*, *ocean*, *island*, *people*).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., *un-*, *re-*, *mis-*, *-ful*, *-less*, *-able*).

b. Decode words with common Latin suffixes (e.g., *-tion/-sion*, *-ture*, *-tive/-sive*, *-ify*, *-ity*, *-ment*).

c. Decode multisyllable words (e.g., *supper*, *chimpanzee*, *refrigerator*, *terrible*, *frightening*).

d. Read grade-appropriate irregularly spelled words (e.g., *although*, *science*, *stomach*, *machine*).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

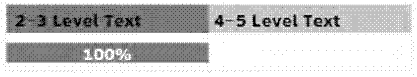
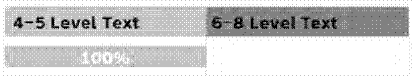
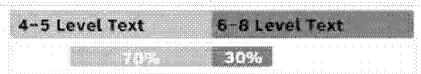
a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

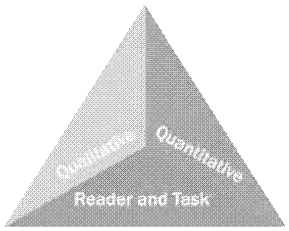
Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

K	(See specific exemplars.)	
1		
2		**In grade 2**, students focus on reading texts independently in the grades 2–3 text complexity band, with scaffolding likely required for texts at the high end of the range.
3		**In grade 3**, students focus on reading texts independently in the grades 2–3 text complexity band (70 percent) and are introduced to texts in the grades 4–5 text complexity band as "stretch" texts (30 percent), which will likely require scaffolding.
4		**In grade 4**, students focus on reading texts independently in the grades 4–5 text complexity band, with scaffolding likely required for texts at the high end of the range.
5		**In grade 5**, students focus on reading independently in the grades 4–5 text complexity band (70 percent) and are introduced to texts in the grades 6–8 text complexity band as "stretch" texts (30 percent), which will likely require scaffolding.

Note: In any given classroom, the actual range of students' reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction, History/Social Studies, and Science and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; and digital media sources on a range of topics

College and Career Readiness Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Text Types and Purposes[1]

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.[3]

[1]These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See "Conventions" in Language, pages 22–26, for specific editing expectations.
[3]This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying thoughts, feelings, and real and imaginary experiences. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form, content, and style of their writing to accomplish a particular purpose and task. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are "writing" about and give an opinion about the topic (e.g., *My favorite book is . . .*).	**1.** Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.	**1.** Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because*, *and*, *also*), and provide a sense of closure.
2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are "writing" about and share some information about it.	**2.** Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	**2.** Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	**3.** Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	**3.** Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	**4.** (Begins in grade 3)	**4.** (Begins in grade 3)
5. With guidance and support from adults, add details to strengthen writing as needed through revision.	**5.** With guidance and support from adults, add details to strengthen writing as needed through revision.	**5.** With guidance from adults, strengthen writing as needed by revising and editing.
6. (Begins in grade 2)	**6.** (Begins in grade 2)	**6.** With guidance from adults, use technology to produce writing.
Research to Build Knowledge		
7. (Begins in grade 1)	**7.** Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	**7.** Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
8. Gather information from experiences or provided text sources to answer a specific question.	**8.** Gather information from experiences or provided text sources to answer a specific question.	**8.** Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	**9.** (Begins in grade 4)	**9.** (Begins in grade 4)
Range of Writing		
10. (Begins in grade 4)	**10.** (Begins in grade 4)	**10.** (Begins in grade 4)

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinions in which they: a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. b. Provide reasons that support the opinion. c. Use appropriate words to link opinions and reason(s) (e.g., *because*, *therefore*, *in order to*, *since*, *for example*). d. Provide a sense of closure.	**1.** Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., *so*, *then*, *for instance*, *in addition*). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.	**1.** Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link reasons and details together using words, phrases, and clauses (e.g., *consequently*, *generally*, *specifically*). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.
2. Write informative/explanatory pieces in which they: a. Introduce a topic and create an organizational structure that presents similar information together. b. Provide some details to develop points. c. Use linking words (e.g., *also*, *another*, *and*, *more*) to connect ideas within categories of information. d. Include a concluding sentence or section.	**2.** Write informative/explanatory pieces in which they: a. State the topic clearly and group related information in paragraphs and sections. b. Develop the topic using facts, concrete details, quotations, or other information and examples. c. Use appropriate links to join ideas within categories of information. d. Employ domain-specific vocabulary when appropriate. e. Provide a conclusion related to the information or explanation offered.	**2.** Write informative/explanatory pieces in which they: a. State the topic clearly, provide a general observation and focus, and group related information logically. b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples. c. Use appropriate links to join ideas within and across categories of information. d. Employ domain-specific vocabulary and some technical terms when appropriate. e. Provide a conclusion related to the information or explanation offered.
3. Write narratives in which they: a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings. c. Use temporal words and phrases to signal event sequence. d. Provide a sense of closure.	**3.** Write narratives in which they: a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events. c. Use a variety of temporal words and phrases to manage the sequence of events. d. Use concrete and sensory words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.	**3.** Write narratives in which they: a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses. c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events. d. Use well-chosen words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. (Begins in grade 4).	**4.** Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	**4.** Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	**5.** With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology to produce and publish writing.	**6.** With guidance and support from adults, use technology to produce, publish, and interact with others about writing.	**6.** With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.
Research to Build Knowledge		
7. Perform short, focused research tasks that build knowledge about a topic.	**7.** Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.	**7.** Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.
8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.	**8.** Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.	**8.** Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.
9. (Begins in grade 4)	**9.** Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply *grade 4 reading standards* to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text"). b. Apply *grade 4 reading standards* to literature (e.g., "Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, and interactions with others").	**9.** Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply *grade 5 reading standards* to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)"). b. Apply *grade 5 reading standards* to literature (e.g., "Compare and contrast two or more characters, events, or settings in a text, drawing on specific details").
Range of Writing		
10. (Begins in grade 4)	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Comprehension and Collaboration

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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Speaking and Listening Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in conversations with peers and adults about *kindergarten topics and texts* being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges.	**1.** Initiate and participate in conversations with peers and adults about *grade 1 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Respond to the comments of others through multiple exchanges. c. Ask questions to clear up confusion about a topic.	**1.** Engage in group discussions on *grade 2 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Stay on topic by linking their own additions to the conversation to the previous remarks of others. c. Ask for clarification and further explanation as needed. d. Extend their ideas and understanding in light of the discussions.
2. Confirm understanding of information presented orally or through media by asking and answering questions about key details.	**2.** Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.	**2.** Retell key details or ideas presented orally or through media.
3. Ask questions to get information, seek help, or clarify something that is not understood.	**3.** Ask questions to get information, clarify something that is not understood, or gather additional information.	**3.** Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**4.** Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Recount stories or experiences with appropriate facts and descriptive details.
5. (Begins in grade 4)	**5.** (Begins in grade 4)	**5.** (Begins in grade 4)
6. (Begins in grade 1)	**6.** Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future. (See "Conventions" in Language, pages 22–26, for specific demands.)	**6.** Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns. (See "Conventions" in Language, pages 22–26, for specific demands.)

Speaking and Listening Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Initiate and engage in group discussions on *grade 3 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions. b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others. c. Extend their ideas and understanding in light of the discussions.	**1.** Initiate and engage in group discussions on *grade 4 topics and texts* being studied in class. a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic. b. Pose and respond to questions as well as build on the ideas of previous speakers. c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.	**1.** Initiate and engage in group discussions on *grade 5 topics and texts* being studied in class. a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic. b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers. c. Ask questions to clarify or follow up on ideas or information presented orally or through media. d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.
2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.	**2.** Paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	**2.** Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodally.
3. Ask and answer questions about presentations, offering appropriate elaboration and detail.	**3.** Identify the claims and supporting evidence used by a speaker or a presenter.	**3.** Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.	**4.** Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.	**4.** Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.
5. (Begins in grade 4)	**5.** Incorporate visual displays and digital media into presentations when appropriate.	**5.** Incorporate visual displays and digital media into presentations when appropriate.
6. Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement. (See "Conventions" in Language, pages 22–26, for specific demands.)	**6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See "Conventions" in Language, pages 22–26, for specific demands.)	**6.** Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation. (See "Conventions" in Language, pages 22–26, for specific demands.)

College and Career Readiness Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Conventions in Writing and Speaking

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

Vocabulary Acquisition and Use

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of writing and speaking as well as acquire new words and understand those that they encounter through listening, reading, and media use. They must be able to determine the meaning of grade-appropriate words, come to appreciate that words have shadings of meaning and relationships to other words, and expand their vocabulary through conversation and (especially in later grades) through reading and by being taught words directly in the course of studying subject matter. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are

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Language Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions in Writing and Speaking		
1. Observe conventions of grammar and usage. a. Print most upper- and lowercase letters. b. Write a letter or letters for most consonant and short-vowel sounds (phonemes). c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*) when speaking. d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from*, *in/out*, *on/off*, *for*, *of*, *by*, *with*) when speaking. e. Produce and expand complete sentences in shared language and writing activities. f. Understand and use question words (e.g., *who*, *what*, *where*, *when*, *why*, *how*) in discussions.	**1.** Observe conventions of grammar and usage. a. Print all upper- and lowercase letters. b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops*; *We hop*). c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I*, *me*, *my*; *they*, *them*, *their*). d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). e. Understand and use frequently occurring prepositions in English (e.g., *during*, *beyond*, *toward*). f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.	**1.** Observe conventions of grammar and usage. a. Form common irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). b. Form the past tense of common irregular verbs (e.g., *sat*, *hid*, *told*). c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences. d. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun *I*. b. Name and identify end punctuation, including periods, question marks, and exclamation points. c. Spell simple words phonetically using knowledge of sound-letter relationships.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Capitalize names, places, and dates. b. Use end punctuation for sentences, including periods, question marks, and exclamation points. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for common irregular words. e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions. f. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an* → *man* → *mat* → *mast* → *must* → *rust* → *crust*).	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles. b. Use commas in greetings and closings of letters. c. Use apostrophes to form contractions and common possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*; *paper* → *copper*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. (Begins in grade 3)	**3.** (Begins in grade 3)	**3.** (Begins in grade 3)

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Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
4. Determine word meanings (*based on kindergarten reading*). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). c. Use the most common affixes in English (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	**4.** Determine word meanings (*based on grade 1 reading*). a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Use sentence-level context as a clue to the meaning of an unknown word. c. Use common affixes in English as a clue to the meaning of an unknown word. d. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). e. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match*, *kind*, *play*) by identifying meanings of some grade-appropriate examples of such words.	**4.** Determine word meanings (*based on grade 2 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy / unhappy*, *tell / retell*).
5. Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*). b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit). d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).	**5.** Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at home that are *cozy*). b. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining, choosing, or acting out the meanings.	**5.** Understand word relationships. a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among related verbs (e.g., *toss*, *throw*, *hurl*) and related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
6. Use newly learned words acquired through conversations, reading, and responding to texts.	**6.** Use newly learned words acquired through conversations, reading, and responding to texts.	**6.** Use newly learned words acquired through conversations, reading, and responding to texts.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions in Writing and Speaking		
1. Observe conventions of grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences. b. Form and use the simple (e.g., *I walked*, *I walk*, *I will walk*) verb tenses. c. Ensure subject-verb and pronoun-antecedent agreement.* d. Produce simple, compound, and complex sentences.	**1.** Observe conventions of grammar and usage. a. Form and use the progressive (e.g., *I was walking*, *I am walking*, *I will be walking*) verb aspects. b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.* c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.* d. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*	**1.** Observe conventions of grammar and usage. a. Form and use the perfect (e.g., *I had walked*, *I have walked*, *I will have walked*) verb aspects. b. Recognize and correct inappropriate shifts in verb tense and aspect.*
2. Observe conventions of capitalization, punctuation, and spelling. a. Use correct capitalization. b. Use quotation marks in dialogue. c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Consult reference materials, including dictionaries, as needed to check and correct spellings.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Use quotation marks to mark direct speech and quotations from a text. b. Spell grade-appropriate words correctly, consulting references as needed.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use underlining, quotation marks, or italics to indicate titles of works. d. Spell grade-appropriate words correctly, consulting references as needed.
3. Make effective language choices. a. Use words for effect.*	**3.** Make effective language choices. a. Use punctuation for effect.* b. Maintain consistency in style and tone.* c. Choose words and phrases to convey ideas precisely.*	**3.** Make effective language choices. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication. See chart on page 27 for a complete listing.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisition and Use		
4. Determine word meanings (*based on grade 3 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	**4.** Determine word meanings (*based on grade 4 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *telegraph*, *photograph*, *autograph*). c. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*). d. Paraphrase common idioms, adages, and proverbs.	**4.** Determine word meanings (*based on grade 5 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *photograph*, *photosynthesis*). c. Interpret figurative language, including similes and metaphors. d. Explain the meaning of common idioms, adages, and proverbs.
5. Understand word relationships. a. Build real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**5.** Understand word relationships. a. Build real-life connections between words and their various uses and meanings. b. Define relationships between words (e.g., how *ask* is like and unlike *demand*; what items are likely to be *enormous*). c. Distinguish a word from other words with similar but not identical meanings (synonyms).	**5.** Understand word relationships. a. Build real-life connections between words and their various uses and meanings. b. Define relationships between words (e.g., how *smirk* is like and unlike *smile*; what items are likely to be *vast*). c. Distinguish a word from other words with similar but not identical meanings (synonyms).
6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	**6.** Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	**6.** Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.

English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
1c. Ensure subject-verb and pronoun-antecedent agreement. **3a.** Choose words for effect.						
	1b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. **1c.** Produce complete sentences, avoiding rhetorically poor fragments and run-ons. **1d.** Correctly use frequently confused words (e.g., *effect/affect*, *to/too/two*). **3a.** Use punctuation for effect. **3b.** Maintain consistency in style and tone. **3c.** Choose words and phrases to convey ideas precisely.					
		1b. Recognize and correct inappropriate shifts in verb tense and aspect. **2a.** Use punctuation to separate items in a series. **3a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
			1b. Recognize and correct inappropriate shifts in pronoun number and person. **1c.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **2a.** Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. **3a.** Vary sentence patterns for meaning, reader/listener interest, and style.			
				1c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers. **3b.** Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.		
					1c. Recognize and correct inappropriate shifts in verb voice and mood.	
						1a. Use parallel structure in writing.

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* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction, History/Social Studies, Science/Technical Texts
K[1]	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)* ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins & Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *My Five Senses* by Aliki (1962)** ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Bud, Not Buddy* by Christopher Paul Curtis (1999) ▪ *The Birchbark House* by Louise Erdrich (1999) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K 5 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study that topic in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts ▪ *My Five Senses* by Aliki (1989) ▪ *Hearing* by Maria Rius (1985) ▪ *Sight* by Maria Rius (1985) ▪ *Smell* by Maria Rius (1985) ▪ *Taste* by Maria Rius (1985) ▪ *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) ▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) ▪ *Get Up and Go!* by Nancy Carlson (2008) ▪ *Go Wash Up* by Doering Tourville (2008) ▪ *Sleep* by Paul Showers (1997) ▪ *Fuel the Body* by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts ▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007) ▪ *Me and My Amazing Body* by Joan Sweeney (1999) ▪ *The Human Body* by Gallimard Jeunesse (2007) ▪ *The Busy Body Book* by Lizzy Rockwell (2008) ▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness ▪ *Germs Make Me Sick* by Marilyn Berger (1995) ▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005) ▪ *Germ Stories* by Arthur Kornberg (2007) ▪ *All About Scabs* by GenichiroYagu (1998)	Digestive and excretory systems ▪ *What Happens to a Hamburger* by Paul Showers (1985) ▪ *The Digestive System* by Christine Taylor-Butler (2008) ▪ *The Digestive System* by Rebecca L. Johnson (2006) ▪ *The Digestive System* by Kristin Petrie (2007) Taking care of your body: healthy eating and nutrition ▪ *Good Enough to Eat* by Lizzy Rockwell (1999) ▪ *Showdown at the Food Pyramid* by Rex Barron (2004) Muscular, skeletal, and nervous systems ▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) ▪ *Muscles* by Seymour Simon (1998) ▪ *Bones* by Seymour Simon (1998) ▪ *The Astounding Nervous System* Crabtree Publishing (2009) ▪ *The Nervous System* by Joelle Riley (2004)	Circulatory system ▪ *The Heart* by Seymour Simon (2006) ▪ *The Heart and Circulation* by Carol Ballard (2005) ▪ *The Circulatory System* by Kristin Petrie (2007) ▪ *The Amazing Circulatory System* by John Burstein (2009) Respiratory system ▪ *The Lungs* by Seymour Simon (2007) ▪ *The Respiratory System* by Susan Glass (2004) ▪ *The Respiratory System* by Kristin Petrie (2007) ▪ *The Remarkable Respiratory System* by John Burstein (2009) Endocrine system ▪ *The Endocrine System* by Rebecca Olien (2006) ▪ *The Exciting Endocrine System* by John Burstein (2009)

Standards for English Language Arts

6–12

DRAFT

College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail how, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.[1]
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.[2]

[1]Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
[2]Proficiency in this standard is measured by students' ability to read a range of appropriately complex text in each grade as defined on page 36.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among the founding U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.	**2.** Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	**2.** Analyze how recurring images or events contribute to the development of a theme or central idea in a text.
3. Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	**3.** Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**3.** Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).
Craft and Structure		
4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.	**4.** Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	**4.** Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.
5. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.	**5.** Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	**5.** Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.
6. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	**6.** Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	**6.** Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.
Integration of Knowledge and Ideas		
7. Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).	**7.** Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	**7.** Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.	**9.** Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	**9.** Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.
Range and Level of Text Complexity		
10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	**10.** Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**10.** Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.

Reading Standards for Literature 6–12

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.	**2.** Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	**4.** Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.
5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.	**5.** Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.
6. Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.	**6.** Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.
Integration of Knowledge and Ideas	
7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée de Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	**7.** Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)	**8.** (Not applicable to literature)
9. Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.	**9.** Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).
Range and Level of Text Complexity	
10. **In grade 9**, read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 10**, read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.	**10.** **In grade 11**, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 12**, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed.

Reading Standards for Informational Text 6–12

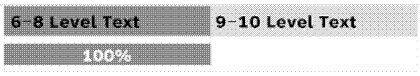
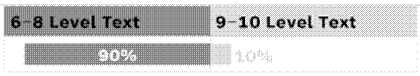
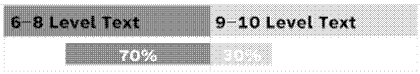
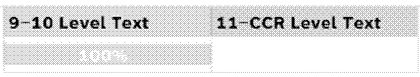
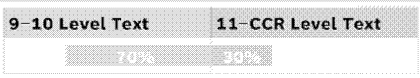
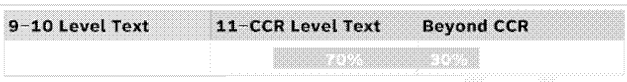
Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a central idea develops over the course of a text, drawing on key details.	**2.** Analyze how two or more central ideas in a text relate to one another, drawing on key details.	**2.** Provide an objective summary of a text, accurately conveying an author's view and specific points.
3. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	**3.** Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	**3.** Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	**4.** Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.	**4.** Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.
5. Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.	**5.** Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).	**6.** Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	**6.** Compare and contrast the points of view and purposes of two authors writing about the same topic.
Integration of Knowledge and Ideas		
7. Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	**7.** Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	**7.** Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.
8. Distinguish among fact, opinion, and reasoned judgment presented in a text.	**8.** Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.	**8.** Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.
9. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.	**9.** Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	**9.** Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range and Level of Text Complexity		
10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.

Reading Standards for Informational Text 6–12

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.	**2.** Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another.	**3.** Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.
Craft and Structure	
4. Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).	**4.** Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10 and No. 51).
5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**5.** Analyze how an author's choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.
6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.	**6.** Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).
Integration of Knowledge and Ideas	
7. Synthesize information presented in different formats (e.g., text, video, mutimedia) to generate a coherent understanding of an issue.	**7.** Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.
8. Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.	**8.** Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
9. Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.	**9.** Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.
Range and Level of Text Complexity	
10. **In grade 9**, read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 10**, read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.	**10.** **In grade 11**, read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 12**, read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed.

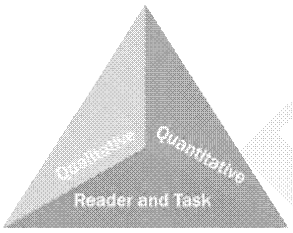
Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

6		**In grade 6**, students focus on reading texts independently in the grades 6–8 text complexity band, with scaffolding likely required for texts at the high end of the range.
7		**In grade 7**, students focus on reading texts independently in the grades 6–8 text complexity band (90 percent) and are introduced to texts in the grades 9–10 text complexity band as "stretch" texts (10 percent), which will likely require scaffolding.
8		**In grade 8**, students focus on reading texts independently in the grades 6–8 text complexity band (70 percent) as well as sustained practice with texts in the grades 9–10 text complexity band as "stretch" texts (30 percent), which will likely require scaffolding.
9		**In grade 9**, students focus on reading texts independently in the grades 9–10 text complexity band, with scaffolding likely required for texts at the high end of the range.
10		**In grade 10**, students focus on reading texts independently in the grades 9–10 text complexity band (70 percent) and are introduced to texts in the grades 11–CCR text complexity band as "stretch" texts (30 percent), which will likely require scaffolding.
11		**In grade 11**, students focus on reading texts independently in the grades 11–CCR text complexity band, with scaffolding likely required for texts at the high end of the range.
12		**In grade 12**, students focus on reading texts independently in the grades 11–CCR text complexity band (70 percent) and are introduced to texts in the Beyond CCR text complexity band as "stretch" texts (30 percent), which will likely require scaffolding.

Note: In any given classroom, the actual range of students' reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Text Types and Purposes[1]

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.[3]

[1]These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See "Conventions" in Language, pages 47–50, for specific editing expectations.
[3]This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments in which they: a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. c. Use words, phrases, and clauses to convey the relationships among claims and reasons. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows from the argument.	**1.** Write arguments in which they: a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.	**1.** Write arguments in which they: a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.
2. Write informative/explanatory texts in which they: a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to join and clarify ideas. d. Use straightforward language to create an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.	**2.** Write informative/explanatory texts in which they: a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas. d. Use precise language and sustain an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.	**2.** Write informative/explanatory texts in which they: a. Introduce and establish a topic and organize information under broader concepts or categories. b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	**3.** Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details. c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	**3.** Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.
Production and Distribution of Writing		
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	**4.** Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	**4.** Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5.** With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.	**5.** With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.	**6.** Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.	**6.** Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build Knowledge		
7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.	**7.** Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.	**7.** Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.	**8.** Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply *grade 6 reading standards* to literature (e.g., "Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics."). b. Apply *grade 6 reading standards* to literary nonfiction (e.g., "Distinguish among fact, opinion, and reasoned judgment presented in a text").	**9.** Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply *grade 7 reading standards* to literature (e.g., "Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest). b. Apply *grade 7 reading standards* to literary nonfiction (e.g., "Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached").	**9.** Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply *grade 8 reading standards* to literature (e.g., "Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history"). b. Apply *grade 8 reading standards* to literary nonfiction (e.g., "Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence. b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim. c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	**1.** Write arguments in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced. b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim. c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they: a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	**2.** Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives in which they: a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	**3.** Write narratives in which they: a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences. b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing. c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)	**4.** Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.	**5.** Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.	**6.** Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
Research to Build Knowledge	
7. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.	**7.** Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.	**8.** Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.

Grades 9–10 students:	Grades 11–12 students:
Research to Build Knowledge (continued)	
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply *grades 9–10 reading standards* to literature (e.g., "Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period."). b. Apply *grades 9–10 reading standards* to literary nonfiction (e.g., "Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions").	**9.** Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply *grades 11–12 reading standards* to literature (e.g., "Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare"). b. Apply *grades 11–12 reading standards* to literary nonfiction (e.g., "Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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College and Career Readiness Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Comprehension and Collaboration

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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Speaking and Listening Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Initiate and engage actively in group discussions on *grade 6 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear goals and deadlines. c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information. d. Review the key ideas expressed and extend their own thinking in light of new information learned.	**1.** Initiate and engage actively in group discussions on *grade 7 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear goals and deadlines. c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations. d. Ensure a hearing for the range of positions on an issue. e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.	**1.** Initiate and engage actively in group discussions on *grade 8 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear goals and deadlines. c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence. d. Ensure a hearing for the range of positions on an issue. e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.
2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.	**2.** Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.	**2.** Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.
3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.	**3.** Evaluate a speaker's or presenter's reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.	**3.** Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.
Presentation of Knowledge and Ideas		
4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	**5.** Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	**5.** Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)	**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)	**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in group discussions on *grades 9–10 topics, texts, and issues* being studied in class. a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines and to establish roles. c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions. d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task. e. Evaluate whether the team has met its goals.	**1.** Initiate and participate effectively in group discussions on *grades 11–12 topics, texts, and issues* being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions. d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task. e. Evaluate whether the team has met its goals.
2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.	**2.** Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.
3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.	**3.** Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.	**4.** Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.
5. Make strategic use of digital media elements and visual displays of data to enhance understanding.	**5.** Make strategic use of digital media elements and visual displays of data to enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)	**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

College and Career Readiness Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Conventions in Writing and Speaking

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

Vocabulary Acquisition and Use

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of writing and speaking and have extensive vocabularies built through reading and study. They must have a well-developed understanding of standard written and spoken English, demonstrating command of the conventions of grammar, usage, and mechanics. They also must come to appreciate that language is as much a matter of craft as of rules and be able to use punctuation, words, phrases, clauses, and sentences to achieve particular rhetorical effects and to convey ideas precisely and concisely. They need to become highly skilled in determining the meanings of words they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions in Writing and Speaking		
1. Observe conventions of grammar and usage. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Recognize and correct inappropriate shifts in pronoun number and person.* c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**1.** Observe conventions of grammar and usage. a. Explain the function of phrases and clauses in general and their functions in specific sentences. b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*	**1.** Observe conventions of grammar and usage. a. Form and use verbs in the active and passive voice. b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. c. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Observe conventions of capitalization, punctuation, and spelling. a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Use a comma before a coordinating conjunction in a compound sentence. b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Use a comma, ellipses, or dash to indicate a pause or break. c. Spell correctly.
3. Make effective language choices. a. Vary sentence patterns for meaning, reader/listener interest, and style.*	**3.** Make effective language choices. a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*	**3.** Make effective language choices. a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades. See page 51 for a complete listing.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine word meanings (*based on grade 6 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., *audience*, *auditory*, *audible*). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., personification) relevant to particular texts.	**4.** Determine word meanings (*based on grade 7 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., *belligerent*, *bellicose*, *rebel*). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.	**4.** Determine word meanings (*based on grade 8 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., *precede*, *recede*, *secede*). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.
5. Understand word relationships. a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	**5.** Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	**5.** Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	**6.** Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	**6.** Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

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Grades 9–10 students:	Grades 11–12 students:
Conventions in Writing and Speaking	
1. Observe conventions of grammar and usage. a. Use parallel structure in writing.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	**1.** Observe conventions of grammar and usage. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed for guidance.
2. Observe conventions of capitalization, punctuation, and spelling. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling. a. Observe the conventions concerning using hyphens to join words. b. Spell correctly.
3. Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.	**3.** Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.
Vocabulary Acquisition and Use	
4. Determine word meanings (*based on grades 9–10 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital. b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.	**4.** Determine word meanings (*based on grades 11–12 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital. b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.
5. Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	**5.** Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	**6.** Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speak grow in sophistication. See page 51 for a complete listing.

English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
1c. Ensure subject-verb and pronoun-antecedent agreement. **3a.** Choose words for effect.						
	1b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. **1c.** Produce complete sentences, avoiding rhetorically poor fragments and run-ons. **1d.** Correctly use frequently confused words (e.g., *effect/affect*, *to/too/two*). **3a.** Use punctuation for effect. **3b.** Maintain consistency in style and tone. **3c.** Choose words and phrases to convey ideas precisely.					
		1b. Recognize and correct inappropriate shifts in verb tense and aspect. **2a.** Use punctuation to separate items in a series. **3a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
			1b. Recognize and correct inappropriate shifts in pronoun number and person. **1c.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **2a.** Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. **3a.** Vary sentence patterns for meaning, reader/listener interest, and style.			
				1c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers. **3b.** Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.		
					1c. Recognize and correct inappropriate shifts in verb voice and mood.	
						1a. Use parallel structure in writing.

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Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition and argument in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital media sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962) ▪ *The Great Fire* by Jim Murphy (1995) ▪ *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)
9–10	▪ *The Tragedy of Romeo and Juliet* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ "Second Inaugural Address" by Abraham Lincoln (1865) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ *Cod: A Biography of the Fish That Changed the World* by Mark Kurlansky (1997) ▪ *The Race to Save Lord God Bird* by Phillip Hoose (2004)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *The Crisis* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ *Google Hacks: Tips & Tools for Smarter Searching* by Tara Calishain and Rael Dornfest (2004) ▪ *America's Constitution: A Biography* by Akhil Reed Amar (2005)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study topics in depth.

Standards for Literacy in History/Social Studies & Science

6–12

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College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.[1]
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.[2]

[1]Please see "Research to Build Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

[2]Proficiency in this standard is measured by students' ability to read a range of appropriately complex text in each grade as defined in Appendix A.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and other technical fields. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational text in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for History/Social Studies 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in history/social studies are integrated into the K–5 standards for reading informational text.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.	**2.** Determine the main ideas or information of a primary or secondary source; summarize how key events or ideas develop over the course of the text.	**2.** Determine the main ideas or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**3.** Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them.	**3.** Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text .
Craft and Structure		
4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.	**4.** Determine the meaning of words and phrases in a text, including the vocabulary describing political, economic, or social aspects of history.	**4.** Interpret the meaning of words and phrases in a text, including how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10 and No. 51).
5. Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally).	**5.** Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view.	**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**6.** Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts.	**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.
Integration of Knowledge and Ideas		
7. Integrate graphical information (e.g., pictures, videos, maps, time lines) with other information in a print or digital text.	**7.** Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text.	**7.** Synthesize ideas and data presented graphically and determine their relationship to the rest of a print or digital text, noting discrepancies between the graphics and other information in the text.
8. Distinguish among fact, opinion, and reasoned judgment in a historical account.	**8.** Assess the extent to which the evidence n a text supports the author's claims.	**8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
9. Analyze the relationship between a primary and secondary source on the same topic.	**9.** Compare and contrast treatments of the same topic in several primary and secondary sources.	**9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range and Level of Text Complexity		
10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 11–12 text complexity band; read "stretch" texts with scaffolding as needed.

Reading Standards for Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in science are integrated into the K–5 standards for reading informational text.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of scientific and technical texts.	**1.** Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions.	**1.** Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information.
2. Summarize the broad ideas and specific conclusions made in a text, basing the summary on textual information rather than on prior knowledge or opinions.	**2.** Analyze the development of a text's explanation of a process or phenomenon, summarizing the central ideas and supporting details.	**2.** Summarize complex information or ideas presented in a text, paraphrasing it in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the causes of the specific results based on information from the text.
Craft and Structure		
4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text.	**4.** Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, noting relationships among terms pertaining to important ideas or processes (e.g., *force*, *friction*, *reaction force*, *energy*).	**4.** Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, attending to the precise meaning of terms as they are used in particular scientific or technical contexts.
5. Analyze how each major part of a text contributes to an understanding of the topic discussed in the text.	**5.** Analyze the relationships among concepts in a text, including developing propositional concept maps to organize and illustrate the ideas.	**5.** Analyze the hierarchical or categorical relationships of concepts or information presented in a text.
6. Analyze the purpose of an experiment or explanation in a text, including defining the problem or question to be resolved.	**6.** Analyze the purpose of an experiment, including defining the possibilities ruled out by the experimental results.	**6.** Analyze the scope and purpose of an experiment or explanation and determine which related issues remain unresolved or uncertain.
Integration of Knowledge and Ideas		
7. Integrate information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).	**7.** Integrate quantitative or technical information presented graphically (e.g., in a flowchart, diagram, model, graph, or table) with other information in a text.	**7.** Synthesize information in different formats by representing complex information in a text in graphical form (e.g., a table or chart) or translating a graphic or equation into words.
8. Distinguish facts or reasoned judgments based on research findings from opinions.	**8.** Assess the extent to which the evidence in a text supports a scientific claim or a recommendation for solving a technical problem.	**8.** Evaluate the hypotheses, data, and conclusions in a scientific text, corroborating or undercutting them with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**9.** Compare experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts.	**9.** Integrate information from diverse sources (e.g., video, multimedia sources, experiments, simulations) into a coherent understanding of a concept, process, or phenomenon, noting discrepancies among sources.
Range and Level of Text Complexity		
10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts with scaffolding as needed.	**10.** Read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read "stretch" texts with scaffolding as needed.

College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward these ten College and Career Readiness Standards.

Text Types and Purposes[1]

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.[2]

[1]These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for History/Social Studies and Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 writing in history/social studies and science are integrated into the K–5 standards for writing.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content* in which they: a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons, data, and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, accurate data and evidence (science) or information from credible primary, secondary, and tertiary sources (history). c. Use words and phrases as well as domain-specific vocabulary to make clear the relationships among claims, reasons, data, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.	**1.** Write arguments focused on *discipline-specific content* in which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, data, and evidence. b. Develop a claim fairly with logical reasoning, supplying detailed, accurate data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history). c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline. e. Provide a concluding statement or section that follows logically from the argument.	**1.** Write arguments focused on *discipline-specific content* in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, data, and evidence are purposefully and logically sequenced. b. Develop a claim thoroughly and fairly with logical reasoning, supplying the most relevant data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history). c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline. e. Provide a concluding statement or section that follows logically from the argument.

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Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce and establish a topic and organize information under concepts or into categories. b. Develop a topic that has historical or scientific significance using well-chosen, relevant facts, data, details, quotations, examples, or other information. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific vocabulary and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.	**2.** Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce a topic and organize information under concepts and into categories, making clear the connections and distinctions between key ideas; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a topic that has historical or scientific significance using well-chosen, relevant, and sufficient facts, data, details, quotations, examples, extended definitions, or other information. c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific vocabulary to convey a style appropriate to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic.	**2.** Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce a complex topic and organize the information so that each new piece of information builds on that which precedes it to create a unified whole; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a complex topic that has historical and scientific significance using the most significant and relevant facts, data, details, quotations, examples, extended definitions, or other information. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex information and ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic.
3. Students' narrative skills continue to grow in these grades. The *Standards* require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The *Standards* require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The *Standards* require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

Writing Standards for History/Social Studies and Science 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.	**4.** Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.	**4.** Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.	**5.** Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific task and context.	**5.** Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.	**6.** Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.	**6.** Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
Research to Build Knowledge		
7. Perform short, focused research projects in response to a question or problem and generate additional related questions that allow for multiple avenues of exploration.	**7.** Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.	**7.** Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Gather relevant information from multiple print and digital sources using effectively tailored searches; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources; assess the credibility, accuracy, and strengths and limitations of each source; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources; assess its credibility and accuracy and its usefulness in terms of purpose, task, and audience; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation.
9. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.	**9.** Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.	**9.** Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARDS

FOR Mathematics

DRAFT

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Introduction
Toward greater focus and coherence

> *The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the US. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.*
>
> Ginsburg, Leinwand and Decker, 2009

> *Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. The mathematical process goals should be integrated in these content areas. Children should understand the concepts and learn the skills exemplified in the teaching-learning paths described in this report.*
>
> National Research Council, 2009

> *In general, the US textbooks do a much worse job than the Singapore textbooks in clarifying the mathematical concepts that students must learn. Because the mathematics concepts in these textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.*
>
> Ginsburg et al., 2005

Notable in the research base for these standards are conclusions from TIMSS and other studies of high-performing countries that the traditional US mathematics curriculum must become substantially more coherent and more focused in order to improve student achievement in mathematics. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is 'a mile wide and an inch deep.' The draft Common Core State Standards for Mathematics are a substantial answer to this challenge.

It is important to recognize that "fewer standards" are no substitute for *focused* standards. Achieving "fewer standards" would be easy to do by simply resorting to broad, general statements. Instead, the draft Common Core State Standards for Mathematics aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect* not only the topics *that fall within a certain academic discipline,* but also the key ideas *that determine how knowledge is organized and generated within that discipline. This implies that "to be coherent," a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

The draft Common Core State Standards for Mathematics endeavor to follow such a design, not only by stressing conceptual understanding of the key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

The standards in this draft document define what students should understand and be able to do. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between the student who can summon a mnemonic device such as "FOIL" to expand a product such as $(a + b)(x + y)$ and a student who can explain where that mnemonic comes from. Teachers often observe this difference firsthand, even if large-scale assessments in the year 2010 often do not. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The draft Common Core State Standards for Mathematics begin on the next page with eight Standards for Mathematical Practice. These are not a list of individual math topics, but rather a list of ways in which developing student-practitioners of mathematics increasingly ought to engage with those topics as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

Grateful acknowledgment is here made to Dr. Cathy Kessel for editing the draft standards.

Mathematics | Standards for Mathematical Practice

Proficient students of all ages expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to continue. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

The practices described below are encouraged in apprentices by expert mathematical thinkers. Students who engage in these practices, individually and with their classmates, discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement. Encouraging these practices in students of all ages should be as much a goal of the mathematics curriculum as the learning of specific content.

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a

student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, 2-by-2 tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students interpret graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

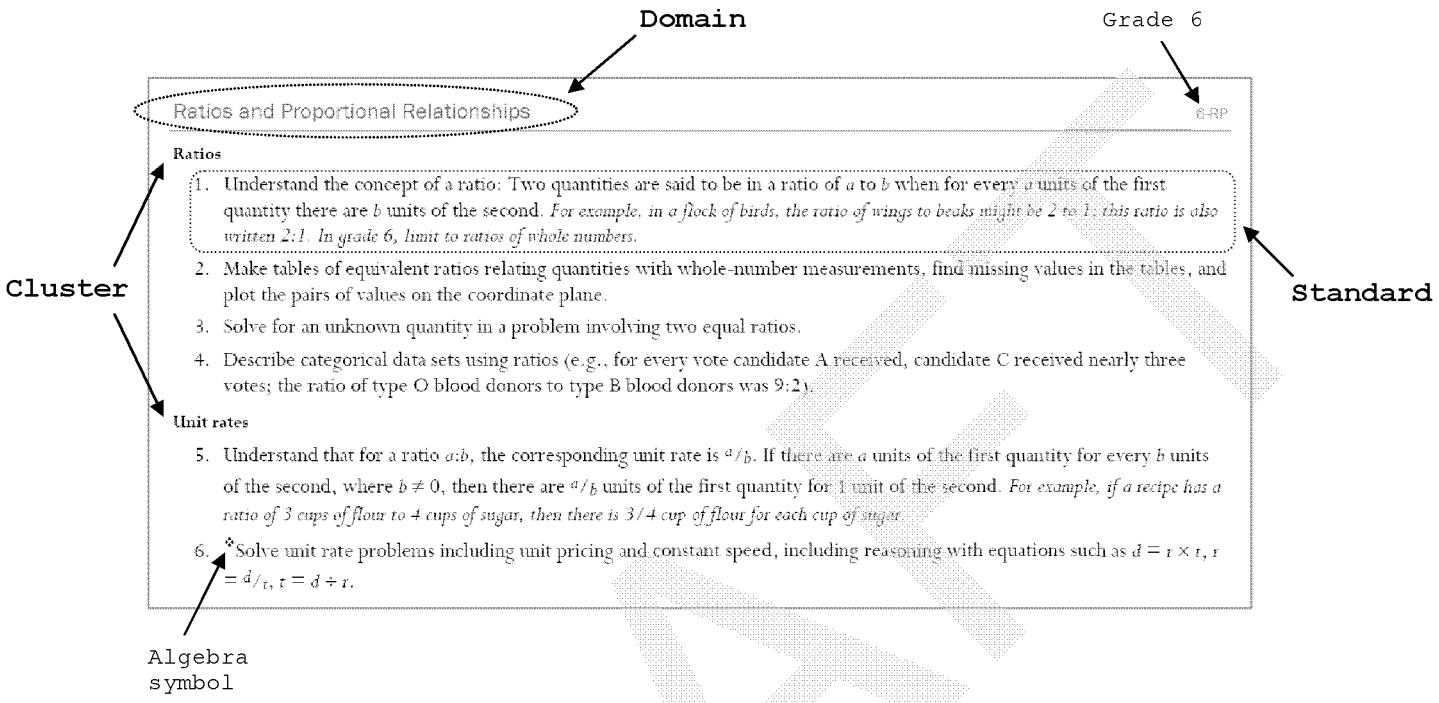
7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x-y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

How to read the grade level standards



Standards define what students should understand and be able to do. **Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. For each grade level in Grades K–8, the standards are organized into four or five domains. Standards from different domains may sometimes be closely related.

Algebra Symbol: Key standards for the development of algebraic thinking in Grades K–5 are indicated by ❖.

Dotted Underlines: Dotted underlines, for example, decade words, indicate terms that are explained in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

Note on Grade Placement of Topics. What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know A should next come to learn B." But in the year 2010 this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

Note on Ordering of Topics within a Grade. These standards do not dictate curriculum. In particular, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

Overview of the Mathematics Standards
Grades K–5

This table shows the domains and clusters in each grade K–5

	K	*1*	*2*	*3*	*4*	*5*
Number—Counting and Cardinality	• Number names • Counting to tell the number of objects • Comparing and ordering numbers					
Number—Operations and the Problems They Solve	• Composing and decomposing numbers; addition and subtraction	• Addition and subtraction • Describing situations and solving problems with addition and subtraction	• Addition and subtraction • Describing situations and solving problems with addition and subtraction	• Multiplication and division • Describing situations and solving problems with multiplication and division	• Multiplication and Division • Problem solving with the four operations	
Number—Base Ten	• Two-digit numbers • Composing and decomposing ten	• Numbers up to 100 • Adding and subtracting in base ten	• Numbers up to 1000 • Adding and subtracting in base ten	• Numbers up to 10,000 • Adding and subtracting in base ten • Multiplying and dividing in base ten	• Numbers up to 100,000 • Multiplying and dividing in base ten	• Whole numbers in base ten • Decimal concepts • Operations on decimals
Number—Fractions				• Fractions as representations of numbers • Fractional quantities	• Operations on fractions • Decimal concepts	• Fraction equivalence • Operations on fractions
Measurement and Data	• Direct measurement • Representing and interpreting data	• Length measurement • Time measurement • Representing and interpreting data	• Length measurement • Time and money • Representing and interpreting data	• The number line and units of measure • Perimeter and area • Representing and interpreting data	• The number line and units of measure • Perimeter and area • Angle measurement • Representing and interpreting data	• Units of measure • Volume • Representing and interpreting data
Geometry	• Shapes, their attributes, and spatial reasoning	• Shapes, their attributes, and spatial reasoning	• Shapes, their attributes, and spatial reasoning	• Properties of 2-dimensional shapes • Structuring rectangular shapes	• Lines and angles • Line symmetry	• Coordinates • Plane figures

Overview of the Mathematics Standards
Grades 6–8

This table shows the domains and clusters in each grade 6–8.

	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	• Ratios • Unit rates	• Analyzing proportional relationships • Percent	
The Number System	• Operations • The system of rational numbers	• The system of rational numbers • The system of real numbers	• The system of real numbers
Expressions and Equations	• Expressions • Quantitative relationships and the algebraic approach to problems	• Expressions • Quantitative relationships and the algebraic approach to solving problems	• Slopes of lines in the coordinate plane • Linear equations and systems
Functions			• Function concepts • Functional relationships between quantities
Geometry	• Properties of area, surface area, and volume	• Congruence and similarity • Angles	• Congruence and similarity • The Pythagorean Theorem • Plane and solid geometry
Statistics and Probability	• Variability and measures of center • Summarizing and describing distributions	• Situations involving randomness • Random sampling to draw inferences about a population • Comparative inferences about two populations	• Patterns of association in bivariate data

In Kindergarten, instructional time should focus on two critical areas: (1) representing, comparing and ordering whole numbers and joining and separating sets; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; creating a set with a given number of objects; comparing and ordering sets or numerals; and modeling simple joining and separating situations with objects. They choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids, presented in a variety of ways (e.g., with different sizes or orientations), as well as three-dimensional shapes such as spheres, cubes, and cylinders. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

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Number names

1. Say the number name sequence to 100.
2. Know the decade words to ninety and recite them in order ("ten, twenty, thirty, …").
3. Say the number name sequence forward or backward beginning from a given number within the known sequence (instead of always beginning at 1).
4. Write numbers from 1 to 20 in base-ten notation.

Counting to tell the number of objects

5. Count to answer "how many?" questions about as many as 20 things. *Objects may be arranged in a line, a rectangular array, a circle, or a scattered configuration.*
6. Understand that when counting objects,
   a. The number names are said in the standard order.
   b. Each object is paired with one and only one number name.
   c. The last number name said tells the number of objects counted.
7. Understand that when counting forward, each successive number name refers to a quantity that is 1 larger.

Comparing and ordering numbers

8. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Include groups with up to ten objects.*
9. Compare and put in order numbers between 1 and 10 presented in written symbols: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Number—Operations and the Problems They Solve K-NOP

Composing and decomposing numbers; addition and subtraction

1. Understand addition as putting together—e.g., finding the number of objects in a group formed by putting two groups together. Understand subtraction as taking apart—e.g., finding the number of objects left when a one group is taken from another.
2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Note that drawings need not show details, but should show the mathematics in the problem. (This note also applies wherever drawings are mentioned in subsequent standards.)*
3. ❖Decompose numbers less than or equal to 10 into pairs in various ways, e.g., using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$). Compose numbers whose sum is less than or equal to 10, e.g., using objects or drawings, and record each composition by a drawing or equation (e.g., $3 + 1 = 4$).❖
4. Compose and decompose numbers less than or equal to 10 in two different ways, and record compositions and decompositions by drawings or equations. *For example, 7 might be composed or decomposed in two different ways by a drawing showing how a group of 2 and a group of 5 together make the same number as do a group of 3 and a group of 4.*
5. ❖Understand that addition and subtraction are related. *For example, when a group of 9 is decomposed into a group of 6 and a group of 3, this means not only $9 = 6 + 3$ but also $9 - 3 = 6$ and $9 - 6 = 3$.*
6. ❖Solve addition and subtraction word problems, and calculate additions and subtractions within 10, e.g., using objects or drawings to represent the problem.
7. Fluently add and subtract, for sums and minuends of 5 or less.

Number—Base Ten K-NBT

Two-digit numbers

1. Understand that 10 can be thought of as a bundle of ones—a unit called a "ten."
2. Understand that a teen number is composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
3. Compose and decompose teen numbers into a ten and some ones, e.g., by using objects or drawings, and record the compositions and decompositions in base-ten notation. *For example, $10 + 8 = 18$ and $14 = 10 + 4$.*
4. Put in order numbers presented in base-ten notation from 1 to 20 (inclusive), and be able to explain the reasoning.
5. Understand that a decade word refers to one, two, three, four, five, six, seven, eight, or nine tens.
6. Understand that the two digits of a two-digit number represent amounts of tens and ones. *In 29, for example, the 2 represents two tens and the 9 represents nine ones.*

Composing and decomposing ten

7. Decompose 10 into pairs of numbers, e.g., by using objects or drawings, and record each decomposition with a drawing or equation.
8. Compose numbers to make 10, e.g., by using objects or drawings, and record each composition with a drawing or equation.
9. ❖For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Measurement and Data K-MD

Direct measurement

1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of" the attribute. *For example, directly compare the heights of two books and identify which book is taller.*

Representing and interpreting data

3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. *Limit category counts to be less than or equal to 10.*

Geometry K-G

Shapes, their attributes, and spatial reasoning

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Understand that names of shapes apply regardless of the orientation or overall size of the shape. *For example, a square in any orientation is still a square. Students may initially need to physically rotate a shape until it is "level" before they can correctly name it.*
3. Understand that shapes can be two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
4. Understand that shapes can be seen as having parts, such as sides and vertices ("corners"), and that shapes can be put together to compose other shapes.
5. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, component parts (e.g., number of sides and vertices) and other attributes (e.g., having sides of equal length).
6. Combine two- or three-dimensional shapes to solve problems such as deciding which puzzle piece will fit into a place in a puzzle.

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for additions and subtractions within 20; (2) developing understanding of whole number relationships, including grouping in tens and ones, (3) developing understanding of linear measurement and measuring lengths, and (4) composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model "put together/take apart," "add to," "take from," and "compare" situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (i.e., adding two is the same as counting on two). They use properties of addition (commutativity and associativity) to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the inverse relationship between addition and subtraction.

(2) Students compare and order whole numbers (at least to 100), to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). They understand the sequential order of the counting numbers and their relative magnitudes through activities such as representing numbers on paths of numbered things.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as partitioning (the mental activity of decomposing the length of an object into equal-sized units) and transitivity (e.g., in terms of length, if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units, and use rulers and other measurement tools with that understanding.

(4) Students compose and decompose plane and solid figures (e.g., put two congruent isosceles triangles together to make a rhombus), building understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine solid and plane figures, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

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Addition and subtraction

1. ❖Understand the properties of addition.
   a. Addition is commutative. *For example, if 3 cups are added to a stack of 8 cups, then the total number of cups is the same as when 8 cups are added to a stack of 3 cups; that is, 8 + 3 = 3 + 8.*
   b. Addition is associative. *For example, 4 + 3 + 2 can be found by first adding 4 + 3 = 7 then adding 7 + 2 = 9, or by first adding 3 + 2 = 5 then adding 4 + 5 = 9.*
   c. 0 is the additive identity.
2. ❖Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Explain what happens when:
   a. The order of addends in a sum is changed in a sum with two addends.
   b. 0 is added to a number.
   c. A number is subtracted from itself.
   d. One addend in a sum is increased by 1 and the other addend is decreased by 1. *Limit to two addends.*
3. ❖Understand that addition and subtraction have an inverse relationship. *For example, if 8 + 2 = 10 is known, then 10 – 2 = 8 and 10 – 8 = 2 are also known.*
4. ❖Understand that when all but one of three numbers in an addition or subtraction equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*
5. Understand that addition can be recorded by an expression (e.g., 6 + 3), or by an equation that shows the sum (e.g., 6 + 3 = 9). Likewise, subtraction can be recorded by an expression (e.g., 9 – 5), or by an equation that shows the difference (e.g., 9 – 5 = 4).

Describing situations and solving problems with addition and subtraction

6. Understand that addition and subtraction apply to situations of adding-to, taking-from, putting together, taking apart, and comparing. *See Glossary, Table 1.*
7. ❖Solve word problems involving addition and subtraction within 20, e.g., by using objects, drawings and equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknowns in all positions, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Grade 1 students need not master the more difficult problem types.*
8. Solve word problems involving addition of three whole numbers whose sum is less than or equal to 20.

Number—Base Ten 1-NBT

Numbers up to 100

1. Read and write numbers to 100.
2. Starting at any number, count to 100 or beyond.
3. Understand that when comparing two-digit numbers, if one number has more tens, it is greater; if the amount of tens is the same in each number, then the number with more ones is greater.
4. Compare and order two-digit numbers based on meanings of the tens and ones digits, using > and < symbols to record the results of comparisons.

Adding and subtracting in base ten

5. Calculate mentally, additions and subtractions within 20.
   a. Use strategies that include counting on; making ten (for example, 7 + 6 = 7 + 3 + 3 = 10 + 3 = 13); and decomposing a number (for example, 17 – 9 = 17 – 7 – 2 = 10 – 2 = 8).
6. Demonstrate fluency in addition and subtraction within 10.
7. Understand that in adding or subtracting two-digit numbers, one adds or subtracts like units (tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
8. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.
9. Add one-digit numbers to two-digit numbers, and add multiples of 10 to one-digit and two-digit numbers.
10. Explain addition of two-digit numbers using concrete models or drawings to show composition of a ten or a hundred.
11. ❖Add two-digit numbers to two-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.

Length measurement

1. Order three objects by length; compare the length of two objects indirectly by using a third object.
2. Understand that the length of an object can be expressed numerically by using another object as a length unit (such as a paper-clip, yardstick, or inch length on a ruler). The object to be measured is partitioned into as many equal parts as possible with the same length as the length unit. The length measurement of the object is the number of length units that span it with no gaps or overlaps. *For example, "I can put four paperclips end to end along the pencil, so the pencil is four paperclips long."*
3. Measure the length of an object by using another object as a length unit.

Time measurement

4. Tell time from analog clocks in hours and half- or quarter-hours.

Representing and interpreting data

5. Organize, represent, and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1-G

Shapes, their attributes, and spatial reasoning

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes.
2. Understand that shapes can be joined together (composed) to form a larger shape or taken apart (decomposed) into a collection of smaller shapes. Composing multiple copies of some shapes creates tilings. *In this grade, "circles," "rectangles," and other shapes include their interiors as well as their boundaries.*
3. Compose two-dimensional shapes to create a unit, using cutouts of rectangles, squares, triangles, half-circles, and quarter-circles. Form new shapes by repeating the unit.
4. Compose three-dimensional shapes to create a unit, using concrete models of cubes, right rectangular prisms, right circular cones, and right circular cylinders. Form new shapes by repeating the unit. *Students do not need to learn formal names such as "right rectangular prism."*
5. Decompose circles and rectangles into two and four equal parts. Describe the parts using the words *halves*, *fourths*, and *quarters*, and using the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the parts. Understand that decomposing into more equal shares creates smaller shares.
6. Decompose two-dimensional shapes into rectangles, squares, triangles, half-circles, and quarter-circles, including decompositions into equal shares.

Mathematics | Grade 2

In Grade 2, instructional time should focus on three critical areas: (1) developing understanding of base-ten notation; (2) developing fluency with additions and subtractions within 20 and fluency with multi-digit addition and subtraction; and (3) describing and analyzing shapes.

(1) Students develop an understanding of the base-ten system (at least to 1000). Their understanding of the base-ten system includes ideas of counting in units (twos, fives, and tens) and multiples of hundreds, tens, and ones, as well as number relationships, including comparing and ordering. They understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with additions and subtractions within 20. They solve arithmetic problems by applying their understanding of models for addition and subtraction (such as combining or separating sets or using number lines that begin with zero), relationships and properties of numbers, and properties of addition. They develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of two-digit whole numbers. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers; understand and explain why the procedures work based on their understanding of base-ten notation and properties of operations; and use them to solve problems.

(3) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional space such as area and volume, and properties such as congruence and symmetry that they will learn about in later grades.

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Addition and subtraction

1. ❖Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
   a. Changing the order of addends does not change their sum.
   b. Subtracting one addend from a sum of two numbers results in the other addend.
   c. If more is subtracted from a number, the difference is decreased, and if less is subtracted the difference is increased.
   d. In an addition equation, each addend can be decomposed and the parts can be recombined in any order without changing the sum. *For example, 5 + 3 = 8. Because 5 decomposes as 4 + 1, the first addend can be replaced by 4 + 1, yielding (4 + 1) + 3 = 8. Recombining in two different orders: 4 + 4 = 8, also 7 + 1 = 8.*

Describing situations and solving problems with addition and subtraction

2. ❖Solve word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknown sums, addends, differences, minuends, and subtrahends, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Focus on the more difficult problem types.*
3. Solve two-step word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem.

Number—Base Ten 2-NBT

Numbers up to 1000

1. Understand that 100 can be thought of as a bundle of tens—a unit called a "hundred."
2. Read and write numbers to 1000 using base-ten notation, number names, and expanded form.
3. Count within 1000; skip count by 2s, 5s, 10s, and 100s.
4. Understand that when comparing three-digit numbers, if one number has more hundreds, it is greater; if the amount of hundreds is the same in each number, then the number with more tens is greater. If the amount of tens and hundreds is the same in each number, then the number with more ones is greater.
5. Compare and order three-digit numbers based on meanings of the hundreds, tens, and ones digits.

Adding and subtracting in base ten

6. Fluently add and subtract within 20. By end of Grade 2, know from memory sums of one-digit numbers.
7. Mentally compute sums and differences of multiples of 10. *For example, mentally calculate 130 – 80.*
8. Understand that in adding or subtracting three-digit numbers, one adds or subtracts like units (hundreds and hundreds, tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
9. Given a number from 100 to 900, mentally find 10 more or 10 less than the number, and mentally find 100 more or 100 less than the number, without counting.
10. Understand that algorithms are predefined steps that give the correct result in every case, while strategies are purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *For example, one might mentally compute 503 – 398 as follows: 398 + 2 = 400, 400 + 100 = 500, 500 + 3 = 503, so the answer is 2 + 100 + 3, or 105.*
11. ❖ Compute sums and differences of one-, two-, and three-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.
12. ❖Explain why addition and subtraction strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings or objects. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Compute sums of two three-digit numbers, and compute sums of three or four two-digit numbers, using the standard algorithm; compute differences of two three-digit numbers using the standard algorithm.

Measurement and Data 2-MD

Length measurement

1. Understand that 1 inch, 1 foot, 1 centimeter, and 1 meter are conventionally defined lengths used as standard units.
2. Measure lengths using measurement tools such as rulers, yardsticks and measuring tapes; understand that these tools are used to find out how many standard length units span an object with no gaps or overlaps, when the 0 mark of the tool is aligned with an end of the object.

3. Understand that when measuring a length, if a smaller unit is used, more copies of that unit are needed to measure the length than would be necessary if a larger unit were used.
4. Understand that units can be decomposed into smaller units, e.g., 1 foot can be decomposed into 12 inches and 1 meter can be decomposed into 100 centimeters. A small number of long units might compose a greater length than a large number of small units.
5. Understand that lengths can be compared by placing objects side by side, with one end lined up. The difference in lengths is how far the longer extends beyond the end of the shorter.
6. Understand that a sum of two whole numbers can represent a combination of two lengths; a difference of two whole numbers can represent a difference in length; find total lengths and differences in lengths using addition and subtraction.

Time and money

7. Find time intervals between hours in one day.
8. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies. *Do not include dollars and cents in the same problem.*

Representing and interpreting data

9. Generate measurement data by measuring whole-unit lengths of several objects, or by making repeated measurements of the same object. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with several categories. Connect representations on bar graph scales, rulers, and number lines that begin with zero. Solve simple Put Together/Take Apart and Compare problems using information presented in a bar graph. *See Glossary, Table 1.*

Geometry 2-G

Shapes, their attributes, and spatial reasoning

1. Understand that different categories of shapes (e.g., rhombuses, trapezoids, rectangles, and others) can be united into a larger category (e.g., quadrilaterals) on the basis of shared attributes (e.g., having four straight sides).
2. Identify and name polygons of up to six sides by the number of their sides or angles.
3. Recognize rectangles, rhombuses, squares and trapezoids as examples of quadrilaterals; draw examples of quadrilaterals that do not belong to any of these subcategories.
4. Draw and identify shapes that have specific attributes, such as number of equal sides or number of equal angles. *Sizes of lengths and angles are compared directly or visually, not compared by measuring.*
5. Recognize objects as resembling spheres, right circular cylinders, and right rectangular prisms. *Students do not need to learn formal names such as "right rectangular prism."*
6. Decompose circular and rectangular objects into two, three, or four equal parts. Describe the parts using the words *halves*, *thirds*, *half of*, *a third of*, etc.; describe the wholes as two halves, three thirds, four fourths. Recognize that a half, a third, or a fourth of a circular or rectangular object—a graham cracker, for example—is the same size regardless of its shape.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, starting with unit fractions; (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Multiplication, division, and fractions are the most important developments in Grade 3.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through the use of representations such as equal-sized groups, arrays, area models, and equal jumps on number lines for multiplication; and successive subtraction, partitioning, and sharing for division. Through this process, numbers themselves take on new meaning and are no longer only counters for single objects. They represent groups, a number of groups (for example, 3 teams of 6 people), or a comparative factor (3 times as long).

Students use properties of operations to calculate products of whole numbers. They use increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the inverse relationship between multiplication and division.

(2) Students develop an understanding of a definition of a fraction, beginning with unit fractions. They use fractions to represent parts of a whole or distances on a number line that begins with zero. Students understand that the size of a fractional part is relative to the size of the whole (for example, ¼ of a mile is longer than ¾ of a foot, even though $\frac{1}{4} < \frac{3}{4}$), and they are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing and ordering fractions using by models or strategies based on noticing common numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They understand that area can be quantified by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. They understand that a 1-unit by 1-unit square is the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area measure to the area model used to represent multiplication, and they use this connection to justify using multiplication to determine the area of a rectangle. Students contrast area with perimeter.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify the shapes by their sides and angles, and connect these with definitions of shapes. Students investigate, describe, and reason about decomposing and combining polygons to make other polygons. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of attributes and properties of two-dimensional objects.

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Multiplication and division

1. Understand that multiplication of whole numbers is repeated addition. *For example, 5 × 7 means 7 added to itself 5 times. Products can be represented by rectangular arrays, with one factor the number of rows and the other the number of columns.*
2. ❖Understand the properties of multiplication.
   a. Multiplication is commutative. *For example, the total number in 3 groups with 6 things each is the same as the total number in 6 groups with 3 things each, that is, 3 × 6 = 6 × 3.*
   b. Multiplication is associative. *For example, 4 × 3 × 2 can be calculated by first calculating 4 × 3 = 12 then calculating 12 × 2 = 24, or by first calculating 3 × 2 = 6 then calculating 4 × 6 = 24.*
   c. 1 is the multiplicative identity.
   d. Multiplication distributes over addition (the distributive property). *For example, 5 × (3 + 4) = (5 × 3) + (5 × 4).*
3. ❖Explain and justify properties of multiplication and division, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
   a. Changing the order of two factors does not change their product.
   b. The product of a number and 1 is the number.
   c. Dividing a nonzero number by itself yields 1.
   d. Multiplying a quantity by a nonzero number, then dividing by the same number, yields the original quantity.
   e. When one factor in a product is multiplied by a number and another factor divided by the same number, the product is unchanged. *Limit to multiplying and dividing by numbers that result in whole-number quotients.*
   f. Products where one factor is a one-digit number can be computed by decomposing one factor as the sum of two numbers, multiplying each number by the other factor, and adding the two products.
4. ❖Understand that multiplication and division have an inverse relationship. *For example, if 5 × 7 = 35 is known, then 35 ÷ 5 = 7 and 35 ÷ 7 = 5 are also known. The division 35 ÷ 5 means the number which yields 35 when multiplied by 5; because 5 × 7 = 35, then 35 ÷ 5 = 7.*
5. ❖Understand that when all but one of three numbers in a multiplication or division equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*

Describing situations and solving problems with multiplication and division

6. Understand that multiplication and division apply to situations with equal groups, arrays or area, and comparing. *See Glossary, Table 2.*
7. ❖Solve word problems involving multiplication and division within 100, using an equation with a symbol for the unknown to represent the problem. *This standard is limited to problems with whole-number quantities and whole-number quotients. Focus on situations described in the Glossary, Table 2.*
8. ❖Solve one- or two-step word problems involving the four operations. *This standard is limited to problems with whole-number quantities and whole-number quotients.*
9. Understand that multiplication and division can be used to compare quantities (see Glossary, Table 2); solve multiplicative comparison problems with whole numbers (problems involving the notion of "times as much").

Number—Base Ten 3-NBT

Numbers up to 10,000

1. Understand that 1000 can be thought of as a bundle of hundreds—a unit called a "thousand."
2. Read and write numbers to 10,000 using base-ten notation, number names, and expanded form.
3. Count within 10,000; skip count by 10s, 100s and 1000s.
4. Understand that when comparing four-digit numbers, if one number has more thousands, it is greater; if the amount of thousands is the same in each number, then the number with more hundreds is greater; and so on. Compare and order four-digit numbers based on meanings of the digits.

Adding and subtracting in base ten

5. Mentally calculate sums and differences of multiples of 10, 100, and 1000. *For example, mentally calculate 1300 – 800*
6. Given a number from 1000 to 9000, mentally find 100 more or 100 less than the number, and mentally find 1000 more or 1000 less than the number, without counting.

Multiplying and dividing in base ten

7. ❖Understand that the distributive property is at the heart of strategies and algorithms for multiplication and division computations with numbers in base-ten notation; use the distributive property and other properties of operations to explain patterns in the multiplication table and to derive new multiplication and division equations from known ones. *For example, the distributive property makes it possible to multiply 4 × 7 by decomposing 7 as 5 + 2 and using 4 × 7 = 4 × (5 + 2) = (4 × 5) + (4 × 2) = 20 + 8 = 28.*
8. Fluently multiply one-digit numbers by 10.
9. Use a variety of strategies for multiplication and division within 100. By end of Grade 3, know from memory products of one-digit numbers where one of the factors is 2, 3, 4, or 5.

Number—Fractions 3-NF

Fractions as representations of numbers

1. Understand that a unit fraction corresponds to a point on a number line. *For example, 1/3 represents the point obtained by decomposing the interval from 0 to 1 into three equal parts and taking the right-hand endpoint of the first part. In Grade 3, all number lines begin with zero.*
2. Understand that fractions are built from unit fractions. *For example, 5/4 represents the point on a number line obtained by marking off five lengths of ¼ to the right of 0.*
3. Understand that two fractions are equivalent (represent the same number) when both fractions correspond to the same point on a number line. Recognize and generate equivalent fractions with denominators 2, 3, 4, and 6 (e.g., $^1/_2 = {}^2/_4$, $^4/_6 = {}^2/_3$), and explain the reasoning.
4. Understand that whole numbers can be expressed as fractions. *Three important cases are illustrated by the examples 1 = 4/4, 6 = 6/1, and 7 = (4 × 7)/4. Expressing whole numbers as fractions can be useful for solving problems or making calculations.*

Fractional quantities

5. Understand that fractions apply to situations where a whole is decomposed into equal parts; use fractions to describe parts of wholes. *For example, to show 1/3 of a length, decompose the length into 3 equal parts and show one of the parts.*
6. Compare and order fractional quantities with equal numerators or equal denominators, using the fractions themselves, tape diagrams, number line representations, and area models. Use > and < symbols to record the results of comparisons.

Measurement and Data 3-MD

The number line and units of measure

1. Understand that a number line has an origin (0) and a unit (1), with whole numbers one unit distance apart. Use number lines to represent problems involving distances, elapsed time, amounts of money and other quantities. *In such problems, the interval from 0 to 1 may represent a unit of distance, time, money, etc.*
2. Understand that a unit of measure can be decomposed into equal-sized parts, whose sizes can be represented as fractions of the unit. Convert measurements in one unit to measurements in a smaller or a larger unit, and solve problems involving such mixed units (e.g., feet and inches, weeks and days).

Perimeter and area

3. Understand and use concepts of area measurement.
   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by *n* unit squares has an area of *n* square units. Areas of some other figures can be measured by using fractions of unit squares or using figures whose areas have been found by decomposing other figures.
   c. When measuring an area, if a smaller unit of measurement is used, more units must be iterated to measure the area in those units.
   d. Determine and compare areas by counting square units. *Use cm^2, m^2, in^2, ft^2, and improvised units.*
4. Understand that multiplication of whole numbers can be represented by area models; a rectangular region that is *a* length units by *b* length units (where *a* and *b* are whole numbers) and tiled with unit squares illustrates why the rectangle encloses an area of *a* × *b* square units.
5. Solve problems involving perimeters of polygons.
   a. Add given side lengths, and multiply for the case of equal side lengths.
   b. ❖Find an unknown length of a side in a polygon given the perimeter and all other side lengths; represent these problems with equations involving a letter for the unknown quantity.
   c. Exhibit rectangles with the same perimeter and different area, and with the same area and different perimeter.

Representing and interpreting data

6. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *Include single-unit scales and multiple-unit scales; for example, each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
7. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a dot plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometry 3-G

Properties of 2-dimensional shapes

1. Understand that a given category of plane figures (e.g., triangles) has subcategories (e.g., isosceles triangles) defined by special properties.
2. Describe, analyze, compare and classify two-dimensional shapes by their properties and connect these properties to the classification of shapes into categories and subcategories (e.g., squares are "special rectangles" as well as "special rhombuses"). *Focus on triangles and quadrilaterals.*

Structuring rectangular shapes

3. Understand that rectangular regions can be tiled with squares in rows and columns, or decomposed into such arrays.
4. Structure a rectangular region spatially by decomposing it into rows and columns of squares. Determine the number of squares in the region using that spatial structure (e.g., by multiplication or skip counting).
5. Understand that shapes can be decomposed into parts with equal areas; the area of each part is a unit fraction of the whole. *For example, when a shape is partitioned into 4 parts with equal area, the area of each part is ¼ of the area of the shape.*

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In Grade 4, instructional time should focus on four critical areas: (1) continuing to develop understanding and fluency with whole number multiplication, and developing understanding of multi-digit whole number division; (2) developing an understanding of addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers, and division of whole numbers with fractional answers; (3) developing an understanding of area; and (4) understanding that geometric figures can be analyzed and classified using properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students use understandings of multiplication to develop fluency with multiplication and division within 100. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models, equal intervals on a number line), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate products or mentally calculate products. They develop fluency with efficient procedures, including the standard algorithm, for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate quotients and mentally calculate quotients, depending upon the context and the numbers involved.

(2) Students develop understanding of operations with fractions. They apply their understandings of fractions as built from unit fractions, and use fraction models to represent the addition and subtraction of fractions with like denominators. Students use the meaning of fractions and the meaning of multiplication to understand and explain why the procedure for multiplying a fraction by a whole number makes sense. They understand and explain the connection between division and fractions.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

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Multiplication and division

1. Find the factor pairs for a given whole number less than or equal to 100; recognize prime numbers as numbers greater than 1 with exactly one factor pair. *Example: The factor pairs of 42 are {42, 1}, {21, 2}, {14, 3}, {7, 6}.*

Problem solving with the four operations

2. ❖Solve multistep word problems involving the four operations with whole numbers.
3. ❖Solve problems posed with both whole numbers and fractions. Understand that while quantities in a problem might be described with whole numbers, fractions, or decimals, the operations used to solve the problem depend on the relationships between the quantities regardless of which number representations are involved.
4. Assess the reasonableness of answers using mental computation and estimation strategies including rounding to the nearest 10 or 100.

Number—Base Ten 4-NBT

Numbers up to 100,000

1. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the thousands place represents 10 times as many as than 7 in the hundreds place.*
2. Read, write and compare numbers to 100,000 using base-ten notation, number names, and expanded form.

Multiplying and dividing in base ten

3. Understand how the distributive property and the expanded form of a multi-digit number can be used to calculate products of multi-digit numbers.
   a. ❖The product of a one-digit number times a multi-digit number is the sum of the products of the one-digit number with the summands in the expanded form of the multi-digit number. Illustrate this numerically and visually using equations, rectangular arrays, area models, and tape diagrams.
   b. Algorithms for multi-digit multiplication can be derived and explained by writing multi-digit numbers in expanded form and applying the distributive property.
4. Fluently multiply and divide within 100. By end of Grade 4, know from memory products of one-digit numbers where one of the factors is 6, 7, 8, or 9.
5. Mentally calculate products of one-digit numbers and one-digit multiples of 10, 100, and 1000 (e.g., 7×6000). Mentally calculate whole number quotients with divisors of 10 and 100.
6. Compute products and whole number quotients of two-, three- or four-digit numbers and one-digit numbers, and compute products of two two-digit numbers, using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
7. Explain why multiplication and division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithms.*
8. Compute products of two-digit numbers using the standard algorithm, and check the result using estimation.
9. Given two whole numbers, find an equation displaying the largest multiple of one which is less than or equal to the other. *For example, given 325 and 7, the equation $325 = 46 \times 7 + 3$ shows the largest multiple of 7 less than or equal to 325.*

Number—Fractions 4-NF

Operations on fractions

1. Understand addition of fractions:
   a. Adding or subtracting fractions with the same denominator means adding or subtracting copies of unit fractions. *For example, $2/3 + 4/3$ is 2 copies of $1/3$ plus 4 copies of $1/3$, or 6 copies of $1/3$ in all, that is $6/3$.*
   b. Sums of related fractions can be computed by replacing one with an equivalent fraction that has the same denominator as the other. *For example, the sum of the related fractions $2/3$ and $1/6$ can be computed by rewriting $2/3$ as $4/6$ and computing $4/6 + 1/6 = 5/6$.*
2. Compute sums and differences of fractions with like denominators, add and subtract related fractions within 1 (e.g., $1/2 + 1/4$, $3/10 + 4/100$, $7/8 - 1/4$), and solve word problems involving these operations.
3. ❖ Understand that the meaning of multiplying a fraction by a whole number comes from interpreting multiplication by a whole number as repeated addition. *For example, $3 \times 2/5 = 6/5$ because $3 \times 2/5 = 2/5 + 2/5 + 2/5 = 6/5$.*

4. Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results.
5. ❖Understand that fractions give meaning to the quotient of any whole number by any non-zero whole number. *For example, 3 ÷ 4 = 3/4, because 3/4 multiplied by 4 equals 3. (The division 3 ÷ 4 means the number which yields 3 when multiplied by 4.)*
6. Solve word problems that involve non-whole number quotients of whole numbers; represent quotients of whole numbers using tape diagrams and area models that explain numerical results.

Decimal concepts

7. Understand that a two-digit decimal is a sum of fractions with denominators 10 and 100. *For example, 0.34 is 3/10 + 4/100.*
8. Use decimals to hundredths to describe parts of wholes; compare and order decimals to hundredths based on meanings of the digits; and write fractions of the form *a*/10 or *a*/100 in decimal notation. *Use > and < symbols to record the results of comparisons.*

Measurement and Data 4-MD

The number line and units of measure

1. Understand that the unit length on a number line (interval from 0 to 1) can be divided into parts of equal fractional length. Draw number line representations of problem situations involving length, height, and distance including fractional or decimal units. *For example, show distances along a race course to tenths of a mile on a number line, by dividing the unit length into 10 equal parts to get parts of length 1/10; the endpoint of the segment of 1/10 length from 0 represents 1/10 of a mile from the starting point of the race. In Grade 4, all numbers lines begin with zero.*

Perimeter and area

2. Understand that if a region is decomposed into several disjoint pieces, then the area of the region can be found by adding the areas of the pieces (when these areas are expressed in the same units).
3. ❖Apply the formulas for area of squares and rectangles. Measure and compute whole-square-unit areas of objects and regions enclosed by geometric figures which can be decomposed into rectangles. *Limit to situations requiring products of one-or two-digit numbers.*
4. ❖Find one dimension of a rectangle, given the other dimension and the area or perimeter; find the length of one side of a square, given the area or perimeter. Represent these problems using equations involving a letter for the unknown quantity.

Angle measurement

5. Understand what an angle is and how it is measured:
   a. An angle is formed by two rays with a common endpoint.
   b. An angle is measured by reference to a circle with its center at the common endpoint of the rays. The measure of an angle is based on the fraction of the circle between the points where the two rays intersect the circle.
   c. A one-degree angle turns through 1/360 of a circle, where the circle is centered at the common endpoint of its rays; the measure of a given angle is the number of one-degree angles turned with no gaps or overlaps.
6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure; ❖find the measure of a missing part of an angle, given the measure of the angle and the measure of a part of it, representing these problems with equations involving a letter for the unknown quantity.

Representing and interpreting data

7. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in dot plots. *For example, from a dot plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometry 4-G

Lines and angles

1. Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines; identify these in plane figures.
2. Identify right angles, and angles smaller than or greater than a right angle in geometric figures; recognize right triangles.
3. Classify shapes based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.

Line symmetry

4. Understand that a line of symmetry for a geometric figure is a line across the figure such that the figure can be folded along the line into matching parts

5. Identify line-symmetric figures; given a horizontal or vertical line and a drawing that is not a closed figure, complete the drawing to create a figure that is symmetric with respect to the given line.

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Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing understanding of and fluency with division of multi-digit whole numbers; (3) developing understanding of and fluency with addition, subtraction, multiplication, and division of decimals; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with division of whole numbers; understand why procedures work based on the meaning of base-ten notation and properties of operations; and use these procedures to solve problems. Based on the context of a problem situation, they select the most useful form of the quotient for the answer and interpret it appropriately.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to compute sums and differences of finite decimals. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of finite decimals efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be quantified by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve problems.

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Whole numbers in base ten

1. Compute quotients of two-, three-, and four-digit whole numbers and two-digit whole numbers using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
2. Explain why division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
3. Use the standard algorithm to compute quotients of two-, three- and four-digit whole numbers and two-digit whole numbers, expressing the results as an equation (e.g., $145 = 11 \times 13 + 2$ or $120 \div 7 = 17\ 1/7$).
4. Fluently add, subtract and multiply whole numbers using the standard algorithm for each operation.

Decimal concepts

5. Read, write, and compare numbers expressed as decimals. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the hundredths place represents 10 times as many as 7 in the thousandths place.*
6. Round decimals (to hundredths) to the nearest whole number.
7. Write fractions in decimal notation for fractions with denominators 2, 4, 5, 8, 10, and 100.

Operations on decimals

8. Understand that in adding or subtracting finite decimals, one adds or subtracts like units (tenths and tenths, hundredths and hundredths, etc.) and sometimes it is necessary to compose or decompose a higher value unit.
9. Fluently find 0.1 more than a number and less than a number; 0.01 more than a number and less than a number; and 0.001 more than a number and less than a number, for numbers expressed as finite decimals.
10. Compute sums and differences of finite decimals by expressing the decimals as fractions and adding the fractions. *For example, $0.05 + 0.91 = 5/100 + 91/100 = 96/100$ or 0.96.*
11. Compute sums, differences, products, and quotients of finite decimals using strategies based on place value, the properties of operations, and/or the inverse relationships between addition and subtraction and between multiplication and division; explain the reasoning used. *For example, transform $1.5 \div 0.3$ into $15 \div 3 = 5$.*
12. Explain why strategies and algorithms for computations with finite decimals work. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Use the standard algorithm for each of the four operations on decimals (to hundredths).
14. Solve word problems involving operations on decimals.

Number—Fractions 5-NF

Fraction equivalence

1. ❖Understand fraction equivalence:
   a. Multiplying the numerator and denominator of a fraction by the same nonzero whole number produces an equivalent fraction. *For example, $2/3 = (2 \times 4)/(3 \times 4) = 8/12$. ($1/3$ is 4 copies of $1/12$, so $2/3$ is 8 copies of $1/12$.)*
   b. Equivalent fractions correspond to the same point on a number line. *In Grade 5, all numbers lines begin with zero.*
   c. When the numerators of equivalent fractions are divided by their denominators, the resulting quotients are the same.
2. Identify pairs of equivalent fractions; given two fractions with unlike denominators, find two fractions with the same denominator and equivalent to each.
3. Compare and order fractions with like or unlike denominators, e.g., by finding equivalent fractions with the same denominator, and describe the sizes of fractional quantities from a context with reference to the context. *Compare using the fractions themselves, tape diagrams or number line representations, and area models.*

Operations on fractions

4. Understand that sums and differences of fractions with unlike denominators can be computed by replacing each with an equivalent fraction so that the resulting fractions have the same denominator. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.*
5. Compute sums and differences of fractions with like or unlike denominators, and solve word problems involving addition and subtraction of fractions. Estimate fraction sums and differences to assess the reasonableness of results.
6. ❖ Understand that multiplying a fraction by a/b means taking a parts of a decomposition of the fraction into b equal parts. *For example, to multiply $2/3 \times 4/5 = 8/15$, one may decompose a whole of size $4/5$ into 3 equal parts; each part has size $4/15$. Two*

of these parts then make 8/15, so 2/3 × 4/5 = 8/15. (In general, a/b × p/q = ap/bq.) This standard includes multiplication of a whole number by a fraction, by writing the whole number as fraction with denominator 1.

7. Understand that the area of a rectangle with side lengths a/b and c/d is the product $a/b \times p/q$. This extends the area formula for rectangles to fractional side lengths, and also allows products of fractions to be represented visually as areas of rectangles.
8. ❖Explain and justify the properties of operations with fractions, e.g., by using equations, number line representations, area models, and story contexts.
9. Understand division of unit fractions by whole numbers and division of whole numbers by unit fractions:
   a. Dividing a unit fraction 1/b by a whole number a results in a smaller unit fraction 1/a × b. *For example, 1/3 ÷ 2 = 1/6 because when 1/3 is divided into 2 equal parts, the size of each part is 1/6; a third of a pound of cheese shared between two people will give each person a sixth of a pound. (Using the inverse relationship between multiplication and division: 1/3 ÷ 2 = 1/6 because 1/6 × 2 = 1/3.)*
   b. Dividing a whole number a by a unit fraction 1/b results in a greater whole number a × b. *For example, 2 ÷ 1/3 = 6 because 6 is the number of 1/3s in 2; two pounds of cheese will make six portions of a third of a pound each. (Using the inverse relationship between multiplication and division: 2 ÷ 1/3 = 6 because 6 × 1/3 = 2.)*
10. Calculate products of fractions, and quotients of unit fractions and nonzero whole numbers (with either as divisor), and solve word problems involving these operations. Represent these operations using equations, area models and length models.
11. Understand that a mixed number such as 3 2/5 represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction (3 = 3/1), and the sum of two fractions is also a fraction, a mixed number also represents a fraction (3 2/5 = 3 + 2/5 = 15/5 + 2/5 = 17/5). Write fractions as equivalent mixed numbers and vice versa.

Measurement and Data 5-MD

Units of measure

1. Understand that quantities expressed in like units can be added or subtracted giving a sum or difference with the same unit; different quantities may be multiplied to obtain a new kind of quantity (e.g., as when two lengths are multiplied to compute an area, or when an area and a length are multiplied to compute a volume).
2. Understand that when measuring a quantity, if a smaller unit is used, more units must be iterated to measure the quantity in those units.
3. Convert among different-sized standard measurement units within a given measurement system (e.g., feet to yards, centimeters to meters) and use conversion in solving multi-step word problems.

Volume

4. Understand concepts of volume measurement:
   a. A cube with side length 1 unit (a unit cube) is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. The volume of a right rectangular prism with whole-unit side lengths can be found by packing it with unit cubes and using multiplication to count their number. *For example, decomposing a right rectangular prism 3 length units wide by 5 units deep by 2 units tall shows that its volume is 3 × 5 × 2 cubic units. The base of the prism has area 3 × 5 square units, so the volume can also be expressed as the height times the area of the base.*
   c. When measuring a volume, if a smaller unit is used, more units must be iterated to measure the volume in those units.
   d. If a solid figure is decomposed into several disjoint pieces, then the volume enclosed by the figure can be found by adding the volumes of the pieces (when these volumes are expressed in the same units).
5. Decompose right rectangular prisms into layers of arrays of cubes; determine and compare volumes of right rectangular prisms, and objects well described as right rectangular prisms, by counting cubic units (using cm^3, m^3, in^3, ft^3, and improvised units).

Representing and interpreting data

6. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in dot plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometry 5-G

Coordinates

1. Understand that a pair of perpendicular number lines, called axes, defines a coordinate system.
    a. Their intersection is called the origin, usually arranged to coincide with the 0 on each line.
    b. A given point in the plane can be located by using an ordered pair of numbers, called its coordinates. The first number indicates how far to travel from the origin in the direction of one axis, the second number indicates how far to travel in the direction of the second axis.
    c. To avoid ambiguity, conventions dictate that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Graph points in the first quadrant of the coordinate plane, and identify the coordinates of graphed points. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

Plane figures

3. Understand that properties belonging to a category of plane figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify plane figures in a hierarchy based on properties.

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Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division; (2) developing understanding of and fluency with division of fractions and developing fluency with multiplication of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division with quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend whole number multiplication and division to ratios and rates. Thus students expand their repertoires of problems in which multiplication and division can be used to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to add, subtract, multiply, and divide fractions fluently, and use these operations to solve problems, including multi-step problems and problems involving measurement.

(3) Students reason about relationships among shapes to determine area and surface area. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine.

(4) Students write mathematical expressions and equations that correspond to given situations, they evaluate expressions, and they use expressions and formulas to solve problems. Students understand that a variable is a letter standing for a number, where the number is unknown, or where, for the purpose at hand, it can be any number in the domain of interest. Students understand that expressions in different forms can be equivalent, and they use the laws of arithmetic to rewrite expressions to represent a total quantity in a different way (such as to represent it more compactly or to feature different information). Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships in a table.

Having represented and analyzed data in Grades K–5, students in Grade 6 begin a serious engagement with statistics. The study of variability in data distinguishes statistics from mathematics. Students beginning their study of variability must first recognize statistical questions as those that anticipate variability in the answers. From this conceptual beginning, they learn to describe and summarize distributions of data—an activity that goes beyond merely computing summary statistics to include assessing the shape of a distribution and considering other issues as described in the standards.

Ratios

1. Understand the concept of a ratio: Two quantities are said to be in a ratio of a to b when for every a units of the first quantity there are b units of the second. *For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In Grade 6, limit to ratios of whole numbers.*
2. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
3. Solve for an unknown quantity in a problem involving two equal ratios.
4. Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate C received nearly three votes; the ratio of type O blood donors to type B blood donors was 9:2).

Unit rates

5. Understand that for a ratio a:b, the corresponding unit rate is a/b. If there are a units of the first quantity for every b units of the second, where $b \neq 0$, then there are a/b units of the first quantity for 1 unit of the second. *For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is 3/4 cup of flour for each cup of sugar.*
6. ❖Solve unit rate problems including unit pricing and constant speed, including reasoning with equations such as $d = r \times t$, $r = d/t$, $t = d \div r$.

The Number System 6-NS

Operations

1. Understand that the properties of operations apply to, and can be used with, addition and multiplication of fractions.
2. Understand that division of fractions is defined by viewing a quotient as the solution for an unknown-factor multiplication problem. *For example, (2/3) ÷ (5/7) = 14/15 because (5/7) × (14/15) = (2/3).*
3. Solve word problems requiring arithmetic with fractions, using the properties of operations and converting between forms as appropriate; estimate to check reasonableness of answers.
4. Fluently divide whole numbers using the standard algorithm.

The system of rational numbers

5. Understand that a number is a point on the number line.
6. Understand that some quantities have opposite directions, such as elevation above and below sea level or money received and spent. These quantities can be described using positive and negative numbers.
7. Understand that number lines familiar from previous grades can be extended to represent negative numbers to the left of zero. *Number lines can also be vertically oriented, as when a coordinate system is formed. Then the conventional terms "to the right of 0" and "to the left of 0" conventionally become "above 0" and "below 0."*
   a. Two different numbers, such as 7 and –7, that are equidistant from zero on a number line are said to be opposites of one another. The opposite of the opposite of a number is the number itself, e.g., –(–3) = 3. The opposite of 0 is 0.
   b. The absolute value of a number q, written $|q|$, is its distance from zero, and is always positive or zero.
   c. Fractions and their opposites form a system of numbers called the rational numbers, represented by points on a number line. Whole numbers and their opposites form the integers, which are contained in the rational numbers.
   d. Previous ways of comparing positive numbers can be extended to the rational numbers. The statement $p > q$ means that p is located to the right of q on a number line, while $p < q$ means that p is located to the left of q on a number line. Comparisons can also be made by reasoning appropriately about signed quantities (e.g, –3 > –7 makes sense because –3°C is a higher temperature than –7°C). The way two numbers compare does not always agree with the way their absolute values compare; for example, –3 > –7, but $|-3| < |-7|$.
8. Find and position rational numbers, including integers, on a number line.
9. Use rational numbers to describe quantities such as elevation, temperature, account balance and so on. Compare these quantities, recording the results of comparisons using > and < symbols.
10. Graph points and identify coordinates of points on the coordinate plane in all four quadrants. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

Expressions

1. Understand that an expression records operations with numbers or with letters standing for numbers. *For example, the expression 2 · (8 + 7) records adding 8 and 7 then multiplying by 2; the expression 5 − y records subtracting y from 5. Focus on the operations of addition, subtraction, multiplication and division, with some attention to square or cube roots.*
2. Understand the use of variables in expressions and algebraic conventions:
   a. A letter is used to stand for a number in an expression in cases where the number is unknown, or where, for the purpose at hand, it can be any number in a domain of interest. Such a letter is called a variable.
   b. If a variable appears in an expression more than once (e.g., as in $t + 3t$), that variable is understood to refer to the same number in each instance.
   c. The multiplication symbol can be omitted when writing products of two or more variables or of a number and a variable. *For example, the expressions xy and 2a indicate $x \times y$ and $2 \times a$, respectively.*
3. Describe the structure and elements of simple expressions using correct terminology (sum, term, product, factor, quotient, coefficient); describe an expression by viewing one or more of its parts as a single entity. *For example, describe the expression 2 · (8 + 7) as a product of two factors, by viewing (8 + 7) as a single entity. The second factor is itself a sum of two terms.*
4. Understand and generate equivalent expressions:
   a. Understand that two expressions are equivalent if they name the same number regardless of which numbers the variables in them stand for. *For example, the expressions x + 3 and 4x are not equivalent, even though they happen to name the same number in the case when x stands for 1.*
   b. Understand that applying the laws of arithmetic to an expression results in an equivalent expression. *For example, applying the distributive law to the expression 3 · (2 + x) leads to the equivalent expression 6 + 3x. Applying the distributive law to y + y + y leads to the equivalent expression $y \times (1 + 1 + 1)$, i.e., $y \times 3$ and then the commutative law of multiplication leads to the equivalent expression 3y.*
   c. Generate equivalent expressions to reinterpret the meaning of an expression. *For example, 2t + 3t records the addition of twice a quantity to three times itself; applying the distributive law leads to the equivalent expression 5t, so that the original expression can be reinterpreted as recording five times the quantity.*

Quantitative relationships and the algebraic approach to problems

5. Understand that an equation is a statement that two expressions are equal, and a solution to an equation is a replacement value of the variable (or replacement values for all the variables if there is more than one) that makes the equation true.
6. Using the idea of maintaining equality between both sides of the equation, solve equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
7. Choose variables to represent quantities in a word problem, and construct simple expressions or equations to solve the problem by reasoning about the quantities.
8. Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity, and an equation can express one quantity, thought of as the dependent variable, in terms of other quantities, thought of as the independent variables; represent a relationship between two quantities using equations, graphs, and tables; translate between any two of these representations. *For example, describe the terms in a sequence $t = 3, 6, 9, 12, \ldots$ of multiples of 3 by writing the equation $t = 3n$ for $n = 1, 2, 3, 4, \ldots$.*

Geometry 6-G

Properties of area, surface area, and volume

1. Understand that plane figures can be decomposed, reassembled, and completed into new figures; use this technique to derive area formulas.
2. Find the areas enclosed by right triangles, other triangles, special quadrilaterals, and polygons (by composing into rectangles or decomposing into triangles and other shapes).
3. Understand that three-dimensional figures can be formed by joining rectangles and triangles along their edges to enclose a solid region with no gaps or overlaps. The surface area is the sum of the areas of the enclosing rectangles and triangles.
4. Find the surface area of cubes, prisms and pyramids (include the use of nets to represent these figures).
5. Solve problems involving area, volume and surface area of objects.
6. Give examples of right rectangular prisms with the same surface area and different volumes, and with the same volume and different surface areas.

7. ❖Use exponents and symbols for square roots and cube roots to express the area of a square and volume of a cube in terms of their side lengths, and to express their side lengths in terms of their area or volume.

Statistics and Probability 6-SP

Variability and measures of center

1. Understand that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question , but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data generated by answers to a statistical question typically shows variability—not all of the values are the same—and yet often the values show an overall pattern, often with a tendency to cluster.
   a. A measure of center for a numerical data set summarizes all of its values using a single number. The median is a measure of center in the sense that approximately half the data values are less than the median, while approximately half are greater. The mean is a measure of center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and in the sense that it is the balance point of a data distribution shown on a dot plot.
   b. A measure of variation for a numerical data set describes how its values vary using a single number. The interquartile range and the mean absolute deviation are both measures of variation.

Summarizing and describing distributions

3. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
4. Summarize numerical data sets, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the variable, including how it was measured and its units of measurement. *Data sets can include fractional values at this grade but not negative values.*
   c. Describing center and variation, as well as describing any overall pattern and any striking deviations from the overall pattern.
5. Relate the choice of the median or mean as a measure of center to the shape of the data distribution being described and the context in which it is being used. Do the same for the choice of interquartile range or mean average deviation as a measure of variation. *For example, why are housing prices often summarized by reporting the median selling price, while students' assigned grades are often based on mean homework scores?*

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Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about similar objects (including geometric figures) by using scale factors that relate corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the laws of arithmetic, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students use ideas about distance and angles, how they behave under dilations, translations, rotations and reflections, and ideas about congruence and similarity to describe and analyze figures and situations in two- and three-dimensional space and to solve problems, including multi-step problems. Students prove that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students apply this reasoning about similar triangles to solve problems, such as finding heights and distances. Students see the plausibility of the formulas for the circumference and area of a circle. For example, in the case of area, they may do so by reasoning about how lengths and areas scale in similar figures or by decomposing a circle or circular region and rearranging the pieces.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

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Analyzing proportional relationships

1. Form ratios of nonnegative rational numbers and compute corresponding unit rates. *For example, a person might walk ½ mile in each ¼ hour; the unit rate for this ratio is (1/2)/(1/4) miles per hour, equivalently 2 miles per hour. Include ratios of lengths, areas and other quantities, including when quantities being compared are measured in different units.*
2. Recognize situations in which two quantities covary and have a constant ratio. (The quantities are then said to be in a proportional relationship and the unit rate is called the constant of proportionality.) Decide whether two quantities that covary are in a proportional relationship, e.g., by testing for equivalent ratios or graphing on a coordinate plane.
3. Compute unit rates and solve proportional relationship problems in everyday contexts, such as shopping, cooking, carpentry, party planning, etc. Represent proportional relationships by equations that express how the quantities are related via the constant of proportionality or unit rate. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as $t = pn$.*
4. Plot proportional relationships on a coordinate plane where each axis represents one of the two quantities involved, observe that the graph is a straight line through the origin, and find unit rates from a graph. Explain what a point (x, y) means in terms of the situation, with special attention to the points (0, 0) and $(1, r)$ where r is the unit rate.
5. Compare tables, graphs, formulas, diagrams, and verbal descriptions that represent or partially represent proportional relationships; explain correspondences among the representations including how the unit rate is shown in each.

Percent

6. Understand that percentages are rates per 100. For example, 30% of a quantity means $30/100$ times the quantity. A percentage can be a complex fraction, as in $3.75\% = 3.75/100$.
7. Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
8. Solve multistep percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error, expressing monthly rent as a percentage of take-home pay.*

The Number System 7-NS

The system of rational numbers

1. Understand that the rules for manipulating fractions extend to complex fractions.
2. Understand and perform addition and subtraction with rational numbers:
   a. Understand that on a number line, the sum $p + q$ is the number located a distance $|q|$ from p, to the right of p if q is positive and to the left of p if q is negative. A number and its opposite are additive inverses (i.e., their sum is zero).
   b. Compute sums of signed numbers using the laws of arithmetic. *For example, $7 + (-3) = 4$ because $7 + (-3) = (4 + 3) + (-3) = 4 + [3 + (-3)] = 4 + [0] = 4$.*
   c. Understand that subtraction of rational numbers is defined by viewing a difference as the solution of an unknown-addend addition problem. Subtraction of a rational number gives the same answer as adding its additive inverse.
   d. Explain and justify rules for adding and subtracting rational numbers, using a number line and practical contexts. *For example, relate $r + (-s) = r - s$ to a bank transaction; explain why $p - (q + r) = p - q - r$.*
   e. Understand that the additive inverse of a sum is the sum of the additive inverses, that is $-(p + q) = -p + -q$. *For example, $-(6 + -2) = (-6) + 2$ because $[6 + (-2)] + [(-6) + 2] = [6 + (-6)] + [(-2) + 2] = [0] + [0] = 0$.*
3. Understand and perform multiplication and division with rational numbers:
   a. Understand that the extension of multiplication from fractions to rational numbers is determined by the requirement that multiplication and addition satisfy the laws of arithmetic, particularly the distributive law, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$.
   c. Calculate products and quotients of rational numbers, and use multiplication and division to solve word problems. *Include signed quantities.*

The system of real numbers

4. Understand that there are numbers that are not rational numbers, called irrational numbers, e.g., π and $\sqrt{2}$. Together the rational and irrational numbers form the real number system. In school mathematics, the real numbers are assumed to satisfy the laws of arithmetic.

Expressions and Equations 7-EE

Expressions

1. Interpret numerical expressions at a level necessary to calculate their value using a calculator or spreadsheet. For expressions with variables, use and interpret conventions of algebraic notation, such as $y/2$ is $y \div 2$ or $1/2 \times y$; $(3 \pm y)/5$ is $(3 \pm y) \div 5$ or $1/5 \times (3 \pm y)$; a^2 is $a \times a$, a^3 is $a \times a \times a$, a^2b is $a \times a \times b$.
2. Generate equivalent expressions from a given expression using the laws of arithmetic and conventions of algebraic notation. Include:
   a. Adding and subtracting linear expressions, as in $(2x + 3) + x + (2 - x) = 2x + 5$.
   b. Factoring, as in $4x + 4y = 4(x + y)$ or $5x + 7x + 10y + 14y = 12x + 24y = 12(x + 2y)$.
   c. Simplifying, as in $-2(3x - 5) + 4x = 10 - 2x$ or $x/3 + (x - 2)/4 = 7x/12 - 1/2$.

Quantitative relationships and the algebraic approach to problems

3. Choose variables to represent quantities in a word problem, and construct simple equations to solve the problem by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are nonnegative rational numbers and the solution is a nonnegative rational number. Fluently solve equations of these forms, e.g., by undoing the operations involved in producing the expression on the left.
   b. Solve the same word problem arithmetically and algebraically. *For example, "J. has 4 packages of balloons and 5 single balloons. In all, he has 21 balloons. How many balloons are in a package?" Solve this problem arithmetically (using a sequence of operations on the given numbers), and also solve it by using a variable to stand for the number of balloons in a package, constructing an equation such as $4b + 5 = 21$ to describe the situation then solving the equation.*
   c. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $P + 0.05P = 1.05P$ means that "increase by 5%" is the same as "multiply by 1.05."*

Geometry 7-G

Congruence and similarity

1. Verify experimentally the fact that a rigid motion (a sequence of rotations, reflections, and translations) preserves distance and angle, e.g., by using physical models, transparencies, or dynamic geometry software:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.
2. Understand the meaning of congruence: a plane figure is congruent to another if the second can be obtained from the first by a rigid motion.
3. Verify experimentally that a dilation with scale factor k preserves lines and angle measure, but takes a line segment of length L to a line segment of length kL.
4. Understand the meaning of similarity: a plane figure is similar to another if the second can be obtained from the first by a similarity transformation (a rigid motion followed by a dilation).
5. Solve problems involving similar figures and scale drawings. *Include computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.*
6. Use informal arguments involving approximation by lines, squares, and cubes to see that a similarity transformation with a scale factor of k leaves angle measures unchanged, changes lengths by a factor of k, changes areas by a factor of k^2, and changes volumes by a factor of k^3.
7. Know the formulas relating the area, radius and circumference of a circle and solve problems requiring the use of these formulas; give an informal derivation of the relationship between the circumference and area of a circle.

Angles

8. Justify facts about the angle sum of triangles, exterior angles, and alternate interior angles created when parallel lines are cut by a transversal, e.g., by using physical models, transparencies, or dynamic geometry software to make rigid motions and give informal arguments. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*
9. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Situations involving randomness

1. Simulate situations involving randomness using random numbers generated by a calculator or a spreadsheet or taken from a table. *For example, if you guess at all ten true/false questions on a quiz, how likely are you to get at least seven answers correct?*
2. Use proportional reasoning to predict relative frequencies of outcomes for situations involving randomness, but for which a theoretical answer can be determined. For *example, when rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. How far off might your prediction be? Use technology to generate multiple samples to approximate a distribution of sample proportions. Repeat the process for smaller sample sizes.*

Random sampling to draw inferences about a population

3. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
4. Understand the importance of measures of variation in sample quantities (like means or proportions) in reasoning about how well a sample quantity estimates or predicts the corresponding population quantity.
5. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Comparative inferences about two populations

6. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
7. Use measures of center and measures of variability for numerical data from uniform random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade book are generally longer than the words in a chapter of a sixth-grade book.*

DRAFT

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) understanding and applying the Pythagorean Theorem.

(1) Students use linear equations, and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y/x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality (m) is the slope and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount mA. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

DRAFT

The Number System 8-NS

The system of real numbers

1. Understand informally that every number on a number line has a decimal expansion, which can be found for rational numbers using long division. Rational numbers are those with repeating decimal expansions (this includes finite decimals which have an expansion that ends in a sequence of zeros).
2. Informally explain why $\sqrt{2}$ is irrational.
3. Use rational approximations (including those obtained from truncating decimal expansions) to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., π^2). *For example, show that the square root of 2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8-EE

Linear equations in one variable

1. Understand that a linear equation in one variable might have one solution, infinitely many solutions, or no solutions. Which of these possibilities is the case can be determined by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
2. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive law and collecting like terms.

Linear equations in two variables

3. Understand that the slope of a non-vertical line in the coordinate plane has the same value for any two distinct points used to compute it. This can be seen using similar triangles.
4. Understand that two lines with well-defined slopes are parallel if and only if their slopes are equal.
5. Understand that the graph of a linear equation in two variables is a line, the set of pairs of numbers satisfying the equation. If the equation is in the form $y = mx + b$, the graph can be obtained by shifting the graph of $y = mx$ by b units (upwards if b is positive, downwards if b is negative). The slope of the line is m.
6. Understand that a proportional relationship between two variable quantities y and x can be represented by the equation $y = mx$. The constant m is the unit rate, and tells how much of y per unit of x.
7. Graph proportional relationships and relationships defined by a linear equation; find the slope and interpret the slope in context.
8. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

Systems of linear equations

9. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
10. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because the quantity $3x + 2y$ cannot simultaneously be 5 and 6.*
11. Solve and explain word problems leading to two linear equations in two variables.
12. Solve problems involving lines and their equations. *For example, decide whether a point with given coordinates lies on the line with a given equation; construct an equation for a line given two points on the line or one point and the slope; given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8-F

Function concepts

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *Function notation is not required in Grade 8.*
2. Evaluate expressions that define functions, and solve equations to find the input(s) that correspond to a given output.
3. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

4. Understand that a function is linear if it can be expressed in the form $y = mx + b$ or if its graph is a straight line. *For example, the function $y = x^2$ is not a linear function because its graph contains the points (1,1), (–1,1) and (0,0), which are not on a straight line.*

Functional relationships between quantities

5. Understand that functions can describe situations where one quantity determines another.
6. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
7. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8-G

Congruence and similarity

1. Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections.
2. Explain using rigid motions the meaning of congruence for triangles as the equality of all pair of sides and all pairs of angles.
3. Give an informal explanation using rigid motions of the SAS and ASA criteria for triangle congruence, and use them to prove simple theorems.
4. Explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.
5. Give an informal explanation using similarity transformations of the AA and SAS criteria for triangle similarity, and use them to prove simple theorems.

The Pythagorean Theorem

6. The side lengths of a right triangle are related by the Pythagorean Theorem. Conversely, if the side lengths of a triangle satisfy the Pythagorean Theorem, it is a right triangle.
7. Explain a proof of the Pythagorean Theorem and its converse.
8. Use the Pythagorean Theorem to determine unknown side lengths in right triangles and to solve problems in two and three dimensions.
9. Use the Pythagorean Theorem to find the distance between two points in a coordinate system.

Plane and solid geometry

10. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
11. Understand that slicing a three-dimensional figure with a plane produces a two-dimensional figure. Describe plane sections of right rectangular prisms and right rectangular pyramids.
12. Use hands-on activities to demonstrate and describe properties of: parallel lines in space, the line perpendicular to a given line through a given point, lines perpendicular to a given plane, lines parallel to a given plane, the plane or planes passing through three given points, and the plane perpendicular to a given line at a given point.

Statistics and Probability 8-SP

Patterns of association in bivariate data

1. Understand that scatter plots for bivariate measurement data may reveal patterns of association between two quantities.
2. Construct and interpret scatter plots for bivariate measurement data. Describe patterns such as clustering, outliers, positive or negative association, linear association, nonlinear association.
3. Understand that a straight line is a widely used model for exploring relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
4. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
5. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables

collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

DRAFT

Where is the College-and-Career-Readiness line drawn?

The high school standards specify the mathematics that all students should learn in order to be college and career ready. The high school standards also describe additional mathematics that students should learn to pursue careers and majors in science, technology, engineering and mathematics (STEM) fields. Other forms of advanced work are possible (for example in discrete mathematics or advanced statistics) and can be eventually added to the standards.

Standards beyond the college and career readiness level that are necessary for STEM careers are prefixed with a symbol STEM, as in this example:

> STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.

Any standard without this tag is understood to be in the common core mathematics curriculum for all students.

How are the high school standards organized?

The high school standards are listed in conceptual categories, as shown in the Table below. **Appendix A (online) contains drafts of model course descriptions based on these standards**. Conceptual categories portray a coherent view of core high school mathematics; a student's work with Functions, for example, crosses a number of traditional course boundaries, potentially up through and including Calculus.

Conceptual Organization of the High School Standards

CCRS Draft September 17th	High School Standards Draft March 10
Number	Number and Quantity
Quantity	
Expressions	Algebra
Equations	
Coordinates	
Functions	Functions
Geometry	Geometry
Statistics	Statistics and Probability
Probability	
Modeling	Modeling**

* Standards formerly appearing under Coordinates now appear under other headings.

** Making mathematical models is now a Standard for Mathematical Practice. Standards formerly appearing under Modeling are now distributed under other major headings. High school standards with relevance to modeling are flagged with a (★) symbol. A narrative description of modeling remains in the high school standards, but there are no specific standard statements in that narrative description.

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3, … Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 7, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

Students sometimes have difficulty accepting new kinds of numbers when these differ in appearance and properties from those of a familiar system. For example, students might decide that complex numbers are not numbers because they are not written with numerical digits, or because they do not describe positive or negative quantities. Indeed, this ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements. Historically, number systems have been extended when there is an intellectual or practical benefit in using the new numbers to solve previously insoluble problems.[1]

Although the referent of "number" changes, the four operations stay the same in important ways. The commutative, associative, and distributive laws extend the properties of operations to the integers, rational numbers, real numbers, and complex numbers. The inverse relationships between addition and subtraction, and multiplication and division are maintained in these larger systems.

Calculators are useful in this strand to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, volume, and so forth. In high school, students encounter novel situations in which they themselves must conceive the attributes of interest. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, who must conceptualize relevant attributes and create or choose suitable metrics by which to measure them.

Content Outline

The Real Number System

Quantities

The Complex Number System

Vector Quantities and Matrices

[1] See Harel, G., "A Standpoint of Research on Middle/Higher Number and Quantity," a research review provided for the Common Core State Standards Initiative.

The Real Number System N-RN

1. Understand that the laws of exponents for positive integer exponents follow from an understanding of exponents as indicating repeated multiplication, and from the associative law for multiplication.
2. Understand that the definition of the meaning of zero, positive rational, and negative exponents follows from extending the laws of exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, since* $(5^{1/3})^3 = 5^{(1/3)\cdot 3} = 5^1 = 5$, $5^{1/3}$ *is a cube root of* 5.
3. Understand that sums and products of rational numbers are rational.
4. Understand that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.
5. Rewrite expressions using the laws of exponents. *For example,* $(5^{1/2})^3 = 5^{3/2}$ *and* $1/5 = 5^{-1}$.

Quantities★ N-Q

1. Understand that the magnitude of a quantity is independent of the unit used to measure it. *For example, the density of a liquid does not change when it is measured in another unit. Rather, its measure changes. The chosen unit "measures" the quantity by giving it a numerical value ("the density of lead is 11.3 times that of water").*
2. Use units as a way to understand problems and to guide the solution of multi-step problems, involving, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game.
3. Define metrics for the purpose of descriptive modeling. *For example, find a good measure of overall highway safety; propose and debate measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled.*
4. Add, subtract, multiply, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
5. Use and interpret quantities and units correctly in algebraic formulas.
6. Use and interpret quantities and units correctly in graphs and data displays (function graphs, data tables, scatter plots, and other visual displays of quantitative information). Generate graphs and data displays using technology.

The Complex Number System N-CN

1. Understand that the relation $i^2 = -1$ and the commutative, associative, and distributive laws can be used to calculate with complex numbers.
2. STEM Understand that polynomials can be factored over the complex numbers, e.g., as in $x^2 + 4 = (x + 2i)(x - 2i)$.
3. STEM Understand that complex numbers can be visualized on the complex plane. Real numbers correspond to points on the horizontal (real) axis, and imaginary numbers to points on the vertical axis.
4. STEM Understand that on the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis.
5. STEM Understand that on the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints.
6. Add, subtract, and multiply complex numbers.
7. STEM Find the conjugate of a complex number; use conjugates to find absolute values and quotients of complex numbers.
8. STEM Solve quadratic equations with real coefficients that have complex solutions using a variety of methods.
9. STEM Graph complex numbers in rectangular form.
10. STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.
11. STEM Explain why the rectangular and polar forms of a complex number represent the same number.

★ Standard with close connection to modeling.

1. STEM Understand that vector quantities have both magnitude and direction. Vector quantities are typically represented by directed line segments. The magnitude of a vector $\mathbf{v}$ is commonly denoted $|\mathbf{v}|$ or $||\mathbf{v}||$.
2. STEM Understand that vectors are determined by the coordinates of their initial and terminal points, or by their components.
3. STEM Understand that vectors can be added end-to-end, component-wise, or by the parallelogram rule. The magnitude of a sum of two vectors is typically not the sum of the magnitudes.
4. STEM Understand that a vector $\mathbf{v}$ can be multiplied by a real number c (called a scalar in this context) to form a new vector $c\mathbf{v}$ with magnitude $|c|v$. When $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$). Scalar multiplication can be shown graphically by scaling vectors and possibly reflecting them in the origin; scalar multiplication can also be performed component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
5. STEM Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$. Two vectors can be subtracted graphically by connecting the tips in the appropriate order.
6. STEM Understand that matrices can be multiplied by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. Matrices of the same dimensions can be added or subtracted. Matrices with compatible dimensions can be multiplied. Unlike multiplication of numbers, matrix multiplication is not a commutative operation, but still satisfies the associative and distributive laws.
7. STEM Understand that a vector, when regarded as a matrix with one column, can be multiplied by a matrix of suitable dimensions to produce another vector. A 2×2 matrix can be viewed as a transformation of the plane.
8. STEM Understand that a system of linear equations can be represented as a single matrix equation in a vector variable.
9. STEM Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
10. STEM Perform basic vector operations (addition, subtraction, scalar multiplication) both graphically and algebraically.
11. STEM Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
12. STEM Solve problems involving velocity and quantities that can be represented by vectors.★
13. STEM Add, subtract, and multiply matrices of appropriate dimensions.
14. STEM Use matrices to store and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
15. STEM Represent systems of linear equations as matrix equations.
16. STEM Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension greater than 3×3).

★ Standard with close connection to modeling.

Expressions. An expression is a description of a computation on numbers and symbols that represent numbers, using arithmetic operations and the operation of raising a number to rational exponents. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by deductions from the commutative, associative, and distributive laws and the inverse relationships between the four operations, and the conventions of algebraic notation. These extend what students have learned about arithmetic expressions in K–8 to expressions that involve exponents, radicals, and representations of real numbers, and, for STEM-intending students, complex numbers.

At times, an expression is the result of applying operations to simpler expressions. Viewing such an expression by singling out these simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a CAS environment can be used to experiment with algebraic expressions, perform complex algebraic manipulations,and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement that two expressions are equal. Solutions to an equation are numbers that make the equation true when assigned to the variables in it. If the equation is true for all numbers, then it is called an identity; identities are often discovered by using the laws of arithmetic or the laws of exponents to transform one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be graphed in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the extension of that system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Equations in two variables may also define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Content Outline

Seeing Structure in Expressions

Arithmetic with Polynomials and Rational Expressions

Creating Equations that Describe Numbers or Relationships

Reasoning with Equations and Inequalities

Seeing Structure in Expressions A-SSE

1. Understand that different forms of an expression may reveal different properties of the quantity in question; a purpose in transforming expressions is to find those properties. *Examples: factoring a quadratic expression reveals the zeros of the function it defines, and putting the expression in vertex form reveals its maximum or minimum value; the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
2. Understand that complicated expressions can be interpreted by viewing one or more of their parts as single entities.
3. Interpret an expression that represents a quantity in terms of the context. *Include interpreting parts of an expression, such as terms, factors and coefficients.* ★
4. Factor, expand, and complete the square in quadratic expressions.
5. See expressions in different ways that suggest ways of transforming them. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.
6. Rewrite expressions using the laws of exponents. *For example,* $(x^{1/2})^3 = x^{3/2}$ *and* $1/x = x^{-1}$.
7. Use the laws of exponents to interpret expressions for exponential functions, recognizing positive rational exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power. *For example, identify the per unit percentage change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and conclude whether it represents exponential growth or decay. Recognize that any nonzero number raised to the zero power is 1, for example,* $12(1.05)^0 = 12$. *Avoid common errors such as confusing* $6(1.05)^t$ *with* $(6 \cdot 1.05)^t$ *and* $5(0.03)^t$ *with* $5(1.03)^t$.
8. STEM Prove the formula for the sum of a geometric series, and use the formula to solve problems.

Arithmetic with Polynomials and Rational Expressions A-APR

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
2. Understand that polynomial identities become true statements no matter which real numbers are substituted. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
3. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
4. STEM Understand that the Binomial Theorem gives the expansion of $(x + a)^n$ in powers of x for a positive integer n and a real number a, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
5. STEM Understand that rational expressions are quotients of polynomials. They form a system analogous to the rational numbers, closed under division by a nonzero rational function.
6. Add, subtract and multiply polynomials.
7. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the polynomial.
8. Transform simple rational expressions using the commutative, associative, and distributive laws, and the inverse relationship between multiplication and division.
9. Divide a polynomial $p(x)$ by a divisor of the form $x - a$ using long division.
10. STEM Identify zeros and asymptotes of rational functions, when suitable factorizations are available, and use the zeros and asymptotes to construct a rough graph of the function.
11. STEM Divide polynomials, using long division for linear divisors and long division or a computer algebra system for higher degree divisors.

Creating Equations That Describe Numbers or Relationships A-CED*

1. Understand that equations in one variable are often created to describe properties of a specific but unknown number.
2. Understand that equations in two or more variables that represent a relationship between quantities can be built by experimenting with specific numbers in the relationship.
3. Write equations and inequalities that specify an unknown quantity or to express a relationship between two or more quantities. Use the equations and inequalities to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

★ Standard with close connection to modeling.

4. Rearrange formulas to highlight a quantity of interest. *For example, transform Ohm's law $V = IR$ to highlight resistance R; in motion with constant acceleration, transform $v_{f,x}^2 - v_{i,x}^2 = 2a_x(x_f - x_i)$ to highlight the change in position along the x-axis, $x_f - x_i$.*

Reasoning with Equations and Inequalities A-REI

1. Understand that to solve an equation algebraically, one makes logical deductions from the equality asserted by the equation, often in steps that replace it with a simpler equation whose solutions include the solutions of the original one.
2. Understand that the method of completing the square can transform any quadratic equation in x into an equivalent equation of the form $(x - p)^2 = q$. This leads to the quadratic formula.
3. Understand that given a system of two linear equations in two variables, adding a multiple of one equation to another produces a system with the same solutions. This principle, combined with principles already encountered with equations in one variable, allows for the simplification of systems.
4. Understand that the graph of an equation in two variables is the set of its solutions plotted in the coordinate plane, often forming a curve or a line.
5. Understand that solutions to two equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
6. Understand that the solutions to a linear inequality in two variables can be graphed as a half-plane (excluding the boundary in the case of a strict inequality).
7. Understand that solutions to several linear inequalities in two variables correspond to points in the intersection of the regions in the plane defined by the solutions to the inequalities.
8. Understand that equations and inequalities can be viewed as constraints in a problem situation, e.g., inequalities describing nutritional and cost constraints on combinations of different foods.★
9. STEM Understand that the relationship between an invertible function f and its inverse function can be used to solve equations of the form $f(x) = c$.
10. Solve simple rational and radical equations in one variable, noting and explaining extraneous solutions.
11. Solve linear equations in one variable, including equations with coefficients represented by letters.
12. Solve quadratic equations in one variable. *Include methods such as inspection (e.g. for $x^2 = 49$), square roots, completing the square, the quadratic formula and factoring. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.*
13. Solve equations $f(x) = g(x)$ approximately by finding the intersections of the graphs of $f(x)$ and $g(x)$, e.g. using technology to graph the functions. *Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, exponential, and logarithmic functions.*
14. Solve linear inequalities in one variable and graph the solution set on a number line.
15. Solve systems of linear equations algebraically and graphically, focusing on pairs of linear equations in two variables.
16. Solve algebraically a simple system consisting of one linear equation and one quadratic equation in two variables; for example, find points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
17. Graph the solution set of a system of linear inequalities in two variables.
18. In modeling situations, represent constraints by systems of equations and/or inequalities, and interpret solutions of these systems as viable or non-viable options in the modeling context.★
19. In the context of exponential models, solve equations of the form $a\,b^{ct} = d$ where a, c, and d are specific numbers and the base b is 2, 10, or e.★
20. STEM Relate the properties of logarithms to the laws of exponents and solve equations involving exponential functions.
21. STEM Use inverse functions to solve equations of the form $a\sin(bx + c) = d$, $a\cos(bx + c) = d$, and $a\tan(bx + c) = d$.

★ Standard with close connection to modeling.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city"; or by an algebraic expression like $f(x) = a + bx$. The graph of a function is often a useful way of visualizing the relationship the function models, and manipulating a mathematical expression for a function can throw light on the function's properties. Graphing technology and spreadsheets are also useful tools in the study of functions.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a CAS can be used to experiment with properties of the functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Content Outline

Interpreting Functions

Building Functions

Linear, Quadratic, and Exponential Models

Trigonometric Functions

Limits and Continuity†

Differential Calculus†

Applications of Derivatives†

Integral Calculus†

Applications of Integration†

Infinite Series†

† Specific standards for calculus domains are not listed.

Interpreting Functions A-IF

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x.
2. Understand that functions of a single variable have key characteristics, including: zeros; extreme values; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior.
3. Understand that a function defined by an expression may be written in different but equivalent forms, which can reveal different properties of the function.
4. Use function notation and evaluate functions for inputs in their domains.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, what its long-run behavior appears to be, and whether it appears to be periodic). ★
6. Sketch a graph that exhibits the qualitative features of a function that models a relationship between two quantities. ★
7. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, draw conclusions about the graph of a quadratic function from its algebraic expression.*
8. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* ★
9. Describe the qualitative behavior of functions presented in graphs and tables. *Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★
10. Use technology to exhibit the effects of parameter changes on the graphs of linear, power, quadratic, square root, cube root, and polynomial functions, and simple rational, exponential, logarithmic, sine, cosine, absolute value, and step functions. ★
11. Transform quadratic polynomials algebraically to reveal different features of the function they define, such as zeros, extreme values, and symmetry of the graph.

Building Functions A-BF

1. Understand that functions can be described by specifying an explicit expression, a recursive process or steps for calculation.
2. Understand that sequences are functions whose domain is a subset of the nonnegative integers.
3. STEM Understand that composing a function f with a function g creates a new function called the composite function—for an input number x, the output of the composite function is $f(g(x))$.
4. STEM Understand that the inverse of an invertible function "undoes" what the function does; that is, composing the function with its inverse in either order returns the original input. One can sometimes produce an invertible function from a non-invertible function by restricting the domain (e.g., squaring is not an invertible function on the real numbers, but squaring is invertible on the nonnegative real numbers).
5. Write a function that describes a relationship between two quantities, for example by varying parameters in and combining standard function types (such as linear, quadratic or exponential functions). Use technology to experiment with parameters and to illustrate an explanation of the behavior of the function when parameters vary. ★
6. Solve problems involving linear, quadratic, and exponential functions. ★
7. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
8. Generate an arithmetic or geometric sequence given a recursive rule for the sequence. ★
9. As a way to describe routine modeling situations, write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms. ★
10. STEM Evaluate composite functions and compose functions symbolically.
11. STEM Read values of an inverse function from a graph or a table, given that the function has an inverse.
12. STEM For linear or simple exponential functions, find a formula for an inverse function by solving an equation.
13. STEM Verify symbolically by composition that one function is the inverse of another.

Linear, Quadratic, and Exponential Models A-LQE

1. Understand that a linear function, defined by $f(x) = mx + b$ for some constants m and b, models a situation in which a quantity changes at a constant rate, m, relative to another. ★
2. Understand that quadratic functions have maximum or minimum values and can be used to model problems with optimum solutions. ★
3. Understand that an exponential function, defined by $f(x) = ab^x$ or by $f(x) = a(1 + r)^x$ for some constants a, $b > 0$ and $r > -1$, models a situation where a quantity grows or decays by a constant factor or a constant percentage change over each unit interval. ★
4. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. ★
5. Understand that in an arithmetic sequence, differences between consecutive terms form a constant sequence, and second differences are zero. Conversely, if the second differences are zero, the sequence is arithmetic. Arithmetic sequences can be seen as linear functions. ★
6. Understand that in a sequence that increases quadratically (e.g., $a_n = 3n^2 + 2n + 1$), differences between consecutive terms form an arithmetic sequence, and second differences form a constant sequence. Conversely, if the second differences form a constant sequence with nonzero value, the sequence increases quadratically. ★
7. Understand that in a geometric sequence, ratios of consecutive terms are all the same. ★
8. Understand that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
9. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
10. Construct a function to describe a linear relationship between two quantities. Determine the rate of change and constant term of a linear function from a graph, a description of a relationship, or from two (x, y) values (include reading these from a table). ★
11. Use quadratic functions to model problems, e.g., in situations with optimum solutions. ★
12. Construct an exponential function in the form $f(x) = a(1 + r)^x$ or $f(x) = ab^x$ to describe a relationship in which one quantity grows with respect to another at a constant percent growth rate or a with a constant growth factor. ★
13. Interpret the rate of change and constant term of a linear function or sequence in terms of the situation it models, and in terms of its graph or a table of values. ★
14. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed interval. Estimate the growth factor from a graph. ★
15. Recognize a quantitative relationship as linear, exponential, or neither from description of a situation. ★
16. Compare quantities increasing exponentially to quantities increasing linearly or as a polynomial function. ★

Trigonometric Functions F-TF

1. STEM Understand that the unit circle in the coordinate plane enables one to define the sine, cosine, and tangent functions for real numbers.
2. STEM Understand that trigonometric functions are periodic by definition, and sums and products of functions with the same period are periodic.
3. STEM Understand that restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function.
4. STEM Revisit trigonometric functions and their graphs in terms of radians.
5. STEM Use the unit circle to determine geometrically the values of sine, cosine, tangent for integer multiples of $\pi/4$ and $\pi/6$.
6. STEM Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
7. STEM Solve simple trigonometric equations formally using inverse trigonometric functions and evaluate the solutions numerically using technology. *Solving trigonometric equations by means of the quadratic formula is optional.*

Limits and Continuity† F-LC

★ Standard with close connection to modeling.

† Specific standards for calculus domains are not listed.

Differential Calculus† F-DC

Applications of Derivatives† F-AD

Integral Calculus† F-IC

Applications of Integration† F-AI

Infinite Series† F-IS

DRAFT

† Specific standards for calculus domains are not listed.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

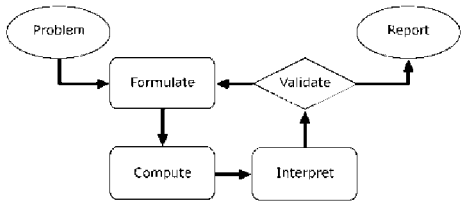
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, like extreme sports, pandemics and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those than represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then, either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such

problems.

Graphing utilities, spreadsheets, CAS environments, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).

DRAFT

Mathematics | High School—Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model. One begins to make a probability model by listing or describing the possible outcomes (the sample space) and assigning probabilities. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, functional models, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functional models may be used to approximate data; if the data are approximately linear, the relationship may be modeled with a regression line and the strength and direction of such a relationship may be expressed through a correlation coefficient.

Content Outline

Summarizing Categorical and Measurement Data

Probability Models

Independently Combined Probability Models

Making Inferences and Justifying Conclusions Drawn from Data

Conditional Probability and the Laws of Probability

Experimenting and Simulating to Model Probabilities

Using Probability to Make Decisions

* Most or all of the standards in Statistics and Probability have a close connection to modeling.

Summarizing Categorical and Quantitative Data S-SI

1. Understand that statistical methods take variability into account to support making informed decisions based on data collected to answer specific questions.
2. Understand that visual displays and summary statistics condense the information in data sets into usable knowledge.
3. Understand that patterns of association or relationships between variables may emerge through careful analysis of multi-variable data.
4. Summarize comparative or bivariate categorical data in two-way frequency tables. Interpret joint, marginal and conditional relative frequencies in the context of the data, recognizing possible associations and trends in bivariate categorical data.
5. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms, and box plots). Use statistics appropriate to the shape of the data distribution to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets. Interpret changes in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
6. Represent bivariate quantitative data on a scatter plot and describe how the variables are related.
7. Fit a linear function for scatter plots that suggest a linear association. Informally assess the fit of the model function by plotting and analyzing residuals.
8. Use a model function fitted to the data to solve problems in the context of the data, interpreting the slope (rate of change) and the intercept (constant term).
9. Compute (using technology) and interpret the correlation coefficient for a linear relationship between variables.
10. Distinguish between correlation and causation.

Probability Models S-PM

1. Understand that in a probability model, individual outcomes have probabilities that sum to 1. When outcomes are categorized, the probability of a given type of outcome is the sum of the probabilities of all the individual outcomes of that type.
2. Understand that uniform probability models are useful models for processes such as (i) the selection of a person from a population; (ii) the selection of a number in a lottery; (iii) any physical situation in which symmetry suggests that different individual outcomes are equally likely.
3. Understand that two different empirical probability models for the same process will rarely assign exactly the same probability to a given type of outcome. But if the data sets are large and the methods used to collect the data for the two data sets are consistent, the agreement between the models is likely to be reasonably good.
4. Understand that a (theoretical) uniform probability model may be judged by comparing it to an empirical probability model for the same process. If the theoretical assumptions are appropriate and the data set is large, then the two models should agree approximately. If the agreement is not good, then it may be necessary to modify the assumptions underlying the theoretical model or look for factors that might have affected the data used to create the empirical model.
5. Use a uniform probability model to compute probabilities for a process involving uncertainty, including the random selection of a person from a population and physical situations where symmetry suggests that different individual outcomes are equally likely.
    a. List the individual outcomes to create a sample space.
    b. Label the individual outcomes in the sample space to reflect important characteristics or quantities associated with them.
    c. Determine probabilities of individual outcomes, and determine the probability of a type or category of outcome as the fraction of individual outcomes it includes.
6. Generate data by sampling, repeated experimental trials, and simulations. Record and appropriately label such data, and use them to construct an empirical probability model. Compute probabilities in such models.
7. Compare probabilities from a theoretical model to probabilities from a corresponding empirical model for the same situation. If the agreement is not good, explain possible sources of the discrepancies.

Independently Combined Probability Models S-IPM

1. Understand that to describe a pair of random processes (such as tossing a coin and rolling a number cube), or one random process repeated twice (such as randomly selecting a student in the class on two different days), two probability models can be combined into a single model.

a. The sample space for the combined model is formed by listing all possible ordered pairs that combine an individual outcome from the first model with an individual outcome from the second. Each ordered pair is an individual outcome in the combined model.

b. The total number of individual outcomes (ordered pairs) in the combined model is the product of the number of individual outcomes in each of the two original models.

2. Understand that when two probability models are combined independently, the probability that one type of outcome in the first model occurs together with another type of outcome in the second model is the product of the two corresponding probabilities in the original models (the Multiplication Rule).
3. Combine two uniform models independently to compute probabilities for a pair of random processes (e.g., flipping a coin twice, selecting one person from each of two classes).
   a. Use organized lists, tables and tree diagrams to represent the combined sample space.
   b. Determine probabilities of ordered pairs in the combined model, and determine the probability of a particular type or category of outcomes in the combined model, as the fraction of ordered pairs corresponding to it.
4. For two independently combined uniform models, use the Multiplication Rule to determine probabilities.

Making Inferences and Justifying Conclusions S-IC

1. Understand that statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference.
2. Understand that the design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.
3. Understand that simulation-based techniques are powerful tools for making inferences and justifying conclusions from data.
4. Use probabilistic reasoning to decide if a specified model is consistent with results from a given data-generating process. (For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?)
5. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.
6. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
7. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment.
8. Evaluate reports based on data.

Conditional Probability and the Laws of Probability S-CP

1. Understand that events are subsets of a sample space; often, events of interest are defined by using characteristics (or categories) of the sample points, or as unions, intersections, or complements thereof ("and," "or," "not"). A sample point may belong to several events (categories).
2. Understand that if A and B are two events, then in a uniform model the conditional probability of A given B, denoted by $P(A \mid B)$, is the fraction of B's sample points that also lie in A.
3. Understand that the laws of probability allow one to use known probabilities to determine other probabilities of interest.
4. Compute probabilities by constructing and analyzing sample spaces, representing them by tree diagrams, systematic lists, and Venn diagrams.
5. Use the laws of probability to compute probabilities.
6. Apply concepts such as intersections, unions and complements of events, and conditional probability and independence to define or analyze events, calculate probabilities and solve problems.
7. Construct and interpret two-way tables to show probabilities when two characteristics (or categories) are associated with each sample point. Use a two-way table to determine conditional probabilities. ★
8. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. ★
9. Use permutations and combinations to compute probabilities of compound events and solve problems.

★ Standard with close connection to modeling.

Experimenting and Simulating to Model Probabilities S-ES

1. Understand that sets of data obtained from surveys, simulations or other means can be used as probability models, by treating the data set itself as a sample space, in which the sample points are the individual pieces of data.
2. Understand that the probability of an outcome can be interpreted as an assertion about the long-run proportion of the outcome's occurrence if the random experiment is repeated a large number of times.
3. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes.
4. Compare the results of simulations with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them.
5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.

Using Probability to Make Decisions S-MD

1. Understand that the expected value of a random variable is the weighted average of its possible values, with weights given by their respective probabilities.
2. Understand that when the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g., of an investment.
3. Calculate expected value, e.g. to determine the fair price of an investment.
4. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
5. Evaluate and compare two investments or strategies with the same expected value, where one investment or strategy is safer than the other.
6. Evaluate and compare two investments or strategies, where one investment or strategy is safer but has lower expected value. Include large and small investments, and situations with serious consequences.
7. Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game).

DRAFT

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many real-world and theoretical situations.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation? Coordinates can describe locations in three dimensions and extend the use of algebraic techniques to problems involving the three-dimensional world we live in.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same was as CAS environments allow them to experiment with algebraic phenomena.

Connections to Equations and Inequalities. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Content Outline

Congruence

Similarity, Right Triangles, and Trigonometry

Circles

Expressing Geometric Properties with Equations

Trigonometry of General Triangles

Geometric Measurement and Dimension

Modeling with Geometry

Congruence G-CO

1. Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other. This is the principle of superposition.
2. Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent.
3. Understand that criteria for triangle congruence (ASA, SAS, and SSS) can be established using rigid motions.
4. Understand that geometric diagrams can be used to test conjectures and identify logical errors in fallacious proofs.
5. Know and use (in reasoning and problem solving) definitions of angles, polygons, parallel, and perpendicular lines, rigid motions, parallelograms and rectangles.
6. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints.*
7. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are congruent, the triangle inequality, the longest side of a triangle faces the angle with the greatest measure and vice-versa, the exterior-angle inequality, and the segment joining midpoints of two sides of a triangle parallel to the third side and half the length.*
8. Use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid and kite.
9. Characterize parallelograms in terms of equality of opposite sides, in terms of equality of opposite angles, and in terms of bisection of diagonals; characterize rectangles as parallelograms with equal diagonals.
10. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
11. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.
12. Use two-dimensional representations to transform figures and to predict the effect of translations, rotations, and reflections.
13. Use two-dimensional representations to transform figures and to predict the effect of dilations.

Similarity, Right Triangles, and Trigonometry G-SRT

1. Understand that dilating a line produces a line parallel to the original. (In particular, lines passing through the center of the dilation remain unchanged.)
2. Understand that the dilation of a given segment is parallel to the given segment and longer or shorter in the ratio given by the scale factor. A dilation leaves a segment unchanged if and only if the scale factor is 1.
3. Understand that the assumed properties of dilations can be used to establish the AA, SAS, and SSS criteria for similarity of triangles.
4. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine, and tangent.
5. Understand that a line parallel to one side of a triangle divides the other two proportionally, and conversely.
6. Use triangle similarity criteria to solve problems and to prove relationships in geometric figures. *Include a proof of the Pythagorean theorem using triangle similarity.*
7. Use and explain the relationship between the sine and cosine of complementary angles.
8. Use sine, cosine, tangent, and the Pythagorean Theorem to solve right triangles[2] in applied problems.
9. STEM Give an informal explanation using successive approximation that a dilation of scale factor r changes the length of a curve by a factor of r and the area of a region by a factor of r^2.

Circles G-C

1. Understand that dilations can be used to show that all circles are similar.
2. Understand that there is a unique circle through three non-collinear points, and four circles tangent to three non-concurrent lines.

[2] A right triangle has five parameters, its three lengths and two acute angles. Given a length and any other parameter, "solving a right triangle" means finding the remaining three parameters.

3. Identify and define radius, diameter, chord, tangent, secant, and circumference.
4. Identify and describe relationships among angles, radii, and chords. *Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
5. Determine the arc lengths and the areas of sectors of circles, using proportions.
6. STEM Construct a tangent line from a point outside a given circle to the circle.
7. STEM Prove and use theorems about circles, and use these theorems to solve problems involving:
   a. Symmetries of a circle
   b. Similarity of a circle to any other
   c. Tangent line, perpendicularity to a radius
   d. Inscribed angles in a circle, relationship to central angles, and equality of inscribed angles
   e. Properties of chords, tangents, and secants as an application of triangle similarity.

Expressing Geometric Properties with Equations G-GPE

1. Understand that two lines with well-defined slopes are perpendicular if and only if the product of their slopes is equal to –1.
2. Understand that the equation of a circle can be found using its definition and the Pythagorean Theorem.
3. Understand that transforming the graph of an equation by reflecting in the axes, translating parallel to the axes, or applying a dilation in one of the coordinate directions corresponds to substitutions in the equation.
4. STEM Understand that an ellipse is the set of all points whose distances from two fixed points (the foci) are a constant sum. The graph of $x^2/a^2 + y^2/b^2 = 1$ is an ellipse with foci on one of the axes.
5. STEM Understand that a parabola is the set of points equidistant from a fixed point (the focus) and a fixed line (the directrix). The graph of any quadratic function is a parabola, and all parabolas are similar.
6. STEM Understand that the formula $A = \pi ab$ for the area of an ellipse can be derived from the formula for the area of a circle.★
7. Use the slope criteria for parallel and perpendicular lines to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
8. Find the point on the segment between two given points that divides the segment in a given ratio.
9. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.★
10. Decide whether a point with given coordinates lies on a circle defined by a given equation.
11. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).
12. Complete the square to find the center and radius of a circle given by an equation.
13. STEM Find an equation for an ellipse given in the coordinate plane with major and minor axes parallel to the coordinate axes.
14. STEM Calculate areas of ellipses to solve problems.★

Trigonometry of General Triangles G-TGT

1. STEM Understand that the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle can be derived by drawing an auxiliary line from a vertex perpendicular to the opposite side. Applying this formula in three different ways leads to the Law of Sines.
2. STEM Understand that the Law of Cosines generalizes the Pythagorean Theorem.
3. STEM Understand that the sine, cosine and tangent of the sum or difference of two angles can be expressed in terms of sine, cosine, and tangent of the angles themselves using the addition formulas.
4. STEM Understand that the Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that "Side-Side-Angle" is not a congruence criterion.
5. STEM Explain proofs of the Law of Sines and the Law of Cosines.

★ Standard with close connection to modeling.

6. STEM Use the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Geometric Measurement and Dimension G-GMD

1. Understand that the area of a decomposed figure is the sum of the areas of its components and is independent of the choice of dissection.
2. STEM Understand that lengths of curves and areas of curved regions can be defined using the informal notion of limit.
3. STEM Understand that Cavalieri's principle allows one to understand volume formulas informally by visualizing volumes as stacks of thin slices.
4. Find areas of polygons by dissecting them into triangles.
5. Explain why the volume of a cylinder is the area of the base times the height, using informal arguments.
6. For a pyramid or a cone, give a heuristic argument to show why its volume is one-third of its height times the area of its base.
7. Apply formulas and solve problems involving volume and surface area of right prisms, right circular cylinders, right pyramids, cones, spheres and composite figures.
8. STEM Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
9. STEM Use the behavior of length and area under dilations to show that the circumference of a circle is proportional to the radius and the area of a circle is proportional to the square of the radius. Identify the relation between the constants of proportionality with an informal argument involving dissection and recomposition of a circle into an approximate rectangle.

Modeling with Geometry G-MG

1. Understand that models of objects and structures can be built from a library of standard shapes; a single kind of shape can model seemingly different objects. ★
2. Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso or as a cylinder). ★
3. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★
4. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios). ★

★ Standard with close connection to modeling.

Glossary

Addition and subtraction within 10, 20, or 100. Addition or subtraction of whole numbers with whole number answers, and with sum or minuend at most 10, 20, or 100. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $3/4$ and $-3/4$ are additive inverses of one another because $3/4 + (-3/4) = (-3/4) + 3/4 = 0$.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[3]

Complex fraction. A fraction A/B where A and/or B are fractions.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rigid motions (rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Decade word. A word referring to a single-digit multiple of ten, as in *twenty*, *thirty*, *forty*, etc.

Dot plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a line plot.[4]

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Empirical probability model. A probablity model based on a data set for a random process in which the probability of a particular type or category of outcome equals the percentage of data points included in the category. Example: If a coin is tossed 10 times and 4 of the tosses are Heads, then the empirical probability of Heads in the empirical probability model is $4/10$ (equivalently 0.4 or 40%).

Equivalent fractions. Two fractions a/b and c/d that represent the same number.

Expanded form. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[5] *See also* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) *See also* rational number.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or $-a$ for some whole number a.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. *See also* first quartile, third quartile.

Laws of arithmetic. See Table 3 in this Glossary.

Line plot. See dot plot.

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[6] Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

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[3] Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[4] Adapted from Wisconsin Department of Public Instruction, *op. cit.*.

[5] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006),

[6] To be more precise, this defines the *arithmetic mean*.

Multiplication and division within 100. Multiplication or division of whole numbers with whole number answers, and with product or dividend at most 100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $3/4$ and $4/3$ are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. Associativity and commutativity of addition and multiplication, distributivity of multiplication over addition, the additive identity property of 0, and the multiplicative identity property of 1.See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

Rational number. A number expressible in the form a/b or $-a/b$ for some fraction a/b. The rational numbers include the integers.

Related fractions. Two fractions are said to be related if one denominator is a factor of the other.[7]

Rigid motion. A transformation of points in space consisting of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[8]

Similarity transformation. A rigid motion followed by a dilation.

Tape diagrams. Drawings that look like a segment of tape, used to illustrate number relationships. Also known as strip diagrams, bar models or graphs, fraction strips, or length models.

Teen number. A whole number that is greater than or equal to 11 and less than or equal to 19.

Third quartile. For a data set with median M, the third quartile is the median of the data values greater than M. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the third quartile is 15. *See also* median, first quartile, interquartile range.

Uniform probability model. A probability model in which the individual outcomes all have the same probability ($1/N$ if there are N individual outcomes in the sample space). If a given type of outcome consists of M individual outcomes, then the probability of that type of outcome is M/N. Example: if a uniform probability model is used to model the process of randomly selecting a person from a class of 32 students, and if 8 of the students are left-handed, then the probability of randomly selecting a left-handed student is $8/32$ (equivalently $1/4$, 0.25 or 25%).

Whole numbers. The numbers 0, 1, 2, 3, ...

[7] See Ginsburg, Leinwand and Decker (2009), *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?*, Table A1, p. A-5, grades 3 and 4.

[8] Adapted from Wisconsin Department of Public Instruction, *op. cit.*.

TABLE 1. Common addition and subtraction situations.[9]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[10]
Put Together/ Take Apart[11]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[12]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[9] Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

[10] These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

[11] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

[12] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.[13]

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	$3 \times 6 = ?$	**$3 \times ? = 18$ and $18 \div 3 = ?$**	**$? \times 6 = 18$ and $18 \div 6 = ?$**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example.* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example.* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[14] Area[15]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example.* What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example.* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example.* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example.* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? *Measurement example.* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

[13] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[14] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[15] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The laws of arithmetic, including the properties of operations (identified with °). Here a, b and c stand for arbitrary numbers in a given number system. The laws of arithmetic apply to the rational number system, the real number system, and the complex number system.

°*Associative law of addition*	$(a + b) + c = a + (b + c)$
°*Commutative law of addition*	$a + b = b + a$
°*Additive identity property of 0*	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
°*Associative law of multiplication*	$(a \times b) \times c = a \times (b \times c)$
°*Commutative law of multiplication*	$a \times b = b \times a$
°*Multiplicative identity property of 1*	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
°*Distributive law of multiplication over addition*	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

TABLE 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

DRAFT

Sample of Works Consulted

Existing state standards documents.

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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.

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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.

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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

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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

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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

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I. Executive Summary

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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.

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II. The Need for Action

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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]

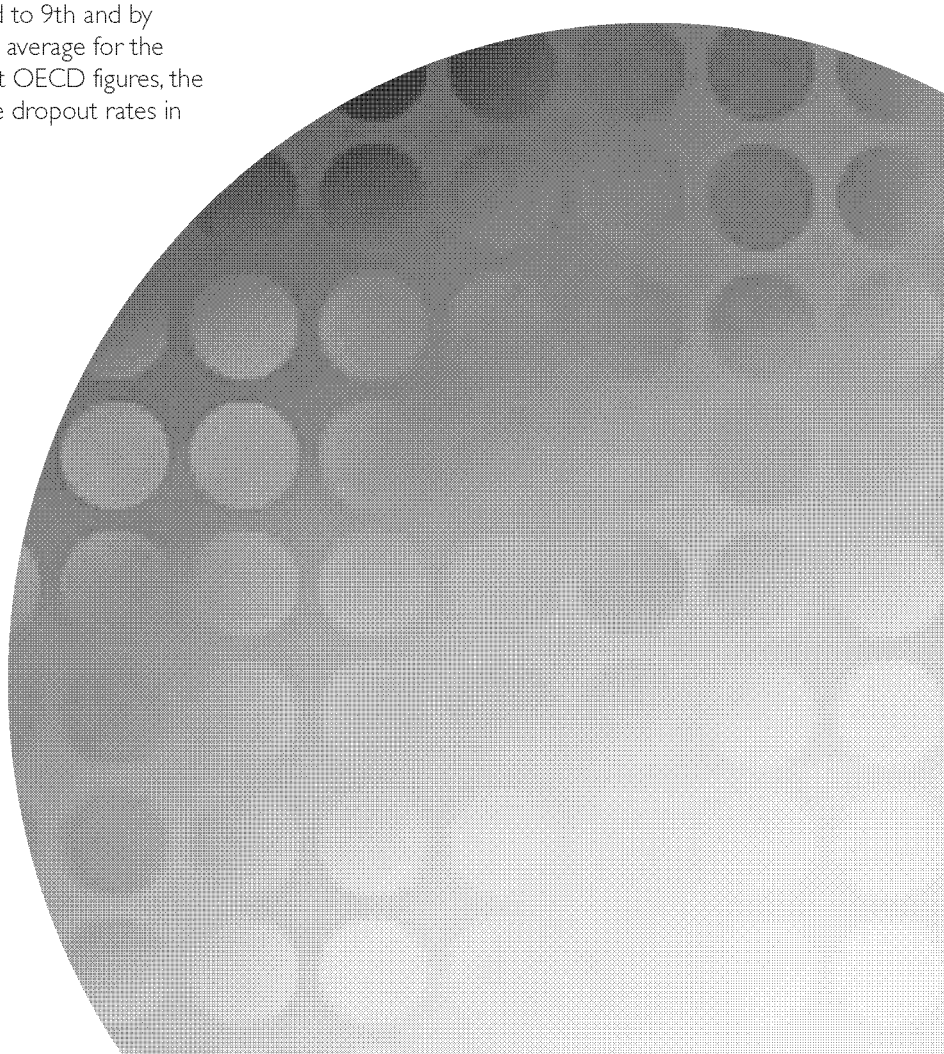
Fortune may favor the prepared mind, but it also favors the prepared *place*—whether that place is a nation, a region, or an individual state. To lay a solid foundation for widespread economic growth, governments around the world are adopting policies aligned with a 21st century economy that is increasingly 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.

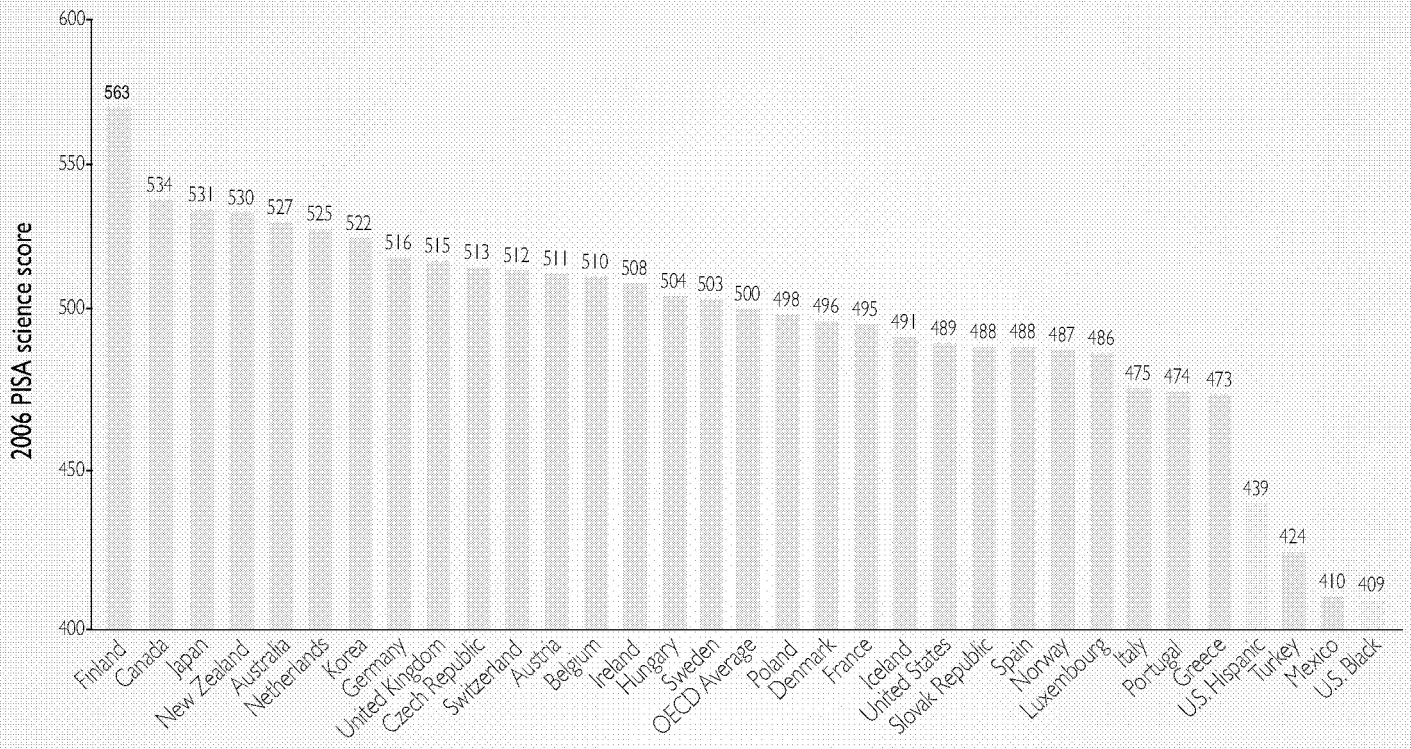
Recent studies offer compelling evidence that educational equity is just as important for economic competitiveness as it is for social justice. Hanushek and colleagues specifically analyzed economic data to answer this question: "Which is more important for growth—having a substantial cadre of high performers 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.

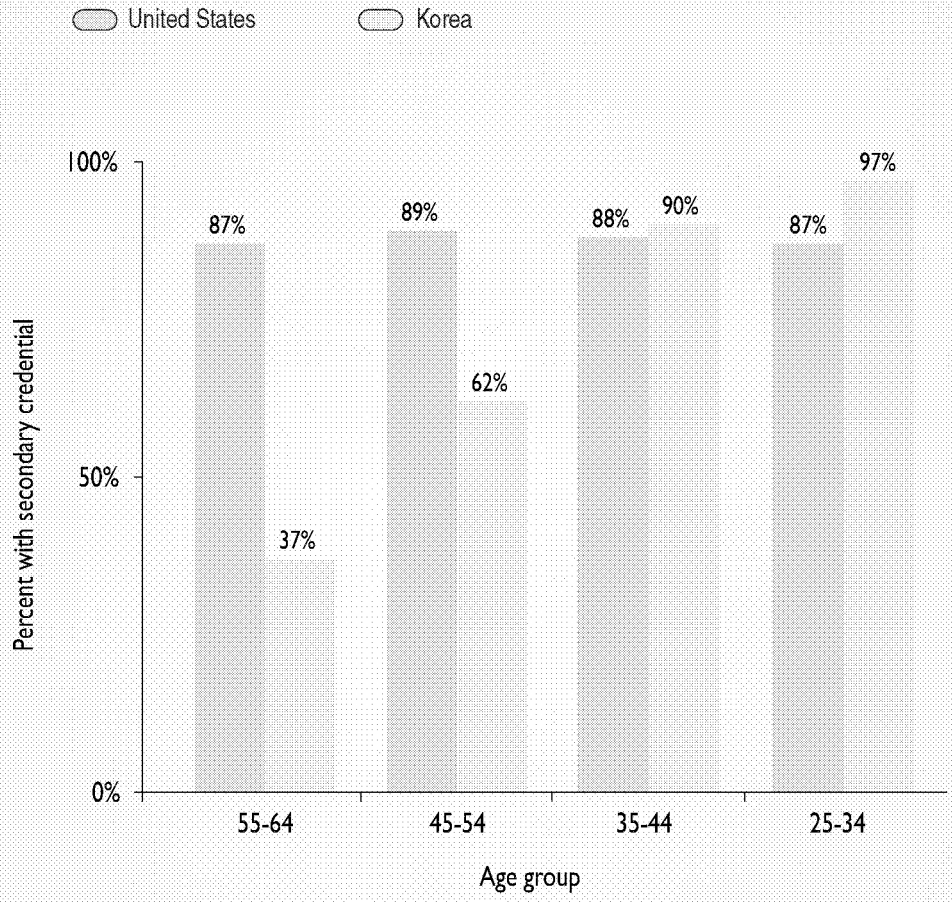
"Young Chinese, Indians, and Poles are not racing us to the bottom," *New York Times* columnist Thomas Friedman observed in 2005. "They do not want to work for us; they don't even want to be us. They want to dominate us—in the sense that they want to be creating the companies of the future …."[45]

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

(b)(6)

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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.

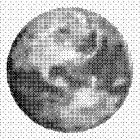
International benchmarking provides an additional tool for making every state's existing education policy and improvement process more effective, offering insights and ideas that cannot be garnered by examining educational practices only within U.S. borders. State leaders can use benchmarking to augment 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**).

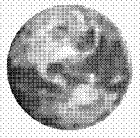
Figure 4: Mathematics Topics in Content Standards of 21 States

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]

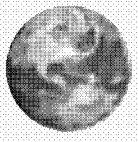
Such assessments typically are more expensive to develop and administer than the multiple-choice exams commonly used in the U.S. However, states can save time and money by sharing resources and expertise to develop high-quality voluntary assessments or a common pool of assessment items. That kind of 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]

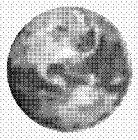
Sir Michael Barber emphasizes that there are important lessons for improving teaching and leadership that can be adapted and applied across nations—and vigorous policy efforts can result in rapid improvements. When the British government surveyed adults aged 24 to 35 in the year 2000 about switching 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]

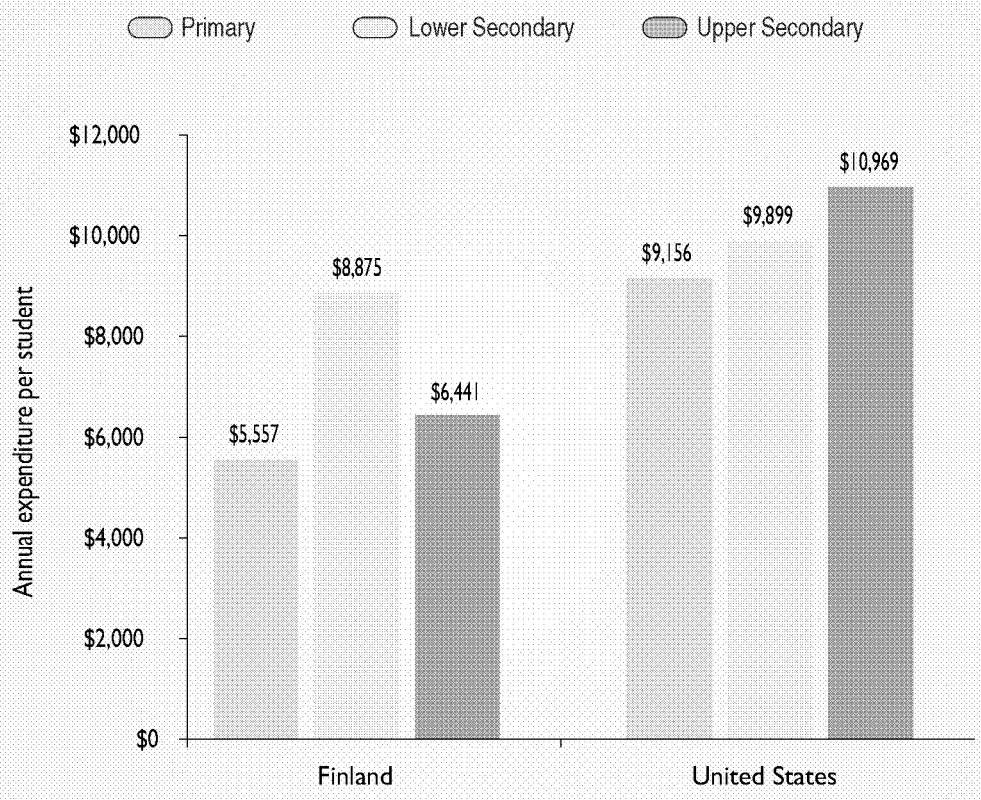
Many high-performing countries also provide intensive, targeted academic supports to students, such as the Finnish and Singaporean intervention strategies described above. The Finnish example is particularly interesting in that it is one of four overlapping "layers" of intensifying interventions for 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.

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IV. The Federal Role

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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

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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.

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Appendix A: Countries Participating in International Assessments

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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.

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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 continuously improve teaching and learning**. 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 improve the quality of learning 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 use multiple measures 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) New technologies enable greater assessment quality 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.

State and Local Roles within a Consortium

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

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	

Range 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.

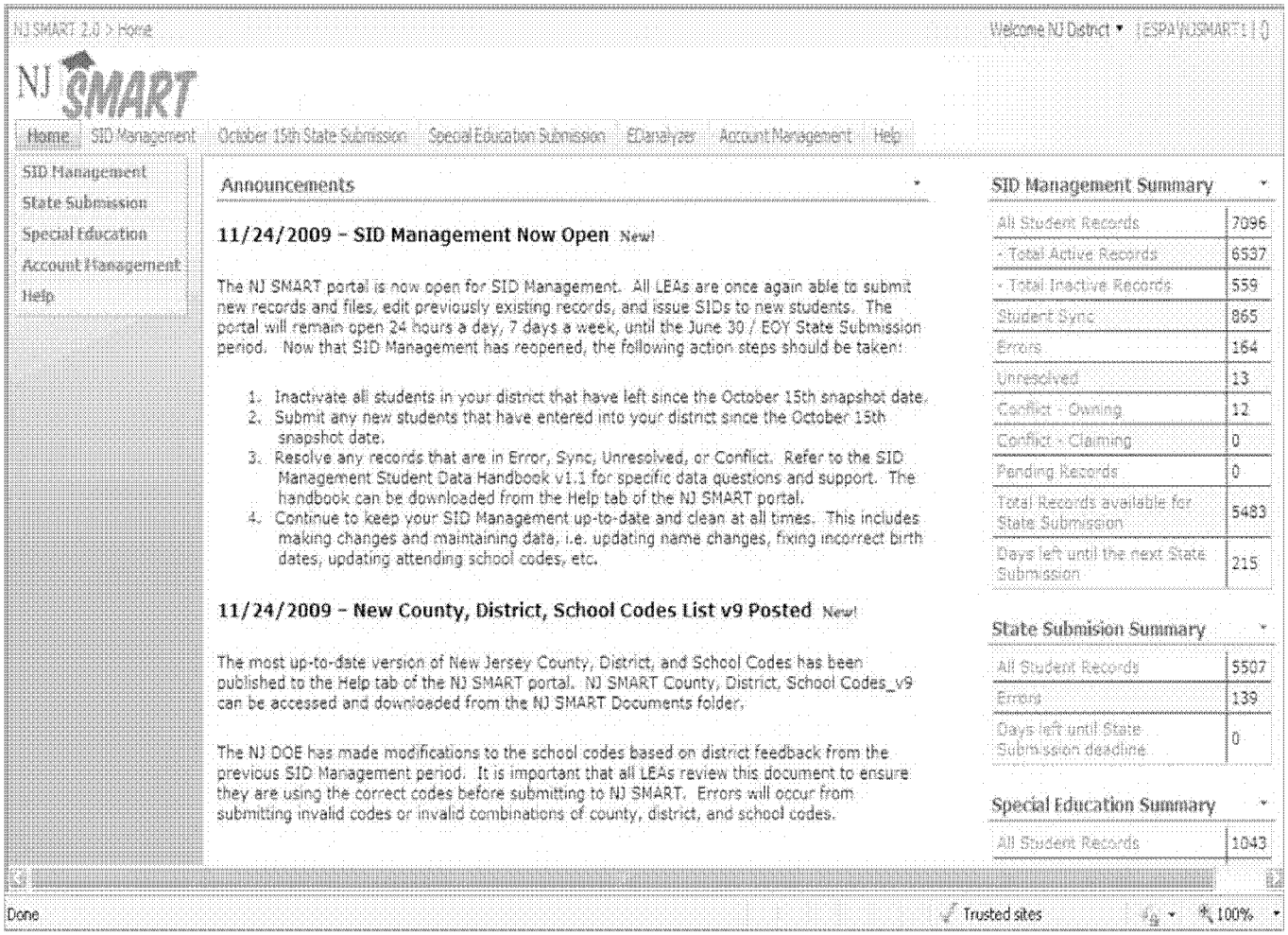
Additional Notes: All submission files must include SIDs for students who have had SIDs issued; if a file submission does not include SIDs, it will not be accepted by NJ SMART.

NJ SMART Overview

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.

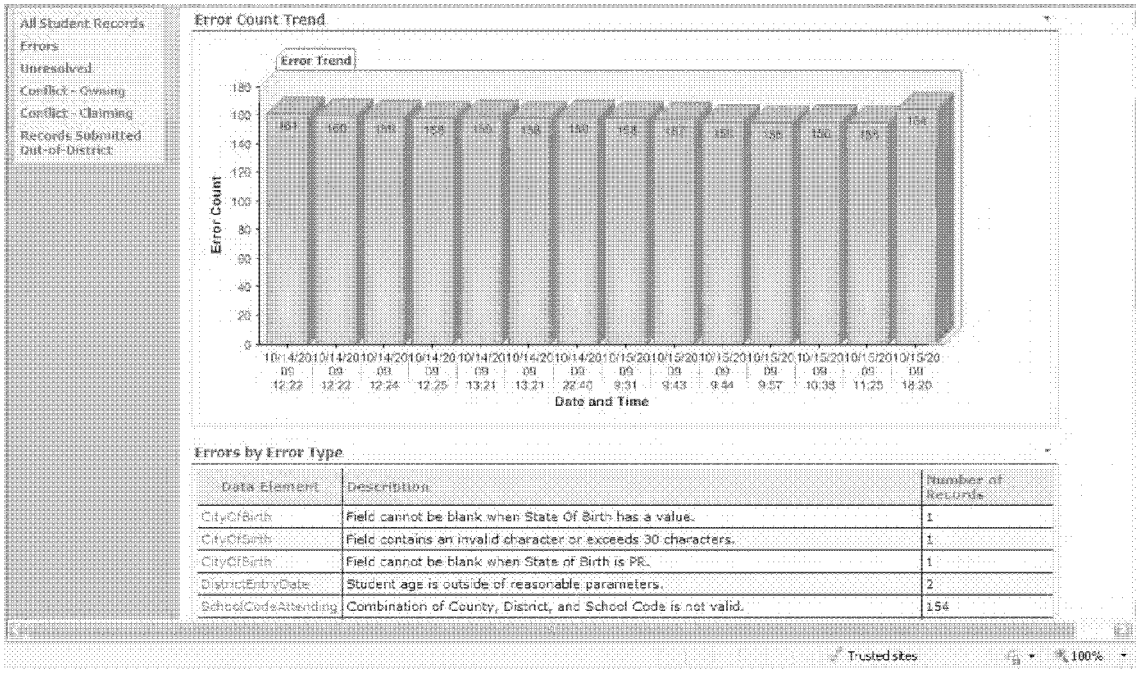
Home page

The NJ SMART Home 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.



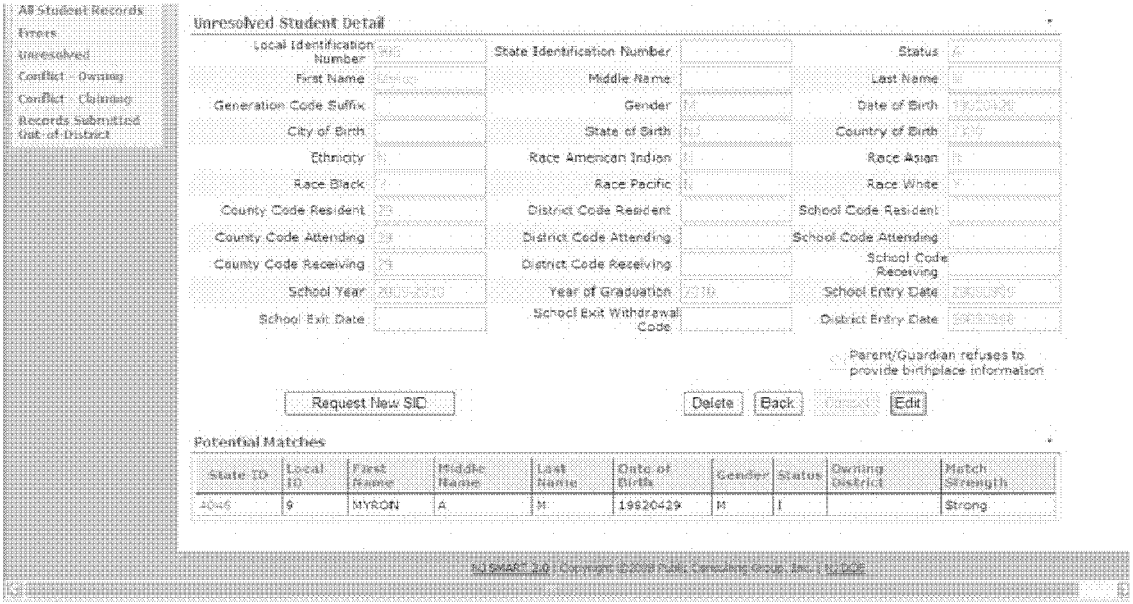
Errors page

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.



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.



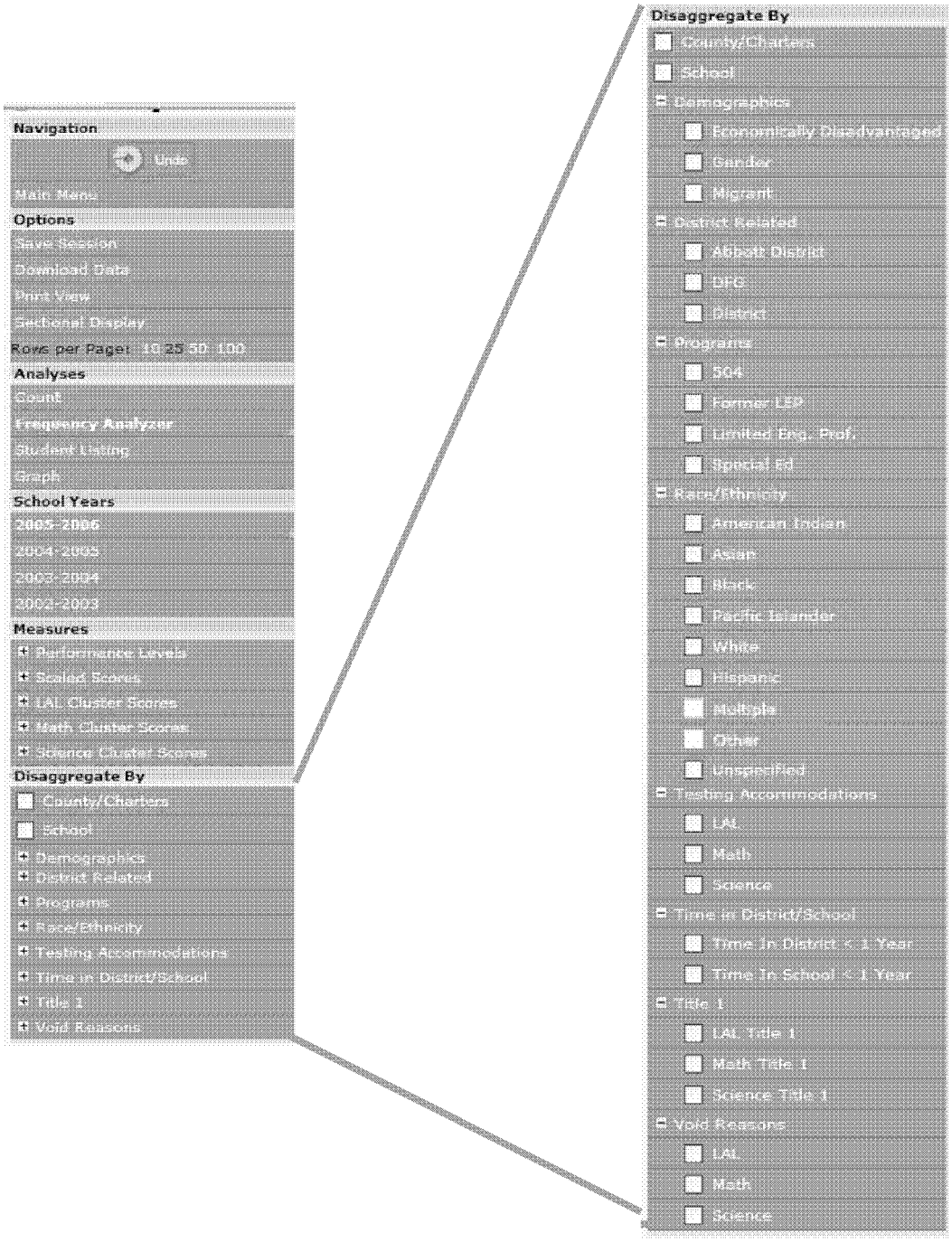
Note: Identifying student information has been removed

EDanalyzer

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.

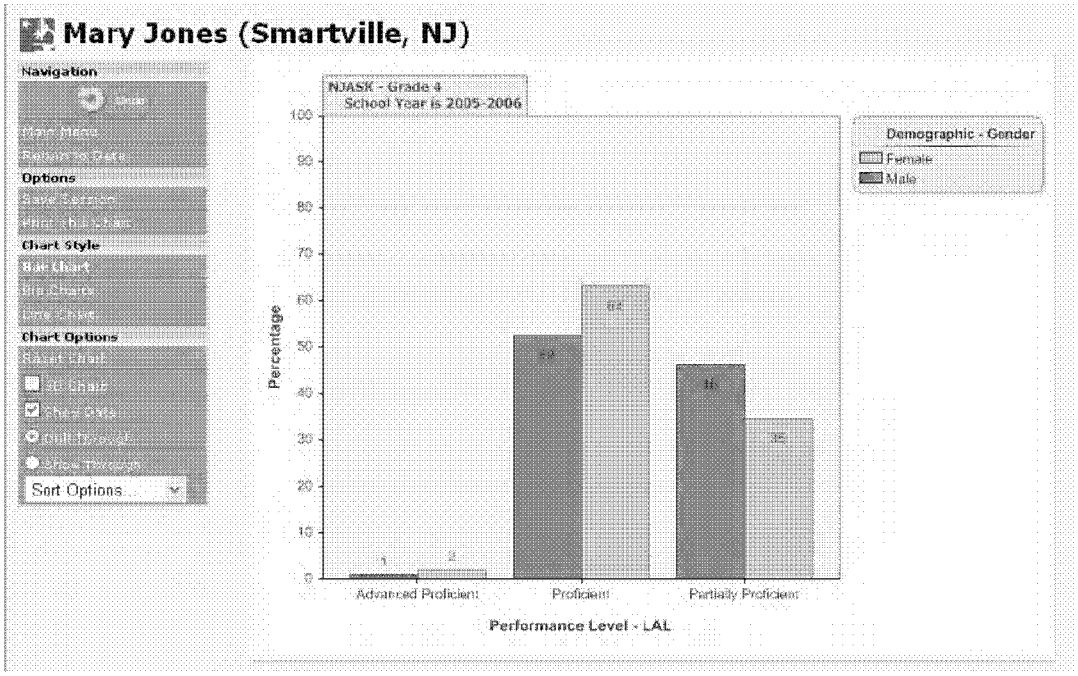
Disaggregate

Disaggregators allow the user to filter the students in order to focus on a particular group.



Graph

Graphs can easily be created to display data in multiple ways.



Student List

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.

Note: Student names and IDs are fictitious

Explore for Measure

The Explore for Measure function can compare two data sets side-by-side for a set of students. This will allow the user to determine if there is a meaningful pattern of movement in performance over time or to determine which students may be close to moving to a higher proficiency category.

NJASK - Grade 4
School Year is 2005-2006.
Performance Level - LAL is filtered. (edit/view) (remove)
Performance Level - LAL 2004-2005 is filtered. (edit/view) (remove)

Rows 1 through 25 of 43 Next > Last >>

Profile	Local Student ID	Last Name	FirstName	Performance Level - LAL	NJASK - Grade 3 2004-2005: Performance Level - LAL
	000C1C5831	CUMMINGS	ADELINE	Partially Proficient	Proficient
	000C099417	YATES	ALONZO	Partially Proficient	Proficient
	000C098543	MARTIN	ANGELO	Partially Proficient	Proficient
	13124E	MCLAUGHLIN	BRADFORD	Partially Proficient	Proficient
	123641	BRYAN	CHESTER	Partially Proficient	Proficient
	132587	STEVENS	CLARENCE	Partially Proficient	Proficient
	132E47	DIXON	DAISY	Partially Proficient	Proficient
	000C094568	STONE	DERICK	Partially Proficient	Proficient
	140222	TAYLOR	DUDLEY	Partially Proficient	Proficient
	000C097810	COOPER	ESTHER	Partially Proficient	Proficient
	130234	MORRISON	EVERETT	Partially Proficient	Proficient
	52717C	MASSEY	GUS	Partially Proficient	Proficient
	137511	GALLEGOS	HARRIET	Partially Proficient	Proficient
	000C123830	GRAY	HUGH	Partially Proficient	Proficient
	000C1C3229	LIVINGSTON	ISABEL	Partially Proficient	Proficient
	310362	WEST	JACQUELINE	Partially Proficient	Proficient
	315404	GOODMAN	JARED	Partially Proficient	Proficient
	000C1C7123	COLLINS	JEFFRY	Partially Proficient	Proficient
	130546	CASTRO	JOANNE	Partially Proficient	Proficient
	000C087350	CAMPBELL	KURTIS	Partially Proficient	Proficient
	13187C	LAWRENCE	LAUREL	Partially Proficient	Proficient
	123488	COOPER	LORETTA	Partially Proficient	Proficient
	000C1C0138	RUSSELL	MARCOS	Partially Proficient	Proficient

Note: Student names and IDs are fictitious

Summary Statistics

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

Name of Data Element: **ReferralDate**

NJ DOE Number: 49

Definition: The date on which a New Jersey school district receives the written request for a child study team evaluation of a student.

Functional, Policy or Legal Description: NJ DOE, Office of Special Education Programs, IDEA Part B

Snapshot Dates: October 15 Special Education

Type: Alpha	Min Length: 8	Max Length: 8	

Range of Values: N/A

Required Element? Yes. **Mandatory** for all students who have been evaluated for special education services after June 30, 2008.

Format: Date must be in YYYYMMDD format.

Additional Notes:

An error will occur if ReferralDate is a date after the snapshot date.

An error will occur if ReferralDate is NULL, or empty, when EligibilityDeterminationDate is after June 30, 2008.

An error will occur if the required dates do not follow the sequence specified below.

Date of Birth + 2 years ≤ **Referral Date** < Parental Consent To Evaluate Date < Eligibility Determination Date ≤ Initial IEP Meeting Date ≤ Parental Consent to Implement Initial IEP < Annual IEP Review Meeting Date

Data Elements Outline

The following is an outline of the data elements included in the *2009 New Jersey State Submission Student Data Handbook*, categorized by their appropriate headings.

STUDENT INFORMATION

- Local Identification Number (LID)
- State Identification Number (SID)
- First Name
- Last Name
- Date of Birth
- City of Residence
- Tuition Code
- Migrant Status
- Free and Reduced Lunch Status
- Enrollment Type

PROGRAM INFORMATION

- Grade Level
- Retained
- Program Type Code
- Eighth Technological Literacy
- Special Education Classification
- LEP Program Start Date
- LEP Program Completion Date

HEALTH-RELATED INFORMATION

- Health Insurance Status
- Health Insurance Provider

Name of Data Element: **ReferralDate**

NJ DOE Number: 49

Definition: The date on which a New Jersey school district receives the written request for a child study team evaluation of a student.

Functional, Policy or Legal Description: NJ DOE, Office of Special Education Programs, IDEA Part B

Snapshot Dates: October 15 Special Education

Type: Alpha	Min Length: 8	Max Length: 8	

Range of Values: N/A

Required Element? Yes. **Mandatory** for all students who have been evaluated for special education services after June 30, 2008.

Format: Date must be in YYYYMMDD format.

Additional Notes:

An error will occur if ReferralDate is a date after the snapshot date.

An error will occur if ReferralDate is NULL, or empty, when EligibilityDeterminationDate is after June 30, 2008.

An error will occur if the required dates do not follow the sequence specified below.

Date of Birth + 2 years ≤ **Referral Date** < Parental Consent To Evaluate Date < Eligibility Determination Date ≤ Initial IEP Meeting Date ≤ Parental Consent to Implement Initial IEP < Annual IEP Review Meeting Date

Position	Description
1–6	AI/SD Code (XXYYYY) XX = Numeric State Code YYYY = 0000
7–11	blank
12–26	Last Name
27–38	First Name
39	Middle Initial
40	Sex 1 = Male 2 = Female
41–46	Date of Birth (MMDDYY)
47–50	Social Security Number
51–55	blank
56–57	State of Residence

Latest SAT® Information

58–59	Verbal Score (range is 20 to 80) 00 or blank = No Score
60–61	Math Score (range is 20 to 80) 00 or blank = No Score
62–64	Verbal Percentile (00–99 range) Rightmost digit is blank, +, or –
65–67	Math Percentile (00–99 range) Rightmost digit is blank, +, or –
68–69	Writing Score (range 20 to 80)
70-72	Writing Percentile (00-99 range) Rightmost digit is blank, +, or –
73-74	Writing Subscore – Multiple Choice (Range is 20 to 80)
75-76	Writing Subscore – Essay (Range is 0, 2-12)
77-79	blank
80–82	Foreign Country Code (see *Registration Bulletin* for most current country codes and names)
83–85	blank
86	blank
87	blank
88–89	Cohort Year
90–91	Record Type ST = State
92–93	Educational Level 03 = 9th Grade 04 = 10th Grade 05 = 11th Grade 06 = 12th Grade 00 = No Response
94–96	blank
97–100	High School Graduation Date (MMYY)
101–105	Zip Code
106–109	blank
110–115	High School Code (AI)
116	blank
117	blank
118	blank
119–120	blank
121–127	Unique Identifier
128–130	blank
131–134	Latest Test Date (MMYY)
135–158	blank
159–162	SAT Questionnaire Update Date (MMYY)
163–169	blank
170–171	Number of SAT Subject Tests (0–15 for count of tests taken)
172–173	Number of College/Scholarship Agencies (0–30 for count of reported colleges/agencies)
174–178	blank

SAT® Questionnaire Information

The number in parentheses following the data element identifies the corresponding question in the *Registration Bulletin*. Please note that the entire SAT Questionnaire may be blank when there is no response at all. A blank indicates no response to the entire SAT Questionnaire.

For each subject listed (questions 1-2 and 4 through 6), the first two positions are for the number of years studied. The third position is for honors.

First two positions (number of years studied)
- 01 = .5
- 02 = 1
- 04 = 2
- 06 = 3
- 08 = 4
- 09 = More than 4
- 10 = None
- 00 = No Response to Question
- blank = No Response to SAT Questionnaire

Third position (honors)
- 1 = Yes
- 0 = No Response

Position	Description
179–196	Total Years Studied/Honors (1)
179–181	Art and Music
182–184	English
185–187	Foreign & Classical Languages
188–190	Mathematics
191–193	Natural Sciences
194–196	Social Sciences and History
197–232	Foreign/Classical Languages (6)
197–199	Chinese
200–202	French
203–205	German
206–208	Greek
209–211	Hebrew
212–214	Italian
215–217	Japanese
218–220	Korean
221–223	Latin
224–226	Russian
227–229	Spanish
230–232	Other Language Courses
233–253; 963-968	Mathematics (2)
233–235	Algebra
236–238	Geometry
239–241	Trigonometry
242–244	Precalculus
245–247	Calculus
248-250	Pre-Algebra
251–253	Other Math Courses
963–965	Integrated Math Program
966–968	Statistics
254–268	Natural Sciences (4)
254–256	Biology
257–259	Chemistry
260–262	Environmental, Earth or Space Science
263–265	Physics
266–268	Other Science Courses
269–301	Social Sciences/History (5)
269–271	U.S. History
272–274	U.S. Government/ Civics
275–277	European History
278–280	World History
281–283	Ancient History
284-286	blank
287–289	Economics
290–292	Geography
293–295	Psychology
296–298	Sociology
299–301	Other Social Sciences or History Courses

Position	Description
302–307	Average Grade for Each Subject (7) 4 = (A) Excellent 3 = (B) Good 2 = (C) Fair 1 = (D) Passing 0 = (E/F) Failing 5 = Not Used 6 = No Response 302 Arts and Music 303 English 304 Foreign/Classical Languages 305 Mathematics 306 Natural Sciences 307 Social Science & History
308–309	Grade Point Average (8) 01 = A+ 02 = A 03 = A– 04 = B+ 05 = B 06 = B– 07 = C+ 08 = C 09 = C– 10 = D+ 11 = D 12 = E or F 00 = No Response
310	High School Class Rank (9) 1 = Highest Tenth 2 = Second Tenth 3 = Second Fifth 4 = Middle Fifth 5 = Fourth Fifth 6 = Lowest Fifth 0 = No Response
311–334	Course Work or Experience (3, 10-11) Please note that multiple responses within each question are possible. 1 = Yes 0 = No All Zeros (0) = No Response
311–318; 969–970	English (3) 311 American Literature 312 British Literature 313 Composition Writing 314 English and Language Arts 315 World Literature 316 Journalism 317 Creative Writing 318 English as a Second Language 969 Communication 970 Public Speaking
319–327	Art and Music (10) 319 No Courses/Experience 320 Acting/Production of a Play 321 Art History or Appreciation 322 Dance 323 Drama or Theatre for Appreciation 324 Music History, Theory or Appreciation 325 Music, Instrumental or Vocal Performance 326 Photography or Filmmaking 327 Studio Art and Design
328–334	Computer (11) 328 No Experience 329 Basic Concepts 330 Word Processing 331 Computer Programming 332 Use spreadsheets or databases 333 Computer Graphics 334 Internet Activities
335–342	blank

Position	Description
343–487	High School/Community Activities (12)
	1 = Yes
	0 = No Response
	343 Did not participate in any activities listed
	344–487 Activities List
	Positions 1–6 repeated for each activity
	Pos. 1: 9th Grade
	Pos. 2: 10th Grade
	Pos. 3: 11th Grade
	Pos. 4: 12th Grade
	Pos. 5: Officer/Award
	Pos. 6: Not Used = 0
	344–349 Academic Honor Society
	350–355 Art Activity
	356–361 Intramural/JV Sports
	362–367 Varsity Sports
	368–373 Career-oriented Activity
	374–379 Community Activity
	380–385 Computer Activity
	386–391 Dance Activity
	392–397 Debating/Public Speaking
	398–403 Ethnic Organization
	404–409 Foreign Exchange Program
	410–415 Foreign Language Activity
	416–421 Government/Political
	422–427 Journalism or Literary Activity
	428–433 Junior R.O.T.C.
	434–439 Music/Instrumental
	440–445 Music/Vocal
	446–451 Religious Activity
	452–457 Science or Math
	458–463 School Spirit
	464–469 Theater Activity
	470–475 Co-op Work Program
	476–481 Part-time Job
	482–487 Other Activity
488–500	Sports (13)
	488 Did not participate in any sports listed
	1 = Yes
	0 = No Response
	489–490 Sports Participation 1
	491–492 Sports Participation 2
	493–494 Sports Participation 3
	495–496 Sports Participation 4
	497–498 Sports Participation 5
	499–500 Sports Participation 6
	01 = Archery
	02 = Badminton
	03 = Baseball
	04 = Basketball
	05 = Bowling
	06 = Boxing
	07 = Cheerleading
	08 = Cross-country
	09 = Diving
	10 = Fencing
	11 = Field Hockey
	12 = Football
	13 = Golf
	14 = Gymnastics
	15 = Horseback Riding
	16 = Ice Hockey
	17 = Lacrosse
	18 = Martial Arts
	19 = Racquetball
	20 = Riflery
	21 = Rodeo
	22 = Rowing/Crew
	23 = Rugby
	24 = Sailing
	25 = Skiing
	26 = Soccer
	27 = Softball
	28 = Squash
	29 = Swimming
	30 = Table Tennis
	31 = Tennis
	32 = Track and Field
	33 = Volleyball
	34 = Water Polo
	35 = Wrestling
	36 = Other
501–529	College Preferences (14–19)
	Please note that multiple responses within each question are possible.
	1 = Yes
	0 = No
	All Zeros (0) = No Response
501–504	2-Year or 4-Year School (14)
	501 4-Year College or University
	502 2-Year Community or Junior College
	503 Vocational/Technical School
	504 Undecided
505–508	Public/Private Institution (15)
	505 Public University or College
	506 Private University or College (not religiously affiliated)
	507 Private, Religiously Affiliated University or College
	508 Undecided
509–514	blank
515–520	Setting (17)
	515 Large City or Metropolitan Area
	516 Medium-Sized City
	517 Small City or Town
	518 Suburban Community
	519 Rural
	520 Undecided
521–526	Location (18)
	521 Close to Home
	522 In My Home State
	523 In States Bordering Mine
	524 Beyond States Bordering Mine
	525 Outside of the U.S.
	526 Undecided
527–529	College Type (19)
	527 All Women or All Men
	528 Coeducational
	529 Undecided
530	Degree Goal (20)
	1 = Certificate
	2 = Associate
	3 = Bachelor's
	4 = Master's
	5 = Doctoral
	6 = Other
	7 = Undecided
	0 = No Response
531–533	First Choice Major (21)
	See back page for list of college majors.
534	Certainty of First Choice (22)
	1 = Very Certain
	2 = Fairly Certain
	3 = Not Certain
	0 = No Response
535–537	Other Major (23)
538–540	Other Major (24)
541–543	Other Major (25)
544–546	Other Major (26)
547	blank
548	PSAT/NMSQT® Test Taken (28)
	1 = Yes, as a Junior
	2 = Yes, as a Sophomore or Younger
	3 = Yes, as a Junior and Sophomore or Younger
	4 = No
	0 = No Response
549–588	(Questions 29–31)
	Please note that multiple responses within each question are possible.
	1 = Yes
	0 = No
	All Zeros (0) = No Response
549–560	Advanced Placement or Exemption (29)
	549 Art
	550 Biology
	551 Chemistry
	552 Computer Science
	553 English
	554 Foreign Language
	555 Humanities
	556 Mathematics
	557 Music
	558 Physics
	559 Social Studies
	560 No Plans to Apply
561–567	Special Programs or Services Requested (30)
	561 Educational Plans
	562 Career Plans
	563 Study Skills
	564 Math Skills
	565 Reading Skills
	566 Writing Skills
	567 No Plans for Help
568–588	College Activities (31)
	568 Art
	569 Intramural Sports
	570 Varsity Sports
	571 Community or Service Organization
	572 Cooperative Work or Internship Program
	573 Dance
	574 Debating or Public Speaking
	575 Departmental Organization
	576 Drama or Theater
	577 Environmental or Ecology Activity
	578 Ethnic Activity
	579 Foreign Study or Study Abroad Program
	580 Fraternity, Sorority, or Social Club
	581 Honors Program or Independent Study
	582 Journalism or Literary Activity
	583 Instrumental Music Performance
	584 Vocal Music Performance
	585 Religious Activity
	586 Reserve Officer Training Corps
	587 Student Government
	588 None of the Above
589	Financial Aid (32)
	1 = Yes
	2 = No
	3 = Don't Know
	0 = No Response
590	Part-Time Job (33)
	1 = Yes
	2 = No
	3 = Don't Know
	0 = No Response
591	Housing Plans (34)
	1 = At Home
	2 = On Campus
	3 = Off Campus
	4 = Don't Know
	0 = No Response
592	Ethnicity (35)
	1 = American Indian or Alaska Native
	2 = Asian, Asian American, or Pacific Islander
	3 = Black or African American
	4 = Mexican or Mexican American
	5 = Puerto Rican
	6 = Other Hispanic, Latino, or Latin American

Position	Description
	7 = White 8 = Other 0 = No Response
593	First Language (36A) 1 = English Only 2 = English and Another Language 3 = Another Language 0 = No Response
594	Best Language (36B) 1 = English Only 2 = English and Another Language About the Same 3 = Another Language 0 = No Response
595	Citizenship (37) 1 = U.S. Citizen or U.S. National 2 = U.S. Permanent Resident or Refuge 3 = Citizen of Another Country 4 = Other or Unknown 0 = No Response
596–597	Religion (38) 01 = Prefer Not to Answer 03 = African Methodist Episcopal 05 = Anglican 07 = Assembly of God 08 = Baha'i 09 = Baptist 11 = Southern Baptist Convention 13 = Buddhism 15 = Christian – Disciples 17 = Christian Reformed Church in America 19 = Church of the Brethren 21 = Church of Christ 23 = United Church of Christ 25 = Christian Science (Church of Christ, Scientist) 27 = Church of God 29 = Church of Jesus Christ of Latter-day Saints 31 = Church of the Nazarene 33 = Episcopal 35 = Hinduism 37 = Islam/Muslim/Moslem 39 = Judaism 41 = Evangelical Lutheran Church in America 43 = Lutheran Church – Missouri Synod 45 = Mennonite 47 = Methodist 49 = United Methodist 51 = Eastern Orthodox Churches 53 = Pentecostal 55 = Presbyterian Church (U.S.A.) 56 = Reformed Church in America 57 = Roman Catholic 59 = Seventh-day Adventist 60 = Sikhism 61 = Society of Friends (Quaker) 63 = Unitarian Universalist Assoc. 65 = Wesleyan Church 67 = Worldwide Church of God 97 = Other 99 = No Preference or Affiliation 00 = No Response
598–605	blank

Position	Description
	SAT Subject Tests™ Information This portion of the record does not have a specific location for each test. Data are from the first test up to the nth test. Up to a maximum of 15 of 21 tests currently administered can be reported for each student.
	SAT Subject Test Codes 04 = U.S. History (UH) 05 = World History (WH) 06 = Literature (LR) 08 = Chemistry (CH) 09 = Physics (PH) 10 = Latin (LT) 11 = Modern Hebrew (MH) 12 = French (FR) 13 = German (GM) 14 = Italian (IT) 16 = Spanish (SP) 17 = Math IIC (M2) 19 = Chinese with Listening (CL) 20 = French with Listening (FL) 21 = German with Listening (GL) 22 = Japanese with Listening (JL) 23 = Spanish with Listening (SL) 24 = Korean with Listening (KL) 26 = Math IC (M1) 27 = Ecological Biology (EB) 28 = Molecular Biology (MB)
606–620	Subject Test 1
606–607	Subject Test Code
608–609	Subject Test Score (20–80 range)
610	Score Choice Indicator Y = Score placed on hold by student; not reported to colleges and scholarship programs N = Score not on hold R = Score released from hold and reported
611–614	Test Date (MMYY)
615–620	Subject Test Subscores (20–80 range)

Position	Description
	If a Test Code is a Language Test with Listening, two subscores will be reported: Reading (1) and Listening (2). If a Chinese, Japanese, or Korean Test, a Usage subscore (3) will also be reported. If Test Code is the Writing Test, the following subscores will be reported: Multiple-Choice (1) and Writing Sample (2).
615–616	Subscore 1
617–618	Subscore 2
619–620	Subscore 3
621–635	Subject Test 2 (see Subject Test 1)
636–650	Subject Test 3 (see Subject Test 1)
651–665	Subject Test 4 (see Subject Test 1)
666–680	Subject Test 5 (see Subject Test 1)
681–695	Subject Test 6 (see Subject Test 1)
696–710	Subject Test 7 (see Subject Test 1)
711–725	Subject Test 8 (see Subject Test 1)
726–740	Subject Test 9 (see Subject Test 1)
741–755	Subject Test 10 (see Subject Test 1)
756–770	Subject Test 11 (see Subject Test 1)
771–785	Subject Test 12 (see Subject Test 1)
786–800	Subject Test 13 (see Subject Test 1)
801–815	Subject Test 14 (see Subject Test 1)
816–830	Subject Test 15 (see Subject Test 1)
831–950	College/Scholarship Agency Codes to Which Students Sent Their SAT Program Scores (0001–9999 code)
831–834	College/Agency 01
835–838	College/Agency 02
839–842	College/Agency 03
843–846	College/Agency 04
847–850	College/Agency 05
851–854	College/Agency 06
855–858	College/Agency 07
859–862	College/Agency 08
863–866	College/Agency 09
867–870	College/Agency 10
871–874	College/Agency 11
875–878	College/Agency 12
879–882	College/Agency 13
883–886	College/Agency 14
887–890	College/Agency 15
891–894	College/Agency 16
895–898	College/Agency 17
899–902	College/Agency 18
903–906	College/Agency 19
907–910	College/Agency 20
911–914	College/Agency 21
915–918	College/Agency 22
919–922	College/Agency 23
923–926	College/Agency 24
927–930	College/Agency 25
931–934	College/Agency 26
935–938	College/Agency 27
939–942	College/Agency 28
943–946	College/Agency 29
947–950	College/Agency 30
951-970	blank
971–977	Size of Institution (16)
971	Less than 1,000 Students
972	About 1,000–5,000 Students
973	About 5,000–10,000 Students
974	About 10,000–15,000 Students
975	About 15,000–20,000
976	More than 20,000 Students
977	Undecided

Available College Majors

100 Agriculture, Agriculture Operations, and Related Sciences
101 Agricultural business and management
102 Agronomy and crop science
103 Animal sciences
104 Applied horticulture/horticultural business services
105 Equestrian/equine studies
106 Farm/farm and ranch management
107 Food Science and Technology
108 Soil sciences
120 Architecture and Related Services
121 Architecture
122 Architectural technology/technician
123 City/urban, community, and regional planning
124 Environmental design
125 Landscape architecture
140 Area, Ethnic, Cultural and Gender Studies
141 Area studies
142 Ethnic, cultural minority, and gender studies
160 Biological and Biomedical Sciences
161 Biology/Biological Sciences, General
162 Biochemistry
163 Biophysics
164 Biotechnology
165 Botany/plant biology
166 Cell/cellular biology and anatomical sciences
167 Ecology
168 Genetics
169 Marine biology and biological oceanography
170 Microbiological sciences and immunology
171 Molecular biology
172 Pharmacology and Toxicology
173 Physiology, pathology and related sciences
174 Radiation biology/radiobiology
175 Zoology/animal biology
200 Business Management, Marketing, and Related Support Services
201 Accounting and related services
202 Actuarial science
203 Administrative assistant and secretarial science, general
204 Business administration, management and operations
205 Business/managerial economics
206 Business statistics
207 Construction Management
208 Fashion merchandising
209 Finance and financial management services
210 General sales, merchandising, and related marketing operations
211 Hospitality administration/management
212 Human Resources Management and Services
213 Insurance
214 International business
215 Investments and securities
216 Labor and industrial relations
217 Management information systems and services
218 Marketing/Marketing Management, General
219 Real estate
220 Transportation/transportation management
250 Communication, Journalism and Related Programs
251 Advertising
252 Communication and Media Studies
253 Digital Communication and Media/Multimedia
254 Journalism
255 Photojournalism
256 Public relations/image management
257 Radio and Television
300 Computer and Information Sciences and Support Services
301 Artificial intelligence and robotics
302 Computer programming
303 Computer science
304 Computer software and media applications
305 Computer systems analysis
306 Computer systems networking and telecommunications
307 Data processing
308 Information sciences/studies
390 Construction Trades
391 Carpentry/carpenter
400 Education
401 Adult and continuing education and teaching
402 Agricultural teacher education
403 Art teacher education
404 Bilingual, multilingual, and multicultural education
405 Business teacher education
406 Curriculum and instruction
407 Early Childhood Education and Teaching
408 Educational administration and supervision
409 Education/teaching of individuals with emotional disturbances
410 Education/teaching of individuals with hearing impairments, including deafness
411 Education/teaching of individuals with mental retardation
412 Education/teaching of individuals with orthopedic and other physical health impairments
413 Education/teaching of individuals with specific learning disabilities
414 Education/teaching of individuals with speech or language impairments
415 Education/teaching of individuals with vision impairments, including blindness
416 Education/teaching of the gifted and talented
417 Elementary education and teaching
418 English/language arts teacher education
419 Family and consumer sciences/home economics teacher education
420 Health teacher education
421 Higher education/higher education administration
422 Junior high/intermediate/middle school education and teaching
423 Kindergarten/preschool education and teaching
424 Mathematics teacher education
425 Music teacher education
426 Physical education teaching and coaching
427 Psychology teacher education
428 Sales and Marketing Operations/Marketing and Distribution Teacher Education
429 Science teacher education/general science teacher education
430 Secondary education and teaching
431 Social science teacher education
432 Special Education and Teaching
433 Student counseling and personnel services
434 Teaching English as a second or foreign language/ESL language instructor
435 Technology teacher education/industrial arts teacher education
450 Engineering
451 Aerospace, aeronautical and astronautical engineering
452 Agricultural/biological engineering and bioengineering
453 Architectural engineering
454 Biomedical/medical engineering
455 Chemical engineering
456 Civil engineering
457 Computer engineering, general
458 Construction engineering
459 Electrical, Electronics and Communications Engineering
460 Engineering mechanics
461 Engineering physics
462 Engineering science
463 Environmental/environmental health engineering
464 Geological/Geophysical engineering
465 Industrial engineering
466 Materials engineering
467 Mechanical engineering
468 Mining and mineral engineering
469 Naval architecture and marine engineering
470 Nuclear engineering
471 Ocean engineering
472 Petroleum engineering
473 Surveying engineering
500 Engineering Technologies/Technicians
501 Computer engineering technology/technician
502 Drafting/design engineering technologies/technicians
503 Industrial technology/technician
504 Instrumentation technology/technician
505 Manufacturing technology/technician
506 Mechanical engineering/mechanical technology/technician
507 Nuclear engineering technology/technician
508 Plastics engineering technology/technician
509 Telecommunications technology/technician
520 English Language and Literature/Letters
521 American literature (United States and Canada)
522 Creative writing
523 English literature (British and Commonwealth)
524 Speech and Rhetorical Studies
525 Technical and business writing
540 Family and Consumer Sciences/Human sciences
541 Apparel and textiles
542 Foods, Nutrition and Wellness Studies, General
543 Housing and human environments
544 Human development, family studies and related services
550 Foreign Languages, Literatures, and Linguistics
551 African languages, literatures, and linguistics
552 Arabic language and literature
553 Classics and classical languages, literatures, and linguistics
554 Comparative literature
555 East Asian languages, literatures, and linguistics
556 French language and literature
557 German language and literature
558 Italian language and literature
559 Linguistics
560 Russian language and literature
561 Spanish language and literature
600 Health Professions and Related Clinical Services
601 Allied health and medical assisting services

602 Allied health diagnostic, intervention and treatment professions
603 Athletic Training/Trainer
604 Chiropractic (DC)
605 Clinical/Medical Laboratory Science and Allied Professions
606 Communication disorders sciences and services
607 Dental Hygiene/Hygienist
608 Dental Laboratory technology/technician
609 Dental support services and allied professions
610 Dietetics and clinical nutrition services
611 Environmental health
612 Health and medical administrative services
613 Health services/allied health/health sciences, general
614 Hospital and health care facilities administration/management
615 Mental and social health services and allied professions
616 Music therapy/therapist
617 Nuclear medical technology/technologist
618 Nurse anesthetist
619 Nursing
620 Occupational therapy/therapist
621 Optometry (OD)
622 Osteopathic medicine/osteopathy (DO)
623 Pharmacy, Pharmaceutical Sciences, and Administration
624 Physical therapy/therapist
625 Physician assistant
626 Podiatric medicine/podiatry (DPM)
627 Pre-dentistry studies
628 Pre-medicine/pre-medical studies
629 Pre-pharmacy studies
630 Pre-veterinary studies
631 Public health
632 Radiologic technology/science - Radiographer
633 Rehabilitation and therapeutic professions
634 Respiratory care therapy/therapist
635 Sports medicine
636 Surgical technology/technologist
637 Therapeutic recreation/recreational therapy

700 History
701 American history (United States)
702 European history

710 Legal Professions and Studies
711 Legal assistant/paralegal
712 Pre-law studies

720 Liberal Arts and Sciences, General Studies, and Humanities
721 General studies
722 Humanities/humanistic studies
723 Liberal arts and sciences/liberal studies

730 Library Science/Librarianship
731 Library assistant/technician

740 Mathematics and Statistics
741 Applied mathematics
742 Mathematics
743 Statistics

750 Mechanic and Repair Technologies/Technician
751 Airframe mechanics and aircraft maintenance technology/technician
752 Automobile/automotive mechanics technology/technician
753 Electrical/electronics maintenance and repair technology
754 Heating, air conditioning, ventilation and refrigeration maintenance technology/technician (HAC, HACR, HVAC, HVACR)

760 Military Sciences

770 Multi/Interdisciplinary Studies
771 Biological and physical sciences
772 International/Global Studies
773 Mathematics and computer science
774 Neuroscience
775 Nutrition sciences

790 Natural Resources and Conservation
791 Environmental science
792 Environmental studies
793 Fishing and fisheries sciences and management
794 Forestry
795 Natural resources management and policy
796 Wildlife and wildlands science and management

800 Parks, Recreation, Leisure and Fitness Studies
801 Health and physical education/fitness
802 Parks, recreation, and leisure facilities management
803 Sport and Fitness Administration/Management

810 Personal and Culinary Services
811 Cosmetology and related personal grooming services
812 Funeral service and mortuary science

820 Philosophy and Religious Studies
821 Philosophy
822 Religion/religious studies

830 Physical Sciences
831 Analytical chemistry
832 Astronomy
833 Astrophysics
834 Atmospheric sciences and meteorology
835 Atomic/molecular physics
836 Chemistry
837 Geological and Earth sciences/geosciences
838 Nuclear physics
839 Oceanography, chemical and physical
840 Organic chemistry
841 Paleontology
842 Physical and theoretical chemistry
843 Physics
844 Planetary astronomy and science

860 Precision Production
861 Machine tool technology/machinist
862 Precision metal working

870 Psychology
871 Clinical psychology
872 Developmental and child psychology
873 Experimental psychology
874 Industrial and organizational psychology
875 Social psychology

880 Public Administration and Social Services Professions
881 Human services, general
882 Public administration
883 Public policy analysis
884 Social Work

890 Security and Protective Services
891 Criminal justice and corrections
892 Criminal Justice/Law Enforcement Administration
893 Fire protection
894 Forensic science and technology

900 Social Sciences
901 Anthropology
902 Archaeology
903 Criminology
904 Economics
905 Geography
906 International relations and affairs
907 Political Science and Government
908 Sociology

920 Theology and Religious Vocations
921 Religious education
922 Theological and ministerial studies

930 Transportation and Materials Moving
931 Airline flight attendant
932 Air traffic controller

940 Visual and Performing arts
941 Art history, criticism and conservation
942 Dance
943 Drama and Dramatics,Theatre Arts, General
944 Design and applied arts
945 Fashion/apparel design
946 Film/video and photographic arts
947 Fine and studio art
948 Graphic design
949 Interior design
950 Music
951 Music history, literature, and theory
952 Music performance, general
953 Music theory and composition
954 Photography
955 Technical Theatre/Theatre Design and Technology
956 Voice and opera

990 Other

999 Undecided

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

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New Jersey Principals and Supervisors Association

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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:

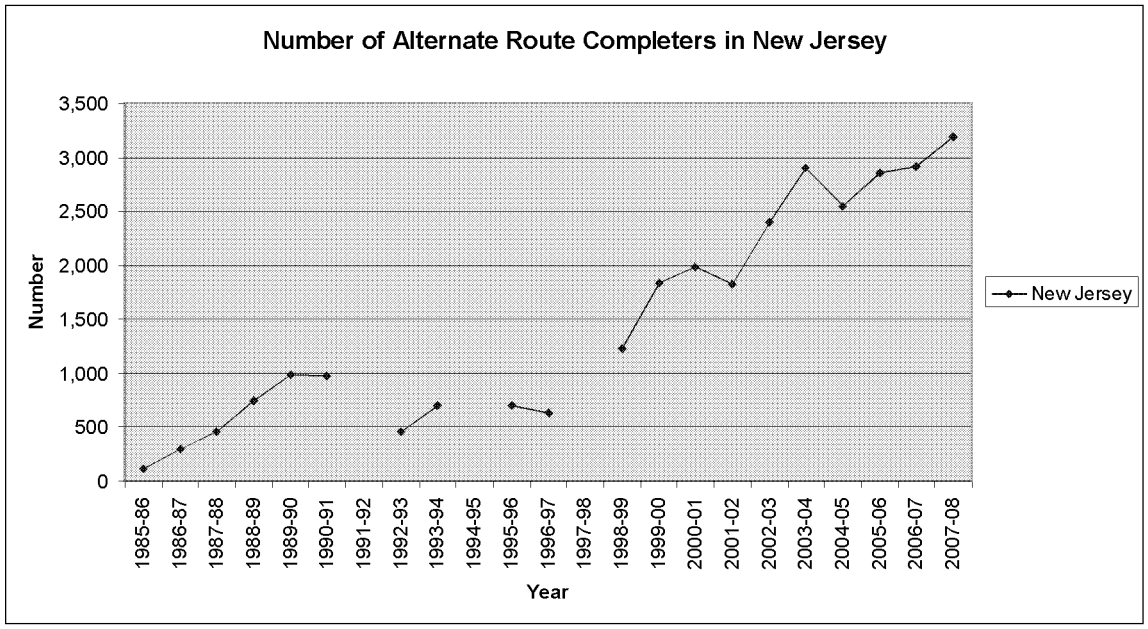
- High-speed connectivity to global and local resources through:
    - High speed WANs (Wide Area Networks).
    - High speed LANs (Local Area Networks)—wired or wireless.
    - Multimedia computers and mobile devices including cell phones and PDAs.
- Current productivity software (administrative, staff 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.

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

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.

APPENDIX A – NEW JERSEY DEPARTMENT OF EDUCATION- TIER I SCHOOLS

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	SO CAMDEN ALTERNATIVE SCH	00003	X		
NEWARK	3411340	ACADEMY OF VOC CAREERS	02322	X		
Emily Fisher Charter Scho	3400037	Emily Fisher CS of Adv Studie	00314	X		
CAMDEN CITY	3402640	MORGAN VILLAGE MIDDLE	01384	X		
NEWARK	3411340	AVON AVE	02232	X		
CAMDEN CITY	3402640	PYNE POYNT FAMILY SCHOOL	01352	X		
PATERSON	3412690	NUMBER 4	04880	X		
CAMDEN CITY	3402640	RILETTA CREAM ELEM SCHOOL	06084	X		
CAMDEN CITY	3402640	HATCH MIDDLE	01376	X		
JERSEY CITY	3407830	FRED W MARTIN #41	02838	X		
ASBURY PARK	3400930	ASBURY PARK MIDDLE SCHOOL	03742	X		
EAST ORANGE	3404230	PATRICK F HEALY MIDDLE	05931	X		
NEWARK	3411340	MARTIN LUTHER KING JR	02316	X		
CAMDEN CITY	3402640	CRAMER	01366	X		
NEWARK	3411340	DAYTON ST	02266	X		
TRENTON	3416290	GRACE A DUNN MIDDLE SCH	03210	X		
PATERSON	3412690	NUMBER 6	04884	X		
NEWARK	3411340	GEORGE WASHINGTON CARVER	05912	X		
CAMDEN CITY	3402640	U S WIGGINS	01400	X		
CAMDEN CITY	3402640	CAMDEN HIGH	01346	X	X	

APPENDIX B – NEW JERSEY DEPARTMENT OF EDUCATION- TIER II SCHOOLS

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER II	NEWLY ELIGIBLE
NEWARK	3411340	RENAISSANCE ACADEMY	00499	X	
ASBURY PARK	3400930	ASBURY PARK HIGH	03732	X	
TRENTON	3416290	TRENTON CENTRAL HIGH	03200	X	
ROSELLE BOROUGH	3414280	ABRAHAM CLARK HIGH	05650	X	
IRVINGTON TOWNSHIP	3407680	IRVINGTON HIGH SCHOOL	02104	X	
CAMDEN CITY	3402640	WOODROW WILSON HIGH	01348	X	X
ESSEX COUNTY VOCATIONAL S	3404800	ESSEX CTY VOC-WEST CALDW	02080	X	X
NEWARK	3411340	BARRINGER	02190	X	X
NEWARK	3411340	CENTRAL	02192	X	X
NEWARK	3411340	NEWARK VOCATIONAL H S	02196	X	X
NEWARK	3411340	MALCOLM X SHABAZZ HIGH	02198	X	X
JERSEY CITY	3407830	HENRY SNYDER	02772	X	X

APPENDIX C – New Jersey Department of Education - Tier III Schools

TIER III

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools. If funding becomes available, a second NGO will be issued.

The NJDOE selected Tier III schools to be eligible for SIG funds contingent upon availability of funds for this Tier. Title I schools in need of improvement in the bottom 12th percentile were selected. Depending on the available funds, the NJDOE will give priority to the 14 high schools highlighted and asterisked (*) on this list through a competitive application process.

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER III
Liberty Academy Charter S	3400028	Liberty Academy CS	00295	X
IRVINGTON TOWNSHIP	3407680	UNIVERSITY MIDDLE SCHOOL	02120	X
CAMDEN CITY	3402640	EAST CAMDEN MIDDLE	01350	X
CAMDEN CITY	3402640	VETERANS MEMORIAL MIDDLE	01354	X
TRENTON	3416290	P J HILL	03236	X
CAMDEN CITY	3402640	YORKSHIP	01408	X
PATERSON	3412690	NUMBER 15	04902	X
TRENTON	3416290	GREGORY	03222	X
TRENTON	3416290	LUIS MUNOZ-RIVERA ELEM	03230	X
TRENTON	3416290	JOYCE KILMER	03228	X
PLAINFIELD	3413140	HUBBARD	05606	X
TRENTON	3416290	MONUMENT	03232	X
PATERSON	3412690	NUMBER 10	04892	X
D.U.E. Season Charter Sch	3400081	D U E Season CS	06133	X
Trenton Community Charter	3400068	Trenton Community CS	00497	X
JERSEY CITY	3407830	EZRA L NOLAN 40	02836	X

NEWARK	3411340	LOUISE A SPENCER	02304	X
PleasanTech Academy Chart	3400012	PleasanTech Academy CS	00253	X
CAMDEN CITY	3402640	R C MOLINA ELEM SCHOOL	01386	X
BRIDGETON	3402250	BROAD STREET ELEM SCH	01786	X
TRENTON	3416290	HEDGEPETH-WILLIAMS SCH	03206	X
NEWARK	3411340	PESHINE AVE	02332	X
CAMDEN CITY	3402640	LANNING SQUARE	01378	X
JERSEY CITY	3407830	WHITNEY M YOUNG	02798	X
Schomburg Charter School	3400067	Schomburg CS	00495	X
NEWARK	3411340	NEWTON ST	02328	X
NEWARK	3411340	RAFAEL HERNANDEZ SCHOOL	00091	X
CAMDEN CITY	3402640	SUMNER	01398	X
PATERSON	3412690	NUMBER 12	04896	X
CAMDEN CITY	3402640	WILSON	01406	X
PATERSON	3412690	NUMBER 8	04888	X
CAMDEN CITY	3402640	COOPERS POYNT	01364	X
TRENTON	3416290	GRANT	03220	X
TRENTON	3416290	COLUMBUS	03216	X
PATERSON	3412690	NUMBER 13	04898	X
PATERSON	3412690	NUMBER 28	04924	X
PATERSON	3412690	NUMBER 21	04914	X
BRIDGETON	3402250	CHERRY STREET	01790	X
NEWARK	3411340	SOUTH SEVENTEENTH ST	02354	X
PATERSON	3412690	NUMBER 20	04912	X
CAMDEN CITY	3402640	POWELL	01390	X
PASSAIC CITY	3412540	ETTA GERO NO 9	04850	X
Village Charter School	3400046	Village CS	00329	X
ASBURY PARK	3400930	BANGS AVE SCHOOL	03736	X

ATLANTIC CITY	3400960	NEW YORK AVENUE SCHOOL	00020	X
JERSEY CITY	3407830	JULIA A BARNES #12	02794	X
NEWARK	3411340	CAMDEN MIDDLE	02254	X
NEWARK	3411340	FIFTEENTH AVE	02272	X
CAMDEN CITY	3402640	BONSALL	01356	X
TRENTON	3416290	JEFFERSON	03226	X
CITY OF ORANGE TOWNSHIP	3412270	ORANGE MIDDLE	02410	X
EAST ORANGE	3404230	SOJOURNER TRUTH MIDDLE	05932	X
NEWARK	3411340	DR E ALMA FLAGG	05976	X
CAMDEN CITY	3402640	SHARP	01394	X
PLAINFIELD	3413140	MAXSON	05608	X
JERSEY CITY	3407830	NUMBER 4 MIDDLE SCH	00539	X
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD MIDDLE	04642	X
NEWARK	3411340	EIGHTEENTH AVE	02268	X
JERSEY CITY	3407830	NUMBER 24	02808	X
NEWARK	3411340	QUITMAN COMMUNITY SCHOOL	02334	X
PLEASANTVILLE	3413200	PLEASANTVILLE MIDDLE SCH	00219	X
BEVERLY CITY	3401740	BEVERLY SCHOOL	00952	X
JERSEY CITY	3407830	NUMBER 14	02796	X
NEWARK	3411340	CHANCELLOR AVE	02256	X
SALEM CITY	3414550	SALEM MIDDLE	05094	X
IRVINGTON TOWNSHIP	3407680	UNION AVE	02122	X
ROSELLE BOROUGH	3414280	WILDAY	05660	X
CAMDEN CITY	3402640	DAVIS ELEM	01368	X
PATERSON	3412690	NUMBER 26	04920	X
NEWARK	3411340	BRAGAW AVE	02240	X
ATLANTIC CITY	3400960	DR M L KING JR SCH COMP	00032	X
NEWARK	3411340	THIRTEENTH AVE	02364	X

NEWARK	3411340	MCKINLEY	02318	X
Hope Academy Charter Scho	3400076	Hope Academy CS	00483	X
NEWARK	3411340	DR WILLIAM H HORTON	02280	X
JERSEY CITY	3407830	NUMBER 34	02824	X
FAIRFIELD TOWNSHIP	3405040	FAIRFIELD TOWNSHIP SCHOOL	00811	X
WILDWOOD CITY	3417940	WILDWOOD MIDDLE SCHOOL	06039	X
PASSAIC CITY	3412540	NUMBER 14	00169	X
PATERSON	3412690	NUMBER 5	04882	X
WILLINGBORO TOWNSHIP	3418000	LEVITT MIDDLE SCHOOL	00705	X
PASSAIC CITY	3412540	NUMBER 4 LINCOLN	04842	X
PLAINFIELD	3413140	CLINTON	05614	X
ENGLEWOOD CITY	3404740	J E DISMUS MIDDLE	00394	X
NEWARK	3411340	HAWKINS ST	02284	X
Oceanside Charter School	3400011	Oceanside CS	00251	X
HOBOKEN	3407350	THOMAS G CONNORS	00065	X
CAMDEN CITY	3402640	MCGRAW	01380	X
EAST ORANGE	3404230	JOHN L COSTLEY MIDDLE	05930	X
PERTH AMBOY	3412930	MC GINNIS MIDDLE SCHOOL	03542	X
ATLANTIC CITY	3400960	NEW JERSEY AVE	00026	X
PASSAIC CITY	3412540	NUMBER 11 CRUISE MEMORIAL	04854	X
IRVINGTON TOWNSHIP	3407680	FLORENCE AVE	05965	X
JERSEY CITY	3407830	NUMBER 22	02804	X
ATLANTIC CITY	3400960	TEXAS AVENUE	00018	X
NEWARK	3411340	MILLER ST	02320	X
ATLANTIC CITY	3400960	UPTOWN SCHOOL COMPLEX	00022	X
TRENTON	3416290	ROBBINS	03242	X
PATERSON	3412690	EDWARD W KILPATRICK	04872	X
PLAINFIELD	3413140	JEFFERSON	05622	X

BURLINGTON CITY	3402430	WILBUR WATTS INTERMEDIATE	00976	X
NEWARK	3411340	WEST SIDE HIGH*	02208	x
JERSEY CITY	3407830	LINCOLN*	02776	X
Jersey City Comm. Charter	3400033	Jersey City Comm CS	00303	X
NEPTUNE TOWNSHIP	3411160	NEPTUNE MIDDLE SCHOOL	04036	X
CITY OF ORANGE TOWNSHIP	3412270	MAIN STREET SCHOOL	06117	X
TRENTON	3416290	MOTT	03234	X
NEWARK	3411340	SUSSEX AVE	02360	X
EAST ORANGE	3404230	CICELY TYSON SCH-PER ARTS*	02064	X
NEWARK	3411340	WEEQUAHIC*	02206	X
MILLVILLE	3410320	LAKESIDE MIDDLE SCHOOL	00271	X
JERSEY CITY	3407830	NUMBER 23	02806	X
BRIDGETON	3402250	INDIAN AVE	01794	X
ELIZABETH	3404590	NO 17 T ROOSEVELT	05514	X
NEW BRUNSWICK	3411220	ROOSEVELT ELEM	03472	X
PENNS GROVE-CARNEYS POINT	3412840	PENNS GROVE MIDDLE SCHOOL	05058	X
Greater Brunswick Charter	3400047	Greater Brunswick CS	00330	X
ASBURY PARK	3400930	THURGOOD MARSHALL PRIMARY	00157	X
NEWARK	3411340	LUIS MUNOZ MARIN MIDDLE	02212	X
CREATE Charter School	3400072	C R E A T E CS*	00479	X
CITY OF ORANGE TOWNSHIP	3412270	ORANGE HIGH*	02396	X
LINDEN	3408610	NUMBER 1	05562	X
EAST ORANGE	3404230	EAST ORANGE CAMPUS HS*	00494	X
PASSAIC CITY	3412540	NUMBER 6 MARTIN L KING	04844	X
PERTH AMBOY	3412930	SAMUEL E SHULL MIDDLE	03548	X
PLEASANTVILLE	3413200	PLEASANTVILLE H S*	00192	X
PASSAIC CITY	3412540	NUMBER 3 MARIO J DRAGO	04840	X
PATERSON	3412690	EASTSIDE HIGH*	04866	X

NEWARK	3411340	CLEVELAND	02262	X
MILLVILLE	3410320	BACON ELEM	01872	X
PATERSON	3412690	JOHN F KENNEDY HIGH*	04864	X
JERSEY CITY	3407830	HEIGHTS MIDDLE SCHOOL	06114	X
EAST ORANGE	3404230	LANGSTON HUGHES SCHOOL	02048	X
JERSEY CITY	3407830	DR CHARLES P DEFUCCIO 39	02832	X
WOODBURY	3418150	EVERGREEN AVE	02692	X
WINSLOW TOWNSHIP	3418060	WINSLOW TWP MIDDLE SCHOOL	00439	X
PATERSON	3412690	NUMBER 18	04908	X
JERSEY CITY	3407830	ALEXANDER D SULLIVAN 30	02830	X
RED BANK	3413740	RED BANK MIDDLE	04078	X
PATERSON	3412690	URBAN LEADERSHIP ACADEMY	00803	X
WOODBINE	3418090	WOODBINE ELEM	01780	X
LINDENWOLD BOROUGH	3408640	LINDENWOLD MIDDLE SCHOOL	00431	X
FREEHOLD BOROUGH	3405580	INTERMEDIATE	03790	X
NEWARK	3411340	MADISON ELEM	02306	X
VINELAND CITY	3416800	VETERANS MEMORIAL INT SCH	01908	X
WILLINGBORO TOWNSHIP	3418000	WILLINGBORO MEM UPPER ELM	06108	X
ASBURY PARK	3400930	BRADLEY ELEMENTARY	03740	X
MILLVILLE	3410320	R D WOOD	01884	X
PAULSBORO	3412720	LOUDENSLAGER	02612	X
NEWARK	3411340	LINCOLN	02302	X
KEANSBURG BOROUGH	3407860	JOSEPH R BOLGER MID SCH	00027	X
IRVINGTON TOWNSHIP	3407680	THURGOOD G MARSHALL	00089	X
UPPER DEERFIELD TOWNSHIP	3416530	ELIZABETH F MOORE SCHOOL	01896	X
JERSEY CITY	3407830	JAMES F MURRAY 38	02842	X
PAULSBORO	3412720	PAULSBORO HIGH*	02608	X
TRENTON	3416290	HARRISON	03224	X

BOUND BROOK BOROUGH	3402100	SMALLEY	05150	x
VINELAND CITY	3416800	T W WALLACE MIDDLE SCH	00823	x
ROSELLE BOROUGH	3414280	LEONARD V MOORE	05656	x
BELLEVILLE	3401350	NUMBER 8	01970	X
LINDEN	3408610	JOSEPH E SOEHL MIDDLE	05560	X
PEMBERTON TOWNSHIP	3412810	HELEN A FORT MIDDLE SCH	01200	X
COMMERCIAL TOWNSHIP	3403480	PORT NORRIS	01812	X
EAST ORANGE	3404230	G WASHINGTON CARVER INST	02046	X
NEPTUNE TOWNSHIP	3411160	SUMMERFIELD	04052	X
MOUNT HOLLY TOWNSHIP	3410920	F W HOLBEIN	01152	X
ELIZABETH	3404590	NO 13 B FRANKLIN	05506	X
CAMDEN COUNTY VOCATIONAL	3402670	CAMDEN CO TECH-GLOUCESTER*	01414	X
Jersey City Golden Door C	3400034	Jersey City Golden Door	00305	X
JERSEY CITY	3407830	JAMES J FERRIS*	02774	X
TRENTON	3416290	PARKER	03238	X
CLIFTON	3403300	CHRISTOPHER COLUMBUS MID	04764	X
Paterson Charter School	3400087	Paterson CS for Sci/Tech*	00735	X
LONG BRANCH	3408940	LONG BRANCH MIDDLE	03906	X

APPENDIX D – DEFINITIONS OF TIER I, TIER II AND TIER III SCHOOLS

TIER I Schools
Appendix A is the list, by LEA, of each of the 20 Tier I schools that are Title I schools in need of improvement. The Tier I schools include one school that was added due to NJ's "graduation rate".

TIER II Schools
Appendix B lists the 12 Tier II secondary schools (5 Title I eligible and not served and 7 Title I "newly eligible schools"). For Tier II, the NJDOE used the "newly eligible schools" provision afforded to states in the January 2010 new interim final SIG requirements. No schools were added to the Tier II list as a result of NJ's "graduation rate". A secondary school is a school that provides "secondary education, as determined under State law, except that the term does not include any education beyond grade 12" ESEA section 9101(38). Grades 9-12 are identified as secondary schools in New Jersey. A Title I eligible secondary school not served by Title I is included if its poverty percentage is above the district-wide poverty average, above the appropriate grade-span poverty average, or 35 percent or more.

TIER III Schools
The NJDOE selected Tier III schools to be eligible for SIG funds contingent upon availability of funds for this Tier. The full list of these schools (174) is in Appendix C. Title I schools in need of improvement in the bottom 12th percentile were selected. Depending on the available funds, the NJDOE will give priority to the 14 high schools highlighted on this list through a competitive application process.

Title I High School Priority: The NJDOE focus is on our struggling high schools. These 12 Title I high schools were selected using the list of ranking performance and growth using the persistently lowest achieving methodology. For Tier II, the NJDOE identified 12 high schools. For Tier III, additional high schools were selected going down the list. LEAs may apply for the SIG grant for these schools using the same competitive process for Tier I and Tier II schools except that selection of the four models will be optional LEA commitment and capacity will be considered in the context of the Tier I and Tier II schools being served as a result of this NGO.

TIER III
The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.

Method to Identify Tier I, II and III Schools

New Jersey ranked each set of schools; (a) Title I schools in improvement, corrective action, or restructuring and (b) secondary schools eligible for, but that do not receive, Title I funds—from highest to lowest in terms of proficiency of the "all students" group on the State's reading/language arts and mathematics assessments combined. One school was excluded from the list for Tier I as it is an adult school. No schools were excluded from the Tier II or the Tier III list.

Adding Ranks Method

Step 1: Calculated the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the State

reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the "all students" group.)

Step 2: Calculated the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the "all students" group.)

Step 3: Rank ordered schools based on the percent proficient for reading/language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.

Step 4: Rank ordered schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.

Step 5: Added the numerical ranks for reading/language arts and mathematics for each school.

Step 6: Rank ordered schools in each set of schools based on the **combined** reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) was the highest-achieving school within the set of schools and the school with the highest combined rate was the lowest-achieving school within the set of schools.

To determine whether a school has demonstrated a "lack of progress" on the State's assessment, New Jersey applied, as specified in the guidance, **the Lowest Achieving Over Multiple Years** method to identify the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring. (Tier I)

Lowest Achieving Over Multiple Years

The state repeated the steps in the Adding Ranks Method for two previous years for each school. Then, it selected five percent of schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the State.

The same process was used to rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students "group. (See Adding Ranks Method above). After applying the **Lowest Achieving Over Multiple Years** method, the lowest achieving five secondary schools were selected. Since the initial Tier II list included secondary schools that are significantly higher achieving than the many Title I-participating secondary schools that are not among the persistently lowest achieving schools in Tier I, NJDOE used the "newly eligible schools" provision, and added the next lowest 10% of the Title I participating secondary schools to the Tier II list. Tier III list were the Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

High School Graduation Rates

New Jersey recognizes the need to address high schools that do not adequately prepare students to graduate with the skills needed for college and employment. In compliance with 34 C.F.R. Section 200.19(b), New Jersey will be using the graduation rate, which currently is a leaver rate, to identify schools that have a graduation rate of less than 60% over two years. The leaver rate will be used until the

four year cohort is utilized next year. This is consistent with the federal requirements of using such a rate until the 2010-2011 school year. Beginning with the 2010-2011 school year, New Jersey will utilize the four year cohort model to identify the High Schools with graduation rates less than 60%.

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NEW JERSEY LEGISLATURE

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June 25, 2010

In New Jersey, we believe it is possible for education to compensate for disadvantage, and that social justice demands that this possibility be actualized.

These beliefs are held in many states. But in NO other state have the people and their government demonstrated so deep a commitment to these tenets.

Not surprisingly, there is broad-based support in New Jersey for the Obama Administration's Race To the Top initiative. We see it as a federal endorsement of the education reform principles to which we have long been committed, and an opportunity to accelerate the improvement of our public education system, advance towards our vision of social justice, benefit every New Jerseyan, and benefit every American as we prove just how powerfully progressive in impact an excellently-designed, constantly learning and improving public education system can be.

There has often been controversy in the past attached to the steps we have taken to progress towards our vision of what public education can achieve. But our citizens' commitment to social justice has propelled us forward in spite of the controversy, and in every instance our hope of what might be gained has been confirmed by empirical evidence, with the result that what was once debated has become increasingly affirmed by all.

We believe this experience will be repeated as we work together to complete the implementation of the reforms highlighted in this grant application. There will be controversy. But deep popular and political support for reform will enable us to press on, implement our plan, benefit our children, and prove the justice-advancing power of the Race To the Top reform principles to which both we and the Obama Administration are passionately committed.

New Jersey will be better for it. America too.

The Power of Education to Compensate for Disadvantage, And the Demand of Social Justice that this Potential be Actualized

In New Jersey, we have never bought into the belief that poverty is destiny. We acknowledge that parental wealth and education remain powerful predictors of whether a child will succeed in school and proceed to a successful life. But we reject the idea that it must always be so – that our public schools can never so improve as to lift the life prospects of a disadvantaged child to the same level as his or her more advantaged peers.

Our abiding faith in the potential of public education derives not from our hearts speaking louder than our minds. It proceeds from our parents, teachers and principals so often seeing exceptional educators make a difference in children's lives.

Empirical data to the contrary has not stopped some people from arguing that nothing can be done to help children from disadvantaged backgrounds learn more successfully. But these arguments no longer persuade many. Those who want to justify the educational failure of schools now must turn to other canards. Some are arguing that great teaching and school leadership are natural or developed abilities that individuals may serendipitously possess, but that cannot be taught.

Happily, accumulating research data persuades that this second justification for school failure is also invalid. The research indicates that people who love teaching and are dedicated to doing it well (both qualities which are in great abundance amongst educators) can be taught to teach *very* skillfully with a hugely positive impact on their students' learning.

Research is now focusing on the factors necessary to support effective teacher development, and how such factors can be scaled up in a school district and, even more broadly, throughout a state public education system.

Social justice demands that we search for answers to such questions and that our public education systems implement the kinds of incentives and accountability mechanisms that will encourage district and school decision-makers to make use of such answers.

Evidence of New Jersey's Historic Commitment To Actualizing the Justice-Advancing Potential Of an Excellent Public Education System

In New Jersey, we have written into our state constitution the requirement that the State make freely available to every child a THOROUGH education.

Many states say they are committed to such an ideal, but no other state has so put its money where its mouth is. New Jersey spends more per child on its public schools than any other state in America, and both its courts and its legislature have worked to ensure that the state's poorest school districts have financial resources absolutely equal to its wealthiest.

Of course, justice demands more than merely equalizing the financial resources of rich and poor school districts. It also demands that greater resources be made available to educate children with greater needs. Here too, New Jersey stands out. It allocates dollars for the education of a child based on the child's needs and these dollars follow the child to the public school (and even, in some instances, to the privately managed school) in which the child enrolls. In poor school districts, the state provides the resources necessary to make a pre-school education available to children for free. We were the first state in America to do this. In all districts, the State covers extraordinary costs attached to the education of special needs children. In both of these examples, the state and local tax dollars committed to the education of a child follow that child to the public or privately managed school in which he or she enrolls.

The evidence of New Jersey's historic commitment to actualizing the justice-advancing potential of public education is much more than monetary. We long ago began putting into place the education reform elements being so excellently encouraged by the United States Department of Education through this Race To the Top initiative.

For instance, in recent years, when some other states were lowering their academic standards and loosening their assessment procedures to obscure educational problems, New Jersey was raising its academic standards and improving its assessment instruments and procedures to flag our educational problems. Our goal was to concentrate effort on successfully addressing them.

One major problem identified is the size of New Jersey's achievement gap. We are proud that our NAEP scores are among the highest in the nation – especially since we have such a complete cross-section of students being sampled. But we are horrified that our achievement gap is simultaneously one of the largest in America.

New Jersey has been working hard to close its achievement gap, and the latest NAEP results show a narrowing. But in this application you will learn about many brand new initiatives that we believe will even more successfully and rapidly narrow the gap – and that will do so while raising the average achievement scores of *every* quintile of New Jersey students.

A key to successful standards-based reform is the capacity to track student learning growth and correlate it with diverse factors in the learning experience of students. New Jersey has been working hard to develop its longitudinal data tracking capabilities, and while we are not where we want to be, we are making steady progress. Winning this Race To the Top grant competition would significantly accelerate that progress and with our expanded longitudinal data tracking capacity and make New Jersey a national model of data-driven education reform.

Of course, for data to drive reform a state must have the political will to act upon it. New Jersey has always been at the cutting edge of education reform

in America because New Jersey has always had the political will to press forward towards its vision of a justice-advancing public education system.

We pioneered the use of alternate-route teacher certification. We were the first to have the state take direct administrative control of failing school districts as a way to enforce educational accountability. We were an early passer of charter school and school choice legislation. We have the will to work together on bold changes.

The Commitment We Make Today That New Jersey WILL Race To The Top
And FULLY Actualize the Justice-Advancing Potential
Of An Excellent Public Education System

New Jersey is seeking via its Race To the Top initiatives to:

- Close our academic achievement gap even as we substantially raise the achievement level of every quintile of New Jersey students;
- Cut our drop-out rate by more than half; and
- Graduate our students from high school truly college or work-ready.

To guide our steps in this effort, we will work together to make student learning growth central to evaluating the educational effectiveness of our education policies and practices. We believe this focus will make New Jersey's education system one which constantly learns and improves.

As the political and educational leaders who are most responsible for public education in New Jersey, we commit to working together to make the necessary legislative and regulatory changes to meet the goals of the Race to the Top initiative. These include:

1. Incorporating the Common Core into New Jersey's high-quality academic standards; Developing and supporting multiple, easily-administered assessments that support instructional analysis, and accountability;
2. Developing a longitudinal data system that tracks student learning growth, facilitates good analyses of "what works," and supports good decision-making by teachers, educational leaders and parents;
3. Creating incentive, support, and accountability frameworks for our teachers, principals and school district leaders that are aligned with student learning growth and success;
4. Doing what it takes to boldly turn around our most struggling schools and districts; and
5. Sustaining reform conditions to advance and improve educational services across our state.

Together, these reform initiatives map directly to the assurances being sought by the United States Department of Education in this Race to the Top grant competition. More importantly, they form a coherent plan of action for a constantly learning, constantly improving public education system.

We welcome the opportunity to improve our public educational system by working collaboratively to implement reforms which meet the goals of the Race to the Top initiative.

Signed,

Stephen M. Sweeney
Senate President

Sheila Y. Oliver
Assembly Speaker

M. Teresa Ruiz
Chairperson
New Jersey Senate Education Committee
Education Committee

PatrickJ. Diegnan, Jr.
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Lt. Governor

BRET SCHUNDLER
Commissioner

June 25, 2010

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There has often been controversy in the past attached to the steps we have taken to progress towards our vision of what public education can achieve. But our citizens' commitment to social justice has propelled us forward in spite of the controversy, and in every instance our hope of what might be gained has been confirmed by empirical evidence, with the result that what was once debated has become increasingly affirmed by all.

We believe this experience will be repeated as we complete the implementation of the reforms highlighted in this grant application. There will be controversy. But deep popular and political support for reform will enable us to press on, implement our plan, benefit our children, and prove the justice-advancing power of the Race To the Top reform principles to which both we and the Obama Administration are passionately committed.

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Our abiding faith in the potential of public education derives not from our hearts speaking louder than our minds. It proceeds from our parents, teachers and principals so often seeing exceptional educators make a difference in children's lives.

We believe our faith was confirmed by the federal government's Effective Schools Research some years back. It threw a spotlight on No Excuses schools where exceptional leaders established cultures of success, fully developed the educational effectiveness of their teaching staffs, and dramatically improved the learning and life prospects of even their most disadvantaged students. A great example of such a public school is the Harriet Tubman School in Newark.

Empirical data to the contrary has not stopped some people from arguing that nothing can be done to help children from disadvantaged backgrounds learn more successfully. But these arguments no longer persuade many. Those who want to justify the educational failure schools now must turn to other canards. Some are arguing that great teaching and school leadership are natural or developed abilities that individuals may serendipitously possess, but that cannot be taught.

Happily, accumulating research data persuades that this second justification for school failure is also invalid. The research indicates that people who love teaching and are dedicated to doing it well (both qualities which are in great abundance amongst educators) can be taught to teach *very* skillfully with a hugely positive impact on their students' learning.

Research is now focusing on the factors necessary to support effective teacher development, and how such factors can be scaled up in a school district and, even more broadly, throughout a state public education system.

These are not small questions. Some organizations – for instance, the KIPP Academies – have demonstrated that they can establish one school after the next capable of dramatically increasing the learning and life prospects of disadvantaged children. But no one knows yet how to manufacture such schools rapidly.

Social justice demands that we search for answers to such questions and that our public education systems implement the kinds of incentives and accountability mechanisms that will encourage district and school decision-makers to make use of such answers.

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The evidence of New Jersey's historic commitment to actualizing the justice-advancing potential of public education is much more than monetary. We long ago began putting into place the education reform elements being so excellently encouraged by the United States Department of Education through this Race To the Top initiative.

For instance, in recent years, when some other states were lowering their academic standards and loosening their assessment procedures to obscure educational problems, New Jersey was raising its academic standards and improving its assessment instruments and procedures to flag our educational problems. Our goal was to concentrate effort on successfully addressing them.

One major problem identified is the size of New Jersey's achievement gap. We are proud that our NAEP scores are among the highest in the nation – especially since we have such a complete cross-section of students being sampled. But we are horrified that our achievement gap is simultaneously one of the largest in America.

New Jersey has been working hard to close its achievement gap, and the latest NAEP results show a narrowing. But in this application you will learn about many brand new initiatives that we believe will even more successfully and rapidly narrow the gap – and that will do so while raising the average achievement scores of *every* quintile of New Jersey students.

A key to successful standards-based reform is the capacity to track student learning growth and correlate it with diverse factors in the learning experience of students. New Jersey has been working hard to develop its longitudinal data tracking capabilities, and while we are not where we want to be, we are making steady progress. Winning this Race To the Top grant competition would significantly accelerate that progress and with our expanded longitudinal data tracking capacity, make New Jersey a national model of data-driven education reform.

Of course, for data to drive reform a state must have the political will to act upon it. New Jersey has always been at the cutting edge of education reform in America because New Jersey has always had the political will to press forward towards its vision of a justice-advancing public education system.

We pioneered the use of alternate-route teacher certification. We were the first to have the state take direct administrative control of failing school districts as a way to enforce educational accountability. We were an early passer of charter school legislation.

Of greater importance than our historic commitment to public education excellence is our commitment to press forward from where we are today all the way to the TOP: that mountaintop where all the individual pieces of education reform have been assembled, so all the world can begin to see just how powerfully public education can advance the actualization of social justice.

The Commitment We Make Today That New Jersey WILL Race To The Top And FULLY Actualize the Justice-Advancing Potential Of An Excellent Public Education System

New Jersey is seeking via its Race To the Top initiatives to:

- Close our academic achievement gap even as we substantially raise the achievement level of every quintile of New Jersey students;
- Cut our drop-out rate by more than half; and
- Graduate our students from high school truly college or work-ready.

To guide our steps in this effort, we commit that we will make student learning growth the yardstick by which we measure the educational effectiveness of everything we do in public education. We believe this focus will make New Jersey's education system one which constantly learns and improves.

We are already enroute, as mentioned earlier, to having the necessary elements of such a public education system in place. As the political and educational leaders who are most responsible for public education in New Jersey, we commit to finishing the job by working to implement all of the additional legislative and regulatory changes needed. Specifically, we will work to:

1) Incorporate the Common Core into New Jersey's high-quality academic standards;
2) Develop and support easily-administered assessments that support instructional analysis, and accountability;
3) Deploy a cloud-based longitudinal data system that tracks student learning growth, facilitates good analyses of "what works," and supports good decision-making by teachers, educational leaders and parents;
4) Create incentive, support, and accountability frameworks for our teachers, principals and school district leaders that are aligned with student learning growth and success;
5) Do what it takes to boldly turn around our most struggling schools and districts; and
6) Sustain reform conditions to advance and improve educational services across our state.

Together, these reform initiatives map directly to the assurances being sought by the United State Department of Education in this Race to the Top grant competition. More importantly, they form a coherent plan of action for a constantly learning, constantly improving public education system:

Incorporate the Common Core into New Jersey's high-quality academic standards:

New Jersey is nationally recognized for the quality and high level of its academic standards. The collaborative effort between states has developed an even better set of Common Core Standards which reflects a clear and high set of aspirations for students across the country that we see as

building on our state's work. We will adopt these standards for English Language Arts and for Mathematics, while retaining our own high standards in other subject areas.

Develop and support easily-administered assessments that support instructional analysis and accountability:

We will complete our building of an assessment and curricular support framework – the "Curriculum and Assessment Spine" – to link formative and summative data with teaching supports. For "untested" grades and subjects, and for formative classroom assessment, we will establish a state model of assessment but allow for local approaches to be used, so long as they meet rigorous quality criteria. In parallel, we will participate in two state-led consortia that are developing assessments based on the Common Core as part of a Federal grant program, with expected availability in 2014-2015. We are enthusiastic about the potential innovations that these consortia may yield, but do not believe that our reform agenda can wait four years. Finally, recognizing that new standards, assessments, and instructional practices require changes in classroom practice, we will provide large-scale professional development, coaching, and support to teachers to transition from our current system.

Deploy a web ("cloud") based longitudinal data system that tracks student learning growth, facilitates good analyses of what works, and supports good decision-making by teachers, educational leaders and parents:

Building on our new framework of standards and assessments, we plan to use data to inform instructional planning in our schools, to establish professional development plans and evaluate their effectiveness, to support evaluation of teacher effectiveness, and to monitor the performance of our schools. We will fully bring our data systems into the 21st century. By hosting a web or "cloud" based system to support school operations, instructional planning, human capital management, and public access to our schools data, we will create meaningful efficiencies for our school districts, support high-quality focused instruction, develop virtuous learning cycles about what works and why, and promote public stewardship of our school system.

Create incentive, support, and accountability frameworks for our teachers, principals and school district leaders that are aligned with student learning growth and success:

The quality of a child's teacher is the single most important factor in his or her educational attainment. So we will do everything we can to recruit, develop, support, and retain effective teachers in our classrooms. We will greatly emphasize the role of content courses in our teacher preparation programs, build on our alternate-pathway recruiting initiatives, extend provisional certification to qualified teachers from other states, and facilitate some recruiting and training activity under our County Executive Offices, working with partners that demonstrate the strongest records of success in these areas.

For teachers in the early years of the profession, we will encourage induction and support mechanisms that provide a solid foundation for career success. For our provisional teachers, we will encourage and provide high-quality coaching and support, both in our schools and off-site, to increase skill sets and content knowledge. After the provisional period, we will require that tenure decisions be based on effectiveness, not simply elapsed time.

We will establish a state framework that bases half of the evaluation score upon student achievement, and half on high-quality teaching and leadership practices. The framework will be developed deliberately by a stakeholder committee, incorporating locally-determined factors in addition to the state factors, and will be required in every participating LEA. It will enable the provision of professional development based on meaningful data. It will inform the granting of tenure. And to the extent that economic conditions require reductions in our workforce, we will use these evaluations as a basis for personnel decisions relating to retention.

Importantly, we will implement bonuses to reward teachers and leaders who accelerate broad-based student learning growth, and will place an extra emphasis on the growth of our most struggling students. A bonus pool will be allocated to high-achieving schools, where a local committee will apportion the funds to individual teachers, teacher teams, other personnel and programs. Up to half of a school's pool will be allocable to staff.

We will provide financial incentives for effective teachers who are willing to serve in schools, districts, and classrooms with concentrations of high-needs students. A career ladder, creating a path to "Master Teacher" or "Master Principal" status, will be developed that gives our professionals clear opportunities for advancement and influence.

Finally, we will develop an annual measure of school performance to inform school and district decision-making, and formalize minimum charter and district school performance criteria.

Do what it takes to boldly turn around our most struggling schools and districts:

We will support local LEAs in their selection among the four US Department of Education-approved models for reversing direction in our lowest-performing schools: turnaround, transformation, restart, or closure. To support turnarounds and transformation, we will create a network of "turnaround officers" to oversee and support the improvement of schools. For schools that are restarted, we will assist in the selection of a strong charter operator to manage the school. And in the event that a district elects to close a school, we will support efficient use of the space in support of student learning.

We will also support the implementation of local school board-authorized, teacher-led, small-scale Achievement Academies, embedded in the district. By establishing performance objectives and providing Master Teachers with professional discretion, we believe they can help provide more uniquely-suited schooling opportunities to our children.

Sustain reform conditions to advance and improve educational services across our state:

Despite adverse economic conditions, we will continue to support education funding. Despite enormous budget challenges in 2010, the State *increased* the level of state tax dollars committed to our public schools. We continue to demonstrate our commitment to our children with our pocketbook.

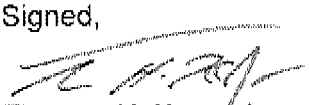
We will engage the offices of our Executive County Superintendents to facilitate contract consolidation, shared services arrangements between school districts, and to enforce sound labor contract standards. We will also reorganize the Department of Education with new divisions to

support Professional Excellence (human capital strategies for our teachers and leaders), Education System Efficiency (to improve service delivery and reduce costs), and School Effectiveness and Choice (to support board development, improved school design, school-level accountability and turnarounds).

The process that we will use to take input from stakeholders is described later in this grant submission.

Per the timeline discussed, we will work to introduce the educational reform bills and regulatory changes informed by this input by July 1, 2011, and to pass final bills and regulations to effectuate all of the reforms highlighted in this application no later than January 1, 2012.

Signed,



Thomas H. Kean, Jr.
Senate Minority Leader & Education Cmte. Ranking Member

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Signed,

Alex DeCroce
Assembly Republican Leader

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Signed,

Joseph R. Malone, III
Assembly Education Cmte. Ranking Member

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Signed,

David Wolfe
Assembly Education Cmte. Ranking Member

RESOLUTION No. 102

STATE OF NEW JERSEY

214th LEGISLATURE

INTRODUCED MAY 13, 2010

Sponsored by:
Senator M. TERESA RUIZ
District 29 (Essex and Union)
Senator THOMAS H. KEAN, JR.
District 21 (Essex, Morris, Somerset and Union)
Senator STEPHEN M. SWEENEY
District 3 (Salem, Cumberland and Gloucester)
Assemblyman PATRICK J. DIEGNAN, JR.
District 18 (Middlesex)
Assemblyman PAUL D. MORIARTY
District 4 (Camden and Gloucester)
Assemblyman JOSEPH R. MALONE, III
District 30 (Burlington, Mercer, Monmouth and Ocean)
Assemblyman RALPH R. CAPUTO
District 28 (Essex)
Assemblywoman MILA M. JASEY
District 27 (Essex)

Co-Sponsored by:
Senator Beck, Assemblymen Rumpf, Rumana, Ramos, Assemblywoman Voss, Assemblyman Wolfe, Assemblywomen Evans, Watson Coleman, Spencer, Assemblyman O'Scanlon, Assemblywoman Wagner, Assemblymen Fuentes and Wisniewski

SYNOPSIS

Expresses support for the submission of DOE's application for a federal Race to the Top grant.

CURRENT VERSION OF TEXT

As introduced.

(Sponsorship Updated As Of: 5/21/2010)

A CONCURRENT RESOLUTION expressing support for the submission of the Department of Education's application for a federal Race to the Top grant.

WHEREAS, New Jersey has been recognized nationally for its leadership in closing the achievement gap, establishing high academic standards and expectations for its students, and demonstrating student achievement on the National Assessment of Educational Progress; and

WHEREAS, the American Recovery and Reinvestment Act of 2009 has made available $4.35 billion for competitive Race to the Top grants to states making the most progress in education reform and innovation; and

WHEREAS, the Race to the Top program presents an opportunity to attract millions of dollars to New Jersey to invest in education and support progress toward Statewide educational goals and objectives; and

WHEREAS, the Race to the Top program focuses on four areas of reform, including: college and career-readiness standards and high-quality assessments for all students; preschool to higher education data systems; teacher effectiveness and the equitable distribution of effective teachers; and the provision of intensive support and effective interventions for the lowest performing schools; and

WHEREAS, Race to the Top grants are intended to save and create jobs and reform education, improve student academic outcomes, accelerate educational reform, and foster continuous improvement; and

WHEREAS, New Jersey has the opportunity to use the federal funding to be more innovative and creative in its educational investments in a manner consistent with the goals articulated by the United States Secretary of Education; now, therefore,

BE IT RESOLVED *by the Senate of the State of New Jersey (the General Assembly concurring):*

1. The Legislature expresses its support for the submission of the Department of Education's application for a federal Race to the Top grant.

2. Duly authenticated copies of this resolution, signed by the President of the Senate and the Speaker of the General Assembly and attested by the Secretary of the Senate and the Clerk of the General Assembly, shall be transmitted to Governor and to the Commissioner of Education.

STATEMENT

This concurrent resolution expresses the Legislature's support for the submission of the Department of Education's application for a federal Race to the Top grant. The competitive program is designed to promote education reform by encouraging states to adopt innovative practices relating to college and career readiness standards and high quality assessments for all students, preschool through post-secondary education data systems, teacher effectiveness and the equitable distribution of effective teachers, and support and interventions in the lowest performing schools. The State would receive as much as $400 million over four years if the application is successful.

(b)(6)

Forbes.com

On The Cover/Top Stories

Homecoming Day For a Reformer

John Koppisch, 06.07.10, 12:00 AM ET

Bret Schundler, New Jersey's new education commissioner, comes across like the reassuring pastor he once planned to be. He's not a bomb thrower like his boss, Governor Chris Christie, who accused teachers of "using the students like drug mules" to talk their parents into voting for school budgets. But some of Schundler's ideas about education, formed 20 years ago, still sound provocative.

New Jersey schools run up a tab of $19,000 a year per pupil, more than any state after New York. Despite the lavish funding, Schundler says, "the state is failing to fulfill its responsibility." The U.S. has trailed badly in international comparisons for years, but what official has ever said his schools are part of the problem? He points out that only 42% of New Jersey's eighth graders are proficient in reading; that county and state colleges spend enormous sums on remedial classes; and that the elite districts with the huge property taxes could provide much better schools.

For Schundler, 51--a product of Westfield (N.J.) High, where he was All-State in football--the key to improving the schools is to improve the quality of the state's 110,000 K--12 public school teachers. That starts with tenure, which in New Jersey guarantees a lifetime job to the vast majority of teachers after a cursory review in their third year on the job. Pay raises have little to do with how hard teachers work or how their students perform; instead pay is calculated under a rigid, union-negotiated formula based on how many years teachers have put in and how many extra diplomas they've collected. "Our system is horrible," Schundler says.

Instead he would award tenure "based on effectiveness, not simply elapsed time," and only after five years. He would use state money to pay annual bonuses to the best teachers, especially if they volunteer to move to tough schools. He would make it easier for out-of-state teachers or career switchers to be certified in New Jersey. He would clear a path for the best teachers to start new schools in their district--

what Schundler calls "achievement academies"--and "be compensated like true professionals." Salaries for New Jersey teachers range from $45,000 to $125,000; the median was $59,500 last year.

To shift from a seniority to a merit system, Schundler wants to kick the state into the information age, using data to help decide which teachers get tenure, bonuses, promotions--or the boot. The teachers' union "says you can't measure student learning," he says. "I reject that." He aims to assess every student's monthly, quarterly and annual progress. A central computer system will keep track of everything (and how students turn out--through college and in the workplace). This will help pinpoint the curricula, programs, schools and other factors most useful to turning out better students.

While the union hasn't lined up behind his reforms, the public is with Schundler, and there is wind at his back blowing from Washington. Education Secretary Arne Duncan is dangling $3.4 billion in front of states in his Race to the Top initiative to spur reforms such as New Jersey's.

Some of this is like homecoming day for Schundler. It was his dogged but unsuccessful fight for vouchers in the early 1990s when he was mayor of Jersey City that earned him credibility as an education reformer. Later he started one of the country's early charter schools. Today much of the thinking on education reform has caught up with him. Says he: "There's a moral imperative to do what's right for kids and not worry about the political resistance."

Sidebars:
Think College
Fire Bad Teachers
Tech and Teaching

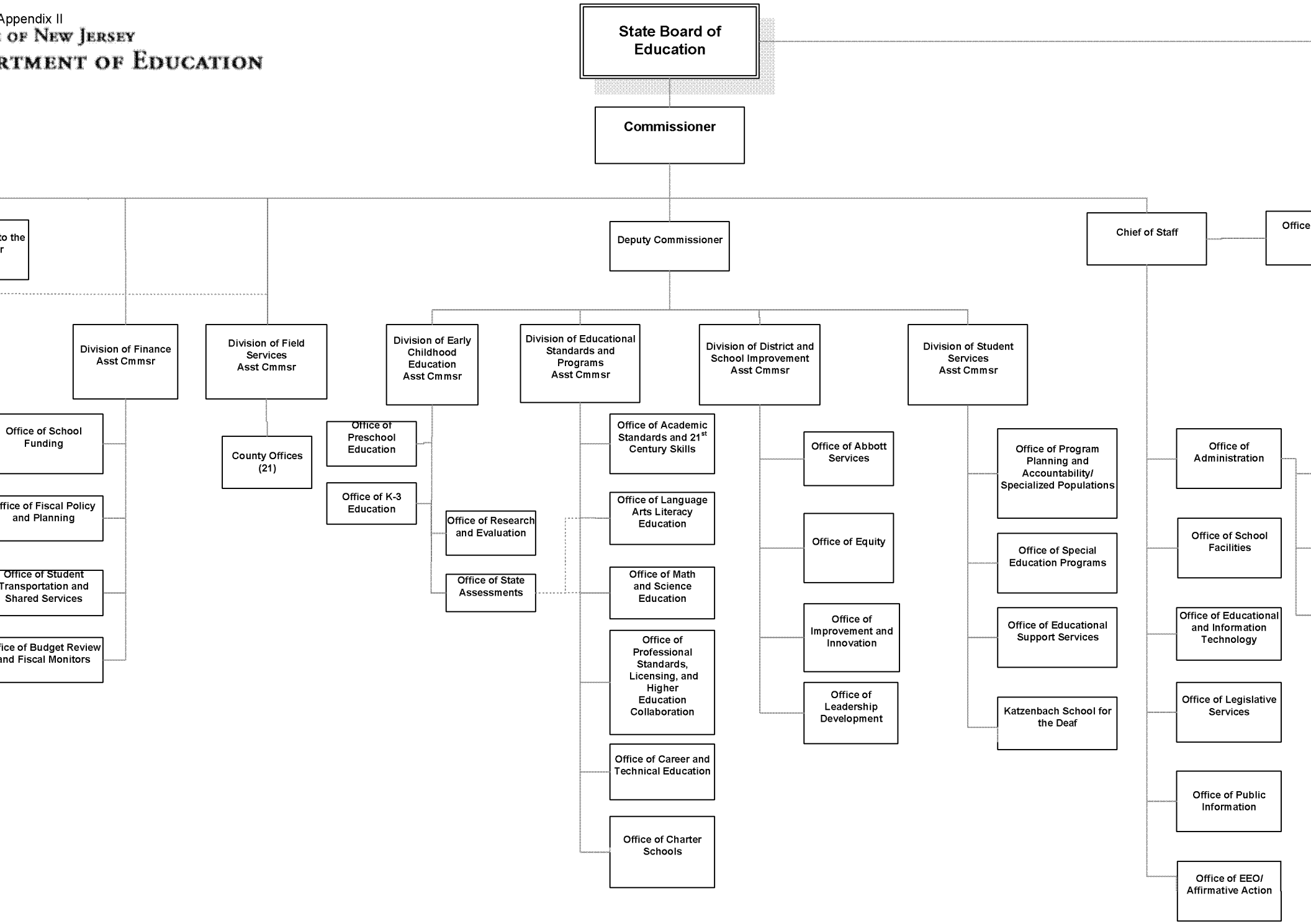
Back to What Schools Can Learn From Money Managers

Special Offer: Free Trial Issue of Forbes

Appendix II

OF NEW JERSEY

RTMENT OF EDUCATION



draft

TITLE: Chief Race to the Top Officer (CRO)
REFERENCE #: To be finalized
SALARY: $125,000
HOURS OF WORK: 8:15 a.m. – 4:15 p.m.
DIVISION/LOCATION: Trenton, NJ
DIVISION: Office of the Commissioner
REPORTS TO: Commissioner

DESCRIPTION

Strong-willed executive responsible for implementing, coordinating and monitoring broad activities within the NJDOE and in school districts (LEAs) as part of several hundred million dollar federal program, Race to the Top (RTTT).

Responsible for the planning, development, and implementation of policies, programs, and practices in support of the functional and operating procedures. Provides leadership and technical assistance to other managers and to LEA staff through specialized services.

Ensure compliance with federal and state laws and regulations, including but not limited to financial and HR laws and regulations.

Measure the "Return on RTTT Investment"- effectiveness of programs and spending within NJDOE and LEAs.

Attends and makes presentations at stakeholder meetings as required.

Coordinates other support and monitoring services, e.g., auditing and legal reviews.

REQUIREMENTS

Education: graduate degree in education, law, public administration, public policy or business strongly preferred.

Experience: Major department head or chief operating executive in a large public or private organization with at least a $200 MM operating budget. Experience managing a large (200 MM +) grant is strongly preferred. Teaching and school administration strongly preferred. Government or non-profit experience strongly preferred. Eligibility for a New Jersey Standard Instructional or Educational Services Certificate is preferred.

Candidates may be required to demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level. Prospective candidates should be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

Dpartment of Education is an Equal Opportunity Employer, has an Affirmative Action Program, and will not discriminate against any person because of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status/civil union partnership, familial status, affectional or sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability, (including perceived disability, physical, mental, and/or intellectual disabilities), or liability for service in the Armed Forces of the United States, and is committed to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Appendix C1: Instructional Support Components

Overview

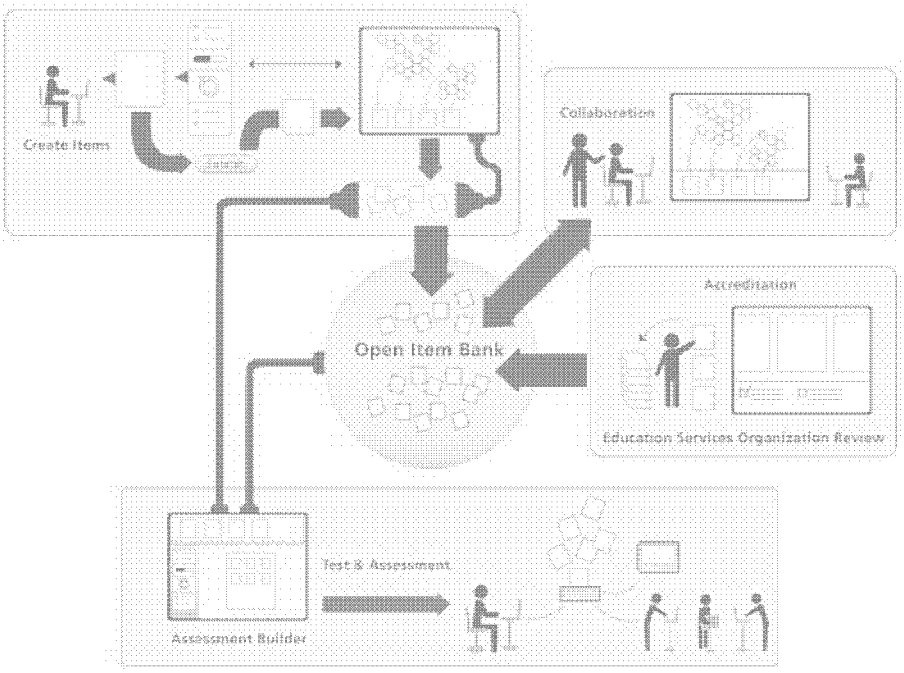
New Jersey's Instructional improvements system (IIS) will be designed to help teachers use data to develop a rich picture of student ability and plan high impact instruction. In developing an IIS that goes beyond the basic assessment administration functions and focuses on the functionality that integrates 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

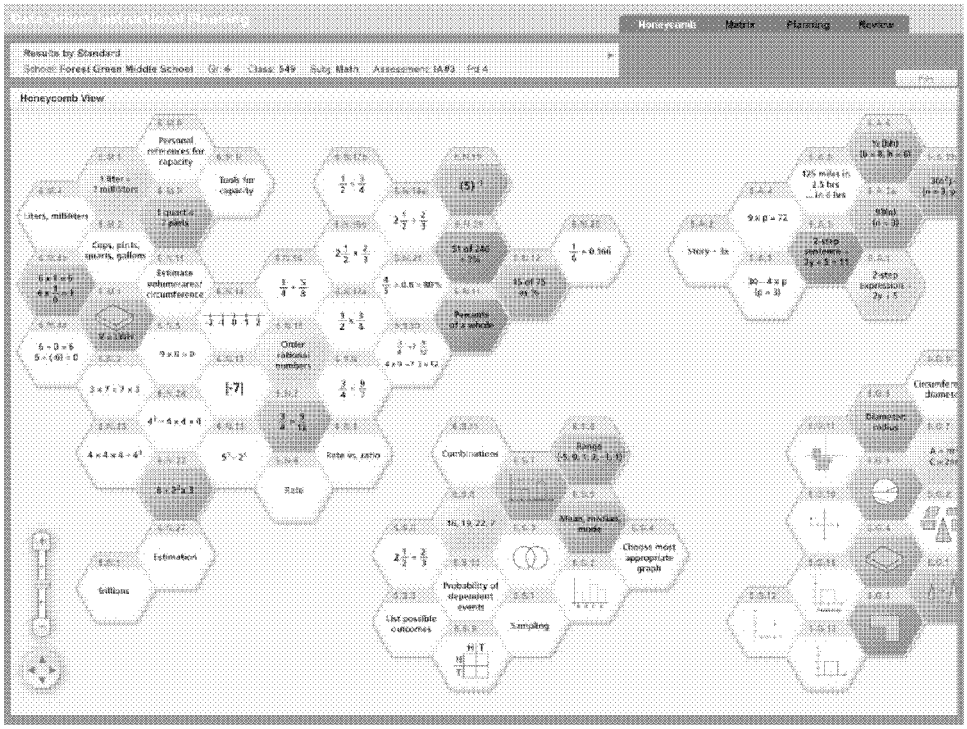
The IIS will include multiple ways of visualizing data and providing valuable tools to help educators take action based on the data they see. Participating New Jersey LEAs needs for school based reporting can be met by two key components in our platform: Action Planning and Reporting. As with the rest 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

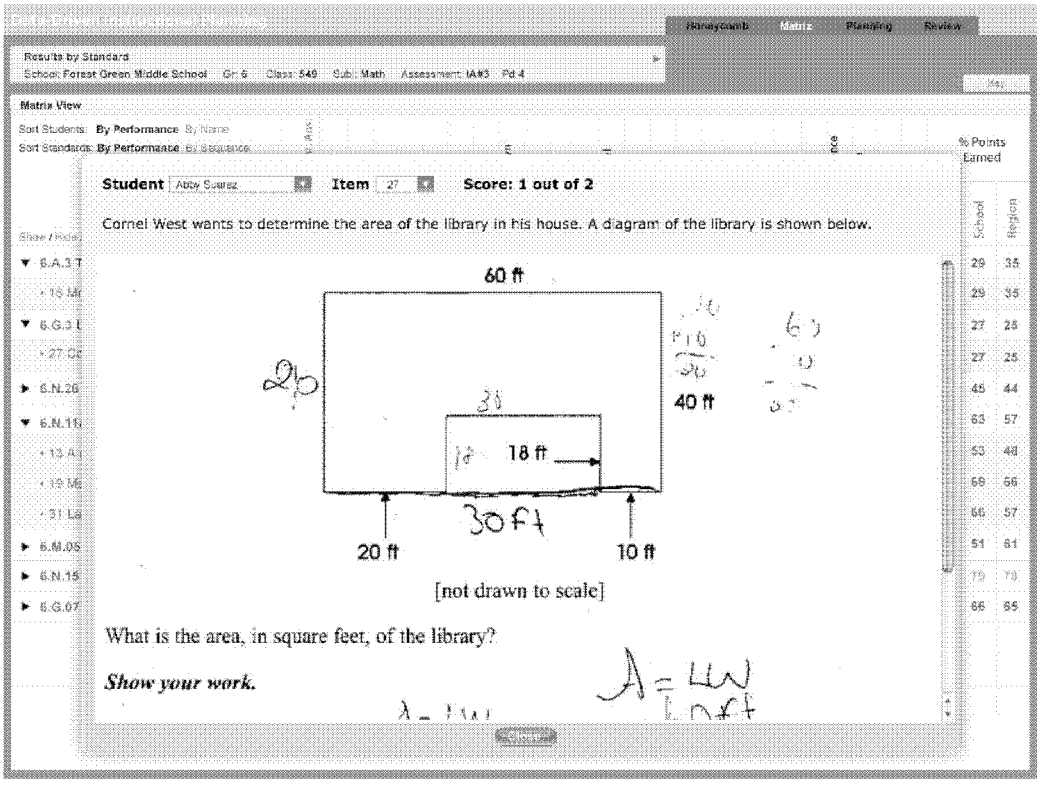
either class or student performance enables teachers to quickly identify areas of strength and weakness and understand the impact of performance of both the standard and related precursor skills.

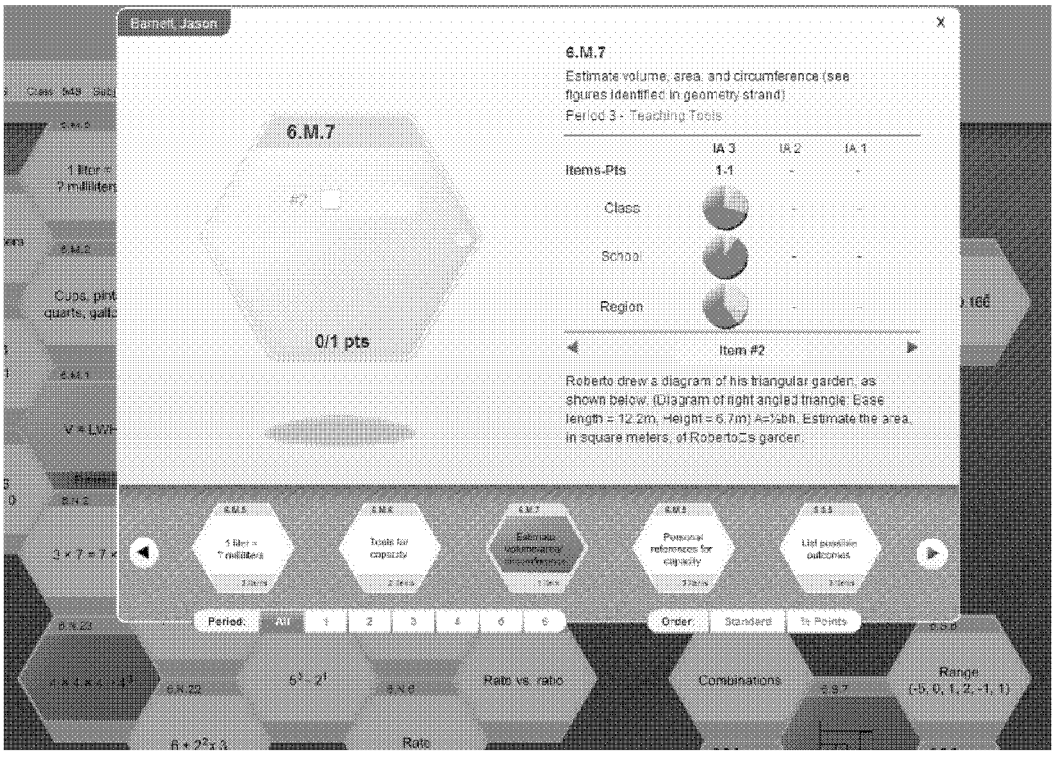


Color coding representation of performance levels helps teachers answer the questions:

- Where do individual students do well?
- Where do individual students need additional support?
- What content areas would be useful to obtain additional information?

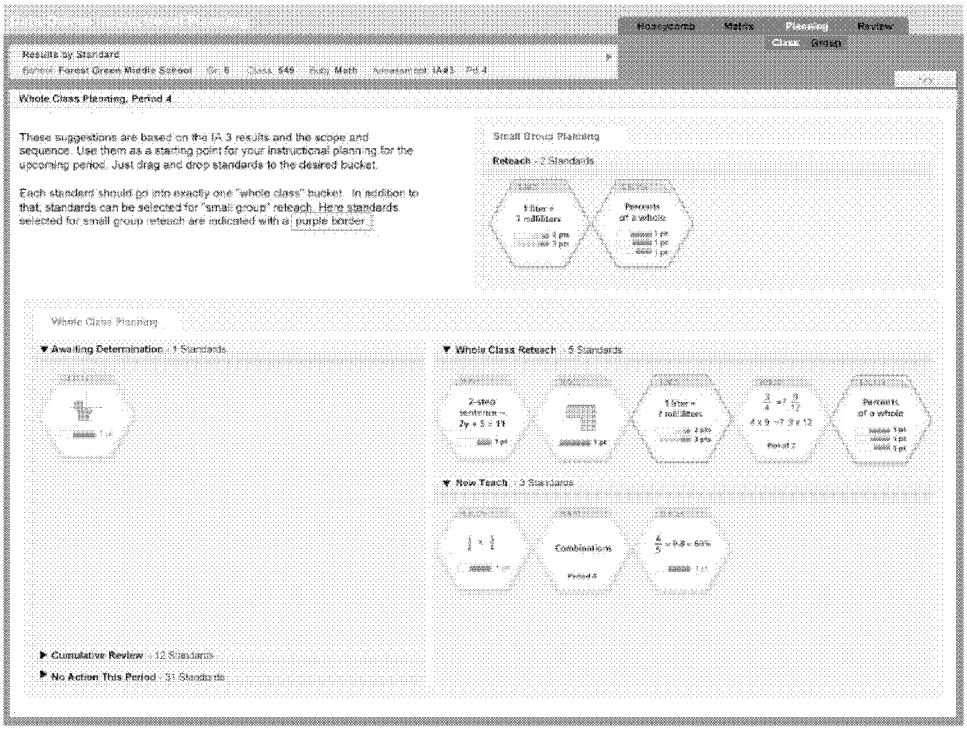
The whole class view of the honeycomb report enables teachers to see class performance on each standard assessed, standards the class has mastered and the content areas that should be taught next or re-taught. Zooming into a standard, the teacher can mouse click on an individual hexagon to see the standard 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.

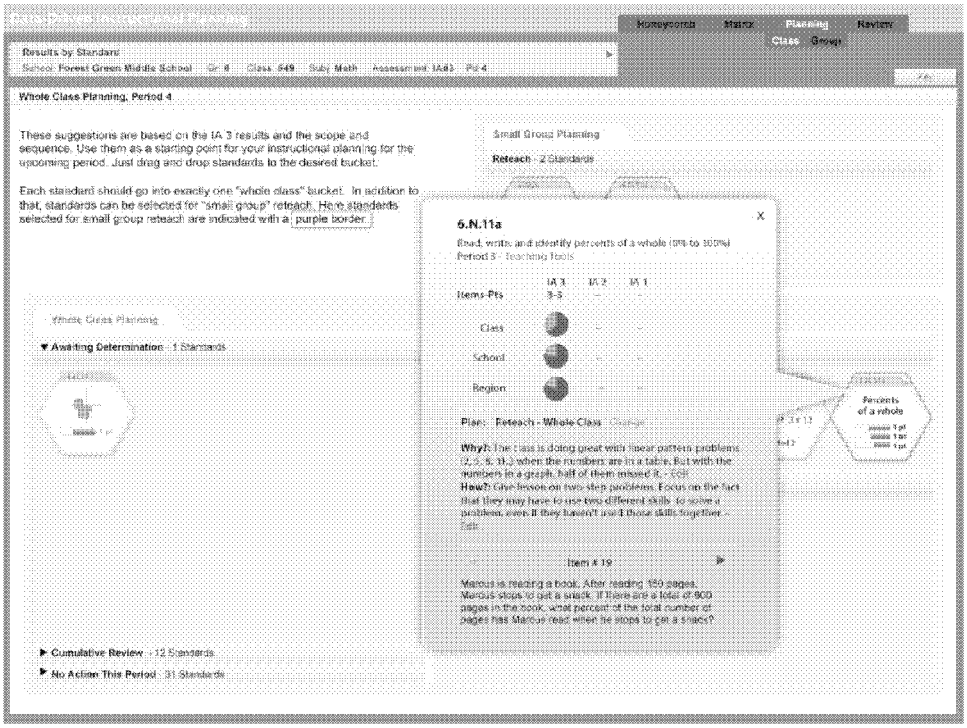

Honeycomb
Matrix
Planning
Review
Results by Standard
School: Forest Green Middle School Gr: 6 Class: 549 Sub: Math Assessment: IA#3 Pd 4
Matrix View
Sort Students: By Performance By Name
Sort Standards: By Performance By Sequence
% Points Earned
Student Abby Suarez
Item 27
Score: 1 out of 2
Cornel West 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
30 ft
20 ft
10 ft
[not drawn to scale]
What is the area, in square feet, of the library?
Show your work.
A = LW
School
Region


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
0/1 pts
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.
Period:
All
Order:
Standard
% Points
Ratio vs. ratio
Combinations
Range {-5, 0, 1, 2, -1, 1}
Rate

Whole class planning

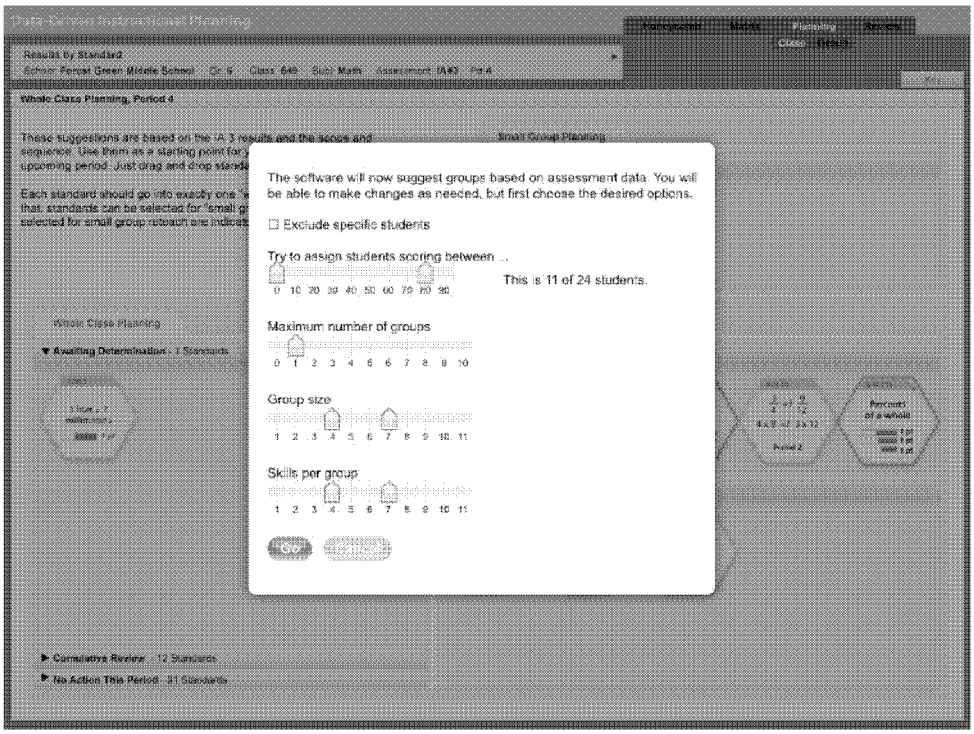
As teachers perform analysis at the standards level, they can tag standards they want to review with or re-teach to the entire class and those that they may want to cover with only a few students in a small group instructional setting. For each standard that teachers select to review or re-teach, they 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.

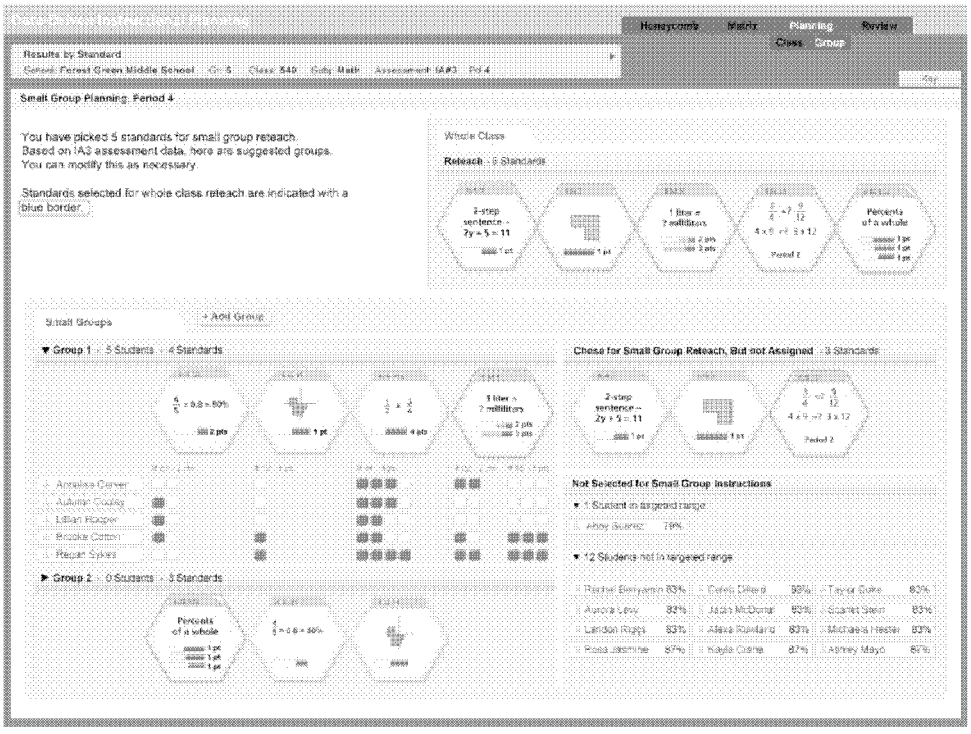




Small group planning

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

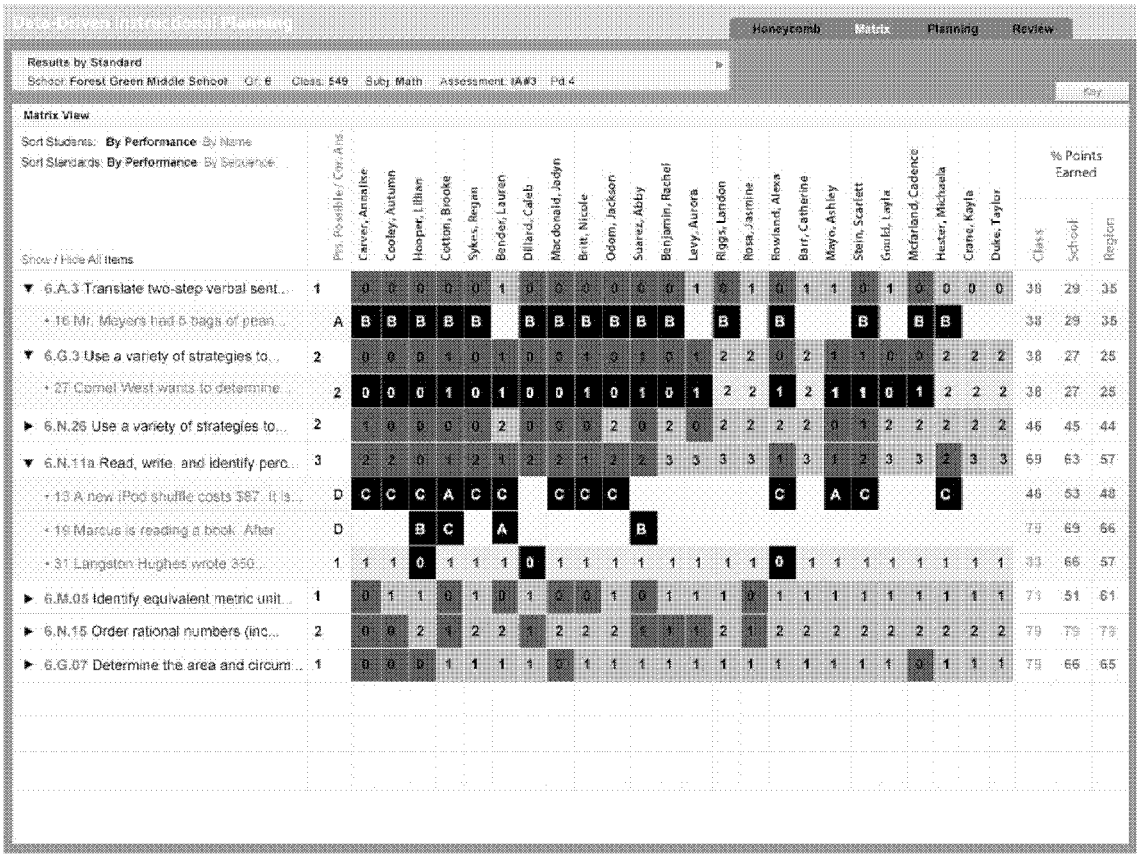
Reporting tools will provide functionality for users within the district to view and analyze data as well as evaluate effectiveness of instructional and assessment decisions and practices. The overall goal of Reporting is to make information readily available to district and school personnel in support 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.

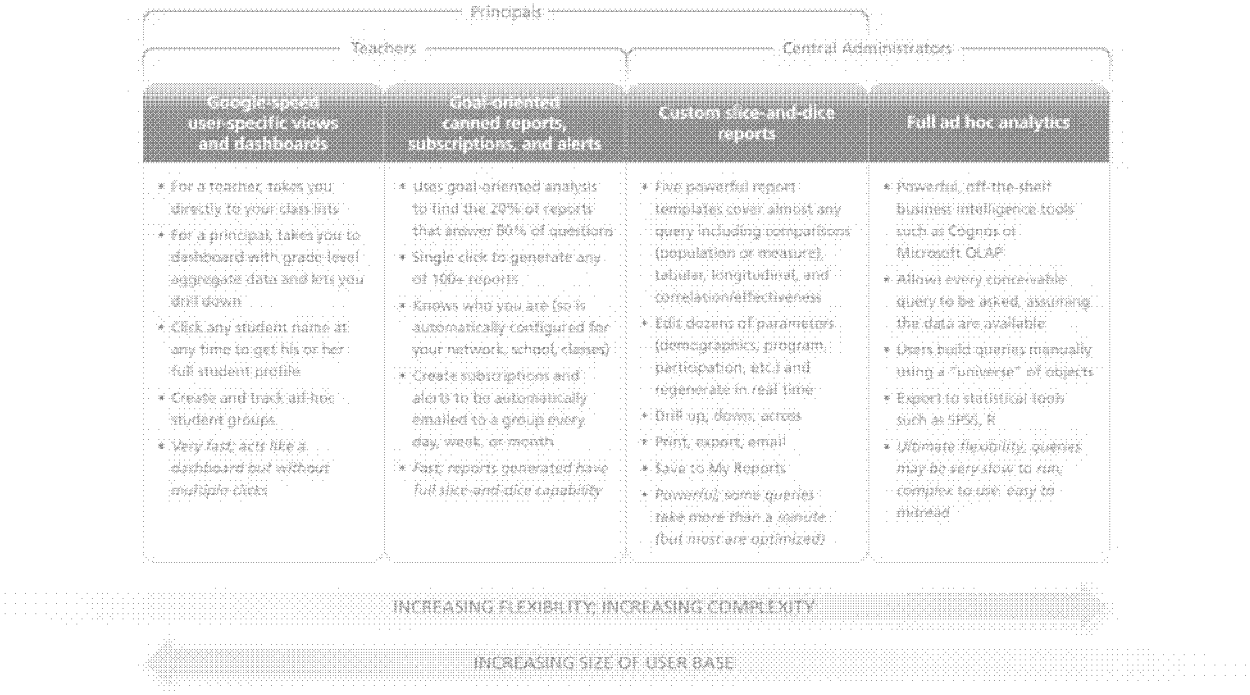
Data analysis using reports in the IIS

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

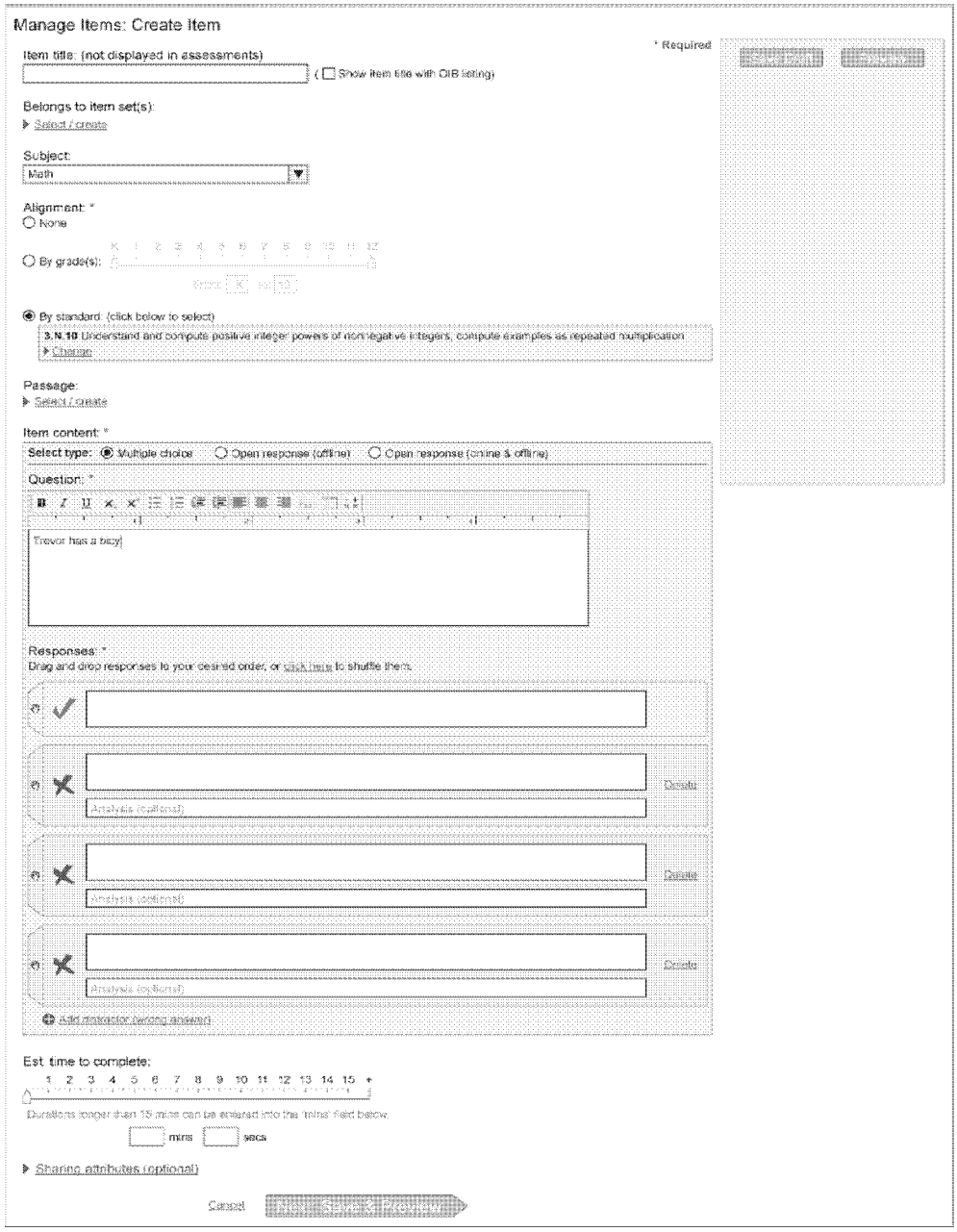
The assessment creation work flow begins with item generation and storage. The system will support multiple item banks and access to content will be defined by user roles. Depending on a user's role and various permission settings, a user may be able to function within any of the following secure areas:

- 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

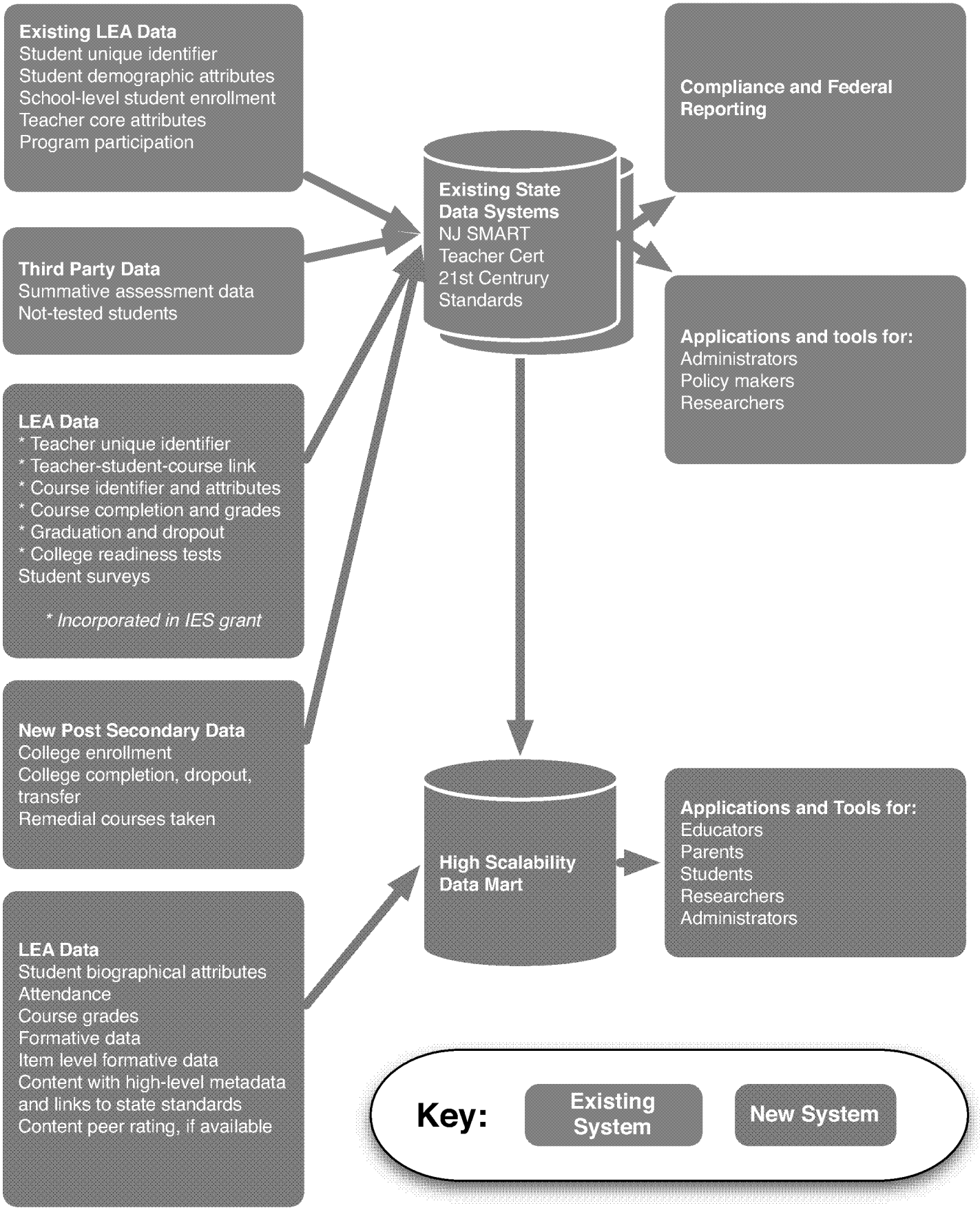
Constructing an online assessment is similar to that of a paper and pencil assessment. Item and assessment creation are exactly the same with the exception that the user must designate that the item and assessment are available for deployment online or both online and offline. Additional parameters available 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

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Jack Moticha, Acting Chief Information Officer

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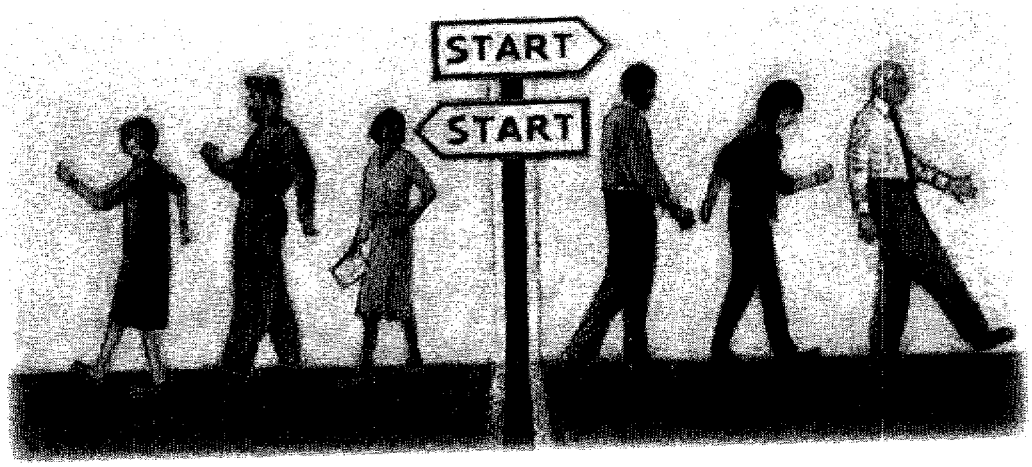
Marie Barry

Neglected and Delinquent Programs
Monica Johnson

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?

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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.

The New Jersey Alternate Route Program: A Systems Approach to Teacher Quality

Introduction

Based on the results from a statewide evaluation of its alternate route to teaching, completed in 2007 by a team of researchers from The College of New Jersey (TCNJ), the New Jersey Department of Education (NJDOE) created the Alternate Route Advisory Committee to examine the findings of the evaluation report. The summary below describes the work and recommendations of the advisory committee for improving the alternate route as well as some key reforms of the alternate route program currently being instituted in direct response to the evaluation's findings. The work of the committee was supported by NJDOE's Teacher Quality Enhancement-Recruitment grant (TQE-R).

Background

New Jersey is credited with launching the alternate routes to teacher certification movement in the United States when it created its Alternate Route to Teaching Program in 1985 (AR). Designed to attract and transition strong liberal arts graduates and career changers into the teaching profession, this program is about to turn twenty-five. While the implementation of the New Jersey alternate route program was met with some debate across the country when it was first introduced, every state in the nation now has at least one alternative route for certifying non-traditional candidates to be teachers.

An estimated one-third of new teachers are now entering the profession through alternate route pathways throughout the country. Over the past twenty-four years, the New Jersey AR pathway has had a critical influence on novice teachers and the districts they serve. More than 1,800 candidates came through this route in 2008-2009, as compared to 4,500 traditional route candidates. Moreover, since the inception of the AR option in 1985, approximately twenty-nine thousand alternate route teachers and fifty-eight thousand traditional route teachers have been recommended for standard certification by school principals throughout the state.

The alternate route in New Jersey, as the above statistics demonstrate, has been and continues to be an important pathway into the profession with one out of three teachers entering the profession through this route. New Jersey has a nationally-recognized alternate route approach to teacher preparation, providing opportunities for a wide spectrum of candidates to enter the profession. The state's alternate route is also a key pipeline for its high-need districts, and alternate route options have been expanded with targeted, pilot AR programs in high-needs subject areas such as special education, English as a Second Language, Bilingual Education, world languages, science, and mathematics (see appendix B, page 11, for more information about new pilot programs in math and science).

Evaluation of the Alternate Route to Teaching in New Jersey

New Jersey continues to work to improve the quality of incoming teachers by improving the pathways through which all its teachers become certified. This is evidenced by the state-supported studies and evaluations of teacher preparation programs and the subsequent establishment of state-wide committees to discuss findings and make recommendations for improvements. 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 evaluation findings and recommendations were published in November 2007 in a report entitled *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), and in February 2008, the evaluation findings and recommendations were presented to Mrs. Lucille E. Davy, the New Jersey Commissioner of Education, and members of the New Jersey State Board of Education. 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. For other specific recommendations from the evaluation report, see Appendix C.

New Jersey Alternate Route Advisory Committee, April 2008 through October 2009

The forty-member alternate route advisory committee was comprised of alternate route providers, alternate route mentors, alternate route teachers, public school administrators, representatives from the state's professional associations, deans/directors from the colleges of education, and state officials (please see appendix A, page 9, for a list of the members and their affiliation). Co-chairs of the committee from NJDOE's Office of Professional Standards, Licensing, and Higher Education Collaboration were Ms. Judith Cifone, manager of the Provisional Teacher Program, and Dr. Christopher Campisano, coordinator of Higher Education Programs. Consultants hired to support the work of the task force were Dr. C. Emily Feistritzer, President and Chief Executive Officer of the National Center for Alternative Certification, a leading authority on non-traditional pathways into the teaching profession who had served on the original evaluation team, and Charlotte Danielson, a national expert on teaching practice, assessment and evaluation. Dr. Cathy Pine, director of the office, provided coordination and oversight.

The advisory committee met over the next eighteen months, beginning in April of 2008 and concluding in October of 2009. The advisory group studied the findings of the evaluation, studied current research and best practices and then developed three subcommittees charged with working in the three areas of recommendations for reform in the evaluation study: 1) recruitment and selection of alternate route candidates; 2) induction and mentoring of alternate route teachers; and 3) the program curriculum and candidate assessment with respect to the principles of effective teaching.

Recommendations from the New Jersey Alternate Route Advisory Committee

<u>Recommendations for the Recruitment and the Selection of AR Candidates</u>

<u>Recruitment</u>

- Strategies should be centralized and coordinated across school districts in a centralized database.
- Strategies should be based on identified school needs/vacancies.

• Efforts need to be coordinated and partnered among various agencies in the state, such as New Jersey State Department of Education, the New Jersey State Department of Labor Rapid Response Teams, local Work Investment Boards (WIBs), organizations, business and industry, institutions of higher education, and school districts.

• Efforts should clearly state criteria sought in potential candidates for teaching in Nee Jersey.

Suggested Recruitment Strategies

• Introduce a State-wide media campaign celebrating twenty-five years of the New Jersey Alternate Route Program.

• Utilize former AR participants as recruiters.

• Establish a recruitment task force/consortium that would oversee teacher recruitment – one group suggested creating a "Teach New Jersey" initiative.

• Develop a profile of the ideal candidate and make that central to recruitment campaign.

• Targeted information packets based on potential candidate backgrounds

Selection

• Define clear, specific selection criteria for *all* candidates.

• Identify selection criteria and who is responsible for each step – state's role, hiring school district's role, provider's role.

• Assess knowledge *and* professional dispositions as part of the selection process.

• Select candidates based on identified needs/vacancies.

• Go beyond the existing eligibility criteria such as Grade Point Average (GPA) and Praxis II scores.

• The New Jersey State Department of Education should request evidence that attests to the candidate's professional/personal skills with respect to the teaching profession.

Recommendations for the Induction and Mentoring of AR Candidates

• Extend induction of AR candidates to two years that includes a portfolio of practice aligned to the New Jersey Professional Standards for Teachers developed over two years. The portfolio will serve a key role in the summative assessment for standard licensure.

• Create infrastructures to better link AR training centers to induction in the district and the school.

• Stress a cohort approach to the alternate route program providing cohort learning opportunities that involve principal and mentors from districts as well as AR instructors.

• Develop specific criteria for mentors of alternate route candidates to help assure that mentors are outstanding practitioners and effective with working with adult learners.

• Develop a required curriculum for mentors to be utilized by districts, district consortia, and providers of mentor training.

• Revise regulations to require specific mentor/novice teacher contact time.

• Develop mentor standards to guide selection and retention of effective mentors.

Recommendations for the AR Program Curriculum and Candidate Assessment

• Focus on individual AR candidate's needs based on the candidate's assessment in determining program content and curriculum (customize/personalize the delivery of program curriculum).

• Adopt a consistent framework (e.g., Danielson's *Framework for Teaching* and associated rubrics) to provide a shared definition of good teaching and as the method of making operational the New Jersey's professional standards and helping to standardize curriculum across centers.

• Create curriculum committees in centers to review and revise curriculum regularly.

•Use multiple formative assessment tools to support the implementation of the curriculum.

• Create greater standardization of curriculum across regional training centers.

• Create common assessments/assessment tools and communication system across centers to provide feedback loop between centers and schools in the induction of new alternate route.

• Provide training on new assessment/communication tools for stakeholders – including schools and center personnel.

• Regardless of pathway to teaching, utilize the same program approval process for traditional and alternate pathways so all are held to same standard.

Reforms Already Instituted for the Alternate Route in New Jersey

A brief summary of a three major policy changes during the course of the eighteen months the New Jersey Alternate Route Advisory Committee met is in order. These three major policy changes led to regulations impacting: 1) the initial requirements for securing a credential to teach (i.e. the Certificate of Eligibility); 2) the additional hours of preparation required for teaching elementary language arts/literacy and elementary mathematics; and 3) the preparation of career and technical educators.

Adding a Pre-service Component

Beginning on October 31, 2009, and continuing thereafter, alternate route teacher candidates applying for the Certificates of Eligibility (CE) are required to complete twenty-four hours of formal instruction focused on an introduction to the teaching profession. This requirement became effective on September 1, 2009, for alternate route teacher candidates pursuing a pre-school through grade three (P-3) teaching endorsement. As part of this requirement, four of the twenty-four hours must be devoted to observing a classroom.

Additional Math and Language Arts Preparation Requirements for Elementary Certification

Beginning on October 31, 2009, and continuing thereafter, alternate route teachers possessing the Teacher of Elementary School in Kindergarten through Grade Five (K-5) teaching endorsement must complete, within their first calendar year of being employed,

an additional forty-five hours of study in teaching language arts/literacy at the elementary level and forty-five hours of study in teaching mathematics at the elementary level. Therefore, the formal instruction of an alternate route elementary teacher will increase from two-hundred and twenty-four hours to three-hundred and fourteen hours with the additional ninety hours of instruction focused on teaching elementary language arts/literacy and elementary mathematics.

Career and Technical Education Certificate Holder Requirements

The third policy change focused on the preparation of career and technical educators. Beginning February 1, 2010, and continuing thereafter, holders of Career and Technical Education Certificates of Eligibility (CEs) will be required to complete two-hundred hours of instruction at a regional training center that is targeted to the needs of these candidates.

New Jersey Alternate Route – Strategies for Moving Forward

1) Define effective teaching at different stages of practice across the professional learning continuum, based on the New Jersey Professional Standards for Teachers, the New Jersey Professional Standards for School Leaders, the National/Professional Association Standards, i.e., Association for Childhood Education International (ACEI), the National Council of Teachers of Mathematics (NCTM).

2) Develop and implement performance-based assessments to allow candidates to demonstrate their competence and effectiveness according to the State standards adopted for each certification/endorsement area. Offer these performance assessments at critical transition points in the professional life of the teacher or school leader. This evidence will also be used to assess the effectiveness of teacher preparation programs, whether offered at the State's regional training centers or the State's institutions of higher education and to guide a cycle of continuous program improvement and adjustment. Such performance based assessments may include teacher portfolios, Teacher Work Samples (TWS), or other assessments that are aligned to the New Jersey Professional Standards for Teachers or School Leaders and the National/Professional Association Standards.

3) Design, develop, and maintain an educator database to track key data about teachers, school administrators, and educational service personnel. An educator database will provide a key mechanism to track candidates in the field and provide data across the career continuum of the educator, delineating information on the quality of their professional preparation, employment and placement, impact on student achievement, and retention. As the federal government moves from the highly qualified teacher requirements to a teacher effectiveness model, such a state system will be imperative.

4) Require all professional preparation programs to go through a rigorous and transparent State Program Approval Process and require all professional preparation programs, where applicable, to be nationally accredited. The New Jersey State Board of Education adopted

new licensure regulations in 2003 requiring all institutions of higher education that offer licensure preparation programs to gain national accreditation by 2009. The State program approval process fulfills a critical State responsibility, quite separate from national accreditation, to ensure individual programs leading to licensure, in addition to meeting high standards, also meet all of the requirements specified in State statute and code. With one-third of New Jersey's teachers being prepared to enter the profession through the alternate route, the state needs a consistent quality control system for all providers to ensure consistent standards, equity, and fairness.

Conclusion

The future of teacher preparation is no longer about comparing alternate route teachers to traditionally prepared teachers. To increase the supply of effective educators, particularly in service to disciplinary shortage areas and low performing schools, the overarching goals are to attract talented individuals into the profession, to provide multiple pathways to certification, and to ensure high quality of preparation for all. Building upon the recommendations from the Alternate Route Advisory Committee will allow New Jersey to move forward with policies and programs to support the creation of a highly effective teacher workforce.

DRAFT

Appendix A

Members of the New Jersey Alternate Route Advisory Committee

Eileen Aviss Spedding, New Jersey State Department of Education

Mary Barrie, Alternate Route Mentor and Teacher, C.W. Lewis Middle School

Ed Barry, Director, Liberty Science Center's Teaching Training Program

Donna Bogart, New Jersey State Department of Education

Carol Cannerelli, Director of Special Services

Christopher Crow, Montgomery Township School District Teacher and President of the Montgomery District Township Education Association

Ginny DeThy, Richard Stockton College of New Jersey

Victoria Duff, New Jersey State Department of Education

Tony Evangelisto, the College of New Jersey, Regional Training Centers Director

Melissa Fantozzi, New Jersey State Department of Education

Whitney Farrand, Newark Public Schools, Middle School Mathematics Teacher

Anne Freeman, New Jersey State Department of Education

Lori Howard, New Jersey State Department of Education

Jim Jacobson, St. Peter's College, Associate Professor of Education and Program Director

Thomas Klemm, Bergen Technological High School, Director of Human Resources

Annette Konopka, Upper Freehold Regional, Teacher

Frances Levin, New Pathways to Teaching in New Jersey, Academic Director

Ray Levy, New Jersey State Department of Education

Pauline Lundgren, New Jersey State Department of Education

Janeen Maniscalco, Jersey City Public Schools, Lower Elementary Teacher

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Linda Milstein, Brookdale Community College, Vice President for Outreach Business and Community College

Christopher Nagy, Principal, Allentown High School, Upper Freehold Regional School District

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Frank Orlando, Rowan University, Co-Program Director

Elizabeth Panella, Rumson-Fair Haven High School, Principal

Cheri Quinlan, New Jersey State Department of Education

Ronni Reed, Teacher Leader and Staff Developer, Monmouth County Vocational Technical Schools

Ana Maria Schuhmann, Interim Dean, William Paterson University

Carol Sharp, Dean, College of Education, Rowan University

Vickie Sikorski, New Jersey State Department of Education
Rani Singh, New Jersey State Department of Education

Patricia Sweeney, World Languages Department Chairperson and Teacher of Spanish, Allentown High School Upper, Freehold Regional School District

JoAnn Tier, Co-chairperson, Advisory Committee for Nonpublic Schools, Diocese of Trenton

Diane Viola-Henriksen, Project Coordinator, Morris Union Jointure Commission Regional Training Center

John B. Webb, Director of Programs and Teacher Preparation, Princeton University

Mindy Weidman, Alternate Route Teacher, Teach for America, Newark Public Schools

Candace Wildy, Director of Employee Services, Newark Public Schools

Rosetta Wilson, Coordinating Director of Curriculum and Instruction, Paterson Public Schools

Betty Sue Zellner, New Jersey State Department of Education

Appendix B

New Jersey Pilot Alternate Route Programs Targeted to Meet High Needs Areas

Traders to Teachers

The program Traders to Teachers was launched in 2009 as a unique pilot program developed through the joint efforts of Montclair State University, the New Jersey Department of Education, and the New Jersey Department of Labor. Designed to fill the need for excellent math teachers in the public high schools and middle schools, the program is only offered at Montclair State University. The University's nationally recognized Teacher Preparation Program and the Department of Mathematical Sciences collaborate to recruit and prepare qualified former financial/business sector employees for a career in teaching mathematics.

The program's candidates are experienced men and women who were selected during a rigorous, multi-layered admissions process. Concurrently with the carefully constructed and focused math and education courses they attend, they fulfill their fieldwork requirement in regional middle and high school classrooms under the direct supervision and support of experienced, cooperating math teachers. Upon successful conclusion of this 3½ month phase of the program, they receive a specially-issued **Certificate of Eligibility for P-12 Mathematics** from the New Jersey Department of Education and are considered ***Highly Qualified.*** After successfully teaching for 2 ½ years, completing additional mathematics courses as determined on an individual basis, and passing the secondary mathematics PRAXIS II exam, participants are recommended by MSU to the state for standard, permanent teaching certification in P-12 Mathematics.

Program participants are prepared to teach Algebra I, Algebra II and Geometry in recognition of the New Jersey Transformation of Secondary Schools graduation requirements. As members of high school and middle school faculties, these highly motivated men and women will receive the support of a project-assigned, experienced mentor for two years as they bring their maturity, skill, and expertise to the classroom. They will also have the advantage of being able to engage their students successfully by relating the math curriculum to the concrete, real-world experiences that they themselves have had - a significant benefit to their students that cannot be overstated!

Progressive Science Initiative: Teaching Certificate Endorsement in Physics, New Jersey Education Association (NJEA) and Kean University

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. The good news is that New Jersey is ready to take 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 is 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.

Program Basics--The Progressive Science Initiative (PSI) is a curriculum 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. The PSI initiative incorporates the skills included in the AP curriculum since this curriculum has proven to increase student achievement. PSI raises the science achievement of average US students to international levels.

Research Proven Results--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 reported in the peer-reviewed journal of the American Association of Physics Teachers (Goodman & Etkina, The Physics Teacher, April 2008).

A Talented Corps of Science Teachers--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 propose to 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 the best teachers we can find to become science teachers by taking coursework in the PSI approach.

A 21st century classroom--The PSI curriculum was developed by a talented corps of New Jersey teachers--teachers just like you--who meet on a regular basis to refine and develop their lessons. An important component of the program is access to Smart Board technology and a classroom setup that promotes student interaction and the opportunity for teachers to interact in a web-based environment about their lessons. Therefore,

districts that participate in this program by sending teachers through the certification program also commit to providing a 21st century classroom to our graduates, including a Smart Board, Senteo remote responders for students, projectors, laptops, and round tables.

PSI Professional Learning Community--PSI teachers will become part of a Professional Learning Community and collaborate through a website where materials such as textbooks, curricula, Smart/Senteo notebooks and assessments will be posted. New PSI teachers will 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 will be extended to a virtual PSI community encompassing many schools.

How do we measure success?--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. 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.

Appendix C

Summary of Recommendations from the Evaluation of New Jersey's Alternate Route Program

(*The New Jersey Alternate Route Program: An analysis of the perspectives from alternate route teachers, alternate route instructionrs, and alternate route mentors*, the College of New Jersey, November, 2007)

General Recommendations

- Convene a group of nationally renowned researchers who are studying alternative pathways to teaching, components of pathways to teaching, what impact they have in producing effective teachers and what impact these findings are having on future directions for all pathways to teaching.
- Create a framework for collecting data and information statewide about teachers and their effectiveness. Research frameworks are only as sound as the valid data available to them and the New Jersey State Department of Education and Alternate Route sites lack adequate infrastructure in the area of data management, integration, and reporting.
- Create and maintain a unit record database that tracks alternate route teachers from initial application through certification through tenure.
- Broaden the pool of individuals entering teaching in New Jersey.
- Conduct focus groups and a more definitive survey of alternate route teachers in the state to elicit more definitive and useful information from them concerning their transitioning to teaching than the current surveys and interviews were able to do.
- Be open to making radical changes when the evidence suggests they should be made.

Recruitment and Selection of Alternate Route Candidates

- Identify specific job vacancies in specific subjects and grade levels in each school.
- Actively recruit high quality individuals who already have at least a baccalaureate degree to come into teaching to fill those specific positions through the New Jersey Alternate Route to certification programs.
- Hold a statewide conference/job fair to explain New Jersey's specific needs for specific teachers and the various pathways by which one can enter teaching in New Jersey.
- Establish a state computerized database for applicants to teaching in New Jersey that could be used to match applicants with job openings in the state.
- Carefully screen and select individuals from the pool of applicants who would be most likely to succeed as teachers by using such methods as the Haberman Interview, the Kaplan review process, an adaptation of the recruitment and selection processes utilized by The New Teacher Project.

Standards for the Preparation of Alternate Route Candidates

- Develop consistent procedures across sites for assessing AR candidates by AR instructors as they move through the program.
- There already exists a procedure for gathering feedback about AR candidate performance from principals, supervisors and mentors. Enhance the procedure by creating a forum for educational administrators to discuss this feedback with AR providers to develop Professional Improvement Plans (PIP).
- On an annual basis, AR providers should submit to New Jersey State Department of Education a document that aligns program standards, curriculum, and performance assessments. Require a companion document indicating number of classroom hours devoted to covering each standard, in which phase of the AR program those hours are delivered, and how candidate knowledge is assessed. This should be written in the form of measurable objectives and be based upon performance.

Design, Delivery, and Approval of AR Programs

- To improve consistency across programs, create models for program design and delivery and share them with AR providers.
- Have AR providers select a model and design and develop curriculum around that model.
- Revise program approval requirements.
- Monitor AR site visit process and make adjustments.

Mentoring and Candidate Assessment (Formative and Summative)

- Utilize the New Jersey Department of Education Mentoring Toolkit.
- Enhance the Mentoring Toolkit by adding a section on mentoring AR teachers as part of the school district induction of novice teachers.
- Provide practicing administrators with in depth understanding of AR programs, which will enable them to provide proper support for AR candidates.
- Provide in depth information about AR programs to administrators enrolled in administrator preparation programs.
- Carefully select mentors for AR teachers and provide mentor training.
- Select mentors who show evidence of excellent teaching performance; ability to develop high quality instruction in others; knowledge of practical classroom management; working with diverse populations and students with special needs.
- When possible, release mentors part time so they can properly observe and mentor AR teachers or relieve mentors of non-teaching activities so they can have proper time to mentor.
- Hold a statewide conference on mentoring AR teachers.

Policy Implications

- When considering enacting policy on recruitment, ensure that structures are in place to support data collection to inform data driven decision making. One of the challenges of this evaluation study and the district's ability to monitor progress of students in the licensure funnel is the lack of a funded capacity to track and report out progress relative to valid standards/guidelines.
- A teacher recruitment plan with explicitly stated targets for various licensure funnels should be developed with a particular emphasis on increasing the number of candidates with the following characteristics:
  - Interest and/or experience working in high need schools.
  - Interest and/or experience working with at risk students
  - Specialization in high shortage subject areas, including mathematics, science, world language,
  - Special education and early childhood education.
- Alternate Route programs should emphasize classroom management that promotes positive relationships, cooperation and collaboration, and purposeful learning.
- AR teachers should complete Phase IA, Survival Strategies, before entering their classrooms, unless their district can guarantee full time mentoring for their first 20 days.
- New Jersey Professional Teaching Standards should be consistently integrated into the Alternate Route expectations at each site, monitored by districts, and assessed.
- The implementation of district mentoring programs that support novice teachers in developing deeper content knowledge and pedagogical skills should be enhanced and strengthened.

December 4, 2009

Ms. Mary A. Miller
Policy & Budget Development Staff, PPI
Office of Postsecondary Education
U.S. Department of Education
1990 K Street, NW Room 8066
Washington, DC 20006-8542

Dear Ms. Miller:

The New Jersey Department of Education (NJDOE) is requesting approval to continue to use an alternative teacher shortage area selection methodology. The NJDOE has identified our teacher shortage areas for 2009-2010 to address current and anticipated needs. These are presented in the enclosed document entitled "Proposed Designated Teacher Shortage Areas for New Jersey." Since the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program is for people enrolled in teacher preparation programs, we have also included preschool and technology education to address shortages in these areas anticipated for 2010-2011.

The following sources were used to determine the shortage areas: The New Jersey State Board of Education resolution, NJDOE district factor groupings, data from the NJDOE Division of Early Childhood Education, a November 2006 survey from the Technology Educators Association of New Jersey, and the language of New Jersey public law P.L. 2009 c. 5.

We believe that our alternative methodology that includes multiple, reliable sources accurately represents teacher shortage areas in New Jersey. We have enclosed our list of designated teacher shortage areas for the 2009-2010 school year accompanied by: New Jersey State Board of Education resolution to identify subject areas with a critical shortage of teachers (Appendix A); information on New Jersey's District Factor Groupings (Appendix B); an outline of the NJDOE preschool expansion initiative (Appendix C); the November 2006 survey from the Technology Educators Association of New Jersey (Appendix D); and the text from New Jersey public law P.L. 2009 c.51 authorizing pilot teacher preparation programs to address shortages in math and science (Appendix E).

If you require additional information, please contact Willa Spicer, Deputy Commissioner, at 609-984-5063.

Sincerely,

Lucille E. Davy
Commissioner

LED/CP/EA/JD/ L:\ReferralDatabase\Michelle'sReferrals\Beregon9 8-11-2008-2009 designated shortage areas.doc
Enclosures
c: Willa Spicer
Cathy Pine
Robert Higgins
Suzanne Ochse
Eileen Aviss
Melissa Fantozzi

Proposed Designated Teacher Shortage Areas for New Jersey

Prepared: **November 30, 2009**
State: **New Jersey**
School Years: **2008-2009**
Total FTE Teaching Positions: **112,938** (from NJ public schools fact sheet http://www.state.nj.us/education/data/fact.htm)

Instructional Endorsements
(For documentation see Appendices A, B, D, and E)

- Bilingual/Bicultural (K-12)
- English as a Second Language (ESL)/(K-12)
- Mathematics (K-12)
- Science (K-12)
- Special Education (K-12)
- Preschool (P-3)
- Technology Education (K-12)
- World Languages (K-12)

School Districts

Data were collected in the 2000 census; the groupings are determined by socio-economic status. The following districts belong to the "A" (lowest socio-economic) District Factor Groupings (see Appendix C).

Asbury Park City
Atlantic City
Bridgeton City
Buena Regional
Camden City
Chesilhurst
City Of Orange Twp
Commercial Twp
Dover Town
Downe Twp
East Newark Boro
East Orange
Egg Harbor City
Elizabeth City
Fairfield Twp
Fairview Boro
Irvington Township
Keansburg Boro
Lawrence Twp
Millville City
New Brunswick City
Newark City
North Wildwood City
Passaic City
Paterson City
Paulsboro Boro
Penns Grove-Carney's Pt Regional
Perth Amboy City
Pleasantville City
Quinton Twp
Salem City
Seaside Heights Boro
Trenton City
Union City
Vineland City
Washington Twp
West New York Town
Wildwood City
Woodbine Boro

APPENDIX A

In August 2002, the New Jersey State Board of Education approved a resolution that identifies subjects which have a critical shortage of teachers.

RESOLUTION TO IDENTIFY SUBJECT AREAS OF CRITICAL SHORAGE OF TEACHERS

WHEREAS, the State Board of Education has adopted regulations to issue a limited certificate for foreign teachers to teach in subject areas determined to be critically in need of teachers; and

WHEREAS, the State Board of Education is responsible under N.J.A.C. 6:11-4.9 for determining those subject areas of critical shortage of teachers; and

WHEREAS, the Department of Education and the State Board of Education have reviewed the numbers of emergency certificates issued by the Office of Licensure and Credentials and have further solicited information from local school districts on employment practices; now therefore be it

RESOLVED, that the New Jersey State Board of Education hereby determines that the following are subject areas of critical shortage as of January 2003: Special Education; World languages; English as a Second language (ESL); Bilingual/Bicultural Education; Mathematics and Science; and be it further

RESOLVED, that the New Jersey State Board of Education will periodically review these subject areas of critical shortage upon the recommendation of the Department of Education.

APPENDIX B

New Jersey Preschool Expansion Initiative

The state of New Jersey is a national leader for funding high quality preschool programs in school districts with high concentrations of low-income children. Through the current state-funded full day, full year preschool program, approximately 40,000 children in 31 school districts state-wide are getting the early start they need to be successful in school. Because of the success of this state funded program, the Governor and the Legislature have made a commitment to expand the preschool initiative to reach as many as 30,000 additional preschool age children with high quality preschool programs.

Research has shown that one of the primary elements of the success of a high quality preschool program includes an appropriately certified teacher. Therefore, over the next five years, approximately 500 school districts state-wide will need appropriately certified teachers for their state-funded preschool programs. It is estimated that approximately 2,000 new teachers will be necessary to properly staff preschool classrooms to serve the entire projected universe of 72,000 children. (400 teachers will be needed in the first year of implementation; 350 additional teachers will be needed in each of the second, third and fourth years of implementation; and 500 more teachers will be needed in the fifth year of implementation) Making financial assistance available to educators who become certified to teach in this high need area would greatly assist New Jersey in the success of this preschool initiative.

APPENDIX C

District Factor Groups
Executive Summary

The District Factor Groups (DFGs) were first developed in 1975 for the purpose of comparing students' performance on statewide assessments across demographically similar school districts. The categories are updated every ten years when the Census Bureau releases the latest Decennial Census data. The most recent data were collected in 2000.

Since the DFGs were created, they have been used for purposes other than analyzing test score performance. In particular, the DFGs played a significant role in determining the initial group of districts that were classified as Abbott districts. Additionally, subsequent to the Abbott IV court ruling, the DFGs were also used to define the group of school districts on which Abbott v Burke parity remedy aid would be based.

The DFGs represent an approximate measure of a community's relative socioeconomic status (SES). The classification system provides a useful tool for examining student achievement and comparing similarly-situated school districts in other analyses. The DFGs do not have a primary or significant influence in the school funding formula beyond the legal requirements associated with parity aid provided to the Abbott districts.

In updating the DFGs using the data from the most recent Decennial Census, efforts were made to improve the methodology while preserving the underlying meaning of the DFG classification system. After discussing the measure with representatives from school districts and experimenting with various methods, the DFGs were calculated using the following six variables that are closely related to SES:
1) Percent of adults with no high school diploma
2) Percent of adults with some college education
3) Occupational status of adult household members
4) Unemployment rate
5) Percent of individuals in poverty
6) Median family income.

Unlike the model used to create the DFGs based on the 1990 census data, this model has omitted population density as a relevant variable. The same statistical method (principal components analysis) was used to determine districts' relative SES and to determine a single measure of socioeconomic status for each district. Districts were then ranked according to their score on this measure and divided into eight groups based on the score interval in which their scores were located. Eight DFGs have been created ranging from A (lowest socioeconomic districts) to J (highest socioeconomic districts) and are labeled as follows: A, B, CD, DE, FG, GH, I, J.

A number of methodological decisions were made to avoid classifying a school district in an inappropriate DFG category. First, communities in which there were fewer than 70 respondents to the Census questionnaire are omitted. Second, school districts in which more than half of the school-aged population is enrolled in non-public schools were not classified in a DFG. Both of these limitations are consistent with methods used in the previous DFG report. Third, school districts' DFG ratings are adjusted to account for students who are part of sending-receiving relationships and, as such, live in other communities. This is the first time that such a method has

been used. Note that since students' characteristics are counted in the school district in which they attend school, non-operating school districts do not receive a DFG classification.

It has been suggested that the Decennial Census data may not accurately reflect the demographics of enrolled in a district's schools. Despite this concern, the census data are used for two reasons. First, experimentation with other data demonstrates that there are no viable alternatives to the census data. Second, considerable research suggests that community characteristics, not only an individual's characteristics, are relevant in terms of the impact of demographics on student performance.

Additionally, a small number of school districts have experienced exceptionally rapid enrollment growth in the past few years. It is possible that, despite having similar socioeconomic backgrounds, students who have lived in a particular community for a shorter period of time may not perform as well as their peers who have not recently been relocated. Some caution should be exercised when comparing student performance in such districts to others.

APPENDIX E

New Jersey Public Law P.L. 2009, c. 51

SENATE EDUCATON COMMITTEE STATEMENT TO **SENATE, No. 2707** **STATE OF NEW JERSEY**

DATED: MARCH 9, 2009

The Senate Education Committee favorably reports Senate Bill No. 2707.

This bill establishes an 18-month pilot program in the Department of Education to recruit and issue teaching certificates to individuals with mathematics or science skills and work-related backgrounds in those subject areas. The pilot program is designed to address the documented shortage of mathematics and science teachers in this State and, in addition, help to provide displaced workers in New Jersey with assistance and retraining to re-enter the job market.

Under the pilot program the State Board of Examiners, which by law has the authority to issue appropriate certificates to teach, will be required to issue a certificate of eligibility to an individual who:

(1) holds a bachelor's degree from a regionally accredited college or university;

(2) passes the appropriate State test of subject matter knowledge; and

(3) meets such other criteria as the commissioner shall set forth in regulation.

The bill specifies that the commissioner will have the authority to establish different criteria for teaching certification under the program based on factors such as the subject area in which the individual intends to teach and whether or not the individual participating in the program currently is certificated.

In the case of a certificated teaching staff member who participates in the pilot program, the State Board of Examiners will issue a subject area endorsement in mathematics or science, as appropriate, upon successful completion of the program.

The bill includes a delayed effective date that states that the bill will take effect two months following the date of enactment, but allows that Commissioner of Education to take such administrative action before that time as is necessary to effectuate the provisions of the act.

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.

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.

List of Intents to Apply

Promise Neighborhoods Planning Grants

U.S. Department of Education

May 21, 2010

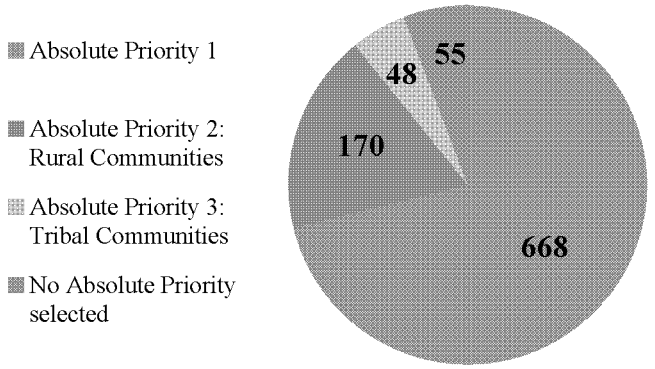
PLEASE NOTE:

The following information was submitted to the Department on or before May 21, 2010 by entities intending to apply for a Promise Neighborhoods planning grant . Submitting an intent to apply was **not required,** and an eligible entity that did not submit an intent to apply may still apply for a planning grant. Furthermore, entities that submitted an intent to apply are not required to submit an application. These entities have not been screened for eligibility.

The Department received some notices of intent to apply in unreadable file formats or as blank documents. If an entity submitted an intent to apply and its information does not appear here, that may be the reason. An entity gains no competitive advantage or disadvantage by appearing on this list.

This information is used for planning purposes only. The Department collects this information with the goal of informing our internal planning for the peer review process.

Total Intents to Apply Received: **941**



Richard Stockton College	Atlantic City	New Jersey	Absolute Priority 1
Rowan University	Camden	New Jersey	Absolute Priority 1
Rutgers Univeristy-Camden/Center for Strategic Urban Community Leadership	Camden City	New Jersey	Absolute Priority 1
St. Michael the Archangel Regional School	Clayton	New Jersey	Absolute Priority 2: Rural Communities
DH/Perfil Latino TV, Inc.	Cumberland County	New Jersey	Absolute Priority 2: Rural Communities
AAA ACADEMY FOR CHILDREN	Dover	New Jersey	Absolute Priority 1
AIM FOR A TWO Z, INC	EAST WINDSOR TWP AND EWING TWP	New Jersey	Absolute Priority 1
Kingdom Kids	Mercer County, New Jersey	New Jersey	Absolute Priority 1

Catholic Charities DOM	Middlesex County	New Jersey	Absolute Priority 1
New Community Corporation	Newark	New Jersey	Absolute Priority 1
The Center for Collaborative Change	Newark	New Jersey	Absolute Priority 1
Unified Vailsburg Services Organization (UVSO)	Newark	New Jersey	Absolute Priority 1
Family Life Education Center (FLEC), Program of the Metro Regional Diagnostic and Treatment Center, Newark Beth Israel Medical Center	Newark, Hillside, and Elizabeth	New Jersey	Absolute Priority 1
Against all Odds Foundation	Newark-Essex County	New Jersey	Absolute Priority 1
Missionary Society of Salesian Sisters, Inc.	Paterson	New Jersey	Absolute Priority 1
New Jersey Community Development Corporation	Paterson	New Jersey	Absolute Priority 1
Paterson Education Fund	Paterson	New Jersey	Absolute Priority 1
Paterson Free Public Library	Paterson	New Jersey	Absolute Priority 1
Paterson Public Schools	Paterson	New Jersey	Absolute Priority 1
United Way of Passaic County	Paterson	New Jersey	Absolute Priority 1
YMCA of Paterson	Paterson	New Jersey	Absolute Priority 1
Central Jersey Community Development Corporation	Somerset/New Brunswick	New Jersey	Absolute Priority 1
Children's Futures	The City of Trenton in Mercer County	New Jersey	Absolute Priority 1
Young Scholars' Institute	Trenton	New Jersey	Absolute Priority 1
United Way of Greater Union County	Union County	New Jersey	Absolute Priority 1

NCLB Advisory Council - External Members by Titled Program

LName	FName	District/Organization	Reg-Term	Title IA	Title IB	Title IC	Title ID	Title IF	Title IIA	Title IID	Title IIIA	Title IV, Part A	Title IV, Part B	Title V, Part A	Title VI, Part A	Title VI, Part B	Title X
Adair	Marie	NJ Assn for Supervision and Curriculu	C 2011	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Aklonis	Lorraine Je	Rahway Public Schools	C 2010	✔					✔		✔			✔	✔		
Amabile	Joseph	Newark Teachers Union AFT Local 48	N 2011														
Benford	Melissa	International Charter School of Trento	C 2010	✔						✔		✔					
Bradley	Debra	New Jersey Principals and Supervisor	C 2011														
Brown	Philip	NJ Center for Character Education	C 2011											✔			
Catena	Anne N.	Princeton University	C 2012						✔	✔							
Chavis	Janet	Newark Public Schools	N 2012	✔			✔		✔					✔			
Coleman	John	Toms River Regional Schools	C 2011	✔			✔		✔						✔		
Corriston	Christine	NJSACC (NJ School-Age Care Coaliti	N 2012				✔						✔				
Corwell	George	New Jersey Catholic Conference	C 2010	✔						✔	✔	✔		✔			
Davidson	Donna E.	Office of Catholic Schools	C 2013														
Dyer	Cheryl	Bridgewater-Raritan Regional School	C 2010	✔					✔	✔	✔	✔		✔			
Fratz	Amy	NJ Education Association (NJEA)	C 2011	✔													
Fredericks	Charles	Egg Harbor Township Public Schools	S 2011	✔					✔	✔	✔	✔		✔			
Gaspich	Jon	Association of Student Assistance Prof	C 2010				✔					✔	✔				
Gerry	Mitchell	Newark Teachers Union	N 2010	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Grant	Brenda	Pemberton Township School District	S 2010	✔			✔		✔	✔	✔	✔	✔	✔			
Hernandez-Ma	Yasmin	Newark Public Schls/Newark Intl Newc	N 2010								✔						
Holoduek	John C.	Hudson County Schools of Technolog	N 2010				✔			✔			✔	✔			

LName	FName	District/Organization	Reg-Term	Title IA	Title IB	Title IC	Title ID	Title IF	Title IIA	Title IID	Title IIIA	Title IV, Part A	Title IV, Part B	Title V, Part A	Title VI, Part A	Title VI, Part B	Title X
Horowitz	Ellen S.	Freehold Regional HS District	C 2010	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
Hutcheson	Craig M.	NJASA and Kittatinny Regional SD	N 2011	☑	☐	☐	☐	☐	☑	☑	☐	☑	☐	☐	☐	☐	☐
Jennings	Debra	Statewide Parent Advocacy Network (	N 2011	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Knox	Wanda	Parent Rep/Pemberton	S 2010	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kobik	Christopher	Lower Cape May Regional School Dist	S 2010	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
Kusielewicz	Janina J.	Clifton Public Schools	N 2010	☑	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐	☐	☐
Ledford	Geri	Garfield Public Schools	N 2010	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐
Mazzarella	Joseph D.	Eatontown Public Schools	C 2010	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
McKenzie	Victa C.	Middletown Board of Education	C 2012	☑	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
O'Connor	Ellen	New Jersey Association of Federal Pro	N 2010	☑	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐
Patterson	Brenda	Paterson Public Schools	N 2011	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
Polk	Deborah	Camden County Public Schools	S 2010	☑	☐	☐	☑	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐
Pruzansky	Josh	Agudath Israel of New Jersey	N 2012	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Puryear	Thomas La	NAACP: Oranges & Maplewood	N 2012	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐
Quinn Kreider	Barbara	Moorestown Friends School	S 2010	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Rivas	Jenaro	Jersey City School District	N 2011	☑	☐	☐	☑	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
Seyler	Sharon	New Jersey School Boards Associatio	C 2013	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑
Singh	Bickram	Essex County Vocational-Technical Sc	N 2010	☑	☐	☐	☐	☐	☑	☑	☑	☑	☐	☑	☐	☐	☐
Stiles	Brian M.	Jersey City Golden Door Charter Scho	N 2012	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
Tomeo-Rehm	Rose	Mt. Olive School District	N 2011	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
Turner	Amos	Parent Rep/Perth Amboy	C 2010	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Tyler	Ryan	Center for Equity and Excellence		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Folder 2: District Mentoring Plan: The District Plan Development and Approval Process

Introduction

The Mentoring Resource Toolkit is designed to provide the local professional development committee (LPDC) with resources to develop effective mentoring plans based on the state regulations for mentoring and aligned with the New Jersey Professional Standards for Teachers. This folder, *District Mentoring Plan: The District Plan Development and Approval Process*, will provide detailed information on the required components of a local mentoring plan and offers numerous resources to support LPDCs in designing an effective standards-based mentoring program. This folder will also provide the criteria boards of education will use to approve local mentoring plans. Numerous resources are provided in this folder to assist districts in fulfilling their responsibilities.

Guiding Questions

- What are the regulations that govern the development of a local mentoring plan?
- How do the New Jersey Professional Standards for Teachers and the *NCLB* Key Elements of High Quality Professional Development align to ensure effective design and implementation of a local mentoring plan?
- What are the component parts of a local mentoring plan?
- How does the LPDC assess current mentoring efforts prior to developing a local mentoring plan?
- How does the LPDC develop measurable goals to guide the local mentoring plan?
- How does the LPDC ensure rigorous criteria for mentor selection?
- How does the LPDC ensure rigorous learning opportunities for mentors and novice teachers?
- How does the LPDC design an action plan that will have the necessary resources and can be implemented once the local mentoring plan has been approved?
- How does the LPDC build data-gathering into the local mentoring plan to support ongoing program evaluation efforts?
- How are local mentoring plans approved?
- What are the procedures for the local mentoring plan approval process?
- Who is involved in the approval process?

Glossary

County superintendent: the county superintendent of schools represents the New Jersey Department of Education and is responsible for certifying receipt of approved local district mentoring plans to the Commissioner.

District board of education: provider of publicly-funded preschool, elementary, secondary, and adult high school education programs and responsible for approving the local mentoring plan and for reporting the results of ongoing mentor program evaluation.

Local mentoring plan: a plan developed by the LPDC that specifies the mentoring program components, aligned with the New Jersey Professional Standards for Teachers that will be implemented as the district's mentoring program for novice teachers.

Local Professional Development Committee (LPDC): the local committee established by the district board of education pursuant to *N.J.A.C.* 6A:9-15.3(d) assigned to plan and implement local district professional development programs, including the mentoring for quality induction program.

Quality Assurance Annual Report (QAAR): an annual report submitted by the district board of education which includes a report on the effectiveness of implementation of the local mentoring plan. (*N.J.A.C.* 6A:9-8.4(b) 4)

Key Resources

- Visual Graphic for Development of District Mentoring Plan (R1)
- Professional Standards Alignment Activity (R2 – 5)
- Development of a Mentoring for Quality Induction Program (R6)
- Rubric for Assessment of Current Status of a District/School Mentoring Plan (R7)
- District Mentoring Plan Checklist (R8)
- Section 1: District Profile
    - District Profile Sheet
    - Sample Table of Contents for District Mentoring Plan (R10)
    - LPDC Signoff Sheet (R11)
    - District Board of Education Approval Form (R12)
- Section 2: Needs: Mentoring Plan Self-Assessment Tool (R13)
- Section 3: Vision and Goals: SMART Goal Framework (R14)
- Section 4: Mentor Selection
    - Qualities of Effective Mentors (R15)
    - Criteria for Mentor Selection (R16)
    - Sample Mentor Application Forms (R17 – 19)
- Section 5: Roles and Responsibilities for Mentors
    - Sample Mentoring Contract (R20)
    - Ethical Practice Code for Mentors (R21)
    - No-Fault Exit Process (R22)
- Section 6: Professional Learning for Mentors
    - Sample Training Agendas (R23 – 24)
    - Common Mentoring Activities (R25)
- Section 7: Professional Learning for Novices: Sample Requirements (R26)
- Section 8 – 10: Action Plan: Sample Templates (R27 – 29)
- Section 11: Program Evaluation: Five Levels of Program Evaluation (R30)
- Visual Graphic for District Mentoring Plan Approval Process (R31)

State Regulations Governing the District Mentoring Plan

State regulations require the following components be included in the mentoring plan (*N.J.A.C.* 6A:9-8.4(c)1):

- Goals that, at a minimum, enhance teacher knowledge of and strategies related to the Curriculum Core Content Standards (CCCS) in order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;
- An application process for selecting mentor teachers;
- Criteria for mentor teacher selection;
- Provisions for comprehensive mentor training;
- Identification of mentor teacher responsibilities;
- Logistics for mentoring plan implementation;
- Consideration of collaborative arrangements with colleges and universities; and
- Provisions for the use of State funds.

To the LPDC: Before You Begin

Since 2000, the LPDC has had responsibility for planning and implementing district professional development for teachers. This experience makes LPDCs the ideal group to focus on the specialized professional development needs of novice teachers. Take a moment to review the visual graphic for plan development (R1) to see how all the component parts fit together to create a support system that will aid novice teachers in assuming their professional responsibilities.

The mentoring plans LPDCs develop must align with the New Jersey Professional Standards for Teachers. In order to enhance your ability to align your plan to these standards that underlie what New Jersey expects teachers to know and be able to do, please take the time to work through the standards alignment activity (R2 – 5) as a group. Doing so will make your planning more effective and will serve to clarify your own understanding of the standards and their role in supporting teacher focus on those things that will enhance professional practice and support student achievement.

Beyond writing the local mentoring plan, the LPDC has a vital role in the success of the Mentoring for Quality Induction initiative. LPDCs can further support their district's efforts to create a strong induction program by:

- Welcoming novice teachers and verbally supporting the mentoring program;
- Advocating for the mentoring program because it is good for the students, school, district, and community;
- Maintaining open communication about the mentoring program with teachers, parents, and community; and
- Facilitating ongoing program evaluation.

Assess Current Status of District/School Mentoring Efforts

Many districts have been engaged in mentoring activities or have even piloted and established mentoring programs prior to the Mentoring for Quality Induction initiative. Other districts are beginning now to address the issue of mentoring for novice teachers in a systemic way. It is important for LPDCs to assess their district's current state with regard to mentoring. LPDCs may find their district already has a program that meets or even exceeds the regulatory requirements. Documenting this should make creation of the local mentoring a simple and straightforward activity. For LPDCs that are guiding the development of their district's first systemic mentoring programs, the items on the checklist for developing a Mentoring for Quality Induction program (R6) will serve to highlight those program components and activities that contribute to a strong program of support for novice teachers and will satisfy state requirements.

Begin with the End in Mind

LPDCs that are beginning to draft a local mentoring plan will want to study the rubric (R7) that district boards of education will use to assess and approve local mentoring plans. The categories on this rubric match the sections of the mentoring plan (needs assessment, vision and goals, mentor selection, professional learning opportunities for mentors and novice teachers, program evaluation, etc.). District plans must satisfy the "Beginning" level, which aligns with state regulations, in order to be approved. As districts implement and refine their local mentoring plans, they may move on to "Developing," "Established' or "Sustained" levels. The resources in this toolkit are intended to help LPDCs and districts not only satisfy state regulations, but create powerful Mentoring for Quality Induction programs that will help novice teachers acclimate to the demands of a complex profession and will focus all professional staff on enhancing teacher effectiveness and student success.

Write the District Mentoring Plan

LPDCs who have written district professional development plans will find writing the local mentoring plan a familiar experience. Figure 1 shows the component parts of the local mentoring plan. The checkmarks to the left indicate those portions of the plan that are required in the state regulations governing mentoring. The Department of Education strongly recommends that LPDCs provide information for each section of the plan. Resources to assist the LPDC in writing each section of the local mentoring plan are described briefly in each section and are included in the Appendix. There is a Local Mentoring Plan checklist (R8) to help LPDCs organize and assemble the materials needed for each section of the plan.

Figure 1. Key Components of District Mentoring Plan

Regulations	Components of District Mentoring Plan
	Section 1: District Profile
	Section 2: Needs Assessment
✓	Section 3: Vision and Goals
✓	Section 4: Mentor Selection
✓	Section 5: Roles and Responsibilities for Mentors
✓	Section 6: Professional Learning Components for Mentors
✓	Section 7: Professional Learning Components for Novice Teachers
✓	Section 8: Action Plan for Implementation
	Section 9: Resource Options Used
✓	Section 10: Funding Resources
✓	Section 11: Program Evaluation

Section 1: District Profile

This section includes basic demographic information about the district to aid in the data-gathering essential for ongoing program evaluation. Resources for this section include a District Profile Sheet (R9), a sample table of contents for the plan (R10), LPDC signoff sheet (R11), and a local board of education approval form (R12) that will be returned to the LPDC once the board of education reviews the mentoring plan.

Note: District profile sheet may be the same sheet referenced in the local professional development plan.

Section 2: Needs Assessment

This section includes a current needs assessment of the mentoring program. The needs assessment should include data on mentors and novice teachers, training components of the current mentoring program, and identified needs of the mentoring program. The needs assessment should establish priorities which align with state regulations for mentoring and the district goals. A plan development checklist (R6) and a self-assessment tool (R13) will aid LPDCs in the needs assessment process.

Section 3: Vision and Goals

This section includes a vision statement for the district's Mentoring for Quality Induction program. The goals for the mentoring plan must align with the New Jersey Professional Standards for Teachers, the NCLB Key Elements of High Quality Professional Development, and state regulations. At a minimum, the goals must:

- Enhance teacher knowledge of and strategies related to the CCCS in order to facilitate student achievement;
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and
- Assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

Section 4: Mentor Selection

This section includes the application process and criteria for selection of mentors. Minimum criteria include selection of a certified teacher with at least three years of experience, who demonstrates commitment to the goals of the mentoring plan, agrees to maintain confidentiality in the mentor-novice teacher relationship, demonstrates exemplary content knowledge and pedagogy, and is matched with the novice teacher's content area, if possible. The Appendix contains resources that identify qualities of effective mentors (R15), list selection criteria (R16), and offer sample mentoring applications (R 17 – 19). The Appendix also offers a sample mentoring contract (R20), an ethical practice code (R21), and a no-fault exit process (R22).

Additional resources for mentor selection are included in Folder Four.

Section 5: Roles and Responsibilities for Mentors

This section identifies the roles and responsibilities of the mentors as they provide support and guidance to novice teachers. LPDCs are encouraged to use material contained in Folder Four, *District Mentoring Plan: Components of Mentor Training*, in developing this section of the local mentoring plan. LPDCs should also refer to the chart indicating stakeholder roles and responsibilities that is located in the Overview that precedes Folder One.

Section 6: Professional Learning Components for Mentors

This section includes the professional learning components the district will use to train and support mentors. The district must ensure that these components are aligned with the New Jersey Professional Standards for Teachers, NCLB professional development requirements, and the New Jersey Professional Development Standards. Training components could include: roles and responsibilities; transition to mentoring; communication and building trust; mentoring challenges; adult learning theory; questioning techniques; using standards-based formative assessments; classroom visitations; collegial coaching; designing professional growth activities; and ongoing networking for mentors. The Appendix contains sample training agenda and schedule (R23 – 24) and common mentoring activities (R25), but most of the material to support planning this section will be found in Folder Four, *District Mentoring Plan: Components of Mentor Training.*

Note: Section 6 should be referenced in your local professional development plan.

Section 7: Professional Learning Components for Novice Teachers

This section includes the professional learning components the district will use to provide novice teachers with rigorous mentoring to impact teacher effectiveness and student learning. The district must ensure that these components are aligned with the New Jersey Professional Standards for Teachers, NCLB professional requirements, and the New Jersey Professional Development Standards. Training components could include: new teacher orientation; understanding and applying the New Jersey Professional Standards for Teachers; working with a mentor; classroom and behavior management; meeting the needs of diverse students; lesson planning; and designing professional goals.

The Appendix contains a sample training schedule (R26) but most of the material to support planning this section will be found in Folder Five, *District Mentoring Plan: Components of Novice Teacher Training.*

Note: Section 7 should be referenced in your local professional development plan.

Section 8: Action Plan for Implementation

This section includes the steps to developing an action plan for implementation of the local mentoring plan. Resources for action planning, which include listing goals and expected outcomes, procedures for mentor selection; professional learning activities for mentors and novice teachers; and the timeline for development, approval, implementation and evaluation of the program components are included in the Appendix. The Appendix offers sample action plan templates (R27 – 29), one of which has been completed, to help LPDCs understand and implement the planning process.

Section 9: Resource Options Used

This section includes identification of the district resources that will be used to support the implementation of the local mentoring plan (i.e., release time for classroom visitations, video resources, published resources, substitute coverage, training providers).

Section 10: Funding Resources

This section includes plans for use of the funding outlined in state regulations and additional funding options available within the district, by the state or through grants. District funds could be used for additional professional learning and training, materials (e.g., books, videos, printing), additional stipends, and salary for a program coordinator.

Section 11: Program Evaluation

This section includes resources for planning the program evaluation required in the state regulations. The purpose of program evaluation is to support program improvement as well as to ensure accountability for resources. By building in a plan for evaluation at the outset, districts will be able to gather and analyze data to support program refinements as well as to meet state reporting obligations. The Appendix contains guidance as to five levels of professional development evaluation (R30). Additional resources to support the planning and implementation of program evaluation are located in Folder Three, *District Mentoring Plan: Program Evaluation Process*.

District Plan Approval Process

The procedure for approving the local mentoring plan is outlined in the visual graphic for mentoring plan approval (R31):

1. The LPDC presents the mentoring plan to the district board of education for approval;
2. After the review and approval, the board of education submits the plan to the county superintendent; and
3. The county superintendent notifies the Commissioner of the receipt of the approved local mentoring plan from the district.

District Plan Approval Timeline

The deadline for submission of the 2005-2006 mentoring plan will be **September, 2005**.

- The LPDC must submit the local mentoring plan to the district board of education by **September 1, 2005**.
- After review and approval, the district board of education will submit the approved mentoring plan to the county superintendent by **September 30, 2005**.
- The county superintendent will certify receipt of approved plans to the Commissioner by **October 15, 2005**.

Updated information about timelines can be accessed through the Department of Education (DOE) website at http://www.state.nj.us/njded/profdev/mentor/.

Appendix: Resources

Key Resources

F2-R1	Visual Graphic for District Mentoring Plan Development and Approval Process
F2-R2	New Jersey Professional Standards for Teachers Awareness Activity
F2-R3	New Jersey Professional Standards for Teachers
F2-R4	*NCLB* Key Elements of High Quality Professional Development
F2-R5	Matrix Alignment Chart: New Jersey Professional Standards for Teachers and *NCLB* Key Elements
F2-R6	Mentoring for Quality Induction Program Checklist
F2-R7	Rubric for Assessment of a District/School Mentoring Plan
F2-R8	District Mentoring Plan Checklist
F2-R9	District Profile Sheet
F2-R10	Sample Table of Contents for District Mentoring Plan
F2-R11	LPDC Sign-Off Sheet
F2-R12	District Board of Education Approval and Comment Form
F2-R13	Self- Assessment Tool for District Mentoring Plan
F2-R14	SMART Goal Framework
F2-R15	Qualities of Effective Mentors
F2-R16	Criteria for Selection of Mentor Teachers
F2-R17	Sample Mentor Teacher Application and Assignment Form 1
F2-R18	Sample Mentor Teacher Application and Assignment Form 2
F2-R19	Sample Mentoring Intent Form
F2-R20	Sample Mentoring Contract
F2-R21	An Ethical Code of Practice for Mentoring
F2-R22	No-Fault Exit Process
F2-R23	Sample Mentor Training Agenda
F2-R24	Sample Mentor Training Schedule

F2-R25 Sample of Summer Required Courses for Novice Teachers
F2-R26 Common Mentoring Activities
F2-R27 Sample Standards-Based Action Plan
F2-R28 Sample Action Plan
F2-R29 Sample District Professional Development Action Plan for Mentoring
F2-R30 Five Levels of Professional Development Evaluation
F2-R31 Visual Graphic for Timeline of District Mentoring Plan Development and Approval Process

State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

BRET SCHUNDLER
Commissioner

May 17, 2010

To: Chief School Administrators
Charter School Lead Persons

From: Bret Schundler
Commissioner

SUBJECT: Network Turnaround Officer Recruitment

The New Jersey Department of Education (NJDOE) is seeking highly skilled professionals to serve as school Network Turnaround Officers (NTO) as part of its School Improvement Grant (SIG) program. The NTO, assigned to one or more schools, will provide support and oversight. Periodic reporting to the NJDOE will occur and input from the NTO will be used during the decision making process regarding the school's annual renewal of the SIG grant. The NTO contract period with the NJDOE is for up to one year depending upon the individual circumstances of each school. The NTO will be paid by the NJDOE using federal SIG administrative funds.

The NTO will play a critical role in turning around struggling schools. As a facilitator of reform, the NTO will be responsible for initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. In collaboration with the school principal, the NTO will set a clear pathway toward distributed leadership within the schools, working with a highly capable team to build a cohesive, professional teaching culture. The NTO will also help the principal develop turnaround management skills. As an evaluator, the NTO will monitor the schools' adherence to the intervention plan and tracking performance metrics, including academic achievement, against quantifiable plan objectives and assist the NJDOE in evaluating implementation. The NTO will participate in the Leadership Academy along with the district and school staff.

The NJDOE is conducting a selection process to find candidates who are outstanding and highly skilled school leaders. The state will create LEA networks comprised of three to five schools, taking into account geographic factors, each school's root causes of low performance, and school and district context. The LEA superintendents will participate in the NTO selection. In some cases all the schools will be located in one district while in others, the NTO will serve schools in multiple districts and will be responsible for coordinating operations across the LEAs in which the schools reside.

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I of ESEA), are issued through state educational agencies (SEAs) to local educational agencies (LEAs) for use in Title I schools identified for improvement that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, available at http://www.ed.gov/programs/sif/index.html), school improvement funds are to be focused on each state's "Tier I" and "Tier II" schools.

Tier I schools are a state's persistently lowest-achieving Title I schools in improvement. Tier II schools are a state's persistently lowest-achieving secondary schools (grades 9-12) that are Title I served and Title I eligible for, but do not receive, Title I, Part A funds. In each of the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model.

The NJDOE also encourages currently employed school leaders who have outstanding accomplishments in the area of school improvement to apply. In this instance, a loan agreement with the district will be sought. Attached is a description of NTO roles and responsibilities. If you need additional information, contact the program manager, Dr. Patricia A. Mitchell, at (973) 727-6063 or by email at pat.mitchell@doe.state.nj.us

It is my sincerest wish that you will take this opportunity to participate in this effort to promote practices that are effective in advancing student achievement. We are looking forward to working together to support New Jersey's struggling schools.

BS\PM\s:\sig 2010 school improvement grant\network turnaround officer\nto recruitment package.doc
Attachments
c: Members, State Board of Education
Willa Spicer
Senior Staff
Diane Shoener
Suzanne Ochse
Elaine Davis
Patricia A. Mitchell
Executive County Superintendents
Lee Group
Garden State Coalition of Schools

Network Turnaround Officer Application Process
New Jersey Department of Education
School Improvement Grant (SIG) Program

Who will be selected?
Administrators and classroom teachers who are recognized as leaders, have shown high levels of professional competence, and who represent New Jersey's diverse workforce.

What are the eligibility criteria?
Applicants shall have:
--> Administrator and/or teacher certification
-->Minimum of 5 years experience as an educator
--> Experience as an educator/administrator within the last 3 years
--> Knowledge of current educational practice in New Jersey
--> Working knowledge of the Interstate Standards for School Leaders Consortium (ISSLC) and New Jersey Core Curriculum Content Standards
--> Ability to work and communicate effectively with all school staff
--> Personal integrity and high ethical standards
--> Good judgment
--> Ability to solve problems
--> Ability to provide leadership
--> Commitment to accept up to a one year assignment
--> Readiness to model lessons in classrooms
--> Willingness to travel

What is the selection process?
All applicants who (1) meet the eligibility criteria and (2) submit the following documents by June 14, 2010, will be included in the selection process.
(a) Application
(b) Resume
(c) Four confidential references

The selection process for the 2010-11 school year is underway with the posting of this notice and the application forms. This current selection process will conclude by the end of June 2010.

Selection Process
The application process consists of the following additional steps:

1. Reference Checks:
NJDOE personnel conduct in-depth reference checks for the applicants who successfully complete the performance evaluation. Background checks by the New Jersey State Police Agency are also completed.

2. Interview:
NJDOE personnel conduct an interview with each prospective candidate.

Network Turnaround Officers Training
Once applicants are selected, they are required to participate in three weeks of training during the months of July and August. The specialized training assures that these educators have the skills and resources necessary to deliver exceptional service to schools under a variety of diverse and unique circumstances. Additionally, network meetings continue throughout the school year.

Schools Receiving Assistance and NTO Assignment
Network Turnaround Officers provide assistance to one or more assigned schools receiving a SIG grant. NTO educational and professional experiences are matched with the needs of the schools in need of assistance. Geographical information is also a consideration when making placement decisions.

NTO Employment and Compensation for Employee Loan
NTOs remain employees of their home district. The New Jersey Department of Education signs a Memorandum of Agreement (MOA) with the NTOs' home district on an annual basis.
NTOs continue to receive their salary, with no loss of benefits, through their home school districts.

NTO Employment and Compensation for Individuals
Salary for individuals who are not on loan from a school district will be negotiated and paid by the NJDOE.

Evaluation of Network Turnaround Officers
Evaluations are used to assess the work of the NTOs on a continuing basis using the following:
a. NTO monthly reports
b. NTO mentor visits
c. NTO participation in trainings and the Leadership Academy
d. Development and presentation of NTO training tools, resources and documents
e. Anecdotal information shared by NTOs
f. Feedback from assigned district and schools
g. NTO end of the year and/or exit reports
h. SIG reports for assisted schools
i. External Evaluation

SIG External Evaluation

On an annual basis, the NJDOE will conduct an external implementation audit of curriculum, academic growth, school climate, teacher evaluations, and accompanying targeted professional development. The report will address all areas of the model implementation and explicitly report on progress against the quantifiable benchmarks of the intervention plan. These annual audits of each persistently low-performing school will include constructive feedback and recommendations for program improvements, as appropriate.

In the absence of sufficient progress or lack of implementation fidelity, the audit may include a recommendation for school closure or restart. The results of this audit will be reported publicly and will serve as part of the evaluation of the NTO who is assigned to the school. These audits will be submitted to the LEA superintendent for review. A face-to-face meeting will occur with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results will assist the NJDOE in annual SIG renewal decisions.

The critical external evaluations relative to the NTO are as follows:

Curriculum and Instruction

a. Improvement in teaching
b. Improvement in teacher knowledge of effective teaching
c. Improved curriculum and instructional coordination in the school
d. Increasing attention to state test and formative assessment data

Professional Development

a. Professional development is focused on curriculum and instruction and the critical needs of the school

Leadership, School Organization

a. Strong school leadership
b. Improved morale and a shared school-wide focus and a culture of collaboration that had not previously existed

Test Scores

Overall, SIG schools should achieve significant growth on state and quarterly formative assessments.

Application

NJDOE Network Turnaround Officers Program

Deadline for Submission: June 14, 2010

Personal Information:

Mr. ____ Mrs. ____ Ms. ____ Dr. _____	Name (First, Middle, Last)
Home Address: Street: City, State, Zip:	
Home Phone (include area code):	Cell Phone (include area code):
Date of Birth:	Social Security Number:
Home E-mail Address (other than work):	

Present/Past Employment:

School District/Agency:	School Name/Worksite:	
Work E-mail Address:	Work Phone:	Position Title:
District Experience:	Years of teaching experience in New Jersey: Total years in education:	
Are you currently teaching; if yes, what grade(s): Content areas you teach (or have taught):	If not currently teaching: what year _____and grade(s) did you teach in last:_____	

READ AND SIGN THE FOLLOWING STATEMENT:

By applying for the New Jersey Network Turnaround Officers Program, I am participating in a selection process and may not be provided with feedback for personal growth and/or professional development needs. Further, I will respect the integrity and fairness of the process and those associated with it. In the event that I am selected and accept the position of Network Turnaround Officer, I agree to perform the duties as outlined.

Signature of Candidate_____ Date_____

Deadline for Submission: June 14, 2010

The following items must be completed and electronically returned to the NJDOE by June 14, 2010, in order for your application to be processed. Return this application to: Dr. Patricia A. Mitchell at pat.mitchell@doe.state.nj.us.

1. Return a resume citing work history including dates, professional experiences and leadership roles with dates and employers, which support your involvement in this program.

2. Include four (4) professional references regarding your qualifications for designation as a Network Turnaround Officer. Copy the Confidential References Questionnaire accompanying this application and distribute to your four choices. Please read and note all directions and deadlines. It is your responsibility to ensure your four references have been submitted to NJDOE. Without receipt of all four by June 14, 2010, your application will not be complete and considered.

Your references (item 2) may be emailed by the person completing the form to: pat.mitchell@doe.state.nj.us as well as any questions you have concerning the program and receipt of your application information.

Confidential Reference Questionnaire

Please use this form to submit your reference for the applicant for New Jersey's Network Turnaround Officer Program. References not submitted on this form or a copy of this form will not be accepted. These are confidential and are not shared with the applicant. Please note: The reference consists of two pages: complete both pages and return. This reference should be submitted as soon as possible. References not received by June 14, 2010 will not be accepted. They are to be emailed to:

Dr. Patricia A. Mitchell, Manager
E-mail: **pat.mitchell@doe.state.nj.us**

Name of Applicant:	
Name of Person Completing Form:	
Title/Position:	
Work Address: (school/district name and address)	
Work Phone:	

Relationship to applicant (check appropriate category):					
Supervisor		Colleague		Other (list)	
How long have you known the applicant:					
Professionally:		Personally:			

What interpersonal skills have you observed in the applicant that will successfully help others to improve?

What are this applicant's greatest assets as an educational leader and supporter of change? Please include specific examples.

NTO SKILL DIMENSION

Please rate the candidate in the following areas by checking the appropriate column:

4 = Outstanding	3 = Well Developed	2 = Developing	1 = Needs to Develop

SKILL/DIMENSION	1 Lowest	2	3	4 Highest
1. Professional Attitude/Judgment				
2. Leadership Skills				
3. Organizational Skills				
4. Written Communication Skills				
5. Motivational Skills				
6. Sensitivity to Others				
7. Time Management Skills				
8. Oral Communication Skills				
9. Stress Management Skills				
10. Program Planning and Evaluation Skills				
11. Conflict Resolution Skills				
12. Skill in Working with Diverse Groups				
13. Skill in Analyzing and Interpreting Assessment and Other Data				
14. Skill in Working with Parents/Community				
15. Interpersonal Skills				
16. Facilitation Skills				
17. Presentation Skills				
18. Work Ethic				
19. Awareness of Standards & Indicators for School Improvement (school and/or district version)				
20. Knowledge of Current Educational Practice in New Jersey				

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

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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.

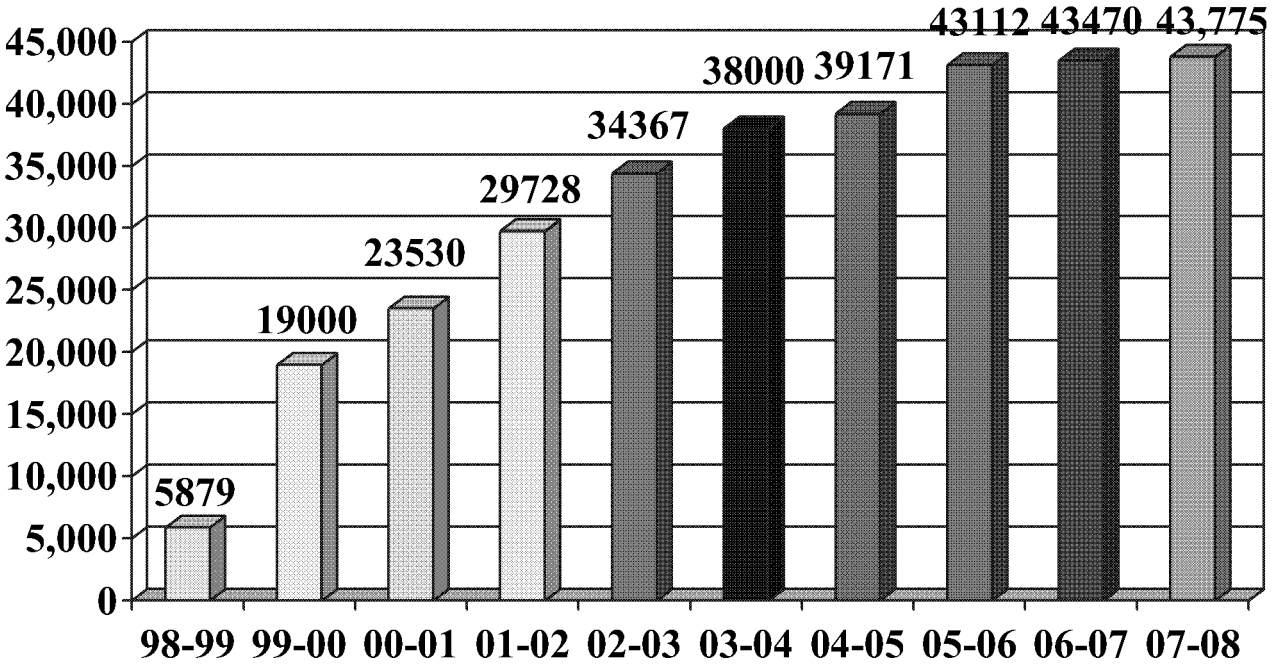
Introduction

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

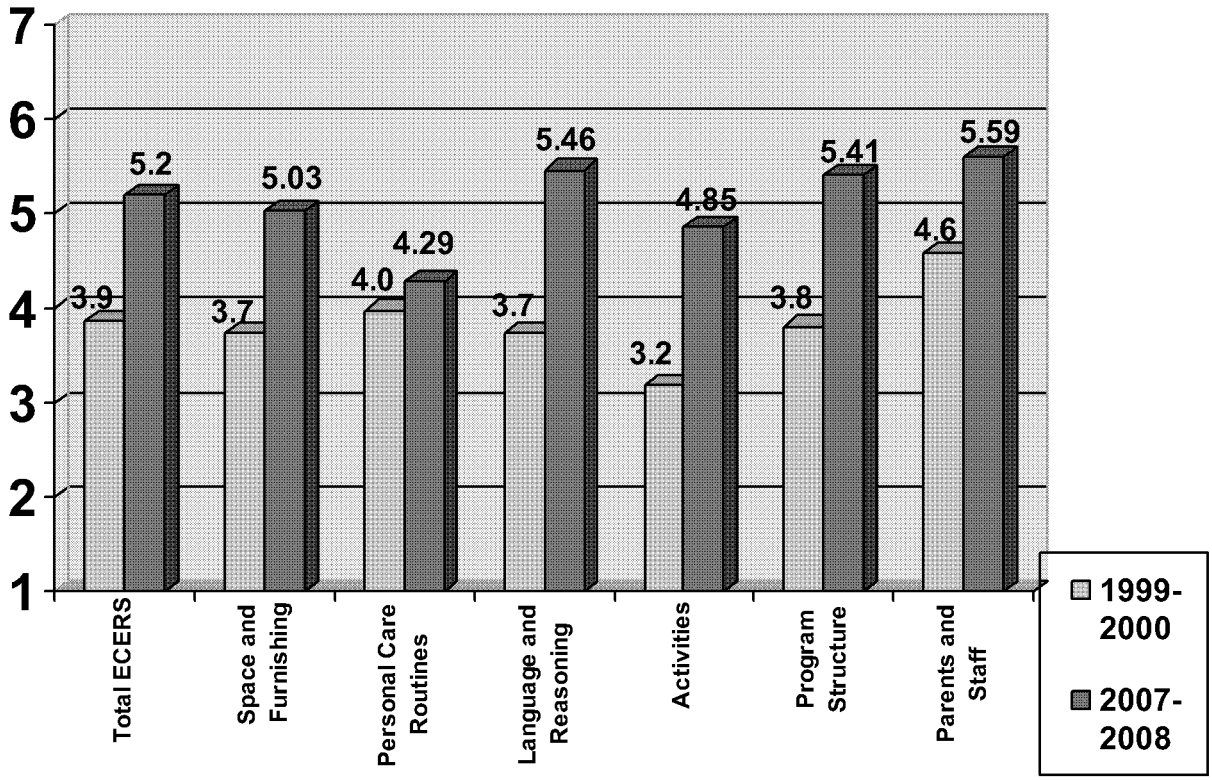
district and to assist administrators and staff who may have been inadequately prepared in early childhood education, more detailed operational standards were developed (Abbott Preschool Program Implementation Guidelines; Office of Early Childhood Education, NJDOE, 2002, revised 2005). These standards 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).

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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.

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.

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The Honorable Arne Duncan
Secretary
U.S. Department of Education

May 26, 2010

Dear Commissioner Duncan,

I am writing to express my wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.
New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;

Upgrade data systems to directly improve instruction and data-based decision making;
Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and

Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness. Should you have any further questions feel free to contact me or my Legislative Director, Michael Gaffin at 202-225-6501 or Michael.gaffin@mail.house.gov.

Sincerely,

Robert E. Andrews
Member, U.S. House Committee on Education and Labor

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May 19, 2010

Bret Schundler, Commissioner
NJ Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing in support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reform that our state needs. It is essential for New Jersey to strive for high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning. We are also in need of upgrading our data systems to directly improve instruction and data-based decision making. In addition, it is crucial that we focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

I truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

John F. Amodeo

JOHN F. AMODEO
Assemblyman, District 2

State of New Jersey
DEPARTMENT OF CHILDREN AND FAMILIES
PO BOX 729
TRENTON, NJ 08625-729

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

KARA P. WOOD
Acting Commissioner

May 27, 2010

Honorable Bret Schundler
Commissioner
NJ Department of Education
100 Riverview Plaza
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler,

I am writing on behalf of the NJ Department of Children and Families to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Ensure all students have the skills needed to be successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high quality professional development
- Make teachers and schools more accountable for student achievement by incorporating measures of student achievement into their evaluations and rewarding outstanding teachers.
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results of our most at-risk children.
- Upgrade New Jersey's data systems so student learning can be tracked throughout the year and students don't fall through the cracks.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Kara P. Wood
Acting Commissioner

State of New Jersey

DEPARTMENT OF AGRICULTURE
HEALTH / AGRICULTURE BUILDING
PO BOX 330
TRENTON NJ 08625-0330

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DOUGLAS H. FISHER
Secretary

May 25, 2010

Honorable Bret Schundler
Commissioner
NJ Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

I am writing on behalf of the New Jersey Department of Agriculture to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

Our interaction with the Department of Education in the past, particularly in connection with improving the nutrition education of students in our schools and through the Ag in the Classroom initiatives, has always been positive. I am sure the Department of Education will bring the same level of commitment and drive to any Race to the Top efforts.

New Jersey's proposal is ambitious and achievable, and accomplishes the reforms that our state needs:

- It ensures that all students have the skills needed to be successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high-quality professional development
- It holds teachers and schools more accountable by incorporating measures of student achievement into evaluations and rewarding outstanding teachers.
- It focuses the necessary talent and skills on the lowest-performing schools to dramatically improve results of our most at-risk children.
- It upgrades New Jersey's data systems so learning can be tracked throughout the year.

The agricultural industry, like New Jersey's other industries, is growing increasingly technical and complex, and needs highly educated future employees. A Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Douglas H. Fisher

State of New Jersey
DEPARTMENT OF BANKING AND INSURANCE
OFFICE OF THE COMMISSIONER
PO BOX 325
TRENTON, NJ 08625-0325

TEL (609) 292-7272

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

THOMAS B. CONSIDINE
Commissioner

2010 MAY 27 P 1:52
OFFICE OF THE COMMISSIONER OF EDUCATION

May 25, 2010

The Honorable Bret Schundler
Commissioner
NJ Department of Education
401 East State Street – 7th Floor
P.O. Box 500
Trenton, NJ 08625-0500

Re: Federal Grant Competition – "Race to the Top"

Dear Commissioner Schundler:

The New Jersey Department of Banking and Insurance firmly support New Jersey's proposal for a Race to the Top award from the United States Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Ensure all students have the skills needed to be successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high quality professional development
- Make teachers and schools more accountable for student achievement by incorporating measures of student achievement into their evaluations and rewarding outstanding teachers.
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results of our most at-risk children.
- Upgrade New Jersey's data systems so student learning can be tracked throughout the year and students don't fall through the cracks.

State of New Jersey
DEPARTMENT OF HUMAN SERVICES
PO BOX 700
TRENTON NJ 08625-0700

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

JENNIFER VELEZ
Commissioner

May 25, 2010

Honorable Bret Schundler
Commissioner
Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler,

I am writing on behalf of the Department of Human Services to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Ensure all students have the skills needed to be successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high quality professional development.
- Make teachers and schools more accountable for student achievement by incorporating measures of student achievement into their evaluations and rewarding outstanding teachers.
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results of our most at-risk children.
- Upgrade New Jersey's data systems so student learning can be tracked throughout the year and students don't fall through the cracks.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Jennifer Velez
Commissioner

Fax:609-292-3824 May 26 2010 10:20 P.02

State of New Jersey
DEPARTMENT OF CORRECTIONS
WHITTLESEY ROAD
PO Box 863
TRENTON, NJ 08625-0863

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

GARY M. LANIGAN
Commissioner

May 25, 2010

Bret Schundler, Commissioner
Department of Education
PO Box 500
Trenton, New Jersey 08625

Dear Commissioner Schundler:

I am writing on behalf of the New Jersey Department of Corrections to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Ensure all students have the skills needed to be a successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high quality professional development.
- Make teachers and schools more accountable for student achievement by incorporating measures of student achievement into their evaluations and rewarding outstanding teachers.
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results of our most at-risk children.
- Upgrade New Jersey's data system so students learning can be tracked throughout the year and students do not fall through the cracks.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Gary M. Lanigan
Commissioner

jp

May 26 2010 8:42 P.02

State of New Jersey
DEPARTMENT OF COMMUNITY AFFAIRS
101 SOUTH BROAD STREET
PO BOX 800
TRENTON, NJ 08625-0800

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

LORI GRIFA
Acting Commissioner

May 25, 2010

The Honorable Bret Schundler
Commissioner, NJ Department of Education
100 River View Plaza
Trenton, New Jersey 08625

Dear Commissioner Schundler:

I am writing on behalf of the New Jersey Department of Community Affairs to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Ensure all students have the skills needed to be successful in the 21st century global economy by adopting high academic standards and investing in our teachers with high quality professional development;
- Make teachers and schools more accountable for student achievement by incorporating measures of student achievement into their evaluations and rewarding outstanding teachers;
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results of our most at-risk children; and
- Upgrade New Jersey's data systems so student learning can be tracked throughout the year and students don't fall through the cracks.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

LORI GRIFA
Acting Commissioner

BOARD *of* CHOSEN FREEHOLDERS

COUNTY *of* CAPE MAY

4 Moore Road
Cape May Court House, N.J. 08210-1601
(609) 465-1065 ▫ Fax: 465-6189
Website: www.capemaycountygov.net

DANIEL BEYEL, *Director*
Director of Administration, Revenue & Finance and Public Works

LEONARD C. DESIDERIO
Director of Planning and Economic & Capital Planning

RALPH E. BAKLEY, SR.
Education, Library and Consumer Affairs

RALPH E. SHEETS, JR., *Vice-Director*
Director of Public Safety

GERALD M. THORNTON
Director of Health and Human Services

STEPHEN O' CONNOR
County Administrator

May 25, 2010

Re: Support Letter for New Jersey's Proposal for Rate to the Top

To whom it may concern:

I am writing on behalf of the County of Cape May to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

(b)(6) [redacted]

Daniel Beyel
Freeholder Director

COUNTY OF CUMBERLAND
BOARD OF CHOSEN FREEHOLDERS

LOUIS N. MAGAZZU, ESQ.
FREEHOLDER DIRECTOR
(856) 453-2125
Fax: (856) 451-8243
Email: Lmagazzu@aol.com

790 EAST COMMERCE STREET
BRIDGETON, NEW JERSEY 08302

May 21, 2010

Mr. Brett Schundler, Commissioner
State of New Jersey
Department of Education
PO Box 500
Trenton, NJ 083625-0500

Post-it® Fax Note 7671	Date 5/24/10	# of pages ▸ 1
To Willa Spicer	From L. Magazzu	
Co./Dept.	Co.	
Phone #	Phone #	
Fax # 609-216-7974	Fax #	

Dear Commissioner Schundler:

The Cumberland County Board of Chosen Freeholders is pleased to offer our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that is tailored to the state's plan to:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning.
- Upgrade data systems to directly improve instructions and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations: and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

A Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

(b)(6)

LOUIS N. MAGAZZU, FREEHOLDER
Cumberland County Board
of Chosen Freeholders

cc: Richard Stepura, Ed.D., County Superintendent

cumberland county
HOME TO OPPORTUNITY

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

May 18, 2010

Mr. Bret Schundler
Commissioner of Education
New Jersey State Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

The New Jersey School Boards Association strongly endorses New Jersey's round two Race to the Top grant application and will encourage its member school boards to give all consideration to signing memoranda of understanding to participate in programs funded through the grant.

The proposals reflected in the round two application would expand on the innovative strategies contained in the state's initial application and would serve to open doors to educational opportunity for disadvantaged students, advance student achievement by providing additional teacher compensation based on classroom performance, build an accurate and useful database of student achievement, and give local school officials the ability to retain the best teachers by making needed changes in the state's tenure and senior system.

- **Helping Students in Struggling Schools** – Although New Jersey has made substantial progress in closing the academic achievement gap, 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. Significantly, it would enable local boards of education to originate initiatives to turn around troubled schools through the creation of innovative "achievement academies."

- **Standards & Assessments** – Our Association, which includes 588 local school districts and 44 charter school associate members, is a long-time supporter of standards-based education. In November 2009, the NJSBA Delegate Assembly endorsed the concept of national standards. We are enthusiastic about the grant application's emphasis on high standards and its goal of creating an assessment system designed to help teachers identify and implement strategies to help students meet those educational goals.

- **Data Tracking System** – The grant proposes a robust data system that will enable state and local school officials and teachers not only to track the academic records of students, but also to use that data to measure student achievement and to implement improvement strategies.

- **Attracting Talented Teachers to Low-Performing Schools** – NJSBA has long supported the ability of local school districts to use additional compensation, such as "signing bonuses," to meet staffing needs. The application would apply federal grant money toward a similar concept: attracting successful, effective educators to teach students in the most challenging environment.

The New Jersey School Boards Association believes the grant application represents our state's commitment to genuine education reform. We urge 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 round two Race to the Top grant application and to act favorably on the proposal.

Sincerely,

Marie S. Bilik
Executive Director

New Jersey Association of School Administrators

920 West State Street • Trenton, New Jersey 08618-5328
609.599.2900/ Fax 609.599.1893 website: http://njasa.net

Richard G. Bozza, Ed.D.
Executive Director

May 21, 2010

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

Dear Commissioner Schundler:

The New Jersey Association of School Administrators (NJASA) voted at its May 20, 2010 Executive Committee meeting to support New Jersey's second round application to secure funding through the federal *Race to the Top* program. The Association leadership recognizes the critical importance to all New Jersey residents in advancing reforms around the four areas addressed in the program:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

NJASA will encourage Chief Education Officers throughout the state to participate in the program with the New Jersey Department of Education.

The NJASA leadership remains committed to working cooperatively with you, NJ DOE staff members, and other education stakeholders to ensure that success in receiving a grant from the *Race to the Top* fund will result in enhanced student achievement, fair and meaningful evaluation of school personnel focused on student attainment, and continued collaboration focused on improving outcomes beyond those areas currently assessed by traditional measurements. NJASA members look forward to the opportunity to play an active role as critical stakeholders in the design and implementation of the state's educational reform strategies.

NJASA urges the United States Department of Education to respond favorably to New Jersey's proposal and to award funding which will support the work of educators to advance reforms which will significantly change and improve educational outcomes for New Jersey students.

Sincerely,

Richard G. Bozza, Ed.D.
Executive Director

A I C U N J

Association of Independent Colleges and Universities in New Jersey

Member Colleges and Universities

Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Drew University
Fairleigh Dickinson University
Felician College
Georgian Court University
Monmouth University
Princeton University
Rider University
Saint Peter's College
Seton Hall University
Stevens Institute of Technology

May 26, 2010

The Honorable Bret Schundler
Commissioner
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08650-0500

Dear Commissioner Schundler:

Our 14 member colleges and universities support New Jersey's Race to the Top grant application. The Association's member institutions are interested in continuing the strong working relationship we have enjoyed over the years in meeting the educational needs of the residents of our State.

Success in competing for a Race to the Top grant will enable New Jersey to focus on the needs of the students in school districts where the performance has been below the norm to strengthen the schools and improve the educational attainment of the students.

We wish you much success in the competition for this grant and look forward to collaborating with you in the important endeavors you will lead in implementing New Jersey's Education Reform Plan.

Sincerely,

J.B. Wilson

John B. Wilson
President and CEO

/lu

797 Springfield Avenue, Summit, New Jersey 07901-1107 (908) 277-3738 Fax No. (908) 277-0851

NEW JERSEY CHARTER SCHOOLS ASSOCIATION

Passed

May 20, 2010

Mr. Bret Schundler
Commissioner of Education
State of New Jersey
Department of Education
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler,

I am writing on behalf of the New Jersey Charter Schools Association to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

We look forward to continued involvement in these efforts on behalf of New Jersey's children.

Sincerely,

(b)(6)

Rick Pressler
Interim Director

349 WEST STATE STREET • 4TH FLOOR • TRENTON, N.J. • 08618

609-989-9700 • FAX: 609-989-9745 • WWW.NJCHARTERS.ORG

May 24, 2010

Bret Schundler
Commissioner of Education
NJ Department of Education
PO Box 500
Trenton, New Jersey 08625-0500

Dear Commissioner Schundler:

On behalf of the New Jersey Association of State Colleges and Universities, I strongly support New Jersey's *Race to the Top* proposal to the U.S. Department of Education.

New Jersey's nine state colleges and universities are the state's primary source of baccalaureate and graduate education, graduating annually, nearly 50% of all baccalaureate graduates, and serve as the state's major teacher training institutions.

These colleges and universities are committed to strong, effective partnership with New Jersey's schools. I believe that New Jersey's proposal will help to ensure college and career readiness for our students, and will help to make New Jersey and America more economically competitive.

The proposal contains important innovative provisions regarding assessment and evaluation of learning outcomes and professional standards; it provides for systematic collection of longitudinal data; and provides a sound system of accountability to help sustain needed reform, and to ensure success over the long-term.

Under the leadership of your office, and with strong support from other constituencies, I believe that New Jersey's education reform plan, with a *Race to the Top* award, will greatly benefit citizens in the Garden State.

Sincerely yours,

Darryl G. Greer, Ph.D.
CEO

DGG:crp

New Jersey State Federation of Teachers

American Federation of Teachers, AFL-C10

629 Amboy Avenue, 2nd Floor, Edison, NJ 08837

Phone: (732) 661-9393 FAX: (732) 661-1776

Website: nj.aft.org

May 25, 2010

Ms. Willa Spicer

New Jersey Department of Education

This is to inform you that the AFT- New Jersey State federation supports the State's efforts to participate in the Race to the Top Program. All of our Pre K-12 locals will be signing on to round two of the program as they all did for the first round. American federation of Teachers (AFT) represents over 40,000 members in the state of New Jersey, of which over 8,500 are in Pre K-12 school districts.

As usual, AFT is willing to partner with the state for the benefit of our students.

If I can be of any further assistance please call me at 732-661-9393.

Yours sincerely,

William J. Lipkin

President

NEW JERSEY
Association of State Colleges and Universities
150 West State Street, Trenton, NJ 08608 Phone: (609) 989-1100 Fax: (609) 989-7017

May 24, 2010

Bret Schundler
Commissioner of Education
NJ Department of Education
PO Box 500
Trenton, New Jersey 08625-0500

Dear Commissioner Schundler:

On behalf of the New Jersey Association of State Colleges and Universities, I strongly support New Jersey's *Race to the Top* proposal to the U.S. Department of Education.

New Jersey's nine state colleges and universities are the state's primary source of baccalaureate and graduate education, graduating annually, nearly 50% of all baccalaureate graduates, and serve as the state's major teacher training institutions.

These colleges and universities are committed to strong, effective partnership with New Jersey's schools. I believe that New Jersey's proposal will help to ensure college and career readiness for our students, and will help to make New Jersey and America more economically competitive.

The proposal contains important innovative provisions regarding assessment and evaluation of learning outcomes and professional standards; it provides for systematic collection of longitudinal data; and provides a sound system of accountability to help sustain needed reform, and to ensure success over the long-term.

Under the leadership of your office, and with strong support from other constituencies, I believe that New Jersey's education reform plan, with a *Race to the Top* award, will greatly benefit citizens in the Garden State.

Sincerely yours,

Darryl G. Greer, Ph.D.
CEO

DGG:crp

BioNJ
Advancing the State of Biotechnology

May 25, 2010

The Honorable Bret Schundler
Commissioner
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Re: Race to the Top Award

Dear Commissioner Schundler:

On behalf of the 250 members of BioNJ, the trade association for New Jersey's growing biotechnology industry, I am writing to express our wholehearted support for New Jersey's proposal for a Race to the Top Award from the U.S. Department of Education. If New Jersey is to maintain its position as a leader in the discovery and development of new medicines and therapies, a strong and innovate educational system is an absolute necessity.

New Jersey has set out an ambitious and achievable plan to develop and institute the reforms that our State needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

As an industry that depends on an educated and motivated workforce to achieve its goals, we are confident that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Please let me know how we can help to advance this important initiative. Thank you for the opportunity.

Kind regards,

Debbie Hart
President

1 AAA Drive, Suite 102 • Trenton, NJ 08691-1803 • phone 609.890-3185 • fax 609-581-8244
e-mail: BioNJ@BioNJ.org • www.BioNJ.org

MATHEMATICA
Policy Research, Inc.

Barbara Devaney
Senior Vice President and Division Director

P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com
609-275-2389

May 25, 2010

Dear Sir or Madam:

Mathematica Policy Research is pleased to support the New Jersey Department of Education (NJDoE) in its application for a Race to the Top (RTTT) grant from the U.S. Department of Education. We believe that the Federal RTTT competition represents an unprecedented opportunity for New Jersey to identify and implement reforms that can substantially improve the performance of its students, and to support public education in New Jersey at a critical time of fiscal uncertainty. We also believe that New Jersey is extremely well-positioned to take advantage of this opportunity, having initiated important reforms in each of the four RTTT assurance areas and providing an excellent environment to test the effects of alternative reforms because of its diverse population and large number of school districts.

We look forward to the opportunity to contribute to New Jersey's RTTT reform initiatives. To fund this work, Mathematica, Educational Testing Services (ETS), and NJDoE will partner to establish a new technical assistance and research center, charged with supporting and evaluating the results of the state's educational reforms. Funding for this center will be sought through two grant applications to the Institute of Education Sciences, for (a) the Evaluation of State and Local Programs and Policies and (b) the National Research and Development Centers competitions, and other sources. Should the center receive funding, Mathematica will contribute in at least two important ways during the period of the grant:

1. Mathematica will serve as an external evaluation partner for the state's RTTT and other reform initiatives. Collaborating with NJDoE and ETS, Mathematica will monitor the implementation and outcomes of reforms, and provide timely feedback to inform course corrections.

2. Mathematica will validate New Jersey's first estimates of student achievement growth, which are being developed using percentile growth methods, and assess their suitability for teacher evaluation, pay-for-performance, tenure, and other relatively high-stakes decisions. For instance, Mathematica will assess the sensitivity of bonus award decisions to estimation based on alternative statistical models which represent the methodological state-of-the-art in measures of teacher effectiveness. Mathematica will formulate recommendations to the state regarding fair and objective manners to allocate these awards and make other teacher-focused decisions.

Mathematica is strongly committed to working with NJDoE to improve the effectiveness of its teachers and the achievement of its students, and to develop knowledge and tools that can ultimately support educational improvement on a much larger scale. This work is consistent with Mathematica's mission to improve public well-being by bringing the highest standards of quality, objectivity, and excellence to bear in program evaluation and policy analysis. Mathematica is also extremely well qualified to take on this work. Our substantive expertise in all of the RTTT assurance areas; extensive experience conducing rigorous evaluations of educational programs; decades of experience collaborating with education stakeholders at all levels and using education data and research to inform decision-making; and our 40-year history as an independent, objective research and consulting firm, headquartered in New Jersey are all outstanding qualifications that we bring to this partnership.

We look forward to continuing and deepening our partnership with the NJDoE as it seeks to increase the effectiveness of its schools and teachers, and to dramatically improve student achievement.

Sincerely,

(b)(6)

Len Collett
Sr. Contract Consultant

Dell Inc.
One Dell Way
Round Rock, Texas 78682
tel +1 512 728 6094
len_collett@dell.com
www.dell.com

Bret Schundler
Commissioner
State of New Jersey
Department of Education
PO Box 500
Trenton, NJ 08625-0500

May 26, 2010

Bret,
We wish you the best of luck on obtaining the RTTT Grant for your organization. We want to convey to you our support for your goals and the initiatives set forth through RTTT.

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Please know that if awarded, we do intend to provide you additional discounting for bulk purchases made through Dell in order to help you achieve your goals and sustain activities after the 3 years of the grant.

(b)(6)

Len Collett
Sr. Contract Consultant

New Jersey Business & Industry Association

Celebrating a Century of Service to NJ Business

GOVERNMENT AFFAIRS TEAM

Melanie Willoughby
Senior Vice President

Sara Bluhm
Assistant Vice President
Energy & Federal Affairs

David Brogan
Vice President
Environmental Policy

Dominick DiRocco, Esq.
Assistant Vice President
Employment & Labor Policy

Christopher Emigholz
Director
Education & Workforce Development

Arthur Maurice
First Vice President
Economic Development & Taxation

Frank Robinson
First Vice President
Grassroots & Transportation

Christine Stearns, Esq.
Vice President
Health & Legal Affairs

May 20, 2010

VIA FACSIMILE: 609 216-7974

The Honorable Bret Schundler
Commissioner
NJ Department of Education
PO Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing on behalf of New Jersey Business & Industry Association to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;

- Upgrade data systems to directly improve instruction and data-based decision making;

- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and

- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Melanie Willoughby
Senior Vice President

NEW JERSEY COMMUNITY CAPITAL

16-18 WEST LAFAYETTE STREET • TRENTON, NEW JERSEY 08608 • PHONE: 609.989.7766 • FAX: 609.393.9401 • MAIL@NJCLF.COM

May 27, 2010

Commissioner Bret Schundler
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Via E-Mail and Regular Mail

Re: Race to the Top Application

Dear Commissioner Schundler:

New Jersey Community Capital facilitates the flow of money and knowledge to create wealth and well being in underserved communities. Since its founding in 1987, New Jersey Community Capital has committed financing for approximately 660 projects totaling nearly $225 million in the housing, community services, and small business sectors. As a leading financer of charter school facilities, New Jersey Community Capital was awarded an $8.15 million credit enhancement grant from the United States Department of Education. Using this grant as leverage, New Jersey Community Capital has committed to provide or participate in 31 transactions which have or will provide nearly $55 million of financing and guaranties to support over $100 million of charter school facilities project costs. This financing will create or sustain nearly 10,000 charter school seats in New Jersey.

As part of its mission, New Jersey Community Capital is committed to helping provide high-quality educational opportunities and environments for all of New Jersey's students. Please let this letter express New Jersey Community Capital's support for the New Jersey Department of Education's proposal for a Race to the Top award from the United States Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that the state needs:

- Adopt high academic standards tied directly to a curriculum spine with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

New Jersey Community Capital truly hopes that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel this state's education system into a model of success and global competitiveness.

Sincerely,

Wayne T. Meyer
President

New Jersey Community Capital is the trade name utilized by Community Loan Fund of New Jersey, Inc. and its affiliated entities for its financial and consulting products and services.

NJTC
NEW JERSEY TECHNOLOGY COUNCIL

Simon Nynens, Chairman & CEO
Wayside Technology Group, Inc.
Chairman

Maxine Ballen
President & CEO

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Morgan Lewis

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Lowenstein Sandler PC

New Jersey Economic
Development Authority

PricewaterhouseCoopers LLP

PSE&G

Stevens & Lee

Wachovia

WithumSmith+Brown

Woodcock Washburn LLP

Bret Schundler, Commissioner
NJ Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler,

I am writing on behalf of the New Jersey Technology Council to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;

- Upgrade data systems to directly improve instruction and data-based decision making;

- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and

- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Very truly yours,

Maxine Ballen
Founder, President & CEO

New Jersey Technology Council • 1001 Briggs Road, Suite 280, Mt. Laurel, NJ 08054
phone 856. 787. 9700 fax 856. 787. 9800 e-mail staff@njtc.org www.njtc.org

Samuel A. Delgado
Vice President
External Affairs

verizon

540 Broad Street, Floor 20
Newark, NJ 07102

Phone 973 649-3339
samuel.a.delgado@verizon.com

2010 MAY 27 P 1:32
OFFICE OF THE COMMISSIONER OF EDUCATION

May 25, 2010

Bret Schundler
Commissioner
State of New Jersey
Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

Verizon New Jersey, Inc. is pleased to support the New Jersey Department of Education's Virtual New Jersey (VNJ) Initiative as contained in the Race to the Top Application. Verizon New Jersey, Inc. through its statewide video franchise has committed to provide one free Internet service drop to public schools passed by our FiOs Network.

Discounted ATM and Frame Relay rates are available through 2014 to participating schools through Verizon's Access New Jersey Program to support bandwidth for online learning activities.

Sincerely,

(b)(6)

cc Dennis Bone
Richard Chapkis

Honorable Bret Schundler
Commissioner of Education
New Jersey Department of Education
100 River View Plaza
Trenton, NJ 08625-0500

May 25, 2010

Dear Commissioner Schundler:

On behalf of Apple, I am pleased to offer our support for your *Virtual New Jersey* (VNJ) initiative as contained in the state's Race To The Top application.

This innovative pilot program will supply online learning opportunities for high-need students in resource-challenged districts that will be coordinated with teacher professional development focused on improving student achievement using 21st century teaching strategies.

Apple shares your commitment to promote digital equity through the use of laptops for middle- and high-school students who lack access to mobile classroom devices. We know from experience that technology is an effective tool to engage and inspire learners of all ages, contributing to higher levels of academic achievement and raising student aspirations for higher education and the modern workforce.

With over 30 years of experience working with schools, Apple offers educators a total solution, from hardware and software to services—including planning, implementation, professional development, digital content, learning management systems, and technical support. Our suite of digital tools in the classroom is synonymous with innovation, quality, and ease of use.

We applaud your commitment to robust professional development as a cornerstone for effective teaching. Our PD consultants are current and former educators chosen for their expertise integrating technology into learning. We focus on your learning objectives with content aligned to the ISTE National Technology Standards for Teachers (NETS-T) and based on effective design standards from the National Staff Development Council (NSDC).

To help facilitate the launch of *Virtual New Jersey*, Apple stands ready to assist the state to further the anticipated educational gains of high-need students.

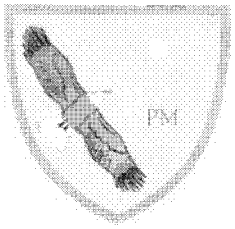
Thank you for the opportunity to partner with the State of New Jersey and we look forward to helping you create 21st century learning environments that advance digital equity and raise academic achievement levels.

Sincerely,

Barry Wright
Vice President
Education Sales

Apple
1 Infinite Loop
Cupertino, CA 95014

T 408 996-1010
F 408 996-0275
www.apple.com



Platinum Minds

Soar To Your Highest Potential

Dear Commissioner Schundler,

I am writing on behalf of Platinum Minds to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Yvette Long

PO Box 218, Mendham New Jersey 07945 (908) 470-1459

legal
5/21

NJCC
THE STATE CHAMBER
FOUNDATION

Brett Schundler
Commissioner
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

Commissioner Schundler:

Over fourteen years ago, the New Jersey Chamber of Commerce established the New Jersey Chamber of Commerce Foundation, an independent nonprofit organization dedicated to workforce development. Because K-12 education is the workforce pipeline, the Chamber Foundation has invested significant resources into strategic interventions that address the business agenda in education reform.

From that perspective, and on behalf of the Board of Trustees and supporters of the Chamber Foundation, I am writing this letter to express enthusiastic support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is ambitious but achievable, and would accomplish the reforms that our state needs, all of which have been long overdue:

- Adopting rigorous academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning,
- Upgrading data systems to directly improve instruction and data-based decision making,
- Making teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations, and
- Focusing the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Dana Egreczky

Dana Egreczky
President

216 West State Street ★ Trenton, New Jersey 08608 ★ 609-989-7888 ★ F609-989-9696

Academy for Urban Leadership
Charter High School
149 Kearny Avenue
Perth Amboy, NJ 08861
732-324-2114

May 19, 2010

Bret Schundler
Commissioner of Education
NJ Department of Education
Trenton, New Jersey

I am writing on behalf of Academy for Urban Leadership Charter High School in Perth Amboy to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Shirley A. Smoyak, RN, PhD, FAAN
Chair, Board of Trustees
Academy for Urban Leadership CHS
SMOYAK@rci.rutgers.edu
RU Division of Continuing Studies
55 Commercial Ave.
New Brunswick, NJ 08901
732-932-4727, fax: 732-932-4710

ATLANTIC CAPE COMMUNITY COLLEGE

340 Court House-Dennis Road

Cape May Court House, N J 08210

May 18, 2010

Dear Secretary:

After a quarter century as a practicing attorney at the Criminal Defense Bar I switched careers to that of education because I wanted to tackle the problem of wasted young lives from the cause end and not the consequence end.

Unfortunately too many of our students are still left behind. As educators we need the tools and the plan to bring all students along into the 21st century world of global competition.

When I learned of the Obama administrations Race To The Top initiative I was thrilled because the State of new Jersey is ideally positioned to make the most out of what is being offered under this program. It promises to help each child reach the potential that her/his life contains given the nurturing and support required for growth and realization.

New Jersey has all the ingredients to implement a plan of true educational reform if given the tools to do so. Race To The Top would provide those resources.

We in New Jersey can transform our schools and our childrens' lives. This is why I support our state's reform initiative under Race to the Top. I hope all of New Jersey will join in the effort.

Sincerely,

Helen McCaffrey

FAX:609 216 7974

Dear Secretary Duncan:

As the President of Bloomfield College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment and creating a strong curriculum core that supports student readiness.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness Careers will determine the specific ways in which this new assessment will be used for entry level students into postsecondary education. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s) and we have reviewed its compatibility with our current successful program.

In the 2008-09 school year, Bloomfield College included 430 direct matriculation students. Of these direct matriculation students, 75% required at least one postsecondary remedial course. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-12 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work

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collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature:	
Name: Richard Levao	Date: May 27, 2010
Title: President, Bloomfield College	

May 27 2010 7:47AM HP LASERJET 3200

CALDWELL COLLEGE

May 20, 2010

Bret Schundler
Commissioner of Education
New Jersey State Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625-0500

Dear Mr. Schundler:

I am writing on behalf of Caldwell College to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Nancy H. Blattner, Ph.D.
President

Office of the President

120 Bloomfield Avenue • Caldwell, New Jersey 07006-6195
973-618-3217 • Fax 973-618-3900 • www.caldwell.edu

1867
CENTENARY COLLEGE
NEW JERSEY

OFFICE OF THE PRESIDENT

May 14, 2010

Dr. Willa Spicer
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Dr. Spicer:

Centenary College is writing this letter expressing our intent to participate in the Race to the Top Assessment Grant Application.

Sincerely,

Barbara-Jayne Lewthwaite

Dr. Barbara-Jayne Lewthwaite
President

Call
Are you writing to express your support of the State application?

400 JEFFERSON STREET | HACKETTSTOWN | NEW JERSEY 07840-2100 | TEL: (908) 852-1400 | FAX: (908) 850-9508

CUMBERLAND COUNTY COLLEGE

P.O. Box 1500 • College Drive • Vineland, NJ 08362-1500
Phone: 856/691-8600, ext. 201 • Fax: 856/690-0812

Office of the President

2010 MAY 20 P 2:54

OFFICE
OF THE COMMISSIONER
OF EDUCATION

May 18, 2010

Mr. Bret Schundler, Comissioner
State of New Jersey
Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

Cumberland County College is pleased to offer its wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that is tailored to the state's plan to:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

A Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Thomas A. Isekenegbe, Ph.D.
President

c: Richard Stepura, Ed.D., Executive County Superintendent

GEORGIAN COURT UNIVERSITY
A tradition of excellence...a future of success

May 26, 2010

The Honorable Arne Duncan, Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

On behalf of Georgian Court University, I write to express support for the Partnership to Assess College Readiness and Careers initiatives. Specifically, we endorse its willingness and intention to work in close collaboration with New Jersey institutions of higher education to develop high school assessments that will evaluate secondary students' knowledge and skill readiness for non-remedial college-level coursework in mathematics and English. This initiative, in conjunction with the alignment of P-12 school curricula with new nationally developed Common Core State Standards, will improve the rates of direct matriculation of high school graduates into credit-bearing courses in college enabling these students to transition to college more seamlessly and complete their degrees more quickly.

We are prepared to work collaboratively with our P-12 and higher education colleagues in New Jersey and across the states to:

- Design and develop assessment instruments mapped to entry-level college courses in mathematics and English;
- Design and implement validity and reliability studies to assure the assessments accomplish the goal of evaluating readiness for entry-level college courses in mathematics and English; and
- Consider the use of the assessments as part of our evaluation and placement protocols for incoming college students.

We look forward to working in collaboration across New Jersey and other states to smooth transition to college by increasing the readiness of high school graduates for college-level course work.

Sincerely,

Jacqueline Kress

Jacqueline Kress, Ed.D.
Dean and Professor
School of Education

C S. Rosemary E. Jeffries, R.S.M, Ph.D, President, Georgian Court University
Evelyn Saul Quinn, Provost, Georgian Court University

KEAN UNIVERSITY

May 20, 2010

Dear Secretary Duncan:

As the Dean of the College of Education at Kean University in New Jersey, I would like to express strong support for New Jersey Department of Education's application for the *Race to the Top* competition. Our faculty pledge to work collaboratively with our PreK-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the New Jersey Department of Education (NJDOE) will determine the specific ways in which these new assessments will be used. We are, however, prepared to participate in the design, development, and standard setting process of the New Jersey Department of Education with the goal of using the new measures as part of our course placement system once the NJDOE has set the college readiness standards for the assessments. We are committed to working with NJDOE toward ensuring that students who score college-ready on its end-of-high-school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with NJDOE in the following next steps:

- A collaborative and comprehensive effort by PreK-12 and higher education faculty and leaders across the state on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessments in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our PreK-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signatures for the state of New Jersey:

Name:	Date:
Title:	

Authorized State IHE Signature:

Susan Polirstok, Ed.D.

Name: Dr. Susan Polirstok	Date: 5/18/10
Title: Dean, College of Education, Kean University	

MONTCLAIR STATE UNIVERSITY

Office of the President
973-655-4212
Fax: 973-655-7195

May 24, 2010

Commissioner Bret Schundler
State of New Jersey
Department of Education
Office of the Commissioner
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing as President of Montclair State University to express wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that articulates important reform initiatives, including:

- Adoption of high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrading data systems to directly improve instruction and data-based decision making;
- Enhancing teacher and school accountability for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focusing the necessary talent and skills on the lowest performing schools to dramatically improve results.

A Race to the Top award will support the implementation of New Jersey's Education Reform Plan and has the potential to propel our education system into a model of success and global competitiveness.

Sincerely,

Susan A. Cole
President

NJIT
New Jersey's Science & Technology University

New Jersey Institute of Technology
University Heights
Newark, NJ 07102-1982
973.596.3677
973.596.6063 fax
emailcsla@njit.edu

COLLEGE OF SCIENCE & LIBERAL ARTS

Office of the Dean

May 25, 2010

Commissioner Bret Schundler,
Commissioner of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing on behalf of the New Jersey Institute of Technology (NJIT) to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. The proposal aligns closely with NJIT's mission and ongoing efforts with respect to improving education and fostering economic growth for New Jersey and the country.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Fadi P. Deek
Dean and Professor of Information Systems, Information Technology and Mathematical Sciences

TeacherPrep
PRINCETON UNIVERSITY PROGRAM IN TEACHER PREPARATION
41 William Street, Princeton, NJ 08540
Tel 609-258-3336 | Fax 609-258-4527 | www.princeton.edu/teacher

May 25, 2010

To Whom It May Concern:

I am writing on behalf of the Program in Teacher Preparation at Princeton University to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

John B. Webb

John B. Webb, Ed.D.
Director

RIDER UNIVERSITY

Office of the President
2083 Lawrenceville Road
Lawrenceville, NJ 08648-3001
[illegible]
[illegible]
[illegible]
www.rider.edu

May 25, 2010

Dear Commissoner Schundler,

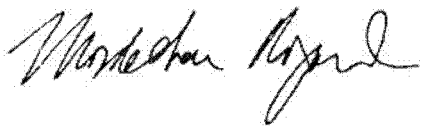
I am writing on behalf of Rider University to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Institution of Higher Education:	
Authorized Signature: Mordechai Rozanski	
Name: Mordechai Rozanski	Date: May 25, 2010
Title: President	



Rowan University

May 19, 2010

Commissioner Bret Schundler
New Jersey Department of Education
Judge Robert L. Carter Building
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500

Dear Commissioner Shundler:

I am writing on behalf of Rowan University's College of Education to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Carol A. Sharp

Carol A. Sharp, Ph.D.
Dean

Office of the Dean
College of Education
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-4750
856-256-4918 fax

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

Vice President for Continuing Studies - Old Queens Building - 83 Somerset Street - New Brunswick, NJ 08901

May 25, 2010

Bret Schundler
Commissioner
State of New Jersey
Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

The Division of Continuing Studies at Rutgers is pleased to support the New Jersey State Department of Education's Virtual New Jersey online learning proposal in its Race To The Top application.

The Division of Continuing Studies at Rutgers is the unit at the University primarily responsible for the deployment of 21st Century online and virtual teaching and learning strategies. These responsibilities include the development of staff personnel and extension of best practice pedagogy in coursework, quality assurance, technical support, and learning outcomes assessments.

Accordingly, we are uniquely poised to provide support to the NJDOE regarding online learning opportunities for high need students in districts participating in this program. In addition, we can also support the design and implementation of professional development for teachers that focuses on improving student learning using 21st century teaching strategies.

Sincerely,

Raphael J. Caprio, Ph.D.
Vice President for Continuing Studies
Professor of Public Administration

RUTGERS
Graduate School of Education

Office of the Dean
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu

732-932-7496, Ext. 8118
Fax: 732-932-8206

Received

May 21, 2010

Mr. Bret Schundler, Commissioner of Education
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Mr. Schundler,

I am writing on behalf of the Rutgers Graduate School of Education to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. New Jersey's proposal is an ambitious and achievable one that accomplishes several important reforms. It helps the state to:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments that should help improve teaching and learning;
- Upgrade data systems to track graduates of teacher preparation programs to document the success of our strongest programs; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

The Rutgers Graduate School of Education prides itself on preparing excellent teachers with a firm preparation in their subject matter and a strong capacity to individualize education to meet the needs of all learners. We welcome the opportunity to work with the Department on developing a continuum of professional learning that will link pre-service preparation with the continuing professional development of teachers. Such a continuum should prove extremely beneficial to New Jersey's teachers.

Sincerely yours,

Richard DeLisi

Richard De Lisi, Ph.D.
Dean & Professor

RUTGERS
NEWARK

Office of the Chancellor
Rutgers, The State University of New Jersey
University Heights
Room 590, 123 Washington Street
Newark, NJ 07102-3094

Tel: 973-353-5541
Fax: 973-353-1048

Commissioner Bret Schundler
New Jersey State Department of Education
100 River View PO Box 500
Trenton, NJ 08625

May 24, 2010

RE: Letter of Support for Race to the Top Grant

Dear Commissioner Schundler:

I am writing on behalf of Rutgers-Newark, The State University of New Jersey to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Steven J. Diner
Chancellor

Office of the President
Herman J. Saatkamp, Jr., *President*

Ph: 609.652.4521
Fax: 609.652.4945

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

May 19, 2010

The Honorable Bret Schundler
Commissioner
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

I am writing on behalf of The Richard Stockton College of New Jersey to express our support for New Jersey's proposal for a Race to the Top Award from the U.S. Department of Education. We believe positively this proposal will positively impact teaching and learning for all children in New Jersey.

New Jersey's proposal is ambitious, achievable and accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top Award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness. Thank you.

Sincerely,

Herman J. Saatkamp, Jr.
President

/bkj

School of Education

Ph: 609.652.4688
Fax: 609.626.5528

PO Box 195
Jimmie Leeds Road
Pomona NJ 08240
www.stockton.edu

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

May 20, 2010

Dr. Bret Schundler
NJ Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Schundler,

I am writing on behalf of the School of Education at The Richard Stockton College of New Jersey to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Harvey Kesselman, Ed.D.
Dean of the School of Education

WILLIAM PATERSON UNIVERSITY

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920
973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

May 20, 2010

Bret Schundler, New Jersey Commissioner of Education
New Jersey Department of Education
100 River View Plaza
P. O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler,

William Paterson University wants to express its wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.
New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.
As one of the largest producers of teachers in our state, this application is of utmost importance to the College of Education at William Paterson University as well as to the entire educational system in New Jersey.
Sincerely,

AMSchuhmann

Dr. Ana Maria Schuhmann
Interim Dean, College of Education
William Paterson University of New Jersey

MONMOUTH UNIVERSITY
where leaders look forward

School of Education
Office of the Dean

May 24, 2010

Commissioner Bret Schundler
NJ Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing on behalf of The School of Education at Monmouth University to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that will accomplish the reforms and outcomes that would highly benefit our P-12 students and schools:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning
- Upgrade data systems to directly improve instruction that focuses on student learning and data-based decision making
- Make teachers and schools more accountable for student achievement by incorporating multiple measures of student achievement into their evaluations
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve student achievement.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success that will prepare our P-12 students for global competitiveness.

Sincerely,

Lynn Romeo

Dr. Lynn Romeo, Dean
School of Education
732-571-7518

CCYD
CAMDEN CENTER FOR YOUTH DEVELOPMENT, INC.
A NON-PROFIT JUVENILE RESOURCE CENTER, INC.
315 COOPER STREET
CAMDEN, NEW JERSEY 08102

Dr. Richard P. Shank,
President

Dr. Stella J. Horton
Executive Director

Board of Directors

Mr. Jerry Jack

Mr. Stephen G. Jones

Rev. Floyd L. White, III

Mr. Felix L. James, Esq.

Ms. Phyllis Fonville

Ms. Rhashida Douglas, Esq.

**Mr. Kiah Edmondson*
Next Generation Board Member

(Under 18 Years of Age)

May 25, 2010

Commissioner Bret Schundler
NJ Department of Education
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

I am writing on behalf of the Camden Center for Youth Development, Inc. to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Dr. Stella J. Horton,
Executive Director

CITY OF OCEAN CITY

AMERICA'S GREATEST FAMILY RESORT

OFFICE OF THE MAYOR

May 18, 2010

OFFICE OF THE COMMISSIONER OF EDUCATION

Via Telefax & Regular Mail
Bret Schundler, Commissioner of Education
Office of the Commissioner
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

RE: New Jersey's Proposal for Race to the Top

Dear Commissioner Schundler:

I am writing to express my unqualified support for New Jersey's proposal for a Race to the Top Award from the United States Department of Education. I have heard your presentation and read the literature describing the proposed program and I believe it is a tremendous opportunity to address the educational needs of our State.

The program, as I understand it, would adopt high academic standards which would be coordinated with a curriculum spine which would utilize interim and formative assessments as tools to improve teaching and learning throughout the State. It would also upgrade data systems to directly improve instruction and data-based decision making. Importantly, it would make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into teacher and school evaluations. Finally, it would focus necessary talent and skills on the lowest performing schools in our State to dramatically improve their results.

I am hopeful and confident that the United States Department of Education will grant to New Jersey a Race to the Top Award which will help you and the entire educational community support the implementation of New Jersey's education reform plan moving our educational system forward as a model of success.

I commend you for the leadership that you have provided on this important issue and I have confidence that you will bring this process to a successful conclusion.

861 ASBURY AVENUE, OCEAN CITY, NJ 08226
609-525-9333 FAX: 609-398-0740
www.ocnj.us

On behalf of the Ocean City community, I thank you and compliment you for your dedication.

Very truly yours,

Sal Perillo

Sal Perillo
Mayor
mayor@ocnj.us

SP:ac
cc: Senator Jeff VanDrew
Assemblyman Nelson Albano
Assemblyman Matt Milam
Linda MacIntyre, City Clerk

New Jersey Council of Education

AN ORGANIZATION DEDICATED TO ENHANCING THE PUBLIC SCHOOLS

RECEIVED
OFFICE
OF THE COMMISSIONER
OF EDUCATION

OFFICERS
2009-2010

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MAILING ADDRESS

New Jersey Council of Education
345 Plainfield Avenue
Berkeley Heights, NJ 07922

www.njcoe.com

May 24, 2010

Mr. Bret Schundler
Commissioner of Education
New Jersey Department of Education
100 Riverview Complex
Post Office Box 500
Trenton, New Jersey 08625-0500

Dear Commissioner Schundler:

The New Jersey Council of Education was established nearly 125 years ago as a "cadre of eminent educators" to promote the cause of public education in New Jersey. The Council provides a forum for thoughtful discussion of educational issues and the corresponding social, economic and political conditions and policies which set the framework for implementing effective education.

The Council remains a statewide organization today which encompasses education at all levels including elementary, secondary, and college. It brings together professionals with the roles of school administrator, college professor, and Department of Education emissary. It establishes an environment where members who have diverse backgrounds and experiences can participate in discussions of mutual interest and concern.

I am writing to invite you to be the keynote speaker at the October 8, 2010 meeting of the New Jersey Council of Education. New Jersey's Commissioner of Education has traditionally served as a keynote speaker at a meeting of the Council. The Council Officers and Executive Committee members believe that the fall meeting is a perfect time for you to speak about your vision for New Jersey education and the reforms which you will pursuing.

The meeting agenda includes networking at 9 a.m. with the business meeting beginning at 10 a.m. We have tentatively allocated one hour for your presentation and discussion with Council members at approximately 11 a.m. We anticipate approximately 125 members to be present at the meeting which will be held at the Bridgewater Manor located at 1251 Route 202/206, Bridgewater, NJ 08807.

We would be pleased to have you join us for lunch following the meeting if your schedule permits you to do so.

NEW JERSEY READING ASSOCIATION

STATE COUNCIL OF THE IRA & AFFILIATE OF NJEA

Legislation & Professional Standards Committtee

Dr. Janice Lake Betts, Chair

217 Marshallville Rd., Woodbine, NJ 08270

May 24, 2010

Dear Members of the New Jersey State Department of Education:

I am writing on behalf of New Jersey Reading Association to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs: As literacy educators, we support the highest quality of instruction that encompasses the following:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning with an emphasis on the learning environment;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into annual reviews of schools; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness. We offer our professional expertise in shaping this reform effort in the State of New Jersey. Our belief is that every child is a reader and working together we can make the necessary changes to accomplish these goals.

Sincerely yours,

Dr. Janice Lake Betts, New Jersey Reading Association

International Education Foundation
2040 Brigge Road, Suite C, Mount Laurel, NJ 08054 856.235.5222 Fax 856.235.2522

logged

Bret Schundler
Commission of Education
New Jersey Department of Education
Trenton, New Jersey

I am writing on behalf of the International Education Foundation to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Very truly yours,

Christine Healey deVault
Executive Director
International Education Foundation

DEMOCRATS
for EDUCATION REFORM

May 25, 2010

Dear Commissioner Schundler,

I am writing to express Democrats for Education Reform – New Jersey's strong support of New Jersey's Race to the Top application to the U.S. Department of Education. Race to the Top offers an unprecedented opportunity for New Jersey to earn up to $400 million in greatly needed federal funding while pushing progressive education reform to ensure a better future for our children. New Jersey's plan promises to place the state in a competitive position. And importantly, the plan offers new hope for the state's most underserved students, who we have consistently failed with a broken system.

The proposed reforms in New Jersey's application, which I understand encapsulate your vision for the state's education system regardless of a Race to the Top win, are essential if we ever hope to move toward a system that unquestionably provides all children with a high quality education. Critical components of the application include:

- Using effective data systems to track student achievement and growth
- Revising teacher tenure laws to ensure recipients are meeting students' academic needs
- Linking at least 51% of teacher and school leader evaluations to student achievement
- Implementing merit pay, based on student achievement data including growth, to reward great teachers and school leadership
- Incenting highly effective teachers to enter classrooms of underperforming districts where students need them most
- Honestly assessing failing schools and executing transformational plans to break the cycle of failure

The proposed reforms in the Race to the Top application will move New Jersey in the right direction. Democrats for Education Reform – New Jersey is calling on the state's leaders to take action to implement the plan quickly. We look forward to ongoing discussions and passage of all necessary legislation to support execution. We also look forward to additional reforms that would build on the plan's solid foundation, notably the efficient use of public school space, including the provision of unused space to public charter schools.

New Jersey has a once-in-a-lifetime opportunity to bring true education reform to our state, and it begins with this application and your continued leadership and drive to do what's best for our children.

Sincerely,

Kathleen Nugent
New Jersey State Director

Excellent Education for Everyone
45 Academy Street, Suite 501
Newark, New Jersey 07102-2900
Phone: 973.273.7217 Fax: 973.273.7222
Website: www.NJE3.org
Offices in Camden

Dear Commissioner Schundler,

I am writing on behalf of Excellent Education for Everyone (E3), to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Derrell Bradford
Executive Director
E3

New Jersey Charter School Resource Center
Center for Effective School Practices

May 19, 2010

Commissioner Bret Schundler
Office of the Commissioner
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

Thank you very much for the opportunity to support the efforts of the State of New Jersey in procuring Race to the Top funds from the United States Department of Education. As the Director of the New Jersey Charter School Resource Center at Rutgers, The State University of New Jersey (Rutgers University—CESP), I am inspired by your ambitious plan to position New Jersey as a national leader in education reform.

New Jersey's proposal complemented by your proven leadership in education reform will enable the state to realize the large-scale transformation that our state education system so desperately needs.

I support the state plan to:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

Without reservation, I support the bid of the State of New Jersey for the Race to the Top grant with complete confidence that the proposed initiatives will thrive and exceed expectations with your leadership.

Yours truly,

(b)(6)

Heather R. Ngoma

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
An off-campus division of the Graduate School of Education
30 Cottontail Lane, Suite 110 ♦ Somerset, NJ 08873 ♦ Tel. (732) 564-9087 ♦ Fax (732) 564-9099
http://www.njcharterschools.org

Newark Charter School Fund

59 Lincoln Park, Suite 300
Newark NJ 07102
973-733-2265
973-795-2200 fax
ncsfund.org

May 25, 2010

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

The Newark Charter School Fund (NCSF) strongly supports the State of New Jersey's application for the second round of the Race to the Top grant competition. Since 2008, NCSF has made investments to support the quality and sustainability of charter schools in Newark, New Jersey. Moreover, NCSF is dedicated to creating a thriving public school sector in Newark that prepares all students for college and work.

NCSF was pleased to partner with the State on this application by providing research on best practices and emerging innovations. Commissioner Schundler and his team have incorporated this research into the application as well as the Commissioner's education reform agenda. As a result, both New Jersey's application and education reform agenda include ambitious yet achievable reforms that will improve outcomes for our students.

In particular, in Newark two significant challenges to charter school growth are recruiting teachers and leaders and accessing safe and affordable facilities. These challenges are often shared by the Newark school district as well as other urban school districts. The State seeks to confront these challenges in its proposal. Furthermore, the new incentive and accountability structures included New Jersey's proposal will help to address additional challenges that schools and districts face.

In New Jersey, the Race to the Top has helped to spark extensive dialogue about education reform, and this dialogue appears likely to generate policy changes in upcoming months. Race to the Top funding will help to ensure that these reforms become a reality and have meaningful impacts for students in New Jersey, particularly in urban areas like Newark.

Sincerely,

Mashea M. Ashton
CEO, Newark Charter School Fund

Junior Achievement of New Jersey, Inc.

4365 Route 1 South
Princeton, NJ 08540
P 609.419.0404

May 24, 2010

Dear Commissioner Schundler,

I am writing on behalf of Junior Achievement of New Jersey to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. Our organization is in complete agreement that 21st century skills are vitally important to improving the quality of education in New Jersey and better preparing our future workforce. Examples of 21st century skills are as follows:

- Global awareness/ financial, economic, business, and entrepreneurial literacy/ civic literacy
- Learning & innovation skills - creativity and innovation skills/ critical thinking and problem solving skills/ communication & collaboration skills
- Life & career skills - flexibility & adaptability/ initiative & self direction/ social skills/ accountability/ leadership & responsibility skills

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Catherine Milone

Catherine Milone
President

New Jersey Catholic Conference
149 North Warren Street
Trenton, New Jersey 08608
609-989-1120

Received

May 20, 2010

The Honorable Bret Schundler
Commissioner of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

On behalf of the New Jersey Catholic Conference, representing the Catholic Bishops of New Jersey, I wish to express our support for New Jersey's proposal for a Race to the Top award from the United States Department of Education. We write this letter as a result of the number of Catholic children attending public schools in New Jersey. However, we continue to express our disappointment and concern that nonpublic school students are excluded from the Race to the Top program as a result of the decision of President Barack Obama and Secretary Arne Duncan.

We believe that your proposal for adopting high academic standards tied to a curriculum spine, upgrading data systems to improve data-based decision making, and accountability for teachers and schools for student achievement represent benchmarks for success. Furthermore, we believe that the entire vision of education which you have articulated over the last several months, with the clear and forceful support of Governor Chris Christie, will result in an improved public education system in New Jersey. We do, however, ask for your personal support at the federal level for equitable participation of nonpublic school teachers and students in future programs, particularly the reauthorization of No Child Left Behind.

We wish you the best of luck throughout the application process. If I personally may be of any additional assistance to you, please do not hesitate to call me.

With every personal best wish, permit me to remain

Very cordially yours

George V. Corwell

George V. Corwell, Ed.D.
Director: Office of Education

GVC:ac

emailed Communication

Logged

viking group

Robert T. Healey
Chairman

Marine
Viking Yacht Company
Viking Sport Cruisers, Inc.
Viking Yachting Center, Inc.
Viking Yacht Service Center
Atlantic Marine Electronics, Inc.
Palm Beach Towers, Inc.
Maritime Financial Services, Inc.

Real Estate
Viking Associates

Insurance
International Maritime Insurance Co.

Energy
Viking International Resources Co.

Media and Information Technology
Viking Technology Solutions, Inc.
Viking Communications, Inc.

Financial
Viking Investment Banking Group

May 19, 2010

Mr. Bret Schundler
Commissioner of Education
NJ Department of Education
Trenton, New Jersey

Dear Mr. Schundler:

I am writing on behalf of the Catholic School Development Program, a program of the International Education Foundation of which I am the Founder, to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our State needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Very truly yours,

(b)(6) [redacted]

Robert T. Healey

573 Eayrestown Road • Lumberton, NJ 08048 • 609-267-2458 • Fax 609-261-0799
E-mail: rthealey@comcast.net

learnmore sharemore

VHS Inc.
Virtual High School
Global Consortium

May 26, 2010

Bret Schundler
Commissioner
State of New Jersey
Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

Virtual High School Global Consortium (VHS Inc.) is pleased to support the New Jersey State Department of Education's Virtual New Jersey online learning proposal in its Race To The Top application.

Virtual High School is a non-profit organization partnering with schools to provide high-quality online education for students and 21st century professional development for teachers. Currently over 650 schools participate in the VHS collaborative and approximately 13,000 students from 32 states and 61 international schools take VHS courses.

Accordingly, we are uniquely poised to provide support to the NJDOE regarding online learning opportunities for high need students in districts participating in this program. In addition, we can also support the design and implementation of professional development for teachers that focus on improving student learning using 21st century teaching strategies.

Sincerely,

Liz R. Pape

Liz R. Pape
President
Virtual High School, Inc.

formerly NEW JERSEY GASOLINE RETAILERS ASSOCIATION AND ALLIED TRADES

66 Morris Avenue
Springfield, NJ 07081

Phone: 973-376-0066
Fax: 973-376-0766
Web: www.njgca.org

2010 MAY 27 P 1:32

OFFICE OF THE COMMISSIONER OF EDUCATION

May 21, 2010

Bret Schundler
Commissioner of Education
NJ Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Mr. Schundler,

It is with great enthusiasm that I write this letter to endorse New Jersey's application to compete for a Race to the Top Award from the U.S. Department of Education. My organization represents over 1500 Small Business employers that are thirsting for a fresh direction in New Jersey Public Education.

My members operate gasoline service stations and auto repair shops all across NJ. The corner gasoline service station is the quintessential small business of America. My members have sought to be good stewards of the community and have encouraged many local high school and college students by giving them their first opportunity to be employed. These Small Business owners have themselves been teachers and mentors to many of the community's young people. For far too long they have had to train young people to do fundamental tasks of the trade. Over the years it became clear that elementary educations skills were seriously deficient in efforts to train young employees for entry level positions.

Today even pumping gas requires basic reading skills and math abilities. Sophisticated computerized pumps and environmental monitoring systems must be understood and operated properly in order to maintain even mediocre performance in a "gas station". I often ask educators, "If someone does not possess the basic skills necessary to pump gas, then how is it possible for that person to ever be employed in an occupation with any degree of competence?"

Learning of President Obama's initiative called *Race to the Top*, has finally created some hope that **ALL** Public Education Systems will begin a serious competition to elevate students to a superior level of education and knowledge. Motivating educators to excel is long overdue. Providing educators the tools necessary to excel is a commitment that is also long overdue. New Jersey's application has impressed me because it does both, and continues beyond.

The idea of creating Master Teachers gives great hope to the Small Business Community that one day reliable and competent young employees may be readily available, and easily recruited from New Jersey's High Schools and Colleges.
New Jersey's Department of Education has crafted an exciting application that marries all aspects of an ambitious and futuristic Public Education System.
The goal of making New Jersey's High School graduates both College and Career Ready is worthy and achievable.

Identifying and assessing students will measure their readiness to apply for entry level positions in the workforce. New Jersey's proposal to have Stakeholder involvement is a creative means to determine just how effective education reforms have worked in order to achieve the goal of "College and Career Ready." The Small Business community is prepared to partner with you and is an eager Stakeholder.

Competition and incentive are ingredients that have made entrepreneurship and Small Business thrive in New Jersey. New Jersey's application to compete for *Race to the Top* funds will inject into education the same ingredients that have made businesses of all sizes a generator of the prosperity we enjoy as a nation and as a state.

Generally the lowest performing schools of New Jersey can be found in economically deprived regions. New Jersey's application for *Race to the Top* includes a focus that will dramatically improve the results among those schools that have not performed well. Imagine the economic empowerment that young people can achieve once the level of their education improves in these geographic regions of our state.

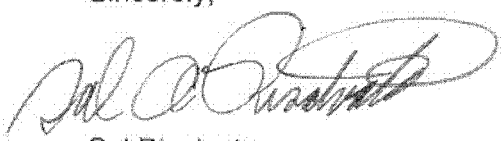
I mentioned earlier that employees that struggle in entry level jobs because they lack the proper fundamentals of education are doomed to a life of hardship and failure. However, I have members that operate auto repair shops that require technicians who possess extremely high math and reading skills. Computer systems that control virtually every system of today's automobile, and the sophisticated equipment required to fix them must be worked on with extreme competence. An excellent education in fundamental skills like math and reading are imperative.

Many years ago I was one of those who operated a gasoline service station. I was frustrated to have seemingly nice high school students unable to perform even the most menial of tasks. This caused me to visit the educators that were responsible for teaching my employees the skills I had determined were seriously lacking. Their unwillingness to cooperate with me or even discuss problems with me made me feel as if these educators were incapable or unwilling to teach with excellence or enthusiasm.

I would have loved to have an education system in place back then that would have motivated and rewarded the teachers I dealt with to becoming Masters of their trade. Years later I am confidant that New Jersey's application to be awarded a *Race to the Top* grant will in fact create and develop many of our educators into Masters.

I truly hope that a *Race to the Top* award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness. My entire organization and I are rooting for your success.

Sincerely,



Sal Risalvato
Executive Director

Social Skills that Shape Futures and Prevent Bullying

Cool Kind Kid
A NJ Non-Profit Corporation

17 W. 8th Street
Ocean City, NJ 08226
Tel: 609-398-1949
Fax: 609-938-0424
1-866-KID-KIND (1-866-543-5463)
www.TannersManners.com
www.CoolKindKid.com
bgilmour@CoolKindKid.com

Dear Sirs:

I am writing on behalf of Cool Kind Kid, A NJ Non-Profit Corporation, to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

[We are the creators and developers of social skills, character values, and anti-bullying curriculum materials for early elementary students. From successful pilot studies and feedback from districts using our programs, we have seen changed behavior as kids learn social skills tools that proactively address bullying and violence issues. Recent research is supporting the need for "social competence training" to make the positive changes in kids' behavior to both address bullying, and to secure their successful futures.

Through award-winning music, fun activities, and teacher-friendly materials, we are seeing kids reject bullying and being bullied. Our programs, under the banner of *Tanner's Manners: Be a "Cool Kind Kid,"* are helping kids learn that "the *kind* kid is the *cool* kid, not the bully." As we redefine "cool," kids are seeing that they can be both cool *and* kind.]

Sincerely,

Barbara Gilmour

Barbara Gilmour
Executive Director

MORRIS COUNTY
CHAMBER OF COMMERCE

May 24, 2010

Commissioner Bret Schundler
Department of Education
State of New Jersey
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Schundler:

On behalf of the Morris County Chamber of Commerce, I want to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. The competitive world we live in requires that we maximize the ability of every student to succeed during their K-12 experience. New Jersey's proposal is ambitious and achievable and it provides necessary reforms that will drive data based decisions, increased accountability and improved educational outcomes including:

- The adoption of high academic standards tied directly to a curriculum spine with both interim and formative assessments as tools to improve teaching and learning;
- Data systems upgrades to directly improve instruction and provide real information that can assist in evaluating educational impacts and best practices;
- Increased accountability for teachers and schools through quantifiable measures of student achievement;
- A new focus on providing the talents and skills needed to assist the lowest performing schools to dramatically improve results including teacher bonuses;

Although we have pockets of educational achievement and success across our state, far too many of our students are not ready for college and they do not have the skills that employers expect.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan. We owe a future of opportunity and hope to every student in our state and we cannot be proud of our current system which leaves so many children ill prepared for the demanding marketplace they will face.

With best regards,

Paul A. Boudreau
President

325 Columbia Turnpike, Suite 101, Florham Park, NJ 07932 • 973-539-3882 • 973-377-0859 Fax
www.morrischamber.org

OCEAN CITY REGIONAL
Chamber of Commerce
AND VISITORS SERVICES

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Michele Gillian
Executive Director

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Secretary
Kim Davidson

Treasurer
Robert H. Adams

Immediate
Past President
Gary Jessel

May 19, 2010

To Whom It May Concern:

I am writing on behalf of Ocean City Regional Chamber of Commerce to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Scott Halliday
President

16 E. 9th Street, Ocean City, New Jersey 08226

(609) 399-1412 • Fax (609) 398-3932

Email: info@oceancitychamber.com • Website: www.oceancitychamber.com

Mercer Regional
CHAMBER OF COMMERCE
Get Connected. Get Results.

May 20, 2010

Commissioner Bret Schundler
Department of Education
PO Box 500
Trenton, NJ 08625

Dear Commissioner Schundler,

I am writing on behalf of The Mercer Regional Chamber of Commerce to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Michele N. Siekerka, Esq.
President and CEO

1A Quakerbridge Plaza Drive, Suite 2
Mercerville, New Jersey 08619-1248
Phone: (609) 689-9960 • Fax: (609) 586-9989
www.mercerchamber.org

BURLINGTON COUNTY Chamber of Commerce
The Voice of Business

T: 856-439-2520
F: 856-439-2523
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SUITE 110
MT. LAUREL, NJ 08054
E: bccoc@bccoc.com

May 24, 2010

The Honorable Brett Schundler
Commissioner, Department of Education
State of New Jersey
100 Riverview Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

The Burlington County Chamber of Commerce wholeheartedly supports New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Kristi M. Howell-Ikeda
President / CEO

WARREN COUNTY REGIONAL CHAMBER OF COMMERCE

June 25, 2010

Dear Commissioner Schundler,

I am writing on behalf of the Warren County Regional Chamber of Commerce to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education. Our members are excited to see the vision that our state is giving to meet the needs of our children through this proposal.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.
- Work on consolidation and shared-services to reduce costs and improving efficiencies.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Robert L. Goltz, IOM

President/CEO

Cape May County
Chamber Of Commerce

P.O. Box 74
Cape May Court House, NJ 08210
(609) 465-7181
Fax: (609) 465-5017
www.capemaycountychamber.com
email: info@cmccofc.com

May 24, 2010

Mr. Norris Clark
NJ Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Norris:

On behalf of the Cape May County Chamber of Commerce Board of Directors, I am pleased to express our support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

The students of today are our employees, business owners, care givers, teachers, and elected officials of tomorrow. The Cape May County Chamber of Commerce has a long standing vested interest in assuring that our students are offered the opportunity and skills needed to prepare them for the work force.

Please keep us informed regarding the success of this application.

Sincerely,

Vicki T. Clark

Vick T. Clark, IOM
President

The mission of the Cape May County Chamber of Commerce is to be the voice of the business community by promoting tourism and economic development through legislative advocacy, marketing services, networking opportunities and educational programs for member businesses.

NEW JERSEY FOOD COUNCIL

30 W. Lafayette Street
Trenton, NJ 08608
609-392-8899/609-396-6571
njfc@njfoodcouncil.com

May 24, 2010

Commissioner Bret Schundler
Department of Education
PO Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

On behalf of the New Jersey Food Council (NJFC), we write in support of New Jersey's application for a *Race to the Top* award from the US Department of Education.

The NJFC represents the alliance of food retailers and their supplier partners, with total sales of over $100 billion a year in New Jersey. Our industry requires a workforce with a solid educational background in order to succeed in this global and technology based economy. In order to have a prepared labor force, we need to ensure our education system is successful. This is why the NJFC supports the educational reforms proposed under the *Race to the Top* application.

New Jersey's proposal is both ambitious and achievable. The needed reforms it offers will bring high academic standards tied directly to the curriculum; improve teacher reviews and performance; upgrade our ability to track student progress; and attract great teaching talent into our most at-risk schools. The NJ Food Council and its members truly believe that being honored with a *Race to the Top* award will propel New Jersey's education system forward towards greater success.

Should you wish to discuss our support for New Jersey's application further, please do not hesitate to contact us. We wish you the best during this competitive application process.

Sincerely,

Jim McCaffrey
Chairman

Phil Scaduto
Vice Chairman

Linda Doherty
President

May 19, 2010

Mr. Bret Schundler
Commissioner Education
NJ Department of Education
Trenton, New Jersey 08650

FAX: 609-216-7974 Attention: Jennifer

I am writing on behalf of United Neighbors Improving Today's Equality (U.N.I.T.E.) to express our wholehearted support for New Jersey's proposal for a Race to the Top award from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

We truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

Sincerely,

Rev. Glenn J. Wilson,
President of U.N.I.T.E.

Cc: James Waters, President Lakewood-Ocean County Chapter of NAACP
File

COUNTY *of* CAPE MAY
RITA MARIE FULGINITI, COUNTY CLERK
JO ANN HUNT
DEPUTY COUNTY CLERK

Location:
7 North Main Street
Cape May Court House
New Jersey 08210

Telephone: (609) 465-1010 [ ] Fax: (609) 465-8625
E-mail: coclerk@co.cape-may.nj.us
Website: www.capemaycountygov.net

Mailing Address:
P.O. Box 5000
Cape May Court House
New Jersey 08210-5000

FROM: RITA MARIE FULGINITI, CAPE MAY COUNTY CLERK

RE: SUPPORT FOR NJ'S PROPOSAL FOR RACE TO THE TOP

DATE: MAY 24, 2010

I am writing to express my wholehearted support for New Jersey's proposal for a **Race to the Top award** from the U.S. Department of Education.

New Jersey's proposal is an ambitious and achievable proposal that accomplishes the reforms that our state needs:

- Adopt high academic standards tied directly to a curriculum spine, with both interim and formative assessments as tools to improve teaching and learning;
- Upgrade data systems to directly improve instruction and data-based decision making;
- Make teachers and schools more accountable for student achievement by incorporating quantifiable measures of student achievement into their evaluations; and
- Focus the necessary talent and skills on the lowest performing schools to dramatically improve results.

I truly hope that a Race to the Top award will support the implementation of New Jersey's Education Reform Plan and propel our education system into a model of success and global competitiveness.

/rmf

CourierPostOnline.com
FROM SOUTH JERSEY TO YOU

DOE wise to pursue Race to the Top

May 21, 2010

Federal program to fund innovation in schools would help with needed reforms in New Jersey.

Every president tries to extend a hand to local public schools across the country and improve student performance. President Barack Obama is doing so through his Race to the Top program, a $4 billion initiative that will send extra federal money to states that employ innovative new techniques for charting and improving student performance.

For New Jersey, up to $400 million would be available, and the state is applying for the money -- this time without opposition from the state's largest teachers union and with full support from the Legislature.

School districts need to sign on by Tuesday, when the state must have its preliminary application completed. As of Thursday, only 22 districts out of more than 600 in the state had returned their memorandums of understanding.

We strongly encourage superintendents, school board presidents and local teachers union leaders across South Jersey to complete the memorandum of understanding and return it to the state Department of Education before Tuesday. New Jersey's Race to the Top application proposes several worthwhile reforms in line with Obama's goals of improving standards and student assessment, developing better data systems to chart student performance, measuring the performance of teachers and administrators and turning around chronically troubled schools through radical changes or closing them.

Some of New Jersey's declared goals that we think make the state worthy of receiving a Race to the Top grant:

Investment in technology to improve school district data systems.

Improving teacher and principal evaluations by establishing a state framework that bases at least half of the evaluation score on student achievement and high quality teaching and leadership practices.

Changing how tenure is granted to teachers so that it is based more on classroom effectiveness, rather than just time elapsed in the job.

Merit pay -- good teachers who demonstrate a clear ability to raise student performance levels would get a bonus. Half of the bonus pool would be apportioned to individual teachers or teacher teams, the other half would go to schools for locally determined distribution to teachers.

Bonuses and job security for top teachers to go to struggling schools where good teachers are needed. Top teachers could leave their suburban districts for a year or two to teach in Camden or another troubled district for higher pay. They would be guaranteed the ability to return to their suburban district and not lose their tenure or seniority.

The goals Democratic President Obama has set forth in Race to the Top and Republican New Jersey Gov. Chris Christie have set forth for improving education, particularly in urban areas, are amazingly similar. There's a recognition that, with failing schools, major changes are needed -- smaller learning communities, charter schools, better teachers, etc. Race to the Top is program designed to foster such change. We're glad New Jersey is applying for the grant and we urge local school officials to help with the bid by submitting their memorandums of understanding before Tuesday.

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Support Christie, Schundler in pursuit of NJ education reform

AN ASBURY PARK PRESS EDITORIAL • May 10, 2010

Gov. Chris Christie and Bret Schundler, his commissioner of education, have a sweeping vision for improving the quality of education in New Jersey — one that would benefit all of the state's students and reward the state's best teachers. Their common-sense reform agenda deserves bipartisan support.

On Thursday, in a meeting with the Asbury Park Press editorial board, Schundler unveiled some of the reforms in broad strokes. Many dovetail with New Jersey's forthcoming application for the second round of the Obama administration's "Race to the Top" education reform grants.

Many of Schundler's ideas should have resonance with urban parents fed up with their child being trapped in failing, substandard and wastefully expensive schools year after year, and with any parent who feels the school system has failed to help their child reach his or her full potential.

Quality education hinges on quality teachers

An almost blindingly obvious fact that seems to elude so many is one Schundler repeatedly emphasizes: that study after study confirms that the key to quality education is quality teaching. Many of his proposed reforms, consequently, focus on working to recruit, reward and retain the best teachers.

Among the items on Schundler's reform "To Do" list:

Establish a merit pay system. The best teachers should be rewarded when their students excel or show dramatic improvement.

Rewrite tenure rules. The tenure system must be changed to allow school districts to weed out poor performers.

Develop ongoing in-house training for teachers. Techniques matter. Average teachers can be transformed into good ones with the proper guidance.

Establish a centralized database where school, teacher and student progress can be quantified.

Broaden the pool of those who may be considering teaching as a career.

Many of Schundler's proposed reforms are remarkably similar to the ideas found in the Obama administration's "Race to the Top" fact sheet. Among its goals: "Designing and implementing rigorous standards and high-quality assessments (and) attracting and keeping great teachers and leaders in America's classrooms, by expanding effective support to teachers and principals; reforming and improving teacher preparation; revising teacher evaluation, compensation, and retention policies to encourage and reward effectiveness . . . (and) supporting data systems that inform decisions and improve instruction . . . assessing and using data to drive instruction, and making data more accessible to key stakeholders."

Every governor pays lip service to education reform, but often little is accomplished.

This may be the moment in which real reform will happen.

New Jersey's students deserve it.

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Everything Jersey

Racing to school reform: Obama and NJ Gov. Chris Christie in rare agreement on schools

By Star-Ledger Editorial Board
May 25, 2010, 5:45AM

With a deadline looming in one week, Education Commissioner Bret Schundler is sprinting around the state trying to rally support for his effort to win up to $400 million in education grants through President Obama's Race to the Top initiative.

Tony Kurdzuk/The Star-Ledger

New Jersey Education Commissioner Bret Schundler

It's going to be rough going. New Jersey didn't come close to winning the first round of this competition in the spring.

But we should be rooting for Schundler on this, and not only because we need the money. He and Gov. Chris Christie are pushing the state in the same direction that President Obama is pushing the nation — toward schools that are focused like a laser on student performance, even if that upsets the reactionary education establishment.

Race to the Top rewards states that embrace that approach. The reforms include merit pay for teachers, looser tenure protections and layoffs based on performance rather than seniority. Talented teachers would get an extra bonus for teaching in struggling districts, and innovative charter schools would be encouraged.

The state would build a database on student performance that would finally tell us definitively which reforms are working, and which teachers lift student performance.

"Without that, it doesn't really matter how much you spend on the car you are likely to crash," says Schundler.

Navigating the politics of this will be tough. Washington wants states to win broad support for their reforms. But if Schundler waters down the reforms to achieve consensus, New Jersey may again lose out to states that propose bolder reforms. That's his challenge.

Schundler won passage of a tepid resolution in the Legislature last week, but will seek something more specific from legislative leaders this week. He has also been meeting with union officials as well.

Our hope is that he doesn't yield too much. Education Secretary Arne Duncan made it clear after the first round that he wants states to be bold, even if it costs union support.

Even then, we may be looking at long odds. The teachers union got most of the blame when we lost the first round, but the truth is that they deserve only a share. The judges also felt our Department of Education, depleted by years of budget cuts, lacked the capacity to see through reforms.

Win or lose, though, it is refreshing to see this new bipartisan consensus around sensible education reform. Obama and Christie, perfect together.

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Senate Republican News

KEAN PUSHING "RACE TO THE TOP" APPLICATION

Grant Could Bring $400 Million to NJ Schools

Senate Republican Leader Tom Kean (R-Union) has been leading a bipartisan effort to support New Jersey's Phase II federal Race to the Top Application. The Race to the Top Fund provides competitive grants to encourage and reward States that are creating the conditions for education innovation and reform. If successful, the grant could bring up to $400 million in federal funding to the state's cash-strapped public schools over the next four years.

"I believe, especially in our current fiscal situation, it is imperative to make every effort to apply for all of the federal aid for which we are eligible, " Kean stated. "Applying for these funds will positively impact student performance, prevent teacher layoffs and give much needed reprieve to property taxpayers."

Kean, who is a member of the Senate Education Committee, sponsored a bipartisan resolution that supported the state's entry in the Race to the Top competition. The resolution passed the Senate unanimously last week.

"It is very important to the grant process that we show strong bipartisan support, as that will give the state a better opportunity to be rewarded a grant, " Kean continued.

New Jersey's application outlines steps to turn around struggling schools, create incentives and accountability measures for teachers, track student learning growth and improve overall educational services across the state. The New Jersey Education Association has also agreed to support the state's application and has recommended local associations do the same.

" The education of our children needs to be a cooperative, bipartisan effort and this application reflects this understanding, " Kean concluded. "By aggressively pursing the Race to the Top funding we are continuing to demonstrate our commitment to New Jersey's students."

Garden State Coalition of Schools/GSCS

204 West States Street. Trenton, N.J. 08608

gscs2000@gmail.com 609 394 2828 732 618 5755 www.gscschools.org

Via email

May 27, 2010

Dear Commissioner Schundler,

After considerable deliberation, the Garden State Coalition of Schools Board of Trustees has agreed to support the New Jersey's proposal to U.S. Department of Education for a Race to the Top grant. The Board believes that the principles behind the proposal are sound and doable.

This endorsement relies on GSCS being part of the process that defines the actual details that will ensure that these goals will reflect the principles and outcomes for quality education achievement expressed in New Jersey's Race to the Top proposal. For example, linking student learning outcomes to professional performance evaluation is a core element of the state's application. We are especially interested in the NJ DOE developing and deploying 21st century assessments of 21st century learning, and in using this information as a basis for professional performance evaluation and professional development.

With the understanding that the application's key principles will become the occasion for principled discussions about operational details, GSCS believes that New Jersey's Race to the Top proposal will promote:

- the adoption of high academic standards, enabled by a curriculum that allows for learning and teaching skills to move forward together, while supporting an assessment system that provides feedback in a timely and regular manner. At the same time, this instructional setting seeks to provide the flexibility required to actively engage students in learning on an everyday basis.

- upgrading of New Jersey's data system so that it can be the high-level instrumental mechanism needed to improve student learning and appropriately inform decision-making.

- the delivery of a new level of accountability to our schools, via quantifiable and fair measures, including teacher effectiveness as tied to student learning.

- improved results in our low performing schools, while seeing that effective practices and increased student improvement remain the common denominator for all New Jersey schools.

GSCS recognizes that the Race to the Top award can be the key to the implementation of the New Jersey Education Reform Plan. This will allow our state to continue to improve its already grounded pursuit of quality public education and global competitiveness for all of New Jersey's children.

_____D.A._____David Abbott, PhD, GSCS President

_____L.S._____Lynne Strickland, Executive Director