

Media Packet

New Jersey Accountability System
2003 Final Summary Reports – NCLB

NJASK4, GEPA, HSPA

August 6, 2004

Table of Contents

1. Key Points – All Tests
2. AYP Indicators – NJASK4
3. NJASK 4 Bar Graph – indicators
4. Participation Rate Summary – NJASK4
5. Subgroup Performance Summary – NJASK4
6. AYP Indicators – GEPA
7. GEPA Bar Graph – indicators
8. Participation Rate Summary – GEPA
10. Subgroup Performance Summary – GEPA
12. AYP Indicators – HSPA
13. HSPA Bar Graph – indicators
14. Participation Rate Summary – HSPA
15. Subgroup Performance Summary – HSPA
16. July 29, 2004 Letter to CSAs, Charter Schools & Principals
17. Sample School Profile
18. Data Appeal
19. Summary Analysis of All Three Assessments
20. Understanding Accountability in New Jersey
21. Glossary of Terms
22. 2003 Preliminary vs. Final – Add/Remove
23. Final AYP Indicators and Status

**New Jersey Department of Education
Office of Title I Program Planning and Accountability
Final Adequate Yearly Progress Status Under *No Child Left Behind* Accountability Requirements: 2003**

KEY POINTS NJASK 4 – GEPA – HSPA

1. The results of this data analysis are final.
2. Not all results for students with disabilities and LEP students were included with their home school calculations this year. That adjustment will be made next year.
3. Student mobility is based on students enrolled after July 1 for NJASK 4 and GEPA, and September 15 for HSPA.
4. Alternate Proficiency Assessment (APA) results have been added to the special education calculations for GEPA and HSPA. These records may have increased enrollment and group-size counts. NJASK 4 does not include all APA data.
5. A five percent misclassification rate has been applied to the AYP benchmarks for both the total school and student subgroup performance.
6. A dash (-) in the “Made 95% Participation Rate” and “Made 2003 AYP Benchmark Target” columns denotes no students or less than 20 students in a student subgroup.
7. Safe Harbor has been calculated for NJASK 4 and GEPA; it was not calculated for HSPA.
8. Safe Harbor is considered only if the AYP benchmarks are met for the total population.
9. Safe Harbor is attained if the proportion of students in the subgroup scoring partially proficient is reduced by ten percent over the previous year.
10. A dash (-) in the “Made Safe Harbor” column denotes no comparable data.
11. To make Safe Harbor for any student subgroup, secondary measures must also be met for that group.
12. The secondary measure for elementary and middle schools is attendance rate. The secondary measure for high schools is drop-out rate. If the field is blank, the data is unavailable.

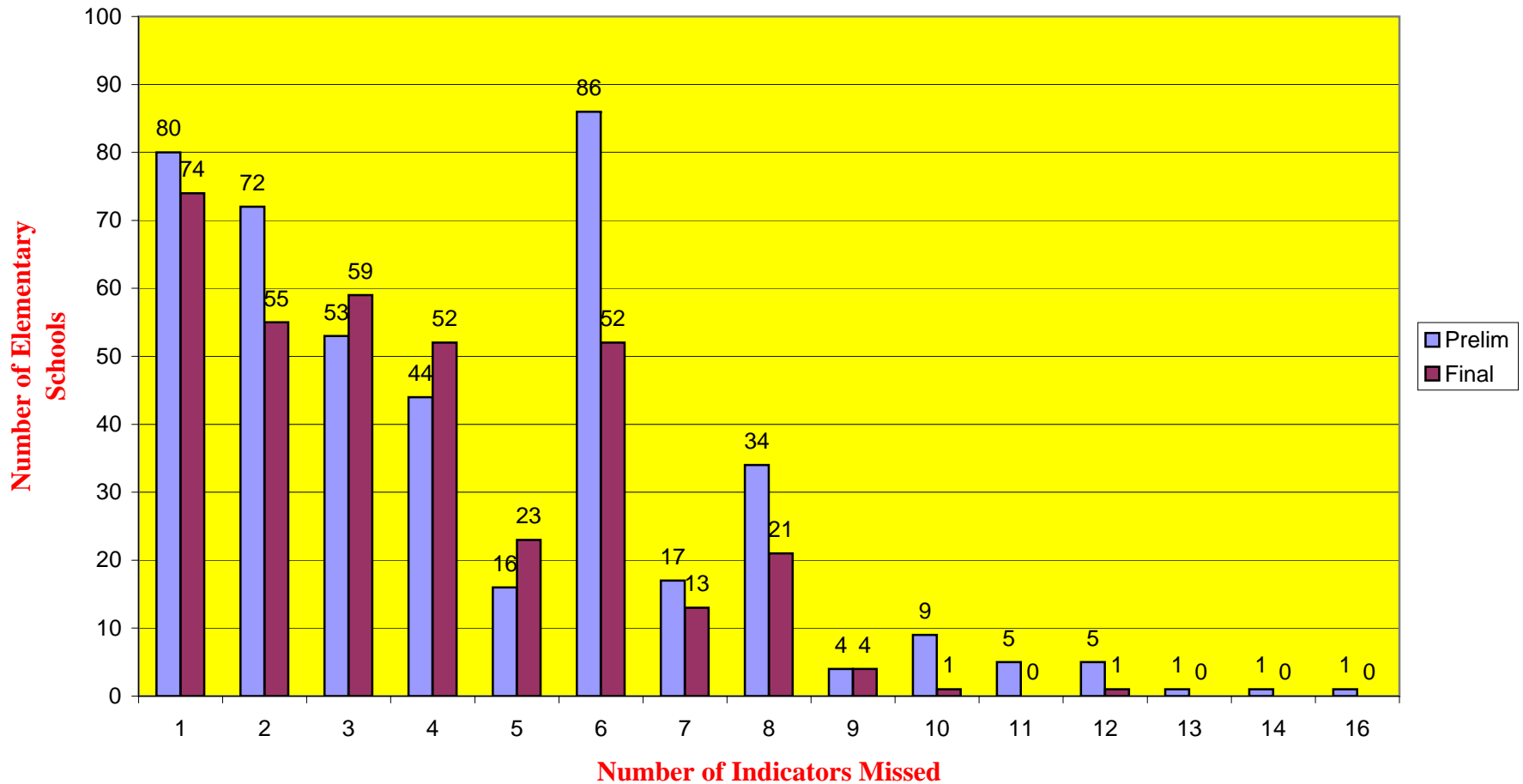
**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**Number of NJASK 4 Schools not making AYP by Number of Indicators
Final Data**

INDICATORS MISSED	NUMBER OF SCHOOLS
16	0
14	0
13	0
12	1
11	0
10	1
9	4
8	21
7	13
6	52
5	23
4	52
3	59
2	55
1	74
<i>Safe Harbor</i>	(35)
TOTAL OF SCHOOLS NOT MAKING AYP	355

New Jersey Department of Education
Office of Title I Program Planning and Accountability

**AYP STATUS UNDER THE NO CHILD LEFT BEHIND ACCOUNTABILITY
REQUIREMENTS FOR ELEMENTARY SCHOOLS
NJASK 4 - 2003
FINAL**



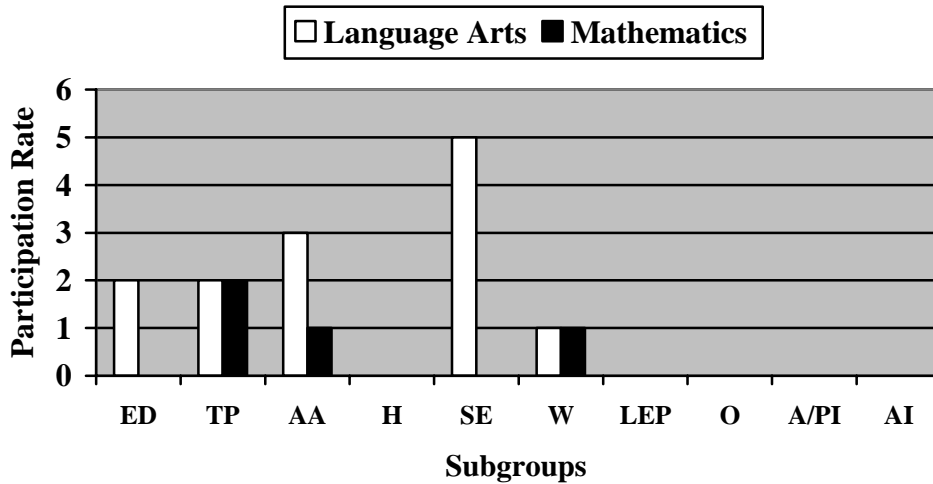
Does not Include Schools in "Safe Harbor"

**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Participation – NJASK4**

Number of NJASK4 Schools in New Jersey:	1361 (100%)
Number of NJASK4 Schools that made AYP:	971 (71%)
Number of NJASK4 Schools that made AYP using Safe Harbor:	35 (3%)
<i>Number of NJASK4 Schools that did not make AYP:</i>	<i>355 (26%)</i>

SUBGROUPS	Less than 95% Participation Rate	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	2	0
Total Population (TP)	2	2
African American (AA)	3	1
Hispanic (H)	0	0
Special Education (SE)	5	0
White (W)	1	1
Limited English Proficient (LEP)	0	0
Other (O)	0	0
Asian/Pacific Islander (A/PI)	0	0
American Indian (AI)	0	0

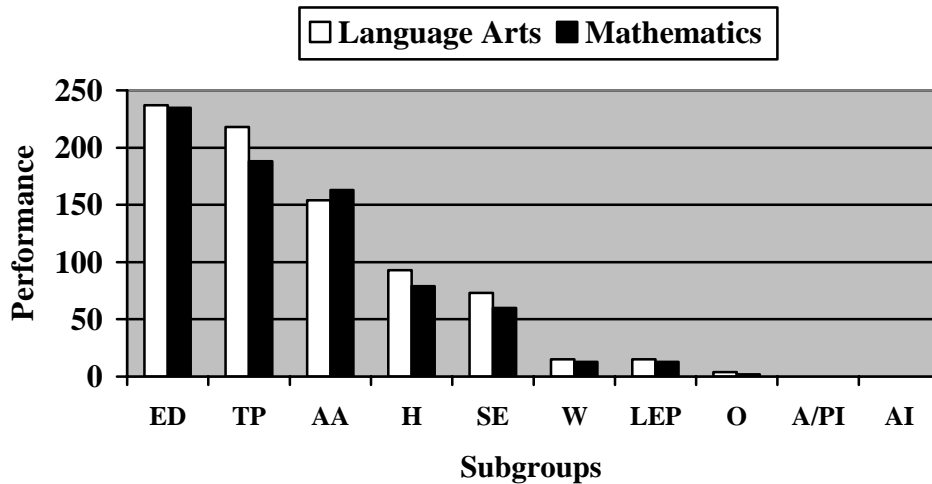


**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Subgroup Performance – NJASK4**

Number of NJASK4 Schools in New Jersey:	1361 (100%)
Number of NJASK4 Schools that made AYP:	971 (71%)
Number of NJASK4 Schools that made AYP using Safe Harbor:	35 (3%)
<i>Number of NJASK4 Schools that did not make AYP:</i>	<i>355 (26%)</i>

SUBGROUPS	MISSED AYP BENCHMARK	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	235	212
Total Population (TP)	218	188
African American (AA)	154	163
Hispanic (H)	93	79
Special Education (SE)	73	60
White (W)	21	15
Limited English Proficient (LEP)	15	13
Other (O)	4	2
Asian/Pacific Islander (A/PI)	0	0
American Indian (AI)	0	0

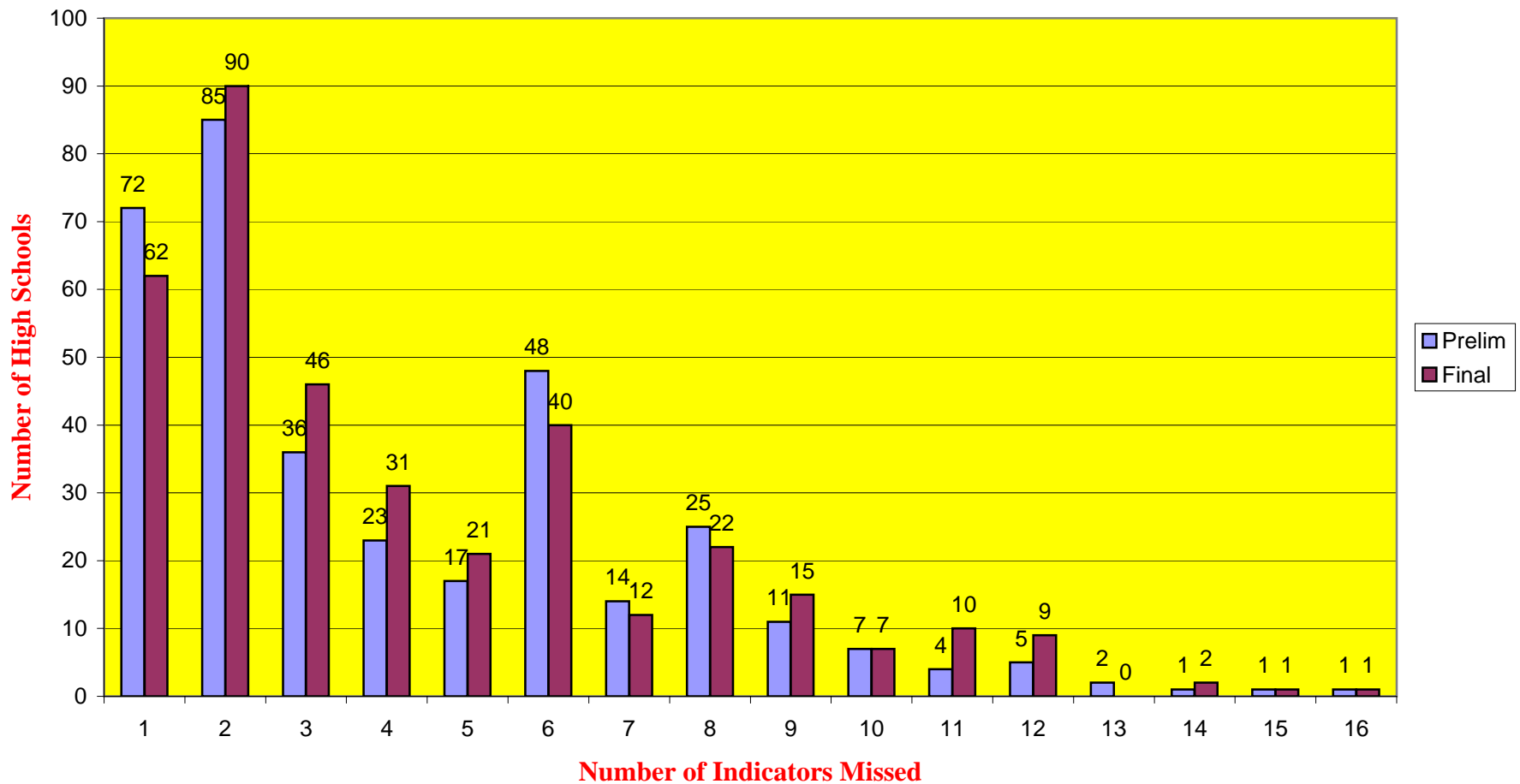


**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**Number of GEPA Schools not making AYP by Number of Indicators
Final Data**

INDICATORS MISSED	NUMBER OF SCHOOLS
16	1
15	1
14	2
13	0
12	9
11	10
10	7
9	15
8	22
7	12
6	40
5	21
4	31
3	46
2	90
1	62
<i>Safe Harbor</i>	(17)
TOTAL OF SCHOOLS NOT MAKING AYP	369

**AYP STATUS UNDER THE NO CHILD LEFT BEHIND ACCOUNTABILITY
REQUIREMENTS FOR MIDDLE SCHOOLS
GEPA - 2003
FINAL**



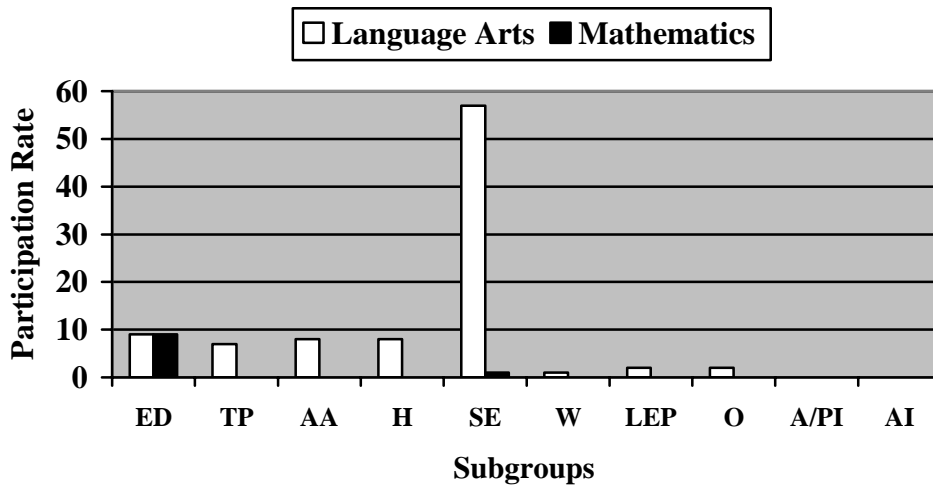
Does not Include Schools in "Safe Harbor"

**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Participation - GEPA**

Number of GEPA Schools in New Jersey:	704 (100%)
Number of GEPA Schools that made AYP:	318 (45%)
Number of GEPA Schools that made AYP using Safe Harbor:	17 (2%)
<i>Number of GEPA Schools that did not make AYP:</i>	369 (52%)

SUBGROUPS	PARTICIPATION RATE	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	9	0
Total Population (TP)	7	0
African American (AA)	8	0
Hispanic (H)	8	0
Special Education (SE)	57	1
White (W)	1	0
Limited English Proficient (LEP)	2	0
Other (O)	2	0
Asian/Pacific Islander (A/PI)	0	0
American Indian (AI)	0	0

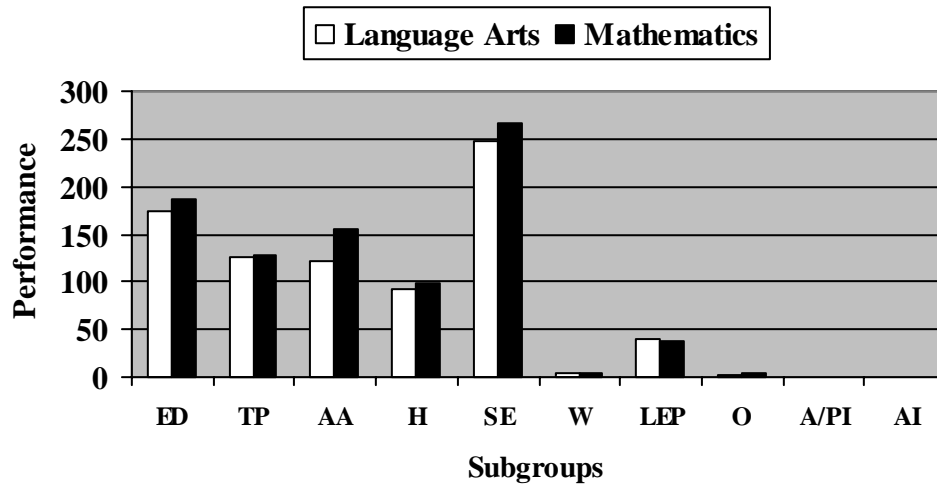


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Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Subgroup Performance - GEPA**

Number of GEPA Schools in New Jersey: 704 (100%)
 Number of GEPA Schools that made AYP: 318 (45%)
 Number of GEPA Schools that made AYP using Safe Harbor: 17 (2%)
Number of GEPA Schools that did not make AYP: 369 (52%)

SUBGROUPS	MISSED AYP BENCHMARK	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	175	187
Total Population (TP)	125	128
African American (AA)	122	155
Hispanic (H)	92	98
Special Education (SE)	248	266
White (W)	5	5
Limited English Proficient (LEP)	40	37
Other (O)	3	5
Asian/Pacific Islander (A/PI)	1	1
American Indian (AI)	0	0

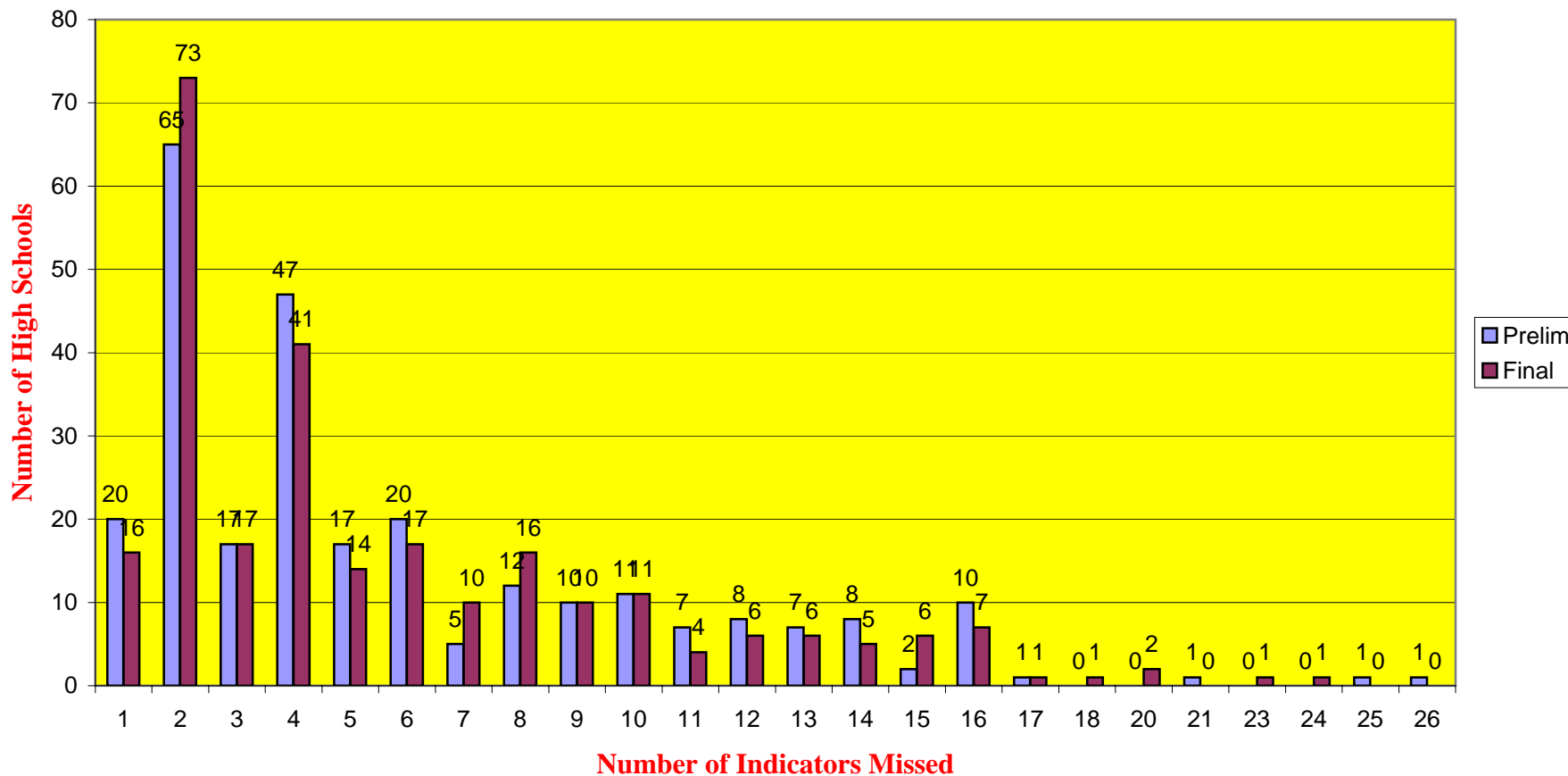


**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**Number of HSPA Schools not making AYP by Number of Indicators
Final Data**

INDICATORS MISSED	NUMBER OF SCHOOLS
26	0
25	0
24	1
23	1
21	0
20	2
18	1
17	1
16	7
15	6
14	5
13	6
12	6
11	4
10	11
9	10
8	16
7	10
6	17
5	14
4	41
3	17
2	73
1	16
<i>Safe Harbor</i>	0
TOTAL OF SCHOOLS NOT MAKING AYP	265

**EARLY WARNING STATUS UNDER THE NO CHILD LEFT BEHIND
ACCOUNTABILITY REQUIREMENTS FOR HIGH SCHOOLS
HSPA - 2003
FINAL**

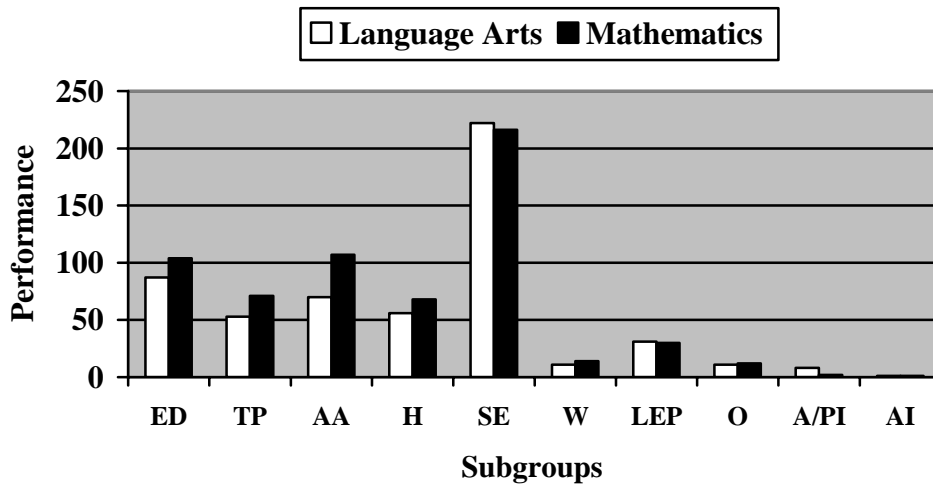


**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Participation – HSPA**

Number of High Schools in New Jersey: 367 (100%)
 Number of Schools that made AYP: 102 (28%)
Number of Schools that did not make AYP: 265 (72%)

SUBGROUPS	Participation Rate	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	87	104
Total Population (TP)	53	71
African American (AA)	70	107
Hispanic (H)	56	68
Special Education (SE)	222	216
White (W)	11	14
Limited English Proficient (LEP)	31	30
Other (O)	11	12
Asian/Pacific Islander (A/PI)	8	2
American Indian (AI)	1	1

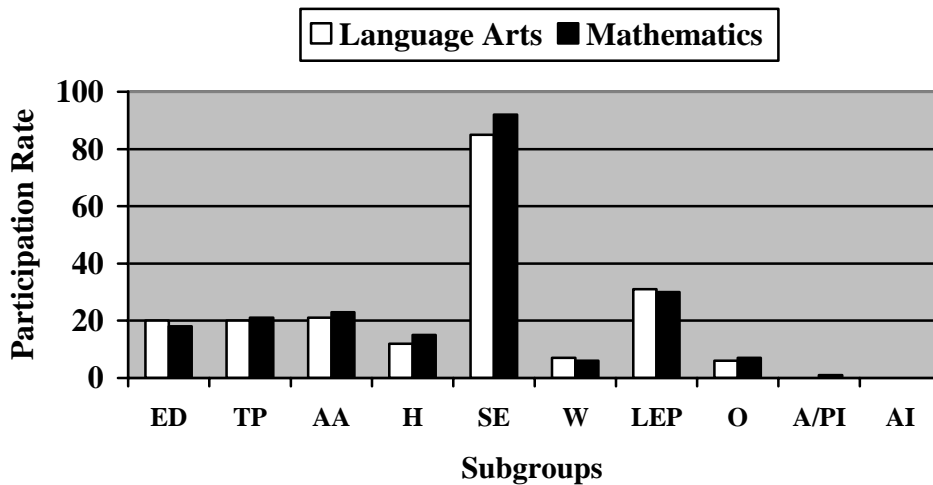


**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

**FINAL
SUMMARY OF RESULTS
Subgroup Performance – HSPA**

Number of HSPA Schools in New Jersey: 367 (100%)
 Number of HSPA Schools that made AYP: 102 (28%)
Number of HSPA Schools that did not make AYP: 265 (72%)

SUBGROUPS	Participation Rate	
	Language Arts	Mathematics
Economically Disadvantaged (ED)	20	18
Total Population (TP)	20	21
African American (AA)	21	23
Hispanic (H)	12	15
Special Education (SE)	85	92
White (W)	7	6
Limited English Proficient (LEP)	31	30
Other (O)	6	7
Asian/Pacific Islander (A/PI)	0	1
American Indian (AI)	0	0



July 29, 2004

To: Chief School Administrators
Charter School Lead Persons
School Principals

Important!
2003 AYP Final Results

From: Isaac Bryant, Assistant Commissioner
Division of Student Services

Subject: Final Adequate Yearly Progress Status for Grades 4, 8, and 11 under the
No Child Left Behind Accountability Requirements - 2003

In the Fall of 2003, the New Jersey Department of Education (NJDOE) sent you preliminary adequate yearly progress (AYP) data (*Preliminary Accountability Status Reports: 2003*) for the school(s) in your district, as required under the *No Child Left Behind Act* (NCLB) accountability standards. Based on the data, schools that did not meet the 2003 accountability standards, that is, did not meet AYP, were sent confirmation of their status. Since those notifications were issued, final 2003 AYP data, including state assessment results, attendance rate/drop-out rate, and the Alternate Proficiency Assessment (APA) results, have been analyzed. (For the NJASK 4, not all APA results were available for inclusion in the final report.)

Final AYP status, in total and disaggregated by subgroup, is shown in the attached *Final Adequate Yearly Progress Status Under No Child Left Behind Accountability Requirements: 2003* report(s). These final reports are being issued for all schools in your district that participated in the grades 4, 8, and 11 state assessments. The reports indicate which schools met AYP for 2003 and which did not. (The reports for schools currently identified as “in need of improvement” are not attached; these will be sent under separate cover.)

Please note that the status of some schools may have changed due to the final data analyses:

- Schools that did not meet AYP on the preliminary report may have met AYP on the final report.
- Schools that met AYP on the preliminary report (so did not receive the prior notification from the NJDOE) may not have met AYP on the final report.

The attached school reports show the number of indicators met out of the 41 required under the Single Accountability System. In the table listing all 41 indicators, a “yes” identifies which indicators were met, a “no” identifies those that were not met, and a dash (-) indicates the subgroup was not analyzed due to no students or the small number of students in that subgroup. The attached document *Key Points* provides specific information about the reports. The assessment data, in percentages, that support these AYP profile results for each school will be posted on the *NCLB Report Card – 2003*, which can then be accessed at: <http://education.state.nj.us/rc/>.

The NCLB data conditions used for AYP calculations have been applied to the 2003 state assessment data. Specific information about the NCLB Accountability System can be found in the *New Jersey Accountability Workbook* at: <http://www.nj.gov/njded/grants/nclb/workbookcover.htm> and the document *Understanding Accountability in New Jersey* at the following Web site: <http://www.nj.gov/njded/grants/nclb/guidance/understanding.pdf>.

If after reviewing the final status report and the data for your school(s), you believe the data used are in error, you may submit an appeal to the NJDOE. Appeals may be filed based on a statistical error or other substantive reasons by submitting the following:

- The attached Data Appeal form.
- A letter that clearly identifies the reasons for the appeal.
- Corrected data with the source.

The NJDOE will be issuing information to the media and to the general public about the NCLB accountability requirements for the three assessment grades. At that time, a list of schools that did not meet 100% of the indicators will be released. The assessment data and the status report are considered public information and should be shared with your staff, board of education, and constituents.

Preliminary assessment data for 2004 are currently being analyzed by the NJDOE. School AYP reports based on these preliminary 2004 assessment data will be disseminated to districts and schools within a few weeks. In the meantime, districts shall identify schools that did not meet AYP for two consecutive years (2003 and 2004) using the best available 2004 state assessment data and consider them as schools “in need of improvement,” as defined in NCLB requirements. These identified schools shall, not later than the first day of the school year, provide parents with options (school choice/supplemental educational services) for all children attending those schools. (See 2005 NCLB application at www.nj.gov/njded/grants/entitlement/nclb/nclbparallelpaperappforms.doc.) The NJDOE will be scheduling specific training sessions in September 2004 for districts with schools that did not meet their AYP.

In addition to attached school-specific AYP calculations, the NJDOE will be determining districtwide AYP. More information will be forthcoming to inform districts of these results.

Your continued commitment to ensure that all students in New Jersey meet high standards is greatly appreciated. If you have any questions or need further information about the NCLB single accountability requirements, please contact Suzanne Ochse, director, Office of Title I Program Planning and Accountability at (609) 943-4283.

IB/SO/mlr

Attachments

c: Members, State Board of Education
William L. Librera
Dwight Pfennig
Gloria Hancock
Senior Staff
Kathryn Forsyth
Suzanne Ochse
Diane Schonyers
County Superintendent
LEE Group
Garden State Coalition of Schools

**New Jersey Department of Education
Office of Title I Program Planning and Accountability
Final Adequate Yearly Progress Status Under *No Child Left Behind* Accountability Requirements: 2003**

SCHOOL:
DISTRICT:
COUNTY:

School Made AYP	
Number of Indicators Made	of 41

2003 STATE ASSESSMENT:

Groups	Made 95% Participation Rate		Made 2003 AYP Benchmark Target		Made Safe Harbor	
	An (-) denotes no students or less than 20 students in a group					
	LAL	Math	LAL	Math	LAL	Math
Total Population						
Students with Disabilities						
Limited English Proficient Students						
White						
African American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Other						
Economically Disadvantaged						
School Attendance Rate: Met Target (For elementary and middle schools)			Drop-Out Rate: Met Target (For high schools)			

**New Jersey Department of Education
Office of Title I Program Planning and Accountability
DATA APPEAL**

District _____ County _____ District Code _____

Select One: NJASK 4 GEPA HSPA

School Name	LAL	2002 Corrected Data % Pass	2003 Corrected Data % Pass	Comments
	Total Population			
	African American			
	American Indian/Native American			
	Asian/Pacific Islander			
	Hispanic			
	White			
	Other			
	Economically Disadvantaged			
	Limited English Proficient			
	Students with Disabilities			

School Name	Math	2002 Corrected Data % Pass	2003 Corrected Data % Pass	Comments
	Total Population			
	African American			
	American Indian/Native American			
	Asian/Pacific Islander			
	Hispanic			
	White			
	Other			
	Economically Disadvantaged			
	Limited English Proficient			
	Students with Disabilities			

CERTIFICATION:

I certify that this information is correct and complete.

Name of Chief School Administrator

Signature of Chief School Administrator

Date

**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

Analysis of Final 2003 Assessment Results for Grades 4, 8, and 11

	NJASK 4	Percentage	GEPA	Percentage	HSPA	Percentage	Total*	Percentage
Total Schools	1361	100%	704	100%	367	100%	2432	100%
Schools not Analyzed (20 or less students in tested grade level)	85	6%	32	5%	14	4%	131	5%
Made AYP								
• <i>Made LAL/Math Benchmark</i>	971	71%	318	45%	102	28%	1391	57%
• <i>Safe Harbor</i>	35	3%	17	2%	0	0%	52	2%
Did not make AYP								
• <i>Early Warning</i>	202	15%	262	36%	265	72%	729	30%
• <i>In Need of Improvement – IASA (Year 2)</i>	145	11%	101	14%	0	0%	246	10%
• <i>In Need of Improvement – NCLB (Year 1)</i>	8	1%	6	1%	0	0%	14	1%

*Schools may have grades 4, 8 and 11; therefore, total numbers exceed total New Jersey school count.

New Jersey Department of Education

Understanding Accountability in New Jersey for 2003 State Assessments

Background

The federal *No Child Left Behind Act* (NCLB) requires all states to establish standards for accountability for all schools and districts in the states. Furthermore, it calls for the inclusion of all students, even students who may have been excluded or exempted from participating in the state assessment program in the past. The foundation for the accountability system is based on state's core curriculum content standards, which define what students should know and be able to do, and aligned assessments to measure whether students have mastered these standards. The accountability system looks at the degree to which students across schools and districts are mastering state standards.

NCLB also has set the goal of 100% proficiency by the year 2014. In the intervening years, state benchmarks have been established for each grade level cluster (grades 3-5, 6-8, and 9-12) and each content area. The "State Benchmarks for Adequate Yearly Progress" is attached. These benchmarks must be attained for not only all students enrolled in the school, but also for all significant student groups to ensure as we move toward the goal of 100% proficiency so no child is left behind.

New Jersey's accountability system requires that those schools without a state test grade, e.g., K-2, be included in the accountability system by joining schools without test grades to the receiving school with a test grade, and treating them as one accountability unit.

The single accountability also calls for district accountability. To measure district performance, the data from all the schools in the district will be aggregated. Similar accountability steps will be applied.

To more fully explain how accountability is measured, this document outlines each step and checkpoint factored into calculating Adequate Yearly Progress (AYP). Additionally, the attached table, "Accountability Worksheet" summarizes the accountability steps.

Calculating Adequate Yearly Progress

Part I. Preliminary Data Checks

95% Participation

Step 1

In concert with the call for inclusion, we must assure the participation of all students in the state assessment. Therefore, the first questions to be asked are:

- Did 95% of all students enrolled in the school, as of July 1st for grade 4 and September 15 for grade 8 & 11, participate in the assessment, including LEP and special education students?
- Did 95% of all students within each student subgroup participate in the assessment? (Subgroups include: racial/ethnic groups, economically disadvantaged, students with disabilities and students who are limited English proficient.)

If a school or district answers “no” to either question, then adequate yearly progress was not made.

Part II. Secondary Measures

Secondary measures must also be built into the calculation of adequate yearly progress. Standards for these measures must be met by the entire school population (and then each subgroup for which safe harbor is applied) in order to make AYP. These measures are:

- Graduation rate/drop-out data: NCLB requires states to review graduation rate data that is calculated by determining the proportion of students graduating after four years enrollment in the high school. This requires a student level tracking system. For this year, the drop-out rate data will be used. In subsequent years, graduation rate data will be the secondary measure.
- Attendance rate data will be applied at the elementary and middle school levels. The Average Daily Attendance (ADA) calculation for the total school will be lifted from the ASSA report. If safe harbor is used for any subgroup, district/schools will be notified and asked to report back the disaggregated attendance rate data by relevant subgroup and affirm the data by signing a Statement of Assurances.

The questions to be asked related to secondary measures are:

- High Schools: If the school is a high school, was the school’s dropout rate less than 2.6% or is it .5% less than the previous year?
- Elementary and Middle Schools: If the school is an elementary school or middle school, did the Average Daily Attendance for the school year reported on the ASSA meet or exceed 90%?

Again, if the answer to either question is “no”, the school/district did not make AYP.

Part III. Test Score Adjustments

Step 1 - Statistically Significant

Because it has been determined that any student group with fewer than 20 students is not statistically significant, prior to looking at subgroup performance any group with less than 20 students will be excluded from the AYP calculation. The questions to be posed are:

- Were the results for subgroups with less than 20 students suppressed?
- Were the results for all subgroups with 20 or more students reported?

Step 2 – Student Mobility

Because accountability applies to schools and districts and is a measure of their performance, the results of students who have not been enrolled a full academic year are pulled from the reported score lists. To facilitate this, at the time of test administration student booklets were coded. The test scores from newly enrolled or mobile students are suppressed before any state performance data is analyzed. At the time of test administration, the following question should be asked:

- Were all students who enrolled after September 15, 2002 (at grades 8 and 11) and July 1, 2002 (at grade 4) noted and were their results pulled from the accountability tally? *

* The initial date for mobility was September 15 of each school year; the date was later pushed back to July 1. This change was effected for grade 4 and will apply in future administrations to all state tests.

Step 3 - Misclassification Rate

To protect against misclassifying any school or district as not meeting AYP, a 5% error band is wrapped around the performance of the total school population as well as that of each student subgroup. Therefore, the following question should be asked:

- Were the actual performance outcomes for the total student population and each subgroup adjusted by adding a 5% band around the total percent scoring proficient and advanced proficient?

Part IV. Review of Test Results

Step 1 - Test Results for All Students

Once the score adjustments are made, actual student outcomes for the total enrollment and all student subgroups must be made. The key questions to be asked when looking at student performance data are:

- Did the “total population” pass rate attain the AYP benchmark?
- Did each of the following student subgroups with 20 or more students attain the benchmark:
 - White students;
 - African American students;
 - Hispanic students;
 - Asian/Pacific Islander students;
 - Native American/Indian students;
 - Other racial group students;
 - Economically disadvantaged students;
 - Students with disabilities; and
 - Students of limited English proficiency?

If the answer to the first question is “no”, then the school did not make AYP.

If the answer to the first question is “no”, and/or the answer to any student subgroup is “no”, then for the total population and for each subgroup with a “no” response, a safe harbor calculation must be made in order to determine if the school made AYP. To make AYP, the total population and all student subgroups must meet the target and/or safe harbor

Part V. Safe Harbor

For the total population and for each student subgroup that does not attain the state benchmark, then a safe harbor determination will be made. Essentially this is a measure of improvement. To determine whether a subgroup made safe harbor, the pass rate for the group from the previous year is compared to the current year’s pass rate. If the "failure rate" from the previous year is decreased by 10%, the group has made safe harbor.

For example, the subgroup is limited English proficient (LEP) students; in 2002, 30 percent of the LEP students scored proficient. Thus, there was a 70 percent "failure rate". If the "failure rate" is reduced by 10%, this student group will make safe harbor. The safe harbor calculation is shown below:

2002 results show	30% LEP students are proficient and 70% are not proficient ("failure rate")
Then 10% of 70% =	7% increase in proficient rate
Then 30% pass + 7% proficiency increase =	37% proficient rate needed for LEP students to make safe harbor

This calculation must be done for each subgroup not attaining the benchmark. All subgroups must attain either the benchmark or safe harbor for the school to make AYP. A final check for each subgroup will be made using secondary measures. But first, the key question to ask is:

- Did the total population and each subgroup, not attaining the benchmark, make safe harbor by reducing last year’s failure rate by 10%?

If the answer is “yes” for the total population and for all subgroups, the school has made safe harbor and AYP.

If the answer is "no" for the total population or any subgroup not meeting safe harbor, then the school did not make AYP.

Part VI. Final Data Checks

Step 1 – Secondary Measures for Safe Harbor

For any subgroup that has made “safe harbor”, secondary measures must be applied. The key questions to ask are:

- At grades 4 and 8, did each subgroup making safe harbor also have an average daily attendance rate of 90% or better?

If the answer is “yes”, the group made safe harbor and attained the secondary measure indicator.

- At grade 11, did each subgroup making safe harbor, also have a dropout rate of 2.6% or less?

If the answer is “yes”, the group made safe harbor.

If the answer is “no”, then did the dropout rate for the group decrease by .5% over the previous year?

If the answer is “yes”, the group made safe harbor.

Step 2 - Final question

- Is there a final “yes” response for the total school enrollment and each student subgroup?

If the answer is “yes”, then the school has made AYP for this content area.

Now repeat the process in the other content area, mathematics or language arts literacy. If the answers are “yes” in this content area as well, the school has made AYP for the year.

State Benchmarks for Adequate Yearly Progress

Content Area	Test	Starting Point 2003	2004-2005	2007-2008	2010-2011	2013-2014
Language Arts Literacy	NJASK	68	75	82	91	100
	GEPA	58	66	76	87	100
	HSPA	73	79	85	92	100
Math	NJASK	53	62	73	85	100
	GEPA	39	49	62	79	100
	HSPA	55	64	74	86	100

**New Jersey Department of Education
ACCOUNTABILITY WORKSHEET FOR 2003 STATE ASSESSMENTS**

Check one: Mathematics		Language Arts/Literacy				
		YES	NO			
<ul style="list-style-type: none"> Were 95% of all students enrolled tested? Multiple measures: <ul style="list-style-type: none"> Did the school meet ADA standards? (K-8) Did the school meet drop-out standards? (9-12) 	• • •			If no, the school did not make AYP		
<ul style="list-style-type: none"> Were all new (mobile) student results pulled out? Were clustered students added to home school? 	• •			If no, adjustments must be made during the record change period.		
Test Results <ul style="list-style-type: none"> Add 5% to all pass rates (to control for misclassification) Pull out from review any subgroup w/less than 20 students 	• •	√ √		Calculations made by NJDOE.		
Did the following groups make standards on: <ul style="list-style-type: none"> <u>Total Students:</u> <u>Race/ethnicity</u> White African American Hispanic Asian Native American/Indian <u>Student groups</u> LEP (includes English & Spanish tests) Special Education (includes regular admin. & APA) Poverty (Free & reduced price lunch) 	Yes	No		If no, for any group:	Did they meet secondary measures?	
				Did they make safe and harbor?	Yes	No
			• • • • • • • • •	• • • • • • •		
				If yes is entered for each checkpoint, the school made AYP. Repeat for next content area.		