

2006 Grade Eight Proficiency Assessment

Executive Summary

The 2006 New Jersey Grade Eight Proficiency Assessment (GEPA) consisted of three content areas: Language Arts Literacy, Mathematics, and Science. The GEPA is used as a primary indicator for identifying those students who may need instructional intervention in the three content areas. It is designed to give an indication of the progress students are making in mastering the skills they will need to pass the High School Proficiency Assessment (HSPA).

The GEPA Language Arts Literacy, Mathematics, and Science scores are reported as scale scores with a range of 100 to 300. Please note that 100 and 300 are a theoretical floor and ceiling, which may not actually be observed. The score ranges are as follows:

Advanced Proficient	250-300
Proficient	200-249
Partially Proficient	100-199

Students who scored Partially Proficient are considered to be below the state minimum level of proficiency. These students may need additional instructional support such as individual or programmatic intervention. It is important that districts consider multiple measures with all students before making final decisions about students' instructional placement.

The GEPA was administered between March 13 and March 16, 2006. Of the 109,091 students enrolled, 106,447 students received valid scale scores in Language Arts Literacy, 107,530 students received valid scale scores in Mathematics, and 107,600 students received valid scale scores in Science.

For the total group of students, 25.7% scored Partially Proficient, 65.7% Proficient, and 8.5% Advanced Proficient in Language Arts Literacy. In Mathematics, 35.5% scored Partially Proficient, 43.6% Proficient, and 20.9% Advanced Proficient. In Science, 21.0% scored Partially Proficient, 58.5% Proficient, and 20.5% Advanced Proficient. The mean scale score was 214.3 in Language Arts Literacy, 214.6 in Mathematics, and 223.2 in Science.

This executive summary includes four tables summarizing statewide performance by demographic groups. Tables 1–3 present the performance in Language Arts Literacy, Mathematics, and Science, respectively. Table 4 presents the performance for the state, Special Needs districts, and Non-Special Needs districts.

The performance data include only students with valid scale scores. Students whose answer folders were voided are excluded. Students may receive a scale score in one content area, but not in others.

Beginning in 2006, results for the general education group are not reported in the state summary. Previously, this group included students with answer folders not coded as special education or limited English proficient. A major change for the 2006 State Summary is that Limited English Proficient (LEP) is reported as LEP (Current plus Former) with two subcategories: LEP Current and LEP Former.

Student performance is summarized by total students, education program, and student demographic subgroups: Total, Special Education (SE), Limited English Proficient status (LEP), Gender, Ethnicity, Economic status (disadvantaged vs. not disadvantaged), and Migrant status.

For each demographic group, the number of students participating, the percent of students in each proficiency level, and the mean scale score are reported for each content area. The percentages of students for the three proficiency levels may not total to one hundred due to rounding. The percentage of students in Proficient or Advanced Proficient is calculated by subtracting the percentage of students in Partially Proficient from one hundred.

Demographic information originates from the data collected on the students' answer folders. School district personnel were given an opportunity to review the demographic information they provided on the answer folders and correct any errors prior to reporting.

This executive summary includes information from the state level Performance by Demographic Groups Report from Cycle II reporting. The complete state summary data file with District Factor Groups and longitudinal data is available at <http://www.state.nj.us/njded/schools/achievement/>.

Reporting Rules for State Summary Data File

The state summary data files contain the same type of information shown on the Statewide Performance by Demographic Groups Report for schools and districts included with the Cycle II reporting. In order to safeguard student confidentiality, certain information is suppressed in the files according to the following reporting rules:

- Data are not reported if the number of students with valid scale scores for a particular group is fewer 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 if it is possible to identify individual student's performance.

Highlights from the 2006 GEPA Performance Results

The percentages of students scoring at Proficient or Advanced Proficient by content areas are described below:

Total

- Language Arts Literacy – 74.3% of the students scored Proficient or Advanced Proficient and 8.5% of the students scored Advanced Proficient
- Mathematics – 64.5% of the students scored Proficient or Advanced Proficient and 20.9% of the students scored Advanced Proficient
- Science – 79% of the students scored Proficient or Advanced Proficient and 20.5% of the students scored Advanced Proficient

Special Education

- Language Arts Literacy – 32.7% of the students scored Proficient or Advanced Proficient and 0.5% of the students scored Advanced Proficient
- Mathematics – 25.0% of the students scored Proficient or Advanced Proficient and 3.1% of the students scored Advanced Proficient
- Science – 49.8% of the students scored Proficient or Advanced Proficient and 4.9% of the students scored Advanced Proficient

Limited English Proficient (LEP)

- Language Arts Literacy – 23.9% of the LEP Current and Former students scored Proficient or Advanced Proficient and 0.5% of the LEP Current and Former students scored Advanced Proficient. About 15.8% of the LEP Current students scored Proficient or Advanced Proficient and 0.2% of the LEP Current students scored Advanced Proficient and about 48.4% of the LEP Former students scored Proficient or Advanced Proficient and 1.2% of the LEP Former students scored Advanced Proficient.
- Mathematics – 27.6% of the LEP Current and Former students scored Proficient or Advanced Proficient and 5.8% of the group scored Advanced Proficient. Of the LEP Current students, 22.6% scored Proficient or Advanced Proficient and 4.7% scored Advanced Proficient. Of the LEP Former students, 46.7% scored Proficient or Advanced Proficient and 10.2% scored Advanced Proficient.
- Science – 33.4% of the LEP Current and Former students scored Proficient or Advanced Proficient and 2.5% of the group scored Advanced Proficient. Of the LEP Current students, 26.3% scored Proficient or Advanced Proficient and 1.4% scored Advanced Proficient. Of the LEP Former students, 61.1% scored Proficient or Advanced Proficient and 6.6% scored Advanced Proficient.

Gender

- Language Arts Literacy – 80.3% of the female students and 68.7% of the male students scored Proficient or Advanced Proficient while 11.9% of the female students and 5.3% of the male students scored Advanced Proficient

- Mathematics – 64.1% of the female students and 64.8% of the male students scored Proficient or Advanced Proficient while 18.8% of the female students and 22.9% of the male students scored Advanced Proficient
- Science – 78.1% of the female students and 79.8% of the male students scored Proficient or Advanced Proficient while 17.1% of the female students and 23.7% of the male students scored Advanced Proficient

Ethnicity

- Language Arts Literacy – percentages of Proficient and Advanced Proficient ranged from 85.5% of Asian students and 85.4% of White students to 50.1% of Black students while the percentages of Advanced Proficient ranged from 18.8% of Asian students to 2.1% of Black students and 2.6% of Hispanic students. (The percentages of the Proficient and Advanced Proficient scores in the other ethnic groups fell between the Asian and Black groups.)
- Mathematics – percentages of Proficient and Advanced Proficient ranged from 85.6% of Asian students to 31.7% of Black students while percentages of Advanced Proficient ranged from 44.8% of Asian students to 4.3% of Black students.
- Science – percentages of Proficient and Advanced Proficient ranged from 91.4% of Pacific Islander, 90.3% of White students, and 90.0% of Asian students to 54.7% of Black students while percentages of Advanced Proficient ranged from 36.7% of Asian students to 4.6% of Black students.

Economic Status

- Language Arts Literacy – 50.6% of Economically Disadvantaged students and 83.1% of Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 1.8% of Economically Disadvantaged students and 11.0% of Non-Economically Disadvantaged students scored Advanced Proficient.
- Mathematics – 38.4% of Economically Disadvantaged students and 74.2% of Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 6.3% of Economically Disadvantaged students and 26.4% of Non-Economically Disadvantaged students scored Advanced Proficient.
- Science – 57.1% of the Economically Disadvantaged students and 87.2% of Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 5.2% of Economically Disadvantaged students and 26.2% of Non-Economically Disadvantaged students scored Advanced Proficient.

Migrant

Only 0.035% of the enrolled grade 8 students were migrant students. The percentage of Migrant students scoring at Proficient or Advanced Proficient was 33.3% for Language Arts Literacy, 34.2% for Mathematics, and 62.2% for Science. The percentage of Migrant students scoring at Advanced Proficient was 2.8% for Language Arts Literacy, 5.3% for Mathematics, and 2.7% for Science.

TABLE 1
2006 Grade Eight Proficiency Assessment
Statewide Performance
Language Arts Literacy

	Number of Students Enrolled	Number of APA Students	Number Not Present	Number of Voids	Number of Students with Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students	109,091	689	604	1,351	106,447	25.7	65.7	8.5	214.3
Special Education	18,327	689	216	346	17,076	67.3	32.2	0.5	184.2
LEP (current and former)	4,007	11	45	708	3,243	76.1	23.4	0.5	177.2
LEP current	3,188	7	43	701	2,437	84.2	15.6	0.2	170.7
LEP former	819	4	2	7	806	51.6	47.1	1.2	196.7
Gender									
Female	52,729	243	255	570	51,661	19.7	68.3	11.9	219.7
Male	56,319	444	342	774	54,759	31.3	63.3	5.3	209.2
Ethnicity									
White	62,478	381	194	306	61,597	14.6	74.3	11.1	222.4
Black	19,563	125	217	304	18,917	49.9	48.0	2.1	196.4
Asian	7,312	36	24	110	7,142	14.5	66.6	18.8	226.3
Pacific Islander	305	0	1	0	304	15.1	75.3	9.5	220.2
Hispanic	18,925	131	156	617	18,021	42.7	54.7	2.6	200.7
American Indian/Alaskan Native	121	1	0	4	116	38.8	55.2	6.0	205.1
Other	387	15	12	10	350	31.4	58.9	9.7	211.0
Economic Status									
Economically Disadvantaged	30,006	227	293	746	28,740	49.4	48.8	1.8	196.6
Non-Economically Disadvantaged	79,085	462	311	605	77,707	16.9	72.0	11.0	220.9
Migrant Status									
Migrant	38	0	0	2	36	66.7	30.6	2.8	189.1
Non-Migrant	109,053	689	604	1,349	106,411	25.7	65.8	8.5	214.3

TABLE 2
2006 Grade Eight Proficiency Assessment
Statewide Performance
Mathematics

	Number of Students Enrolled	Number of APA Students	Number Not Present	Number of Voids	Number of Students with Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students	109,091	697	685	179	107,530	35.5	43.6	20.9	214.6
Special Education	18,327	697	244	107	17,279	75.0	21.9	3.1	182.9
LEP (current and former)	4,007	11	27	9	3,960	72.4	21.8	5.8	185.0
LEP current	3,188	7	26	6	3,149	77.4	18.0	4.7	180.8
LEP former	819	4	1	3	811	53.3	36.5	10.2	201.1
Gender									
Female	52,729	249	290	56	52,134	35.9	45.3	18.8	213.7
Male	56,319	446	388	120	55,365	35.2	41.9	22.9	215.5
Ethnicity									
White	62,478	382	241	86	61,769	22.1	50.7	27.2	224.9
Black	19,563	127	256	52	19,128	68.3	27.4	4.3	188.8
Asian	7,312	38	12	4	7,258	14.4	40.8	44.8	237.3
Pacific Islander	305	0	1	0	304	24.3	51.0	24.7	224.0
Hispanic	18,925	134	165	34	18,592	54.5	37.7	7.8	198.2
American Indian/Alaskan Native	121	1	0	0	120	46.7	42.5	10.8	203.6
Other	387	15	10	3	359	43.5	38.2	18.4	208.5
Economic Status									
Economically Disadvantaged	30,006	229	332	69	29,376	61.6	32.2	6.3	193.4
Non-Economically Disadvantaged	79,085	468	353	110	78,154	25.8	47.9	26.4	222.6
Migrant Status									
Migrant	38	0	0	0	38	65.8	28.9	5.3	187.8
Non-Migrant	109,053	697	685	179	107,492	35.5	43.6	20.9	214.6

TABLE 3
2006 Grade Eight Proficiency Assessment
Statewide Performance
Science

	Number of Students Enrolled	Number of APA Students	Number Not Present	Number of Voids	Number of Students with Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students	109,091	665	690	136	107,600	21.0	58.5	20.5	223.2
Special Education	18,327	665	253	76	17,333	50.2	44.9	4.9	200.6
LEP (current and former)	4,007	10	24	3	3,970	66.6	30.9	2.5	191.3
LEP current	3,188	6	24	2	3,156	73.7	24.9	1.4	187.2
LEP former	819	4	0	1	814	38.9	54.4	6.6	206.9
Gender									
Female	52,729	239	289	45	52,156	21.9	61.0	17.1	221.2
Male	56,319	424	395	85	55,415	20.2	56.2	23.7	225.1
Ethnicity									
White	62,478	363	244	54	61,817	9.7	62.7	27.5	232.4
Black	19,563	121	257	50	19,135	45.3	50.1	4.6	202.9
Asian	7,312	37	13	2	7,260	10.0	53.4	36.7	236.7
Pacific Islander	305	0	1	1	303	8.6	65.3	26.1	231.3
Hispanic	18,925	128	164	23	18,610	38.0	55.1	6.9	208.0
American Indian/Alaskan Native	121	1	0	0	120	28.3	57.5	14.2	216.5
Other	387	15	11	6	355	23.7	57.2	19.2	220.7
Economic Status									
Economically Disadvantaged	30,006	217	333	47	29,409	42.9	51.9	5.2	204.5
Non-Economically Disadvantaged	79,085	448	357	89	78,191	12.8	61.0	26.2	230.2
Migrant Status									
Migrant	38	0	1	0	37	37.8	59.5	2.7	199.6
Non-Migrant	109,053	665	689	136	107,563	21.0	58.5	20.5	223.2

Table 4 presents the number of students with valid scale scores and the percentage of students in each proficiency level for the state, Special Needs districts, and Non-Special Needs districts.

Statewide Total Students. The percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 74.3% of the 106,447 students with valid scores
- Mathematics – 64.5% of the 107,530 students with valid scores
- Science – 79% of the 107,600 students with valid scores

Total Students in Non-Special Needs districts. The percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 80.7% of the 86,106 students with valid scores
- Mathematics – 71.6% of the 86,632 students with valid scores
- Science – 85.5% of the 86,691 students with valid scores

Total Students in Special Needs districts. The percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 47.3% of the 20,341 students with valid scores
- Mathematics – 34.9% of the 20,898 students with valid scores
- Science – 51.8% of the 20,909 students with valid scores

TABLE 4
2006 Grade Eight Proficiency Assessment
Statewide Performance
Non-Special Needs and Special Needs Districts

	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
LANGUAGE ARTS LITERACY					
STATEWIDE TOTAL	106,447	25.7	65.7	8.5	214.3
Non-Special Needs	86,106	19.3	70.5	10.1	219.0
Special Needs	20,341	52.7	45.5	1.8	194.4
SPECIAL EDUCATION	17,076	67.3	32.2	0.5	184.2
Non-Special Needs	13,024	60.7	38.6	0.7	189.3
Special Needs	4,052	88.4	11.5	0.1	167.7
LEP CURRENT & FORMER	3,243	76.1	23.4	0.5	177.2
Non-Special Needs	1,478	72.9	26.4	0.7	180.0
Special Needs	1,765	78.8	20.9	0.3	174.8
LEP CURRENT	2,437	84.2	15.6	0.2	170.7
Non-Special Needs	1,146	81.7	17.9	0.4	173.7
Special Needs	1,291	86.4	13.5	0.1	168.0
LEP FORMER	806	51.6	47.1	1.2	196.7
Non-Special Needs	332	42.8	55.7	1.5	201.5
Special Needs	474	57.8	41.1	1.1	193.4
MATHEMATICS					
STATEWIDE TOTAL	107,530	35.5	43.6	20.9	214.6
Non-Special Needs	86,632	28.4	47.1	24.5	220.4
Special Needs	20,898	65.1	28.8	6.1	190.8
SPECIAL EDUCATION	17,279	75.0	21.9	3.1	182.9
Non-Special Needs	13,129	70.2	26.0	3.9	187.2
Special Needs	4,150	90.1	9.3	0.7	169.3
LEP CURRENT & FORMER	3,960	72.4	21.8	5.8	185.0
Non-Special Needs	1,805	66.6	24.2	9.2	191.0
Special Needs	2,155	77.3	19.7	3.0	180.0
LEP CURRENT	3,149	77.4	18.0	4.7	180.8
Non-Special Needs	1,471	71.4	21.2	7.4	186.6
Special Needs	1,678	82.6	15.1	2.3	175.8
LEP FORMER	811	53.3	36.5	10.2	201.1
Non-Special Needs	334	45.5	37.4	17.1	210.0
Special Needs	477	58.7	35.8	5.5	194.9
SCIENCE					
STATEWIDE TOTAL	107,600	21.0	58.5	20.5	223.2
Non-Special Needs	86,691	14.5	61.2	24.3	228.4
Special Needs	20,909	48.2	47.4	4.5	201.6
SPECIAL EDUCATION	17,333	50.2	44.9	4.9	200.6
Non-Special Needs	13,178	41.9	51.9	6.2	205.5
Special Needs	4,155	76.7	22.7	0.6	185.2
LEP CURRENT & FORMER	3,970	66.6	30.9	2.5	191.3
Non-Special Needs	1,809	60.6	35.5	3.9	195.4
Special Needs	2,161	71.6	27.1	1.3	187.8
LEP CURRENT	3,156	73.7	24.9	1.4	187.2
Non-Special Needs	1,473	67.9	29.9	2.2	191.1
Special Needs	1,683	78.8	20.5	0.7	183.8
LEP FORMER	814	38.9	54.4	6.6	206.9
Non-Special Needs	336	28.9	60.1	11.0	214.2
Special Needs	478	46.0	50.4	3.6	201.8