

# **New Jersey Assessment of Skills and Knowledge 2006**

## **Executive Summary**

### **Grade 6**

The New Jersey Assessment of Skills and Knowledge (NJ ASK) was administered for the first time in April 2006 to 105,298 students in grade 6. The NJ ASK consists of two content areas: Mathematics and Language Arts Literacy.

The State Summary includes Cycle II Performance by Demographic Group reports for aggregations larger than school districts, and accompanying data files which include data at the district and school levels. The Cycle II Performance by Demographic Group reports show enrollment and performance data for various demographic groups within the state of New Jersey and within each District Factor Group (DFG). The data files show similar data for various demographic groups within the state of New Jersey and within each District Factor Group (DFG), district, and school.

For each demographic group, the number of students participating, the percentage of students at each proficiency level, and the mean scale score are reported in each content area. 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 at the Partially Proficient level are considered to be below the state minimum of proficiency. Mathematics and Language Arts Literacy are independent content areas and are reported separately.

Students are counted in the Total Students category only once, plus in as many other categories that apply. The report groups students into Special Education and Limited English Proficient populations, and also groups them by gender, migrant status, ethnicity, and economic status. The demographic information originates from the data collected on the students' answer folders. This data is reviewed by the school districts prior to reporting, allowing them to correct any errors.

The number of students enrolled in the Total Students category is always the same across all content areas. The Special Education and LEP Exempt reporting categories are mutually exclusive for Language Arts Literacy, but not for Mathematics. Students coded both Special Education and Limited English Proficient are counted in both categories for the Mathematics content area. Students with only one ethnic code are reported in the appropriate ethnic group. Students with multiple ethnic codes or no ethnic code are counted in the Other group. Some students might not be included in a gender group because of incomplete data.

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. The two subcategories are not shown in the Cycle II Performance by Demographic Group reports; these reports show only the current LEP student count.

The performance data includes only students who received a scale score. The other students are tallied in the Not Present and Void categories. Because each content area is independent, students may receive a scale score in one content area, but not the other.

The Cycle II Performance by Demographic Group reports include aggregations at the statewide and DFG level. The DFG reports are mutually exclusive. Most DFGs are a measure of the socioeconomic status of residents in each school district. A few special DFGs, such as R, S and V apply to schools that draw

students from widespread areas. Charter schools are grouped together in DFG R rather than in the DFG of the school district they are physically located in. Note that a report for DFG S, which includes students in the Department of Human Services, is not included in the state summary. Students in DFG S are counted in the statewide report, but they do not have a separate report like the other DFGs do. Vocational school districts have a DFG of V.

### Highlights from the 2006 State Summary

In the Mathematics content area, 53.5% of all students who received a valid scale score scored at the Proficient level and 17.3% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 65.8% of all students who received a valid scale score scored at the Proficient level and 9.2% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area was 216.9. The mean scale score in the Language Arts Literacy content area was 213.3.

In the Mathematics content area, 35.1% of all LEP students who received a valid scale score scored at the Proficient level and 4.3% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 34.4% of all LEP students who received a valid scale score scored at the Proficient level and 0.7% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for LEP students was 193.3. The mean scale score in the Language Arts Literacy content area for LEP students was 186.5.

In the Mathematics content area, 29.1% of LEP Current students who received a valid scale score scored at the Proficient level and 3.3% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 24.1% of LEP Current students who received a valid scale score scored at the Proficient level and 0.4% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for LEP Current students was 188.7. The mean scale score in the Language Arts Literacy content area for LEP Current students was 179.4.

In the Mathematics content area, 49.9% of LEP Former students who received a valid scale score scored at the Proficient level and 6.6% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 54.3% of LEP Former students who received a valid scale score scored at the Proficient level and 1.3% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for LEP Former students was 204.9. The mean scale score in the Language Arts Literacy content area for LEP Former students was 200.0.

In the Mathematics content area, 30.7% of SE students who received a valid scale score scored at the Proficient level and 2.8% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 36.8% of all SE students who received a valid scale score scored at the Proficient level and 0.8% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for SE students was 189.4. The mean scale score in the Language Arts Literacy content area for SE students was 188.3.

In Mathematics, 16.8% of Female students scored Advanced Proficient and 54.6% scored Proficient compared to 17.7% and 52.4% of Male students scoring Advanced Proficient and Proficient, respectively. The total difference between the number of students reaching at least the Proficient level was larger in Language Arts Literacy, with 11.1% of Female students scoring Advanced Proficient and 67.0% scoring Proficient compared to 7.3% and 64.6% of Male students scoring Advanced Proficient and Proficient, respectively.

Of the students who attempted the Mathematics section, the percentage of Partially Proficient students ranged from 55.2% for Black students to 11.0% for Asian students. In Language Arts Literacy, the span

was much narrower, ranging from 48.4% of Black students scoring Partially Proficient to 10.8% for Asian students.

In Mathematics, 5.4% of Economically Disadvantaged students scored Advanced Proficient and 44.7% scored Proficient compared to 22.1% and 57.1% of Non-Economically Disadvantaged students scoring Advanced Proficient and Proficient, respectively. For Language Arts Literacy, 1.9% of Economically Disadvantaged students scored Advanced Proficient and 51.6% scored Proficient compared to 12.1% and 71.5% of Non-Economically Disadvantaged students scoring Advanced Proficient and Proficient, respectively.

### Reporting Rules for Data File

The accompanying data file contains the same type of information shown on the Cycle II Performance by Demographic Group Reports. Please note that there may be small discrepancies between the file and the report due to adjustments made to the data after the reporting deadline. Also, in the suppressed version of the data file, certain information is not shown 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 an individual student's performance.