

2010 New Jersey Alternate Proficiency Assessment

Executive Summary

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for students with the most significant cognitive disabilities who are unable to participate in the general assessments: New Jersey Assessment of Skills and Knowledge (NJASK), the High School Proficiency Assessment (HSPA), or End of Course (EOC) testing in Biology.

The New Jersey Alternate Proficiency Assessment was developed for two purposes:

- To measure the progress of a small percentage of students with the most significant cognitive disabilities who cannot participate in the regular statewide assessments even with accommodations.
- To ensure that the educational results for all students are included in the statewide accountability system at the individual, school, district, and state levels.

Accountability through assessment provides equity in program and educational opportunities for all students. Alternate assessment ensures an inclusive statewide assessment system and student accountability.

The Alternate Proficiency Assessment was designed and developed to meet the requirements of the *Individuals With Disabilities Education Act of 1997 (IDEA 1997)*, *Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004)*, and *No Child Left Behind Act of 2001 (NCLB)*.

The *No Child Left Behind Act of 2001 (NCLB)* requires that all students, including those with disabilities, participate in the state assessment program. NCLB also requires that the measurement of progress toward meeting state standards include assessment results for all students.

The Alternate Proficiency Assessment fulfills these requirements and is based on the Core Curriculum Content Standards (CCCS) in the content areas of Language Arts Literacy, Mathematics, and Science. In this manner, all students in New Jersey are moving toward the same general standards with whatever modifications or supports they need.

The 2009-2010 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11, and grade 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8, and in grades 9, 10, 11 or 12, depending on the grade in which a student received Biology instruction. Evidence of student performance as demonstrated in the student portfolio was collected during two collection periods from September 1, 2009, through November 13, 2009, and December 14, 2009, through February 19, 2010. A portfolio is a collection of student work samples that measure a student's progress related to the Core Curriculum Content Standards, strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI links.

Extensive APA information is available at <http://pem.ncspearson.com/nj/apa>.

For the *Core Curriculum Content Standards (July 2004)*, see <http://www.nj.gov/njded/cccs>.

The 2010 APA state summary reports appear at <http://www.state.nj.us/education/schools/achievement/>.

Test Design

Peer reviewers from the U.S. Department of Education assisted the New Jersey Department of Education in designing the current version of the APA by providing test design and administration recommendations. These recommendations included the following:

- APA students must be assessed on a subset of skills from the general assessment. The skills must be mapped to the general assessment specifications, and address the breadth and depth of skills tested across grade levels.
- The skills assessed must link to the cumulative progress indicators of the student's assigned grade level.
- Students in the same grade must be assessed on the same content; teachers choose from a limited selection of standards and strands to assess their students.
- Strengthen the alignment of the APA program design to grade level academic content and progress indicators.

In accordance with these recommendations, the APA is developed using test specifications, by grade and content area, which prescribe the standards and strands that must be assessed. Test specifications were written in order to provide detailed guidance on how to link to grade level CPIs, and to address the federal requirement of linkage to the skills tested on the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. For example, students may not be assessed in functional, behavioral, or access (social, motor, etc.) skills. Functional activities and materials might be used to promote understanding during instruction, but the evidence and activities demonstrating student achievement for assessment must be academically focused and represent the entire grade-level CPI Link.

Test specifications for the 2009-2010 APA administration are provided below. For Science the specific standards to be assessed differ by grade.

Language Arts Literacy requires four entries from two different strands each from standards 3.1 and 3.2.

Mathematics requires four entries, one strand each, from standards 4.1, 4.2, 4.3, and 4.4.

Science requires four entries as follows:

Grade 4: One strand each from standards 5.5, 5.6, 5.8, and 5.9.

Grade 8: One strand each from standards 5.5, 5.6, 5.7, and 5.9.

High School (Grade 9, 10, 11, or 12): Two different strands each from standards 5.5 and 5.10.

The CPI links were developed from a subset of the Core Curriculum Content Standards, strands, and CPIs. The subset was prioritized for assessment on the APA by ILSSA (Inclusive Large Scale Standards and Assessment) content specialists, New Jersey Department of Education content specialists, New Jersey special education teachers and general education teachers, and the APA advisory committee. Individuals from each of these areas were also involved in drafting the content in the CPI links and ensuring its alignment to the CCCS. Each CPI link offers three levels of connection to each CPI: Matched Link, Near Link, and Far Link. Educators choose one CPI link per entry and use that as the basis for developing portfolio entries for assessment within the APA.

New test standards should be set whenever a testing procedure is adopted that is judged to be meaningfully different from previous testing procedures. A standard setting for the re-designed APA, administered operationally for the first time in 2008-2009, was conducted June 9-12, 2009, to describe and delineate the thresholds of performance that are indicative of APA Partially Proficient, Proficient, and Advanced Proficient performance for Language Arts Literacy and Mathematics in grades 3-8 and 11, and for Science in grades 4, 8, and high school (grades 9, 10, 11, or 12). Results from the standard setting studies were used to formulate recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of the cut scores (i.e., proficiency levels). Subsequently, in late June and early July of 2009, the standard setting panelists' recommendations were reviewed by the senior staff in the Office of State Assessments and the Office of Special Education Programs, the Assistant Commissioner for the Division of Student Services, the Deputy Commissioner, and the Commissioner. The review led to some modifications to the panels' recommended cut scores, chiefly affecting the advanced proficient cut points. These cut scores were presented to the State Board of Education on July 15, 2009, and approved unanimously.

Scoring Process

The entries of the APA portfolio are scored based on three dimensions:

Complexity: Evaluates how closely the assessed grade-level CPIs link to the CCCS. The CPI links vary by complexity and difficulty in relation (Matched, Near, Far) to the CPI.

Performance: Evaluates the student's accuracy performing the skills represented in the CPI links.

Independence: Evaluates the extent to which the student completed test items (questions/tasks elements) independently.

Complexity is the expectation level at which the student should perform the skill (remembering, understanding, applying, analyzing, evaluating and creating). Difficulty involves the number of concepts, skills, or ideas on which the student will be working or the type of adaptations and supports in place. Performance measures how well the student has demonstrated the skill specified in the CPI Link within the collection periods.

To score the portfolios, trained expert scorers used a scoring rubric designed to measure student performance on the skill, the level of independence when performing the skill, and the relationship of the skill to the grade level cumulative progress indicator.

A proficiency classification for each content area is derived by combining the scores of the three dimensions. Performance contributes twice as many points as Complexity and Independence to the total score. Each content area assessed receives a proficiency level. The three proficiency levels are:

Advanced Proficient exceeded the level of proficiency

Proficient met the state level of proficiency

Partially Proficient is below the state minimum level of proficiency.

Scores are reported by content area. Entries that are inappropriate, missing, or when the student took the general assessment in a content area, are reported as unscorable. If all entries in a content area are unscorable, then the Proficiency Level, Complexity subtotal and total, Performance subtotal and total, and Independence subtotal and total are reported as Void. Of the required four entries, only one scorable entry is required to assign a proficiency level. If the "subject portfolio" contains only one

scorable entry, the total score and proficiency level are reported based on the dimension scores of that entry.

The proficiency level classification allows the APA results to be combined with other state assessment results for accountability purposes as required by the United States Department of Education.

It is important to recognize that the APA system does not report scale scores. The data provided are the key components to interpreting the portfolio results. The APA scores are based solely on the information provided in the individual portfolio submitted. Therefore, it may not be possible to compare these scores to other APA students and students taking the general assessments. Scale scores are not appropriate for use for the APA system so there are no issues of equating involved. There are no sets of test items; therefore, there are no item difficulties, nor is there a need to equate test scores from year to year.

This executive summary includes four tables derived from the statewide summary for the 2010 APA. The state summary data file and the state level Performance by Demographic Group reports are produced and posted on the NJDOE website. The Performance by Demographic Group reports show additional columns including the number of portfolios processed and the percentages of students who scored at the Partially Proficient, Proficient, and Advanced Proficient level. Values are suppressed and an asterisk is printed when the number of students with valid scores for a particular group is greater than zero but 10 or less.

Table 1 in this executive summary provides the number of participating APA students with valid scores and the percent of students at each APA proficiency level. The percentages may not total to one hundred due to rounding.

As seen in the Table 1 summary data, a total of 9,032 students were evaluated by the 2010 APA. Of these, 8,220 students had valid Language Arts Literacy scores, 8,138 students had valid Mathematics scores, and 3,388 students had valid Science scores. Science was assessed in grade 4, in grade 8, and for high school in grade 9, 10, 11 or 12, if the student was enrolled in a biology course.

A small number of Grade 12 students participated in the high school level APA because they were either (1) students new to the state for whom IEP teams determined that the APA was the appropriate assessment, or (2) students who were juniors last year and should have participated in the APA last year but did not. Results for these students were extracted in order to report results for the Grade 11 students properly.

Tables 2 through 4 present the grade level performance by demographic groups for subject areas assessed. Results are presented for the total student group and the following demographic variables: limited English proficient status, gender, ethnicity, economic status, and migrant status. These tables show the number of students with valid scores and the percentage of students who scored at or above Proficient on their portfolios. This percentage, the students in Proficient or Advanced Proficient, was calculated by subtracting the percentage of students in Partially Proficient from one hundred.

Students are counted in the Total Students category only once, but are counted in as many other categories that apply. Some students might not be included in a gender group because of incomplete or missing information. Students with only one ethnic code are reported in the appropriate ethnic group. Examiners were asked to code all categories applicable to indicate a student's ethnicity. Students with

multiple ethnic codes or no ethnic code (unspecified) are counted in the category called “Other.” Limited English Proficient (LEP) is reported as LEP (Current plus Former) with two subcategories: Current LEP and Former LEP.

The demographic information originates from the data collected on the APA scan sheets submitted for the students by school districts. Demographic information was reviewed by the school district personnel prior to reporting, allowing them an opportunity to correct any errors.

Highlights from the 2010 APA Performance Results

Tables 2, 3, and 4 present the number of students with valid scores and the percentage of APA students who scored at or above Proficient on their portfolios in the tested grade levels. Statewide results are shown in Table 2 for Language Arts Literacy, Table 3 for Mathematics and Table 4 for Science. Total results are summarized as follows:

Language Arts Literacy:

- Grade 3 – 61.5
- Grade 4 – 53.4
- Grade 5 – 52.5
- Grade 6 – 63.4
- Grade 7 – 47.4
- Grade 8 – 47.3
- Grade 11 – 37.9

Mathematics:

- Grade 3 – 52.7
- Grade 4 – 39.5
- Grade 5 – 53.1
- Grade 6 – 50.7
- Grade 7 – 51.3
- Grade 8 – 45.1
- Grade 11 – 47.9

Science

- Grade 4 – 44.5
- Grade 8 – 48.0
- Grade 9 – 30.0
- Grade 10 – 46.2
- Grade 11 – 41.8
- Grade 12 – 39.8

For high school, Science was assessed in Grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction. The greatest number of students with valid scores was 756 students in Grade 11. Since much smaller numbers of students took Science in Grades 9, 10 and 12, the discussion is limited to the Grade 11 group.

LEP Status Less than 2% of the APA test taking population was classified as Limited English Proficient (LEP). For the following summary of LEP students’ performance, LEP is defined as current and former LEP students combined. The largest LEP N-count associated with any APA assessment was 18, which occurred in Grade 4 for both Language Arts and Science. Across grades within a content area the relative proportion of students classified as LEP tends to decrease slightly; however, the associated difference in N-counts is minimal. In addition, most LEP students were current LEP students rather than former LEP students. In Language Arts Literacy,

the percentage of LEP students scoring at or above Proficient ranged from 38.5% for Grade 5 students to 61.1% for Grade 4 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 41.7% and above for students in Grade 5 to 47.1% for students in grades 3 and 4. In Science, N-counts greater than 10 were only achieved in grade 4. Of these 18 Grade 4 students, 33.3% were classified as Proficient or above.

Gender

The number of portfolios processed indicates that 2 to 2.5 times as many male students took the APA as female students. Within a content area, this ratio consistently decreased from grade 3 to grade 11. For example, in Language Arts Literacy and Mathematics the percentage of male students decreased from 72% at Grade 3, to 64% at Grade 11. In Science the percentage decreased from 72% in grade 4 to 66% in Grade 11.

Language Arts Literacy:

Across all grades, the percentage of female students scoring at or above Proficient was similar to the percentage of male students scoring at or above Proficient. The greatest difference was at Grade 8 with 43.4% of the females and 49.5% of the male students scoring at or above Proficient. In grades 3, 4 and 7 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In grades 5, 6, 8 and 11 percentages were slightly higher for male students.

Mathematics:

Across all grades, the percentages of female students and male students scoring at or above Proficient were similar. The greatest difference was at Grade 7 with 46.9% of the females and 53.5% of the male students scoring at or above Proficient. In grades 3, 4 and 11 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In grades 5-8 percentages were slightly higher for male students.

Science:

Differences in the percentage of students scoring at or above Proficient by gender were larger in Science than the other content areas. The greatest difference was at Grade 11 with 45.1% of males scoring at or above Proficient and 35.6% of the female students scoring at or above Proficient. With the exception of Grade 4, the percentage of male students scoring at or above Proficient was always greater than that of females.

Ethnicity

The highest and lowest N-counts, in consideration of valid portfolios, associated with each content area varied as follows:

- White** 641 students in Grade 11 Mathematics to
399 students in Grade 11 Science
- Black** 329 students in Grade 3 Language Arts Literacy to
170 students in Grade 11 Science
- Asian** 77 students in Grade 4 Language Arts Literacy to
47 students in Grade 11 Science

Hispanic 279 students in Grade 4 Language Arts Literacy to
134 students in Grade 11 Science

Since 10 or fewer students were associated with the Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, and other ethnic groups, data for these groups were not reported. If there were no students associated with a particular subgroup, an N-count of 0 is provided and NA is reported for % At or Above Proficient.

Language Arts Literacy:

In general, within a given grade-level there were moderate to large differences in ethnic group performance on the Language Arts Literacy component of the APA. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 2.3% in Grade 5, to 24.2% in Grade 7. The average difference across grades was approximately 10%.

Across grades there was no consistent pattern with respect to the ethnic group having the highest and lowest percentages of students classified as Proficient or above. For example, in grades 3, 6 and 8 White students had the greatest percentage of students classified as Proficient or Advanced Proficient. In Grades 4, 7 and 11 Asian students had the greatest percentage, and in Grade 5 the highest percentage was associated with both Black and Asian students.

For Grade 3, the percentage of students scoring at or above Proficient level ranged from 57.8% for Hispanic students to 64.8% for White students. (The percentages for the ethnic groups not stated fell between the percentages of the noted ethnic groups.) For Grade 4, the percentages ranged from 46.2% of the Black students to 58.4% of the Asian student group. The Grade 5 percentages ranged from 51.5% for White students to 53.8% for the Black and Asian student groups. The Grade 6 percentages ranged from 60.5% for Asian students to 64.7% for White students. The Grade 7 percentages ranged from 39.0% of the Black student group to 63.2% of Asian students. The Grade 8 percentages ranged from 40.9% of Asian students to 51.8% of White students. The Grade 11 percentages ranged from 33% of the Hispanic student group to 45.2% of the Asian student group.

Mathematics:

Within a given grade level moderate to large differences in ethnic group performance were observed. The difference between the highest and lowest performing ethnic group, with respect to the percentage of student classified as proficient or above, ranged from 1.7% in Grade 5, to 30.3% in Grade 7. The average difference across grades was approximately 11%.

Similar to Language Arts Literacy, across grades there was no consistent pattern with respect to the ethnic group having the highest and lowest percentages of students classified as Proficient or above. In grades 3, 4, 6 and 8 White students had the greatest percentage of students classified as Proficient or Advanced Proficient. In Grades 7 and 11 Asian students had the greatest percentage, and in Grade 5 the highest percentage was associated with Hispanic students.

For Grade 3, the percentage of students who scored at or above the Proficient level ranged from 48% of the Black student group to 55.2% of the White student group. The percentage of students scoring at or above Proficient level for Grade 4 ranged from 32.4% of the Black student group to 42.6% of the White student group. For Grade 5, the percentage ranged from 52.3% of the Asian student group to 54.0% of the Hispanic student group. For Grade 6, the percentage ranged from 44.4% of the Black student group to 54.4% of the White student group. For Grade 7, the percentage ranged from 44.7% of the Black student group to 75% of the Asian student group. For Grade 8, the percentage ranged from 41.3% of the Hispanic student group to 47.3% of the White student group. For Grade 11, the percentage ranged from 41.4% of the Hispanic student group to 53.2% of Asian student group.

Science:

In Science, there were moderate differences in ethnic group performance within a given grade-level. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 6% in Grade 11, to 11.6% in Grade 8. The average difference across grades 4, 8 and 11 was approximately 9%. In grades 4 and 8 the White student group had the highest percentage of students classified as Proficient or above. In grade 11, this percentage was largest for Black students.

For Grade 4, the percentage ranged from 38.7% of the Black students to 49.4% of the White students. The percentage of students scoring at or above Proficient level for Grade 8 ranged from 40.4% of the Hispanic students to 52% of the White student group. The percentage of Grade 11 Science students who scored at or above Proficient level ranged from 38.1% of Hispanic students to 44.1% of the Black student group.

Economic Status The number of portfolios processed indicates that approximately 1/3 of the students taking the APA were economically disadvantaged. The greatest percentages (~37.5%) of economically disadvantaged students taking the APA are associated with Grades 6 and 8, and the smallest percentages are associated with Grade 11 (~29%).

Language Arts Literacy:

In general, non-economically disadvantaged students performed better than economically disadvantaged students. The only exception was in Grade 6, where economically disadvantaged students performed slightly better (63.8% compared to 63.2%, respectively). The greatest difference in performance was observed in Grade 7 with 50.9% of non-economically disadvantaged students and 40.4% of economically disadvantaged students scoring at or above Proficient, respectively. The average difference in performance across grades, with respect to the percentage of students proficient or above, was approximately 5%.

Mathematics:

In Mathematics, the percentage of non-economically disadvantaged students scoring at or above Proficient was greater than the percentage of economically disadvantaged students scoring at or above Proficient for all grade levels. The

greatest difference was at Grade 8 with 49.2% of the non-economically disadvantaged students and 37.9% of the economically disadvantaged students scoring at or above Proficient. The average difference in performance across grades, with respect to the percentage of students classified as proficient or above, was approximately 5%.

Science:

With respect to Science performance, the non-economically disadvantaged students did better than the economically disadvantaged group in all grades (4, 8 and 11); however, the difference in performance was generally small. The greatest difference was at Grade 4 with 46.2% of the non-economically disadvantaged and 41.5% of the economically disadvantaged students scoring at or above Proficient. In both Grades 8 and 11, the percentage of students classified as proficient or above was extremely similar for economically disadvantaged and non-disadvantaged students.

Migrant Status Only Non-Migrant data appear on this report. Since ten or fewer migrant students took the APA in each grade and content area, data are suppressed for student confidentiality.

Reporting Rules for APA State Summary

In order to safeguard student confidentiality, certain information is suppressed in the state summary files according to the following reporting rules:

- Data are not reported where the number of students with valid scores for a particular group is greater than zero but ten or less.
- Data are not reported when it is otherwise possible to identify individual student performance.

Table 1
2010 New Jersey Alternate Proficiency Assessment
Number of Valid Scores and Percent of Students at Each APA Proficiency Level

YEAR	Number of Portfolios Processed	LANGUAGE ARTS LITERACY				MATHEMATICS				SCIENCE			
		Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient
Grade 3	1333	1272	38.5	45.9	15.6	1249	47.3	42	10.7	-	-	-	-
Grade 4	1258	1207	46.6	45.7	7.7	1182	60.5	26.5	13	1140	55.5	42.5	2
Grade 5	1174	1117	47.5	47.9	4.6	1102	46.9	33.8	19.3	-	-	-	-
Grade 6	1178	1109	36.6	53.0	10.4	1088	49.3	41.5	9.3	-	-	-	-
Grade 7	1175	1126	52.6	38.6	8.8	1116	48.7	38.9	12.4	-	-	-	-
Grade 8	1191	1132	52.7	42.7	4.6	1127	54.9	36.8	8.3	1069	52.0	34.9	13.1
Grade 9*	131	-	-	-	-	-	-	-	-	130	70.0	25.4	4.6
Grade 10*	213	-	-	-	-	-	-	-	-	210	53.8	42.9	3.3
Grade 11*	1258	1182	62.1	28.5	9.4	1196	52.1	34.5	13.4	756	58.2	38.1	3.7
Grade 12	121	75	65.3	22.7	12.0	78	70.5	19.2	10.3	83	60.2	27.7	12.0
All Grades	9032	8220	48.2	43.0	8.9	8138	51.6	36.1	12.3	3388	55.6	38.1	6.3

*In 2010, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Language Arts Literacy

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1272	61.5	1207	53.4	1117	52.5	1109	63.4	1126	47.4	1132	47.3	1182	37.9
LEP Status														
LEP (Current & Former)	16	50.0	18	61.1	13	38.5	*	*	*	*	*	*	*	*
Current LEP	13	53.8	15	73.3	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	*	*
Not Current LEP	1259	61.6	1192	53.2	1108	52.7	1104	63.4	1121	47.5	1122	46.9	1178	38.0
Gender														
Female	352	63.1	342	54.7	344	50.9	351	62.4	379	49.1	389	43.4	428	36.0
Male	919	60.9	865	52.9	772	53.2	758	63.9	746	46.6	740	49.5	753	38.9
Ethnicity														
White	591	64.8	558	58.2	551	51.5	536	64.7	555	51.2	568	51.8	627	39.6
Black	329	58.1	277	46.2	273	53.8	260	63.5	259	39.0	248	42.7	255	36.1
Asian	75	60.0	77	58.4	65	53.8	76	60.5	76	63.2	66	40.9	62	45.2
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	268	57.8	279	50.2	219	53.0	222	62.2	225	44.0	241	42.7	227	33.0
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economic Status														
Disadvantaged	444	58.1	436	49.5	394	51.3	414	63.8	371	40.4	425	42.8	349	35.5
Non-Disadvantaged	828	63.3	771	55.6	723	53.1	695	63.2	755	50.9	707	49.9	833	38.9
Migrant Status														
Migrant Status	*	*	0	NA	0	NA	0	NA	*	*	0	NA	0	NA
Non-Migrant	1271	61.4	1207	53.4	1117	52.5	1109	63.4	1124	47.3	1132	47.3	1182	37.9

*Values are suppressed for student counts of 10 or less

Table 3
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Mathematics

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1249	52.7	1182	39.5	1102	53.1	1088	50.7	1116	51.3	1127	45.1	1196	47.9
LEP Status														
LEP (Current & Former)	17	47.1	17	47.1	12	41.7	*	*	*	*	*	*	*	*
Current LEP	14	42.9	15	53.3	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	*	*
Not Current LEP	1235	52.8	1167	39.3	1093	53.2	1083	50.8	1111	51.4	1119	45.1	1192	48.0
Gender														
Female	348	53.2	338	40.5	344	49.1	354	50.0	377	46.9	393	43.3	431	48.5
Male	900	52.6	844	39.1	757	55.0	734	51.1	738	53.5	731	46.1	764	47.5
Ethnicity														
White	578	55.2	545	42.6	542	53.1	520	54.4	550	53.3	577	47.3	641	51.6
Black	325	48.0	278	32.4	270	53.0	259	44.4	255	44.7	243	43.2	262	43.1
Asian	75	52.0	76	35.5	65	52.3	75	45.3	76	75.0	64	46.9	62	53.2
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	262	53.1	267	41.2	215	54.0	219	52.1	224	46.9	235	41.3	220	41.4
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economic Status														
Disadvantaged	432	51.6	428	37.6	386	52.1	409	47.7	371	49.3	412	37.9	349	42.4
Non-Disadvantaged	817	53.2	754	40.6	716	53.6	679	52.6	745	52.2	715	49.2	847	50.2
Migrant Status														
Migrant Status	*	*	0	NA	0	NA	0	NA	*	*	0	NA	0	NA
Non-Migrant	1248	52.6	1182	39.5	1102	53.1	1088	50.7	1114	51.3	1127	45.1	1196	47.9

*Values are suppressed for student counts of 10 or less

Table 4
2010 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Science

	Grade 4		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient	Number of Students with Valid Scores	% At or Above Proficient
STATE TOTAL	1140	44.5	1069	48.0	130	30.0	210	46.2	756	41.8	83	39.8
LEP Status												
LEP (Current & Former)	18	33.3	*	*	0	NA	*	*	*	*	*	*
Current LEP	15	40.0	*	*	0	NA	*	*	*	*	*	*
Former LEP	*	*	0	NA	0	NA	0	NA	0	NA	0	NA
Not Current LEP	1125	44.5	1059	47.9	130	30.0	209	46.4	754	41.8	82	40.2
Gender												
Female	324	49.7	367	44.1	47	25.5	76	43.4	261	35.6	35	48.6
Male	816	42.4	700	50.0	82	32.9	134	47.8	495	45.1	48	33.3
Ethnicity												
White	510	49.4	531	52.0	75	30.7	110	44.5	399	42.4	28	28.6
Black	266	38.7	235	48.1	39	25.6	46	41.3	170	44.1	21	28.6
Asian	76	44.7	64	43.7	*	*	11	45.5	47	42.6	*	*
Pacific Islander	*	*	*	*	0	NA	0	NA	0	NA	0	NA
Hispanic	272	41.2	230	40.4	11	27.3	41	56.1	134	38.1	25	56.0
Amer.Indian/AK Native	*	*	*	*	0	NA	0	NA	*	*	0	NA
Other	*	*	*	*	0	NA	*	*	*	*	*	*
Economic Status												
Disadvantaged	412	41.5	402	47.5	37	35.1	68	52.9	199	41.2	26	46.2
Non-Disadvantaged	728	46.2	667	48.3	93	28.0	142	43.0	557	42.0	57	36.8
Migrant Status												
Migrant Status	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA
Non-Migrant	1140	44.5	1069	48.0	130	30.0	210	46.2	756	41.8	83	39.8

*Values are suppressed for student counts greater than zero, but 10 or less