

2009 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) or the High School Proficiency Assessment (HSPA).

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 2008-2009 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, and 11. Science was assessed in grades 4 and 8, and in grades 9, 10, or 11, 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, 2008, through November 21, 2008, and December 15, 2008, through February 20, 2009. 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 2009 APA state summary reports appear at <http://www.state.nj.us/education/schools/achievement/>

Changes to the 2008-2009 Test Design

The re-design of the APA has been in transition since the 2006 administration. In order to meet the requirements of NCLB and the United States Department of Education peer review, the APA has been revised, including changes to content that may be assessed and the dimensions on which that content is scored. In the interim, changes were introduced gradually to the APA to provide administrators, teachers, and students time to understand and implement the changes. These changes were fully implemented in the 2008-2009 school year. As a result, longitudinal analyses and comparisons across or including the transition years are not recommended, nor are they likely to be interpretable.

Peer reviewers from the U.S. Department of Education assist the New Jersey Department of Education with expert professional judgment regarding the test design. Specific requirements addressed during the design changes were:

- 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.

The 2008-2009 APA has test specifications, by grade and content, which prescribe the standards and strands that must be assessed. Test specifications were written in order to provide more specific guidance on how to link to grade level CPIs, and to address the federal requirement of linkage to the skills tested in the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. 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.

The grade and content specifications for the re-designed (2008-2009) APA administration are noted below:

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, or 11): 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 now choose one CPI Link per entry and use that as the basis for developing portfolio entries for assessment within the APA instead of developing their own targeted skills and criterion as was done in the past.

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 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, or 11). Results of these 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). In late June and early July, 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 by resolution.

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 when 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 2009 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 8,354 students were evaluated by the 2009 APA. Of these, 7,865 students had valid Language Arts Literacy scores, 7,776 students had valid Mathematics scores, and 2,687 students had valid Science scores. Science was assessed in grade 4, in grade 8, and for high school in grade 9, 10, or 11, 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 are either (1) students new to the state for whom IEP team determines the APA is the appropriate assessment, or (2) students who were juniors last year and should have participated in the APA last year but did not. Results of these students were extracted in order to report results of 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 2009 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 – 69.3%
- Grade 4 – 62.9%
- Grade 5 – 57.9%
- Grade 6 – 63.4%
- Grade 7 – 60.8%
- Grade 8 – 57.4%
- Grade 11 – 60.4%

Mathematics:

- Grade 3 – 61.9%
- Grade 4 – 55.1%
- Grade 5 – 62.2%
- Grade 6 – 58.3%
- Grade 7 – 60.3%
- Grade 8 – 59.4%
- Grade 11 – 49.9%

Science

- Grade 4 – 52.2%
- Grade 8 – 58.7%
- Grade 11 – 55.1%

For high school, science was assessed in Grades 9, 10, or 11, depending on the grade in which a student received Biology instruction. The greatest number of students with valid scores was 503 students in Grade 11. Since much smaller numbers of students in Grades 9 and 10 took Science, the discussion is limited to the Grade 11 group.

LEP Status

More than 98% of APA students were not current Limited English Proficient (LEP) students. For the following summary of LEP students' performance, LEP is defined as current and former LEP students combined. The greatest numbers of LEP students were in Language Arts Literacy and Mathematics in Grade 7. 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 85.0% for Grade 6 students to 60.0% for Grade 4 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 80% and above for students in Grades 5 and 11 to 66.7% for Grade 3 students.

Gender

The number of portfolios processed indicates there were about twice as many male students taking the APA as female students. The percentage of male students decreased from 70.9% at Grade 3, to 70.2% at Grade 4, and to 67.6% at Grade 5. The percentage of male students was 67.7% at Grade 6, 64.0% at Grade 7, 64.8% at Grade 8, and 66.1% at Grade 11. Overall, 67.3% were male students and 32.7% were female students.

Language Arts Literacy:

For Grades 3, 4, 5, and 7, 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 6 with 58.0% of the females and 65.9% of the male students scoring at or above Proficient. At Grade 8, 54.7% of the females and 58.6% of the males scored at or above Proficient. At Grade 11, 58.1% of the females and 61.6% of the males scored at or above Proficient.

Mathematics:

For Grades 3, 7, and 11, the percentages of female students and male students scoring at or above Proficient was similar. At Grade 4, 47.5% of the females and 58.3% of the males scored at or above Proficient. At Grade 5, 56.6% of the females and 64.9% of the males scored at or above Proficient. At Grade 6, 52.9% of the females and 60.9% of the males scored at or above Proficient. At Grade 8, 56.0% of the females received scores at or above Proficient and 61.2% of the males scored at or above Proficient.

Science:

The greatest difference was at Grade 4 with 47.6% of females scoring at or above Proficient and 54.2% of the male students scoring at or above Proficient. At Grade 8, 55.3% of the females and 60.4% of the males scored at or above Proficient. For Grade 11, the percentage of female students scoring at or above Proficient was similar to the percentage of male students with 53.2% of females and 56.1% of male students scoring at or above Proficient.

Ethnicity

The range of the number of APA students with valid scores by ethnicity groups varied as follows:

White	592 students in Grade 11 Mathematics to 484 students in Grade 4 Science
Black	287 students in Grade 5 Language Arts Literacy to 245 students each in Grades 4 and 8 Science, and 110 students in Grade 11 Science
Asian	83 students in Grade 3 Language Arts Literacy to 47 students in Grade 11 Language Arts Literacy and Mathematics, and 22 students in Grade 11 Science
Hispanic	273 students in Grade 3 Language Arts Literacy to 186 students in Grade 8 Science and 82 students in Grade 11 Science
Other	18 students in Grade 11 Language Arts Literacy and Mathematics to 10 or fewer students in all content areas of Grade 8

Since 10 or fewer students in the Native Hawaiian or Pacific Islander and American Indian or Alaskan Native ethnic groups took the APA, data for these groups were not reported.

For high school, science was required only for students in Grades 9, 10, and 11 enrolled in a biology course, the total number of students with valid scores was 55 in Grade 9, 109 in Grade 10, and 503 in Grade 11. Of the total number of 667 students, 370 students were white, 146 were Black, and 97 students were Hispanic.

Language Arts Literacy:

For Grade 3, the percentage of students scoring at or above Proficient level ranged from 85.7% of the Other student group to 66.7% of the Black and Hispanic student groups. (The percentages for the ethnic groups not stated fell between the percentages of the noted ethnic groups – in Grade 3, 72.3% of the Asian students and 71.2% of the White students.) For Grade 4, the percentages ranged from 64.4% of the White students to 56.1% of the Asian student group. The Grade 5 percentages ranged from 60.5% for Asian students to 52.9% for the Other student group. The Grade 6 percentages ranged from 68.9% for White students to 53.8% for Other students. The Grade 7 percentages ranged from 66.7% of the Other student group to 56.0% of Black students. The Grade 8 percentages ranged from 65.6% of Asian students to 49.4% of Black students. The Grade 11 percentages ranged from 65.1% of the Black student group to 38.9% of the Other student group.

Mathematics:

For Grade 3, the percentage of students scored at or above Proficient level ranged from 64.3% of the Other student group to 56.2% of the Asian student group. The percentage of students scoring at or above Proficient level for Grade 4 ranged from 56.0% of the White student group to 50.0% of the Other student group. For Grade 5, the percentage ranged from 65.4% of the White student group to 55.4% of the Black student group. For Grade 6, the percentage ranged from 60.9% of the White student group to 41.7% of the Other student group. For Grade 7, the percentage ranged from 63.4% of the White student group to 56.2% of the Hispanic student group. For Grade 8, the percentage ranged from 65.0% of the Asian student group to 53.5% of the Black student group. For Grade 11, the percentage ranged from 52.9% of the White student group to 34.0% of Asian student group.

Science:

For Grade 4, the percentage ranged from 58.4% of the Black students to 41.3% of the Asian students. The percentage of students scoring at or above Proficient level for Grade 8 ranged from 71.7% of the Asian students to 52.2% of the Hispanic student group. The percentage of Grade 11 Science students who scored at or above Proficient level ranged from 58.4% of White students to 40.9% of the Asian student group.

Economic Status The number of portfolios processed indicates the number of economically disadvantaged students taking the APA was approximately one-half of the number of non-economically disadvantaged students. The greatest percentage (34.5%) of economically disadvantaged students took the APA Grade 7 and the smallest percentage (29.1%) of economically disadvantaged students took the APA Grade 11.

Language Arts Literacy:

Non-economically disadvantaged students generally did better than economically disadvantaged students. The greatest difference was at Grade 8 with 59.8% of non-economically disadvantaged students and 52.2% of economically disadvantaged students scoring at or above Proficient. However, for Grades 4 and 7, a slightly greater percentage of the economically disadvantaged students scored better than the non-economically disadvantaged students. At Grade 4, 64.4% of the economically disadvantaged students and 62.2% of the non-economically disadvantaged students scored at or above Proficient. At Grade 7, 62.2% of the economically disadvantaged students and 60.0% of the non-economically disadvantaged students scored at or above Proficient.

Mathematics:

Similar to Language Arts Literacy, the percentage of non-economically disadvantaged students scoring at or above Proficient was generally greater than the percentage of economically disadvantaged students scoring at or above Proficient. The greatest difference was at Grade 7 with 62.2% of the non-economically disadvantaged students and 56.5% of the economically disadvantaged students scoring at or above Proficient. For Grades 6 and 11, the percentage of economically disadvantaged students was slightly greater than the percentage of non-economically disadvantaged students scoring at or above Proficient. The greater difference was at Grade 11 with 50.9% of the economically disadvantaged students scoring at or above Proficient and 49.5% of the non-economically disadvantaged students scoring at or above Proficient.

Science:

The non-economically disadvantaged students did better than the economically disadvantaged group in all grades. The greatest difference was at Grade 11 with 57.3% of the non-economically disadvantaged and 47.3% of the economically disadvantaged students scoring at or above Proficient. However, for Grade 4, the percentages were nearly the same for the two groups: 52.1% of the economically disadvantaged students scored at or above Proficient and 52.3% of the non-economically disadvantaged students scored at or above Proficient.

Migrant Status Only Non-Migrant data appear on this report. Since three 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 less than 11.
- Data are not reported when it is otherwise possible to identify individual student performance.

Table 1
2009 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 2009	1219	1190	30.7	47.6	21.7	1164	38.1	43	18.9	-	-	-	-
Grade 4 2009	1132	1092	37.1	52.1	10.8	1064	44.9	33.1	22.0	1009	47.8	49.7	2.6
Grade 5 2009	1147	1101	42.1	50.9	7.0	1084	37.8	38.6	23.6	-	-	-	-
Grade 6 2009	1133	1093	36.6	51.8	11.6	1079	41.7	42.1	16.2	-	-	-	-
Grade 7 2009	1158	1111	39.2	45.9	14.9	1092	39.7	43.5	16.8	-	-	-	-
Grade 8 2009	1135	1079	42.6	48.4	9.0	1085	40.6	46.6	12.8	1011	41.3	42.8	15.8
Grade 9*	57	-	-	-	-	-	-	-	-	55	61.8	27.3	10.9
Grade 10*	109	-	-	-	-	-	-	-	-	109	28.4	57.8	13.8
Grade 11*	1187	1125	39.6	34.0	26.4	1136	50.1	33.5	16.5	503	44.9	46.5	8.5
Grade 12 2009	77	74	58.1	31.1	10.8	72	70.8	25.0	4.2	-	-	-	-
All Grades 2009	8354	7865	38.4	47.0	14.6	7776	42.1	40.0	18.0	2687	44.3	46.4	9.3

*In 2009, the APA assessed Science in grades 9, 10, or 11, depending on the grade in which a student received Biology instruction.

Table 2
2009 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	1,190	69.3	1,092	62.9	1,101	57.9	1,093	63.4	1,111	60.8	1,079	57.4	1,125	60.4
LEP Status														
LEP(Current & Former)	17	76.5	20	60.0	21	81.0	20	85.0	29	69.0	*	*	*	*
Current LEP	16	75.0	16	56.2	20	80.0	16	81.2	20	65.0	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	*	*
Not Current LEP	1,174	69.3	1,076	63.0	1,081	57.4	1,077	63.1	1,091	60.7	1,075	57.4	1,117	60.4
Gender														
Female	343	68.2	320	62.2	347	56.5	348	58.0	399	59.4	369	54.7	382	58.1
Male	843	70.1	767	63.5	753	58.6	745	65.9	712	61.5	708	58.6	742	61.6
Ethnicity														
White	541	71.2	531	64.4	517	59.0	530	68.9	553	61.8	553	61.5	584	60.4
Black	270	66.7	261	62.1	287	56.4	250	58.8	259	56.0	255	49.4	258	65.1
Asian	83	72.3	66	56.1	76	60.5	71	60.6	55	58.2	61	65.6	47	55.3
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	273	66.7	210	62.4	195	55.9	222	57.7	226	63.7	203	53.7	214	57.5
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	14	85.7	15	60.0	17	52.9	13	53.8	15	66.7	*	*	18	38.9
Economic Status														
Disadvantaged	383	68.9	340	64.4	349	53.6	337	60.5	389	62.2	343	52.2	337	58.2
Non-Disadvantaged	807	69.5	752	62.2	752	59.8	756	64.7	722	60.0	736	59.8	788	61.3
Migrant Status														
Migrant	0	NA	0	NA	*	*	*	*	0	NA	0	NA	0	NA
Non-Migrant	1,190	69.3	1,092	62.9	1,100	57.8	1,092	63.4	1,111	60.8	1,079	57.4	1,125	60.4
*Values are suppressed for student counts of 10 or less.														

Table 3
2009 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	1,164	61.9	1,064	55.1	1,084	62.2	1,079	58.3	1,092	60.3	1,085	59.4	1,136	49.9
LEP Status														
LEP(Current & Former)	15	66.7	17	70.6	19	84.2	21	71.4	25	76.0	*	*	11	81.8
Current LEP	15	66.7	12	75.0	19	84.2	17	64.7	18	77.8	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0	NA	0	NA
Not Current LEP	1,149	61.9	1,052	54.8	1,065	61.8	1,062	58.2	1,074	60.0	1,081	59.6	1,127	49.6
Gender														
Female	336	60.4	314	47.5	346	56.6	348	52.9	398	59.0	377	56.0	390	49.2
Male	824	62.9	744	58.3	737	64.9	731	60.9	694	61.0	706	61.2	745	50.3
Ethnicity														
White	524	63.4	518	56.0	511	65.4	519	60.9	547	63.4	559	61.9	592	52.9
Black	270	61.5	257	55.3	280	55.4	247	56.7	257	57.6	260	53.5	264	48.5
Asian	80	56.2	64	51.6	73	64.4	74	56.8	55	58.2	60	65.0	47	34.0
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	0	NA
Hispanic	267	61.4	202	54.5	194	61.3	220	55.0	217	56.2	199	58.3	210	48.1
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	0	NA
Other	14	64.3	14	50.0	17	64.7	12	41.7	13	61.5	*	*	18	38.9
Economic Status														
Disadvantaged	377	60.5	329	53.8	344	59.9	329	58.7	372	56.5	349	57.6	332	50.9
Non-Disadvantaged	787	62.6	735	55.6	740	63.2	750	58.1	720	62.2	736	60.3	804	49.5
Migrant Status														
Migrant	0	NA	0	NA	*	*	*	*	0	NA	0	NA	0	NA
Non-Migrant	1,164	61.9	1,064	55.1	1,083	62.1	1,078	58.3	1,092	60.3	1,085	59.4	1,136	49.9
*Values are suppressed for student counts of 10 or less.														

Table 4
2009 New Jersey Alternate Proficiency Assessment
Statewide Performance by Demographic Groups
Science

	GRADE 4		GRADE 8		GRADE 9		GRADE 10		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
STATE TOTAL	1,009	52.2	1,011	58.7	55	38.2	109	71.6	503	55.1
LEP Status										
LEP(Current & Former)	15	40.0	*	*	0	NA	0	NA	*	*
Current LEP	11	36.4	*	*	0	NA	0	NA	*	*
Former LEP	*	*	0	NA	0	NA	0	NA	*	*
Not Current LEP	998	52.4	1,007	58.8	55	38.2	109	71.6	496	54.8
Gender										
Female	294	47.6	342	55.3	15	33.3	36	66.7	158	53.2
Male	710	54.2	667	60.4	40	40.0	73	74.0	344	56.1
Ethnicity										
White	484	51.9	514	61.7	27	51.9	64	81.2	279	58.4
Black	245	58.4	245	54.7	16	25.0	20	45.0	110	58.2
Asian	63	41.3	60	71.7	*	*	*	*	22	40.9
Pacific Islander	*	*	*	*	0	NA	0	NA	*	*
Hispanic	194	50.0	186	52.2	*	*	15	66.7	82	46.3
Amer.Indian/AK Native	*	*	*	*	*	*	0	NA	*	*
Other	15	53.3	*	*	*	*	*	*	*	*
Economic Status										
Disadvantaged	317	52.1	311	55.6	15	20.0	23	56.5	110	47.3
Non-Disadvantaged	692	52.3	700	60.0	40	45.0	86	75.6	393	57.3
Migrant Status										
Migrant	0	NA	0	NA	0	NA	0	NA	0	NA
Non-Migrant	1,009	52.2	1,011	58.7	55	38.2	109	71.6	503	55.1
*Values are suppressed for student counts of 10 or less.										