

**New Jersey High School Proficiency Assessment  
Spring 2012  
Executive Summary**

**Grade 11**

The New Jersey High School Proficiency Assessment (HSPA) was administered for the first time in Spring 2002 to students who had become first-time 11th graders as of September 1st, 2001. Most recently, the Spring 2012 HSPA was administered between March 6 and March 15, 2012 to 97,612 first-time 11th graders. The HSPA consists of two content areas: Mathematics and Language Arts Literacy. Satisfactory HSPA performance in Mathematics and Language Arts Literacy is a requirement for a high school diploma. Students who do not perform at required levels are provided additional instruction and subsequent opportunities for retesting.

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, within each District Factor Group (DFG), and within the set of Special Needs Districts and the set of Non-Special Needs Districts. The data files show similar data for various demographic groups within the state of New Jersey, within the set of Special Needs Districts and the set of Non-Special Needs Districts, and within each District Factor Group (DFG), district and school.

Only first-time 11th grade testers are reported. The statewide report includes every first-time 11th grader tested in New Jersey. 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. HSPA 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 all other categories that apply. The number of students enrolled in the Total Students category is always the same across all content areas. 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.

Both Special Education and Limited English Proficient populations are broken out into several subpopulations. Limited English Proficient is broken out into two subpopulations: Current LEP and Former LEP. Special Education is broken out further into three subpopulations, depending on whether the student must pass or take the HSPA: Not Exempt From Passing, Exempt From Passing, Exempt From Taking (APA). Students with only one ethnic code are reported in the appropriate ethnic group. Students who are coded Hispanic in addition to any other ethnic affiliations are reported in the Hispanic group as well. Students who did not have an ethnicity coded and students with multiple non-Hispanic ethnicities coded are counted in the Other group. Some students might not be included in a gender group because of incomplete data. The number of students enrolled in the Total Students, Special Education and Limited English Proficient populations is always the same across all content areas. However a student may be IEP exempt from passing or taking in one content area, but not the other, so the number of students enrolled in the Exempt From Passing and Exempt From Taking (APA) populations may be different for each content area.

The performance data includes only students who received a scale score. The other students are tallied in the APA Students, 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 different versions for different aggregations. The Special Needs report includes students enrolled in any one of the 31 Abbott districts. The Non-Special Needs report includes students in all other districts. 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 O, R and V apply to schools that draw students from widespread areas. Note that no report is included for DFG O, which includes students who were served by the Department of Corrections, Department of Human Services and the Juvenile Justice Commission, and whose schools of record could not be identified. Charter schools are grouped together in DFG R rather than in the DFG of the school district they are physically located in. Vocational school districts have a DFG of V.

#### Highlights from the Statewide Cycle II Performance by Demographic Group Report

In the Mathematics content area, 51.8% of all students who received a valid scale score scored at the Proficient level and 27.5% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 69.7% of all students who received a valid scale score scored at the Proficient level and 21.8% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area was 225.9. The mean scale score in the Language Arts Literacy content area was 231.8.

In the Mathematics content area, 29.4% of all current LEP students who received a valid scale score scored at the Proficient level and 5.1% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 38.4% of all current LEP students who received a valid scale score scored at the Proficient level and 0.1% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for current LEP students was 191.3. The mean scale score in the Language Arts Literacy content area for current LEP students was 187.6.

As would be expected, former LEP students performed substantially better than the current LEP students. In the Mathematics content area, 52.3% of all former LEP students scored at the Proficient level while 10.0% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 74.8% scored at the Proficient level while 1.1% scored at the Advanced Proficient level.

In the Mathematics content area, 34.1% of all SE 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, 63.9% of all SE students who received a valid scale score scored at the Proficient level and 2.8% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for SE students was 193.4. The mean scale score in the Language Arts Literacy content area for SE students was 206.8. The SE category includes students who are exempt from passing the HSPA.

In Mathematics, 25.2% of Female students scored Advanced Proficient and 54.6% scored Proficient compared to 29.7% and 49.1% 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 25.6% of Female students scoring Advanced Proficient and 68.2% scoring Proficient compared to 18.1% and 71.2% 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 44.5% for Black or African American students to 6.8% for Asian students. In Language Arts Literacy, the span was much narrower, ranging from 18.2% of Black or African American students scoring Partially Proficient to 3.3% for Asian students.

In Mathematics, 10.1% of Economically Disadvantaged students scored Advanced Proficient and 52.7% scored Proficient compared to 33.8% and 51.5% of Non-Economically Disadvantaged students scoring Advanced Proficient and Proficient, respectively. In Language Arts Literacy, 7.2% of Economically Disadvantaged students scored Advanced Proficient and 75.5% scored Proficient compared to 27.1% and 67.6% 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, certain information is not shown in the file according to the following reporting rules:

- Data is not reported where the number of students with valid scale scores for a particular group is greater than zero but less than 11.
- Data is not reported where program or 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 is not reported when it is otherwise possible to identify an individual student's performance.