

2014 New Jersey Alternate Proficiency Assessment

Executive Summary

The New Jersey 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 New Jersey Biology Competency Test (NJBCT).

The APA 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 linked to the common core of learning within the general curriculum in New Jersey.

The APA was designed and developed to meet the requirements of the *Individuals with Disabilities Education Act of 1997 (IDEA '97)*, *Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04)*, and the *No Child Left Behind Act of 2001 (NCLB)*.

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 includes assessment results for all students.

The APA fulfills these requirements and is based on the New Jersey Core Curriculum Content Standards (NJ 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 2013–2014 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11, and 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8 and in grade 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 3, 2013, through November 15, 2013, and December 9, 2013, through February 14, 2014. A portfolio is a collection of student work samples that measure a

student's progress related to the NJ CCCS, strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI Links.

Extensive APA information is available at the ServicePoint website provided by Questar Assessment, Inc. (Questar), the current APA vendor, at https://nj-servicepoint.questarai.com/NJxx01_Documentation.aspx.

For the *New Jersey Core Curriculum Content Standards*, see <http://www.nj.gov/njded/cccs>.

The 2014 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 (USED) assisted the New Jersey Department of Education (NJDOE) 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 CPIs 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, that prescribe the standards and strands that must be assessed. Test specifications were written in order to provide more 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.

Test specifications for the 2013–2014 APA administration are provided below. For Science, the specific standards to be assessed differ by grade.

- **Language Arts Literacy:** Four entries
 - Two different strands each from standards 3.1 and 3.2
- **Mathematics:** Four entries
 - One strand each from standards 4.1, 4.2, 4.3, and 4.4
- **Science:** Four entries
 - 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 Biology (grade 9, 10, 11, or 12): Two different strands (A and B) each from standards 5.5 and 5.10

The CPI Links were developed from a subset of the NJ CCCS, strands, and CPIs. The subset was prioritized for assessment on the APA by Inclusive Large Scale Standards for Assessment (ILSSA) content specialists, NJDOE 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 NJ 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 redesigned APA, administered operationally for the first time in 2008–2009, was conducted from 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 (grade 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 panels’ 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:

- The **Complexity** Dimension is used to evaluate the CPI Link assessed and how closely the complexity and difficulty (Matched, Near, Far) links to the NJ CCCS and grade-level CPI.
- The **Independence** Dimension is used to evaluate the extent to which the student completed the assessment items independently.

- The **Performance** Dimension is used to evaluate the student’s accuracy when performing skills represented in the CPI Links.

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 do not meet the APA requirements are reported as “0’s” along with an unscorable code. Of the required four entries for a content area, only one scorable entry is required to assign a proficiency level. If the portfolio contains only one scorable entry within a content area, the total score and proficiency level for that content area are reported based on the dimension scores of that entry.

The proficiency level classification allows the APA results to be combined with the general assessment results for accountability purposes as required by USED.

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 2014 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, or when the percentage for Partially Proficient in a group is greater than 90%.

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 100.0% due to rounding.

As seen in the Table 1 summary data, 10,231 students were evaluated by the 2014 APA. Of these, 9,376 students had valid Language Arts Literacy scores, 9,339 students had valid Mathematics scores, and 3,789 students had valid Science scores. Science was assessed in grades 4 and 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 Individualized Education Program (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 in this executive summary.

Tables 2, 3, and 4 present the grade level performance by demographic groups for Language Arts Literacy, Mathematics, and Science, respectively. Results are presented for the total student group and the following demographic variables: limited English proficient (LEP) 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 100.

Students are counted in the state total 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." 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 Student Demographic Information Forms (SDIFs) 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 2014 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 – 57.3
- Grade 4 – 59.4
- Grade 5 – 37.2
- Grade 6 – 57.4
- Grade 7 – 45.5
- Grade 8 – 44.8
- Grade 11 – 45.6

Mathematics:

- Grade 3 – 57.8
- Grade 4 – 49.9
- Grade 5 – 57.6
- Grade 6 – 50.5
- Grade 7 – 50.6
- Grade 8 – 53.9
- Grade 11 – 51.5

Science:

- Grade 4 – 48.8
- Grade 8 – 41.6
- Grade 9 – 29.2
- Grade 10 – 50.9
- Grade 11 – 28.7
- Grade 12 – 19.8

For high school, Science was assessed in grade 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction. The greatest number of high school students with valid scores was 726 students in grade 11 (as shown in Table 1). 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 Approximately 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 21, which occurred in grade 4 for Language Arts Literacy, Mathematics, 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 18.2% for grade 8 students to 88.9% for grade 3 students. In Mathematics, the percentage of LEP students scoring at or above Proficient ranged from 8.3% for grade 8 students to 84.2% for grade 3 students. In Science, n-counts greater than 10 were only achieved in grades 4 and 8. Of the 21 grade 4 students and 12 grade 8 students, 47.6% and 8.3% were classified as Proficient or above, respectively. If there were no students associated with a particular sub-group, an n-count of 0 is provided and % At or Above Proficient is left blank.

Gender Approximately 2 to 2.5 times as many male students took the APA as female students. Within a content area, this ratio generally had a decreasing trend from grade 3 to grade 11. For example, in Language Arts Literacy the percentage of male students decreased from approximately 70% at grade 3 to 65% at grade 11. In Mathematics the percentage of male students decreased from 70% at grade 3 to 65% at grade 11. In Science the percentage decreased from 70% in grade 4 to 67% in grade 11.

Language Arts Literacy:

Across all grades, the percentages of female students and male students scoring at or above Proficient were similar. The greatest difference was at grade 8 with 40.2% of the females and 46.6% of the male students scoring at or above Proficient. In grades 3 and 6, the percentages of students scoring at or above Proficient were greater for female students compared to male students. In grades 4, 5, 7, 8, and 11, percentages were 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 5 with 52.0% of the female students and 60.2% of the male students scoring at or above Proficient. In grades 4, 6, 7, and 8, the percentage of students scoring at or above Proficient was greater for female students compared to male students. In grades 3, 5, and 11, percentages were higher for male students.

Science:

Across grades 4, 8, and 11, the percentages of female students and male students scoring at or above Proficient were similar. The largest difference was at grade 4 with 45.4% of female students and 50.2% of male students scoring at or above Proficient. In grades 4 and 8, the percentage of students scoring at or above Proficient was greater for male students compared to female students. In grade 11, percentages were higher for female students.

Ethnicity

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

White	686 students in grade 6 Language Arts Literacy to 354 students in grade 11 Science
Black	358 students in grade 7 Mathematics to 150 students in grade 11 Science
Asian	122 students in grade 3 Language Arts Literacy and Mathematics to 50 students in grade 11 Science
Hispanic	391 students in grade 4 Language Arts Literacy to 157 students in grade 11 Science

Since 10 or fewer students were associated with the Pacific Islander, American Indian/Alaskan Native, and other ethnic groups (some grades had more than 10 students for this category, but the numbers were all below an n-count of 20), data for these groups were not reported. (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.) If there were no students associated with a particular sub-group, an n-count of 0 is provided and % At or Above Proficient is left blank.

Language Arts Literacy:

In general, within a given grade level there were moderate differences in ethnic group performance on the Language Arts Literacy component of the APA. The difference between the highest and lowest performing ethnic group (not including Pacific Islander, American Indian/Alaskan Native, and other ethnic groups because of low n-counts), in terms of percentage of students Proficient or above, ranged from 5.1% in grade 5 to 16.4% in grade 6. The average difference across grades was approximately 10%.

White students had the highest percentage of students classified as Proficient or above for grades 5, 6, 7, and 8. Black students had the highest percentage of students classified as Proficient or above for grade 11 and the lowest percentage of students classified as Proficient or above for grades 3, 4, and 8. Asian students had the highest percentage of students classified as Proficient or above for grade 3 and the lowest percentage of students classified as Proficient or above for grade 6. Hispanic students had the highest percentage of students classified as Proficient or above for grade 4 and the lowest percentage of students classified as Proficient or above for grades 5, 7, and 11.

For grade 3, the percentage of students scoring at or above the Proficient level ranged from 53.0% of Black students to 63.9% of Asian students. (The percentages for the ethnic groups not stated fell between the percentages of the noted ethnic groups.) For grade 4, the percentage ranged from 50.5% of Black students to 62.9% of Hispanic students. For grade 5, the percentage ranged from 35.0% of Hispanic students to 40.1% of White students. For grade 6, the percentage ranged from 44.2% of Asian students to 60.6% of White students. For grade 7, the percentage ranged from 42.0% of Hispanic students to 49.7% of White students. For grade 8, the percentage ranged from 40.6% of Black students to 48.9% of White students. For grade 11, the percentage ranged from 41.7% of Hispanic students to 49.2% of Black students.

Mathematics:

Within a given grade level, moderate 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 5.8% in grade 4 to 22.4% in grade 6. The average difference across grades was approximately 11%.

White students had the highest percentage of students classified as Proficient or above for grades 3, 5, 6, 7, 8, and 11. Black students also

had the highest percentage of students classified as Proficient or above for grade 11 and the lowest percentage of student classified as Proficient or above for grades 3, 4, and 7. Asian students had the lowest percentage of students classified as Proficient or above for grades 5, 6, 8, and 11. Hispanic students had the highest percentage of students classified as Proficient or above for grade 4.

For grade 3, the percentage of students scoring at or above the Proficient level ranged from 53.8% of Black students to 59.7% of White students. For grade 4, the percentage ranged from 45.9% of Black students to 51.7% of Hispanic students. For grade 5, the percentage ranged from 54.1% of Asian students to 61.5% of White students. For grade 6, the percentage ranged from 33.3% of Asian students to 55.7% of White students. For grade 7, the percentage ranged from 45.5% of Black students to 53.5% of White students. For grade 8, the percentage ranged from 44.8% of Asian students to 55.9% of White students. For grade 11, the percentage ranged from 40.3% of Asian students to 53.4% of both White students and Black students.

Science:

Within a given grade level, moderate differences in ethnic group performance were observed. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 8.3% in grade 4 to 26.0% in grade 11. The average difference across grades 4, 8, and 11 was approximately 15%.

White students had the highest percentage of students classified as Proficient or above for grades 4 and 8. Black students had the lowest percentage of students classified as Proficient or above for grades 4 and 11. Asian students had the highest percentage of students classified as Proficient or above for grade 11 and the lowest percentage of students classified as Proficient or above in grade 8. Hispanic students did not have the highest or lowest percentage of students classified as Proficient or above for any grade.

For grade 4, the percentage of students scoring at or above the Proficient level ranged from 43.2% of Black students to 51.5% of White students. For grade 8, the percentage ranged from 34.1% of Asian students to 44.2% of White students. For grade 11, the percentage ranged from 24.0% of Black students to 50.0% of Asian students.

Economic Status The number of students with valid scores indicates that the percentage of economically disadvantaged students ranged from approximately 25.5% to 60.5% across content areas and grades.

Language Arts Literacy:

Economically disadvantaged students performed better than non-economically disadvantaged students in grades 3, 4, 5, 6, and 7. The greatest difference in performance was observed in grade 8 with 40.8% of economically disadvantaged students and 47.3% of non-economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 7 with 45.9% of economically disadvantaged students and 45.3% of non-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 3%.

Mathematics:

The percentage of economically disadvantaged students scoring at or above Proficient was greater than the percentage of non-economically disadvantaged students scoring at or above Proficient for grades 3, 4, 5, and 11. The greatest difference in performance was observed in grade 4 with 55.7% of economically disadvantaged students and 45.9% of non-economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 6 with 50.1% of economically disadvantaged students and 50.7% of non-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 4%.

Science:

The percentage of economically disadvantaged students scoring at or above Proficient was greater than the percentage of non-disadvantaged students scoring at or above Proficient for grade 4. The greatest difference was at grade 11 with 25.5% of the economically disadvantaged and 30.0% of the non-economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 8 with 41.1% of economically disadvantaged students and 41.8% of the non-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 7%.

Migrant Status Only non-migrant data appear in this report. Since 10 or fewer migrant students took the APA in each grade and content area, data are suppressed for student confidentiality. If there were no students associated with a particular sub-group, an n-count of 0 is provided and % At or Above Proficient is left blank.

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 10 or less.
- Data are not reported when it is otherwise possible to identify individual student performance.

Table 1
2014 New Jersey Alternate Proficiency Assessment
Number of Valid Scores and Percent of Students at Each APA Proficiency Level

Grade	Number of Portfolios Processed	Language Arts Literacy				Mathematics				Science			
		Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.
3	1,363	1,295	42.7	44.6	12.7	1,282	42.2	44.6	13.2	---	---	---	---
4	1,410	1,346	40.6	52.6	6.8	1,321	50.1	33.2	16.7	1,310	51.2	48.3	0.5
5	1,481	1,413	62.8	35.2	2.1	1,399	42.4	38.0	19.6	---	---	---	---
6	1,477	1,426	42.6	50.1	7.2	1,411	49.5	40.7	9.8	---	---	---	---
7	1,441	1,388	54.5	37.8	7.7	1,385	49.4	37.5	13.1	---	---	---	---
8	1,364	1,317	55.2	38.6	6.2	1,334	46.1	43.9	10.0	1,280	58.4	30.2	11.4
9*	138	---	---	---	---	---	---	---	---	137	70.8	25.5	3.6
10*	232	---	---	---	---	---	---	---	---	230	49.1	48.3	2.6
11*	1,186	1,124	54.4	29.8	15.7	1,142	48.5	35.6	15.9	726	71.3	27.7	1.0
12*	139	67	70.1	25.4	4.5	65	60.0	30.8	9.2	106	80.2	19.8	0.0
All Grades	10,231	9,376	50.5	41.4	8.1	9,339	47.0	39.1	14.0	3,789	58.9	36.6	4.5

*In 2014, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2014 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	1,295	57.3	1,346	59.4	1,413	37.2	1,426	57.4	1,388	45.5	1,317	44.8	1,124	45.6
LEP STATUS														
LEP (Current & Former)	18	88.9	21	57.1	17	47.1	12	33.3	*	*	11	18.2	*	*
Current LEP	14	100.0	18	50.0	14	50.0	*	*	*	*	11	18.2	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0		0	
Non-LEP	1,281	56.8	1,328	59.5	1,399	37.1	1,421	57.5	1,384	45.5	1,306	45.0	1,123	45.6
GENDER														
Female	384	59.6	401	57.4	444	34.0	441	59.2	401	43.6	378	40.2	391	42.2
Male	911	56.3	945	60.2	969	38.7	985	56.5	987	46.3	939	46.6	733	47.3
ETHNICITY														
White	552	59.1	533	61.5	586	40.1	686	60.6	620	49.7	610	48.9	535	46.4
Black	264	53.0	295	50.5	317	35.6	315	53.0	357	42.3	283	40.6	250	49.2
Asian	122	63.9	113	61.9	111	36.0	95	44.2	86	44.2	86	44.2	72	45.8
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	344	55.5	391	62.9	386	35.0	319	59.9	312	42.0	326	40.8	252	41.7
Amer.Indian/AK Native	*	*	0		*	*	0		0		*	*	*	*
Other	*	*	*	*	*	*	*	*	11	36.4	*	*	*	*
ECONOMIC STATUS														
Disadvantaged	536	58.8	541	60.3	564	39.2	552	59.1	523	45.9	512	40.8	374	43.6
Non-Disadvantaged	759	56.3	805	58.8	849	35.9	874	56.3	865	45.3	805	47.3	750	46.5
MIGRANT STATUS														
Migrant	0		0		0		*	*	*	*	*	*	0	
Non-Migrant	1,295	57.3	1,346	59.4	1,413	37.2	1,423	57.3	1,386	45.6	1,316	44.8	1,124	45.6

*Values are suppressed for student counts greater than zero but 10 or less, or when the percentage for Partially Proficient in a group is greater than 90%.

Table 3
2014 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	1,282	57.8	1,321	49.9	1,399	57.6	1,411	50.5	1,385	50.6	1,334	53.9	1,142	51.5
LEP STATUS														
LEP (Current & Former)	19	84.2	21	66.7	16	56.2	12	33.3	*	*	*	*	*	*
Current LEP	15	80.0	18	66.7	14	57.1	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0		0	
Non-LEP	1,267	57.5	1,303	49.7	1,385	57.6	1,406	50.4	1,381	50.5	1,322	54.3	1,141	51.4
GENDER														
Female	386	57.3	400	51.5	442	52.0	442	52.7	405	52.3	389	54.2	402	49.8
Male	896	58.0	921	49.2	957	60.2	969	49.4	980	49.9	945	53.8	740	52.4
ETHNICITY														
White	544	59.7	519	51.3	584	61.5	684	55.7	620	53.5	615	55.9	545	53.4
Black	260	53.8	290	45.9	314	56.1	314	46.2	358	45.5	289	55.7	251	53.4
Asian	122	58.2	108	48.1	109	54.1	90	33.3	85	50.6	87	44.8	72	40.3
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	343	57.4	389	51.7	380	54.7	313	48.9	309	51.5	331	51.1	260	51.5
Amer.Indian/AK Native	*	*	0		*	*	0		0		*	*	0	
Other	*	*	*	*	*	*	*	*	11	36.4	*	*	*	*
ECONOMIC STATUS														
Disadvantaged	531	60.5	533	55.7	560	60.0	545	50.1	519	48.9	522	51.0	372	53.5
Non-Disadvantaged	751	55.9	788	45.9	839	56.0	866	50.7	866	51.6	812	55.8	770	50.5
MIGRANT STATUS														
Migrant	0		0		0		*	*	*	*	*	*	0	
Non-Migrant	1,282	57.8	1,321	49.9	1,399	57.6	1,408	50.4	1,383	50.7	1,333	53.9	1,142	51.5

*Values are suppressed for student counts greater than zero but 10 or less, or when the percentage for Partially Proficient in a group is greater than 90%.

Table 4
2014 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	1,310	48.8	1,280	41.6	137	29.2	230	50.9	726	28.7	106	19.8
LEP STATUS												
LEP (Current & Former)	21	47.6	*	*	*	*	*	*	0		0	
Current LEP	18	44.4	*	*	*	*	*	*	0		0	
Former LEP	*	*	0		0		0		0		0	
Non-LEP	1,292	48.8	1,268	41.9	134	29.9	226	50.9	726	28.7	106	19.8
GENDER												
Female	388	45.4	370	39.7	43	14.0	68	54.4	240	29.2	39	20.5
Male	922	50.2	910	42.3	94	36.2	162	49.4	486	28.4	67	19.4
ETHNICITY												
White	522	51.5	584	44.2	48	29.2	86	64.0	354	28.2	43	20.9
Black	280	43.2	281	39.9	44	31.8	64	39.1	150	24.0	27	11.1
Asian	109	47.7	85	34.1	11	36.4	18	38.9	50	50.0	15	33.3
Pacific Islander	*	*	*	*	0		0		*	*	*	*
Hispanic	384	49.5	318	39.3	33	24.2	58	44.8	157	29.3	20	15.0
Amer.Indian/AK Native	0		*	*	0		*	*	0		0	
Other	11	54.5	*	*	*	*	*	*	*	*	0	
ECONOMIC STATUS												
Disadvantaged	518	49.6	501	41.1	67	25.4	127	42.5	220	25.5	33	15.2
Non-Disadvantaged	792	48.2	779	41.8	70	32.9	103	61.2	506	30.0	73	21.9
MIGRANT STATUS												
Migrant	0		*	*	0		0		0		0	
Non-Migrant	1,310	48.8	1,279	41.6	137	29.2	230	50.9	726	28.7	106	19.8

*Values are suppressed for student counts greater than zero but 10 or less, or when the percentage for Partially Proficient in a group is greater than 90%.