

2005 Grade Eight Proficiency Assessment

Executive Summary

The 2005 New Jersey Grade Eight Proficiency Assessment (GEPA) consisted of three content areas: Language Arts Literacy, Mathematics, and Science. The GEPA is used as a primary indicator for identifying those students who may need instructional intervention in the three content areas. It is designed to give an indication of the progress students are making in mastering the skills they will need to pass the High School Proficiency Assessment (HSPA).

The GEPA Language Arts Literacy, Mathematics, and Science scores are reported as scale scores with a range of 100 to 300. Please note that 100 and 300 are a theoretical floor and ceiling, which may not actually be observed. The score ranges are as follows:

Advanced Proficient	250-300
Proficient	200-249
Partially Proficient	100-199

Students who scored Partially Proficient are considered to be below the state minimum level of proficiency. These students may need additional instructional support such as individual or programmatic intervention. It is important that districts consider multiple measures with all students before making the final decisions about students' instructional placement.

The GEPA was administered between March 7 and March 10, 2005. Of the 109,823 students enrolled, 107,410 students received valid scale scores in Language Arts Literacy, 108,519 students received valid scale scores in Mathematics, and 108,512 students received valid scale scores in Science.

For the total group of students, 27.7% scored Partially Proficient, 64.3% Proficient, and 8.0% Advanced Proficient in Language Arts Literacy. In Mathematics, 37.6% scored Partially Proficient, 43.7% Proficient, and 18.7% Advanced Proficient. In Science, 23.2% scored Partially Proficient, 53.3% Proficient, and 23.5% Advanced Proficient. The mean scale score was 212.8 in Language Arts Literacy, 212.9 in Mathematics, and 223.6 in Science.

The Statewide Performance by Demographic Groups Report shows enrollment and performance data for various demographic groups in New Jersey. For each demographic group, the number of students participating, the percent of students in each proficiency level, and the mean scale score are reported for each content area. The percentages of students for the three proficiency levels may not total to one hundred due to rounding.

The performance data include only students with valid scale scores. Students whose answer folders were voided were excluded. Because each content area is independent, students may receive a scale score in one content area, but not in others.

The Statewide Performance by Demographic Groups Report presents the students' data by instructional groups, gender, migrant status, ethnicity, and economic status. Demographic information originates from the data collected on the students' answer folders. School district personnel were provided an opportunity to review the demographic information they provided on the answer folders and correct any errors prior to reporting.

An explanation of the categories presented on the Statewide Performance by Demographic Groups Report follows:

Total Students	All students tested. Students are counted in the "Total Students" category only once, but are counted in other categories that apply.
General Education	Number of students NOT coded special education OR limited English proficient (LEP) on their answer folders.
Special Education	Number of students coded as special education.
Limited English Proficient	Number of students coded as LEP.
Gender	Number of females and males tested.
Migrant Status	Number of migrant and non-migrant students tested.
Ethnicity	Number of students coded White, Black or African American, Asian, Native Hawaiian or Pacific Islander, Hispanic or Latino, and American Indian or Alaskan Native. Beginning in 2005, students who had more than one ethnicity coded and students with no ethnicity coded were included in the "Other" group on the report. (Examiners were asked to code all appropriate categories to indicate a student's ethnicity.)
Economic Status	Number of economically disadvantaged (students eligible for free or reduced lunch) and non-economically disadvantaged students tested.

Highlights from the 2005 GEPA Performance Results

Table 1 presents the number of students with valid scale scores and the percentage of students in each proficiency level for the state, Special Needs districts, and Non-Special Needs districts. For the **Statewide Total Students**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 72.3% of the 107,410 students with valid scores
- Mathematics – 62.4% of the 108,519 students with valid scores
- Science – 76.8% of the 108,512 students with valid scores

For **Total Students in Non-Special Needs districts**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 78.6% of the 86,525 students with valid scores
- Mathematics – 69.4% of the 87,047 students with valid scores
- Science – 83.8% of the 87,050 students with valid scores

For **Total Students in Special Needs districts**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 46.6% of the 20,885 students with valid scores
- Mathematics – 34.0% of the 21,472 students with valid scores
- Science – 48.4% of the 21,462 students with valid scores

For the **Statewide General Education Students**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 82.5% of the 87,670 students with valid scores
- Mathematics – 71.6% of the 87,957 students with valid scores
- Science – 84.5% of the 87,951 students with valid scores

For **Statewide Special Education Students**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 28.5% of the 17,084 students with valid scores
- Mathematics – 22.6% of the 17,322 students with valid scores
- Science – 47.0% of the 17,327 students with valid scores

For **Statewide Limited English Proficient Students**, the percentage scoring at or above Proficient in each content area was:

- Language Arts Literacy – 19.7% of the 2,806 students with valid scores
- Mathematics – 24.2% of the 3,399 students with valid scores
- Science – 27.1% of the 3,391 students with valid scores

TABLE 1
2005 Grade Eight Proficiency Assessment
Statewide Performance

	Number of Students With Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
LANGUAGE ARTS LITERACY					
TOTAL	107,410	27.7	64.3	8.0	212.8
Non-Special Needs	86,525	21.5	69.1	9.5	217.2
Special Needs	20,885	53.4	44.8	1.8	194.6
GENERAL EDUCATION	87,670	17.6	72.8	9.7	219.9
Non-Special Needs	72,253	12.6	76.2	11.2	223.3
Special Needs	15,417	40.9	56.7	2.4	203.8
SPECIAL EDUCATION	17,084	71.5	28.1	0.4	182.5
Non-Special Needs	12,919	65.9	33.5	0.5	186.9
Special Needs	4,165	88.7	11.2	0.1	168.6
LIMITED ENGLISH PROFICIENT	2,806	80.3	18.7	1.0	174.7
Non-Special Needs	1,417	71.8	26.1	2.0	180.9
Special Needs	1,389	88.8	11.2	0.0	168.4
MATHEMATICS					
TOTAL	108,519	37.6	43.7	18.7	212.9
Non-Special Needs	87,047	30.6	47.4	22.0	218.5
Special Needs	21,472	66.0	28.7	5.3	190.1
GENERAL EDUCATION	87,957	28.4	49.2	22.4	220.3
Non-Special Needs	72,421	22.3	52.0	25.7	225.1
Special Needs	15,536	57.0	35.9	7.0	197.5
SPECIAL EDUCATION	17,322	77.4	20.3	2.3	180.9
Non-Special Needs	13,038	72.9	24.1	3.0	184.9
Special Needs	4,284	91.2	8.5	0.3	168.9
LIMITED ENGLISH PROFICIENT	3,399	75.8	19.1	5.1	182.6
Non-Special Needs	1,656	65.3	25.8	8.9	190.9
Special Needs	1,743	85.7	12.7	1.5	174.7
SCIENCE					
TOTAL	108,512	23.2	53.3	23.5	223.6
Non-Special Needs	87,050	16.2	55.8	28.0	229.3
Special Needs	21,462	51.6	43.2	5.2	200.5
GENERAL EDUCATION	87,951	15.5	56.7	27.8	229.6
Non-Special Needs	72,418	9.9	57.8	32.3	234.5
Special Needs	15,533	41.5	51.6	6.9	206.9
SPECIAL EDUCATION	17,327	53.0	41.6	5.4	199.7
Non-Special Needs	13,047	45.2	47.9	7.0	204.8
Special Needs	4,280	76.8	22.4	0.7	184.4
LIMITED ENGLISH PROFICIENT	3,391	72.9	23.9	3.2	188.4
Non-Special Needs	1,653	63.6	30.7	5.7	194.4
Special Needs	1,738	81.8	17.4	0.8	182.7

This executive summary presents information from the state level Performance by Demographic Groups Report. The complete state summary data file, including District Factor Groups and longitudinal data, is available at <http://www.state.nj.us/njded/schools/achievement/>

Some highlights from the student group information listed on the Statewide Performance by Demographic Groups Report follow.

For **Gender** groups, the percentage scoring at or above Proficient by content areas was:

- Language Arts Literacy – 78.9% of the female students and 66% of the male students scored Proficient or Advanced Proficient while 11.7% of the female students and 4.4% of the male students scored Advanced Proficient
- Mathematics – 61.7% of the female students and 63% of the male students scored Proficient or Advanced Proficient while 16.8% of the female students and 20.5% of the male students scored Advanced Proficient
- Science – 75.3% of the female students and 78.3% of the male students scored Proficient or Advanced Proficient while 19.2% of the female students and 27.6% of the male students scored Advanced Proficient

Less than half of 0.1% of the enrolled grade 8 students were **Migrant** students. The percentage of Migrant students scoring at or above Proficient in the content areas was:

- Language Arts Literacy – 26.9% of Migrant students scored Proficient or Advanced Proficient
- Mathematics – 24.5% of Migrant students scored Proficient or Advanced Proficient
- Science – 47.1% of Migrant students scored Proficient or Advanced Proficient

For the **Ethnicity** groups, the percentage scoring at or above Proficient in the content areas was:

- Language Arts Literacy – the percentages of Proficient and Advanced Proficient ranged from 85.3% of Asian students to 47.7% of Black students while the percentages of Advanced Proficient ranged from 17.4% of Asian students to 1.7% of Black students. (The percentages of the Proficient and Advanced Proficient scores in the other ethnic groups fell between the Asian and Black groups.)
- Mathematics – the percentages of Proficient and Advanced Proficient ranged from 83.8% of Asian students to 30.3% of Black students while the percentages of Advanced Proficient ranged from 40.9% of Asian students to 3.3% of Black students.
- Science – the percentages of Proficient and Advanced Proficient ranged from 88.6% of White students and 88.5% of Asian students to 50.8% of Black students while the percentages of Advanced Proficient ranged from 39.4% of Asian students and 31.9% of White students to 4.8% of Black students.

For the **Economic Status** groups, the percentage scoring at or above Proficient in the content areas was:

- Language Arts Literacy – 48.7% of the Economically Disadvantaged students and 80.8% of the Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 1.7% of the Economically Disadvantaged students and 10.2% of the Non-Economically Disadvantaged students scored Advanced Proficient.
- Mathematics – 36.8% of the Economically Disadvantaged students and 71.7% of the Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 5.3% of the Economically Disadvantaged students and 23.6% of the Non-Economically Disadvantaged students scored Advanced Proficient.
- Science – 53.6% of the Economically Disadvantaged students and 85.3% of the Non-Economically Disadvantaged students scored Proficient or Advanced Proficient while 6.3% of the Economically Disadvantaged students and 29.8% of the Non-Economically Disadvantaged students scored Advanced Proficient.

Reporting Rules for State Summary Data File

The state summary data files contain the same type of information shown on the Statewide Performance by Demographic Groups Report for schools and districts included with the Cycle II reporting. In order to safeguard student confidentiality, certain information is suppressed in the files according to the following reporting rules:

- Data are not reported if the number of students with valid scale scores for a particular group is fewer than 11.
- Data are not reported where demographic groups are mutually exclusive (e.g., gender) and there are one or two students with a valid scale score in one of the groups (e.g., male).
- Data are not reported if it is otherwise possible to identify individual student's performance.