

Statewide Cycle II Executive Summary Results

Grade 3 New Jersey Assessment of Knowledge and Skills Spring 2005

Executive Summary

The spring 2005 grade 3 New Jersey Assessment of Knowledge and Skills (NJ ASK) consisted of two content areas: Language Arts Literacy and Mathematics. The NJ ASK is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Core Curriculum Content Standards. The results are to be used by schools and districts to identify strengths and weaknesses in their educational programs. It is anticipated that this process will lead to improved instruction and better alignment with the Core Curriculum Content Standards. The results may also be used, along with other indicators of student progress, to identify those students who may need instructional support in any of the content areas. This support, which could be in the form of individual or programmatic intervention, would be a means to address any identified knowledge or skill gaps.

The NJ ASK 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 who are included in the Partially Proficient level are considered to be below the state minimum of proficiency and those students may be most in need of instructional support.

The NJ ASK was administered in March 2005. From a total third grade student population of 102,727, valid scores were obtained in language arts literacy from 100,931 students, with 851 students not present and 945 voids (unscorable due to illness, other difficulties during testing, or an insufficient number of items answered in a given content area). Valid scores were obtained in mathematics from 101,683 students, with 338 not present and 706 voids.

This executive summary includes two tables summarizing statewide test results for the 2005 grade 3 administration of the NJ ASK. Table A.3.1 presents results for Language Arts Literacy and Table A.3.2 presents results for Mathematics. Results are presented for the following student groups: total, general education, special education, and limited English proficient students. Data are also summarized for several demographic variables including: gender, ethnicity, and economic status. The tables include the number of students enrolled, not present, voided, and with valid scale scores. In addition, the tables present mean scale scores and the percent of students in each performance category (i.e., Partially Proficient, Proficient, and Advanced Proficient).

The tables that follow are derived from the statewide performance data of the Cycle II report. Note that the enrollment is based on the number of scannable test booklets. Also, students coded as multiple ethnicity and those whose ethnicity was unspecified are counted as Other. The percentage of students in Proficient or Advanced Proficient is calculated by subtracting the

percentage of students in Partially Proficient from one hundred. The percentages may not total to one hundred due to rounding.

Following are highlights of the 2005 third grade assessment results.

Grade 3 Language Arts Literacy Results:

- Of the 100,931 grade 3 students with valid scale scores in Language Arts Literacy in spring 2005, 16.7% scored in Partially Proficient; 78.8% scored in Proficient and 4.4% scored in Advanced Proficient (Table A.3.1).
- **General Education** 89.2% of general education grade 3 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.3.1).
- **Special Education** 56.7% of special education grade 3 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.3.1).
- **Limited English Proficient** 50.1% of limited English proficient grade 3 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.3.1).
- **Gender** 86.8% of female compared to 79.9% of male grade 3 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.3.1).
- **Ethnicity** For performance by grade 3 ethnic groups in 2005, students scoring in Proficient or Advanced Proficient in Language Arts Literacy ranged from 92.4% of Asian American students to 68.2% of African American students. The percentage of Proficient and Advanced Proficient for all other race/ethnic groups fell between Asians and African Americans (Table A.3.1).
- **Economic Status** 67.5% of economically disadvantaged grade 3 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.3.1).
- The mean scale score for all grade 3 students on the Language Arts Literacy test in spring 2005 was 218.0 (Table A.3.1).

Grade 3 Mathematics Results:

- Of the 101,683 grade 3 students with valid scale scores in Mathematics in spring 2005, 17.5% scored in Partially Proficient; 53.7% scored in Proficient and 28.8% scored in Advanced Proficient (Table A.3.2).
- **General Education** 86.8% of general education grade 3 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.3.2).

- **Special Education** 64.4% of special education grade 3 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.3.2).
- **Limited English Proficient** 59.1% of limited English proficient grade 3 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.3.2).
- **Gender** 82.8% of female compared to 82.3% of male grade 3 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.3.2).
- **Ethnicity** For performance by grade 3 ethnic groups in 2005, students scoring in Proficient or Advanced Proficient in Mathematics ranged from 93.1% of Asian American students to 66.3% of African American students. The percentage of Proficient and Advanced Proficient for all other race/ethnic groups fell between Asians and African Americans (Table A.3.2).
- **Economic Status** 68.9% of economically disadvantaged grade 3 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.3.2).
- The mean scale score for all grade 3 students on the Mathematics test in spring 2005 was 227.9 (Table A.3.2).

Reporting Rules for Data File:

The accompanying state summary data file contains the same type of information shown in the statewide summary tables included with this executive summary. Please note that there may be small differences between the state summary data file and the Cycle II reports issued to districts. In order to safeguard student confidentiality, certain information is suppressed in the state summary file according to the following reporting rules:

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

TABLE A.3.1

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS SPRING 2005 -- GRADE 3

Language Arts Literacy

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	102727	851	945	100931	218.0	16.7%	78.8%	4.4%
General Education	83409	163	189	83057	221.9	10.8%	84.0%	5.2%
Special Education	14891	73	725	14093	200.4	43.3%	55.8%	0.9%
Limited English Proficient	4788	627	47	4114	196.1	49.9%	49.8%	0.3%
Gender								
Female	50019	420	327	49272	221.4	13.2%	80.5%	6.4%
Male	52583	419	613	51551	214.7	20.1%	77.3%	2.6%
Ethnicity								
American Indian	99	0	3	96	215.5	17.7%	80.2%	2.1%
Asian	7467	96	39	7332	226.6	7.6%	82.5%	10.0%
Black	17803	107	264	17432	207.3	31.8%	66.9%	1.3%
Hispanic	18352	452	190	17710	207.9	29.7%	69.0%	1.3%
Pacific Islander	397	5	3	389	223.2	10.3%	83.0%	6.7%
White	57718	161	429	57128	223.2	9.3%	85.1%	5.6%
Other	891	30	17	844	217.6	17.7%	77.4%	5.0%
Economic Status								
Economically Disadvantaged	30872	486	390	29996	206.4	32.5%	66.5%	1.0%
Non-Economically Disadvantaged	71855	365	555	70935	222.9	10.1%	84.1%	5.9%

TABLE A.3.2

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS SPRING 2005 -- GRADE 3

Mathematics

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	102727	338	706	101683	227.9	17.5%	53.7%	28.8%
General Education	83409	216	89	83104	231.6	13.2%	54.7%	32.1%
Special Education	14891	100	610	14181	212.1	35.6%	50.0%	14.4%
Limited English Proficient	4788	25	17	4746	208.0	40.9%	47.1%	12.1%
Gender								
Female	50019	140	260	49619	227.9	17.2%	54.3%	28.6%
Male	52583	196	442	51945	227.9	17.7%	53.2%	29.1%
Ethnicity								
American Indian	99	0	2	97	226.0	26.8%	42.3%	30.9%
Asian	7467	22	37	7408	242.2	6.9%	43.2%	49.8%
Black	17803	94	187	17522	212.7	33.7%	52.7%	13.6%
Hispanic	18352	73	140	18139	217.6	27.9%	54.5%	17.7%
Pacific Islander	397	0	3	394	234.8	10.9%	50.3%	38.8%
White	57718	133	324	57261	233.9	10.6%	55.2%	34.2%
Other	891	16	13	862	228.4	18.0%	50.1%	31.9%
Economic Status								
Economically Disadvantaged	30872	151	292	30429	215.2	31.1%	53.1%	15.8%
Non-Economically Disadvantaged	71855	187	414	71254	233.3	11.6%	54.0%	34.4%

Grade 4 New Jersey Assessment of Knowledge and Skills Spring 2005

Executive Summary

The spring 2005 grade 4 New Jersey Assessment of Knowledge and Skills (NJ ASK) consisted of three content areas: Language Arts Literacy, Mathematics, and Science. The NJ ASK is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Core Curriculum Content Standards. The results are to be used by schools and districts to identify strengths and weaknesses in their educational programs. It is anticipated that this process will lead to improved instruction and better alignment with the Core Curriculum Content Standards. The results may also be used, along with other indicators of student progress, to identify those students who may need instructional support in any of the content areas. This support, which could be in the form of individual or programmatic intervention, would be a means to address any identified knowledge or skill gaps.

The NJ ASK 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 who are included in the Partially Proficient level are considered to be below the state minimum of proficiency, and those students may be most in need of instructional support.

The NJ ASK was administered in March 2005. From a total fourth grade student population of 104,743, valid scores were obtained in language arts literacy from 102,894 students, with 897 students not present and 952 voids (unscorable due to illness, other difficulties during testing, or an insufficient number of items answered in a given content area). Valid scores were obtained in mathematics from 103,636 students, with 295 not present and 812 voids. Valid scores were obtained in science from 103,380 students, with 653 not present and 710 voids. Performance levels for the grade 4 NJ ASK science test were established by panels of educators during standard-setting sessions held between June 6 and June 8, 2005. The science standards were approved by the New Jersey State Board of Education on July 6, 2005.

This executive summary includes three tables summarizing statewide test results for the 2005 administration of the grade 4 NJ ASK. Table A.4.1 presents results for Language Arts Literacy, Table A.4.2 presents results for Mathematics, and Table A.4.3 presents results for Science. Results are presented for the following student groups: total, general education, special education, and limited English proficient students. Data are also summarized for several demographic variables including: gender, ethnicity, and economic status. The tables include the number of students enrolled, not present, voided, and with valid scale scores. In addition, the tables present mean scale scores and the percentage of students in each performance category (i.e., Partially Proficient, Proficient, and Advanced Proficient).

The tables that follow are derived from the statewide performance data of the Cycle II report. Note that the enrollment is based on the number of scannable test booklets. Also, students coded as multiple ethnicity and those whose ethnicity was unspecified are counted as Other. The percentage of students in Proficient or Advanced Proficient is calculated by subtracting the

percentage of students in Partially Proficient from one hundred. The percentages may not total to one hundred due to rounding.

Following are highlights of the 2005 fourth grade assessment results.

Grade 4 Language Arts Literacy Results:

- Of the 102,894 grade 4 students with valid scale scores in Language Arts Literacy in spring 2005, 18.4% scored in Partially Proficient; 77.2% scored in Proficient and 4.4% scored in Advanced Proficient (Table A.4.1).
- **General Education:** 89.0% of general education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.4.1).
- **Special Education:** 48.7% of special education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.4.1).
- **Limited English Proficient:** 46.2% of limited English proficient grade 4 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.4.1).
- **Gender:** 86.4% of female compared to 77.0% of male grade 4 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.4.1).
- **Ethnicity:** For performance by grade 4 ethnic groups in 2005, students scoring in Proficient or Advanced Proficient in Language Arts Literacy ranged from 92.1% of Asian American students to 65.5% African American students. The percentage of Advanced Proficient and Proficient for all other race/ethnic groups fell between Asians and African Americans (Table A.4.1).
- **Economic Status:** 66.6% of economically disadvantaged grade 4 students in 2005 scored in Proficient or Advanced Proficient in Language Arts Literacy (Table A.4.1).
- The mean scale score for all grade 4 students on the Language Arts Literacy test in spring 2005, was 216.6 (Table A.4.1).

Grade 4 Mathematics Results:

- Of the 103,636 grade 4 students with valid scale scores in Mathematics in spring 2005, 19.8% scored in Partially Proficient; 48.5% scored in Proficient and 31.7% scored in Advanced Proficient (Table A.4.2).
- **General Education:** 86.1% of general education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.4.2).

- **Special Education:** 55.3% of special education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.4.2).
- **Limited English Proficient:** 51.2% of limited English proficient grade 4 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.4.2).
- **Gender:** 80.5% of female compared to 80.0% of male grade 4 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.4.2).
- **Ethnicity:** For performance by grade 4 ethnic groups in 2005, students scoring in Proficient or Advanced Proficient in Mathematics ranged from 92.3% of Asian students to 60.4% African American students. The percentage of Advanced Proficient and Proficient for all other race/ethnic groups fell between Asians and African Americans (Table A.4.2).
- **Economic Status:** 64.9% of economically disadvantaged grade 4 students in 2005 scored in Proficient or Advanced Proficient in Mathematics (Table A.4.2).
- The mean scale score for all grade 4 students on the Mathematics test in spring 2005 was 228.0 (Table A.4.2).

Grade 4 Science Results:

- Of the 103,380 grade 4 students with valid scale scores in Science in spring 2005, 18.9% scored in Partially Proficient; 59.1% scored in Proficient and 22.0% scored in Advanced Proficient (Table A.4.3).
- **General Education:** 86.2% of general education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Science (Table A.4.3).
- **Special Education:** 64.1% of special education grade 4 students in 2005 scored in Proficient or Advanced Proficient in Science (Table A.4.3).
- **Limited English Proficient:** 38.1% of limited English proficient grade 4 students in 2005 scored in Proficient or Advanced Proficient in Science (Table A.4.3).
- **Gender:** 81.1% of both female and male grade 4 students in 2005 scored in Proficient or Advanced Proficient in Science (Table A.4.3).
- **Ethnicity:** For performance by grade 4 ethnic groups in 2005, students scoring in Proficient or Advanced Proficient in Science ranged from 90.7% of White students to 62.4% African American students. The percentage of Advanced Proficient and Proficient for all other race/ethnic groups fell between Whites and African Americans (Table A.4.3).
- **Economic Status:** 62.9% of economically disadvantaged grade 4 students in 2005 scored in Proficient or Advanced Proficient in Science (Table A.4.3).

- The mean scale score for all grade 4 students on the Science test in spring 2005 was 224.2 (Table A.4.3).

Reporting Rules for Data File

The accompanying state summary data file contains the same type of information shown in the statewide summary tables included with this executive summary. Please note that there may be small discrepancies differences between the data file and reports issued to districts due to adjustments made to the data by districts after the reporting deadline. In order to safeguard student confidentiality, certain information is suppressed in the state summary file according to the following reporting rules:

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

TABLE A.4.1

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS SPRING 2005 -- GRADE 4

Language Arts Literacy

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	104743	897	952	102894	216.6	18.4%	77.2%	4.4%
General Education	84464	169	185	84110	221.5	11.0%	83.7%	5.2%
Special Education	16545	73	728	15744	195.0	51.3%	48.0%	0.7%
Limited English Proficient	4047	664	46	3337	192.1	53.8%	46.0%	0.2%
Gender								
Female	50790	416	326	50048	221.1	13.6%	79.7%	6.8%
Male	53797	458	621	52718	212.4	23.0%	74.9%	2.1%
Ethnicity								
American Indian	113	3	2	108	214.7	18.5%	79.6%	1.9%
Asian	7197	102	46	7049	226.7	7.9%	82.3%	9.7%
Black	18263	88	271	17904	205.2	34.5%	64.3%	1.1%
Hispanic	18746	486	208	18052	207.5	29.2%	69.4%	1.4%
Pacific Islander	401	3	0	398	224.8	9.5%	80.7%	9.8%
White	59017	175	403	58439	221.7	11.4%	83.0%	5.6%
Other	1006	40	22	944	217.3	20.1%	74.0%	5.8%
Economic Status								
Economically Disadvantaged	31598	510	420	30668	205.3	33.4%	65.5%	1.1%
Non-Economically Disadvantaged	73145	387	532	72226	221.4	12.0%	82.2%	5.8%

TABLE A.4.2

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS SPRING 2005 -- GRADE 4

Mathematics

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	104743	295	812	103636	228.0	19.8%	48.5%	31.7%
General Education	84464	175	137	84152	233.6	13.9%	50.0%	36.1%
Special Education	16545	87	655	15803	204.5	44.7%	42.5%	12.8%
Limited English Proficient	4047	33	24	3990	201.7	48.8%	38.9%	12.3%
Gender								
Female	50790	102	299	50389	227.9	19.5%	49.5%	31.0%
Male	53797	173	511	53113	228.2	20.0%	47.6%	32.4%
Ethnicity								
American Indian	113	0	1	112	227.6	20.5%	44.6%	34.8%
Asian	7197	16	38	7143	245.9	7.7%	36.3%	56.0%
Black	18263	88	219	17956	209.1	39.6%	45.7%	14.7%
Hispanic	18746	75	166	18505	216.7	30.0%	50.0%	20.0%
Pacific Islander	401	0	0	401	240.9	11.7%	41.9%	46.4%
White	59017	88	365	58564	235.2	12.0%	50.6%	37.4%
Other	1006	28	23	955	229.5	19.8%	42.1%	38.1%
Economic Status								
Economically Disadvantaged	31598	128	342	31128	212.7	35.1%	47.7%	17.2%
Non-Economically Disadvantaged	73145	167	470	72508	234.6	13.2%	48.9%	37.9%

TABLE A.4.3

STATEWIDE PERFORMANCE BY DEMOGRAPHIC GROUPS SPRING 2005 -- GRADE 4

Science

	Number of Students Enrolled	Number Not Present	Number of Voids	Number of Valid Scale Scores	Scale Score Mean	% Partially Proficient	% Proficient	% Advanced Proficient
Total Students	104743	653	710	103380	224.2	18.9%	59.1%	22.0%
General Education	84464	392	96	83976	228.5	13.8%	61.2%	25.0%
Special Education	16545	198	602	15745	209.0	35.9%	53.4%	10.7%
Limited English Proficient	4047	65	15	3967	189.3	61.9%	34.8%	3.2%
Gender								
Female	50790	275	256	50259	223.2	18.9%	61.4%	19.7%
Male	53797	366	449	52982	225.1	18.9%	56.9%	24.2%
Ethnicity								
American Indian	113	0	1	112	222.4	22.3%	57.1%	20.5%
Asian	7197	24	37	7136	235.5	10.0%	54.5%	35.5%
Black	18263	177	163	17923	207.1	37.6%	54.8%	7.5%
Hispanic	18746	157	152	18437	208.8	34.8%	56.9%	8.4%
Pacific Islander	401	0	0	401	233.5	10.5%	58.1%	31.4%
White	59017	268	325	58424	232.8	9.3%	61.7%	29.0%
Other	1006	27	32	947	225.5	18.2%	57.7%	24.2%
Economic Status								
Economically Disadvantaged	31598	298	275	31025	207.2	37.1%	55.6%	7.3%
Non-Economically Disadvantaged	73145	355	435	72355	231.5	11.1%	60.6%	28.3%

