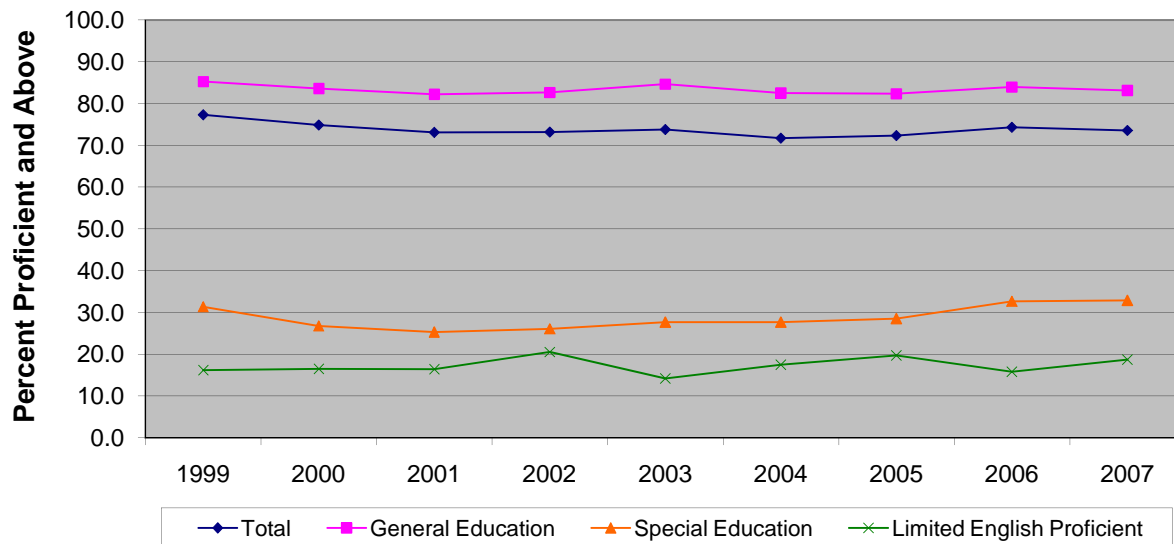


**New Jersey Grade Eight Proficiency Assessment
Language Arts Literacy Percent Proficient and Above by Subgroups (1999-2007)¹**

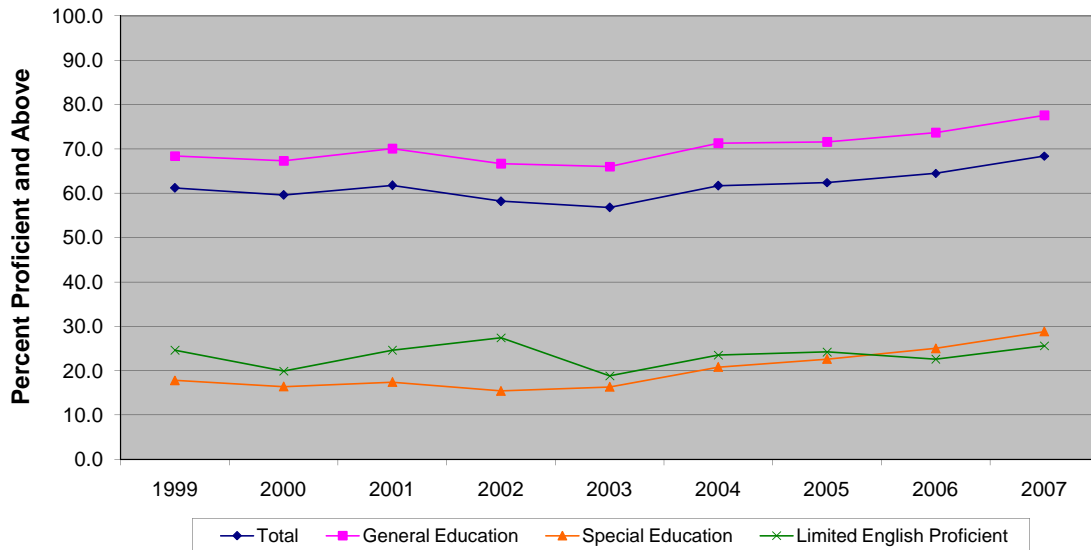


Language Arts Literacy

	Total	Gen Ed	SE	LEP
1999	77.3	85.3	31.4	16.2
2000	74.9	83.6	26.8	16.5
2001	73.1	82.2	25.3	16.4
2002	73.2	82.7	26.1	20.6
2003	73.8	84.7	27.7	14.2
2004	71.7	82.5	27.7	17.5
2005	72.3	82.4	28.5	19.7
2006	74.3	84.0	32.7	15.8
2007	73.6	83.1	32.9	18.7

¹For 2006 and 2007, LEP is reported in three categories: LEP (current+former), LEP current, and LEP former. LEP current is identical to category titled LEP in years prior to 2006.

**New Jersey Grade Eight Proficiency Assessment
Mathematics Percent Proficient and Above by Subgroups (1999-2007)¹**

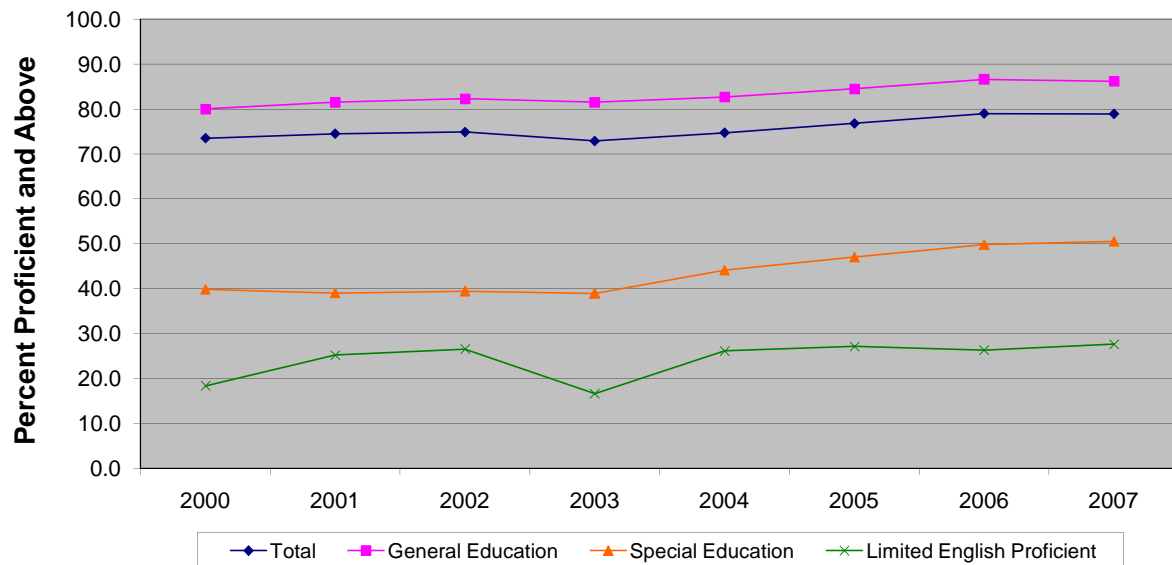


Mathematics

	Total	Gen Ed	SE	LEP
1999	61.2	68.4	17.8	24.6
2000	59.6	67.3	16.4	19.9
2001	61.8	70.1	17.4	24.6
2002	58.2	66.7	15.4	27.4
2003	56.8	66.0	16.3	18.8
2004	61.7	71.3	20.8	23.5
2005	62.4	71.6	22.6	24.2
2006	64.5	73.7	25.0	22.6
2007	68.4	77.6	28.8	25.6

¹For 2006 and 2007, LEP is reported in three categories: LEP (current+former), LEP current, and LEP former. LEP current is identical to category titled LEP in years prior to 2006.

**New Jersey Grade Eight Proficiency Assessment
Science Percent Proficient and Above by Subgroups (2000-2007)¹**

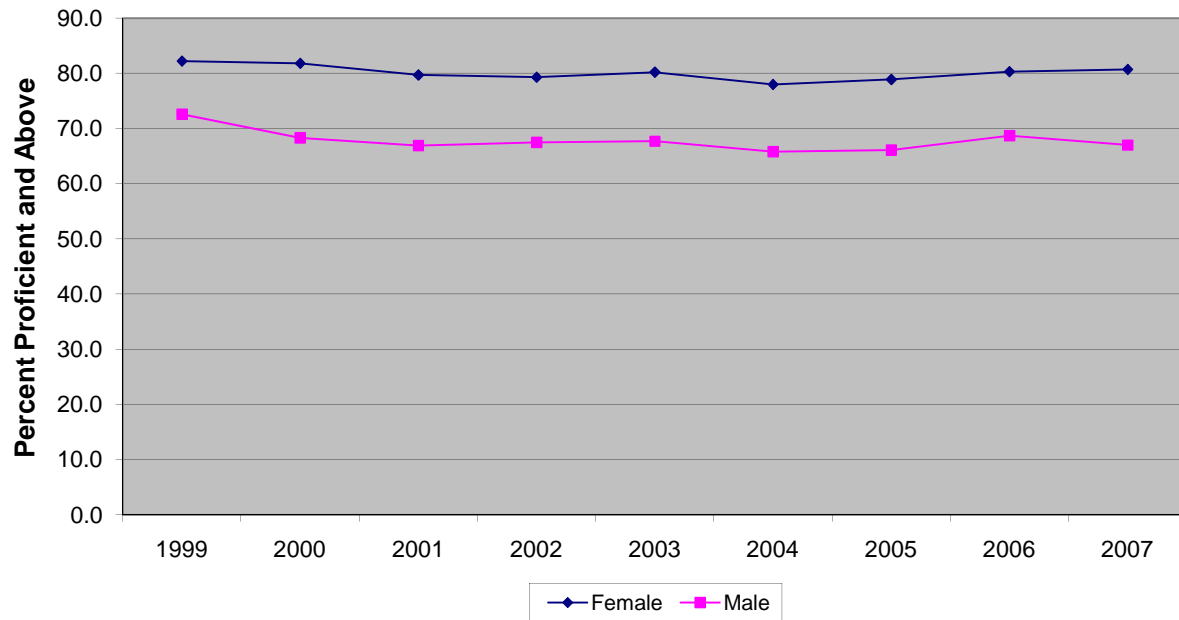


Science

	Total	Gen Ed	SE	LEP
2000	73.5	80.0	39.8	18.3
2001	74.5	81.5	39.0	25.2
2002	74.9	82.3	39.4	26.5
2003	72.9	81.5	38.9	16.6
2004	74.7	82.7	44.1	26.1
2005	76.8	84.5	47.0	27.1
2006	79.0	86.6	49.8	26.3
2007	78.9	86.2	50.5	27.6

¹For 2006 and 2007, LEP is reported in three categories: LEP (current+former), LEP current, and LEP former. LEP current is identical to category titled LEP in years prior to 2006.

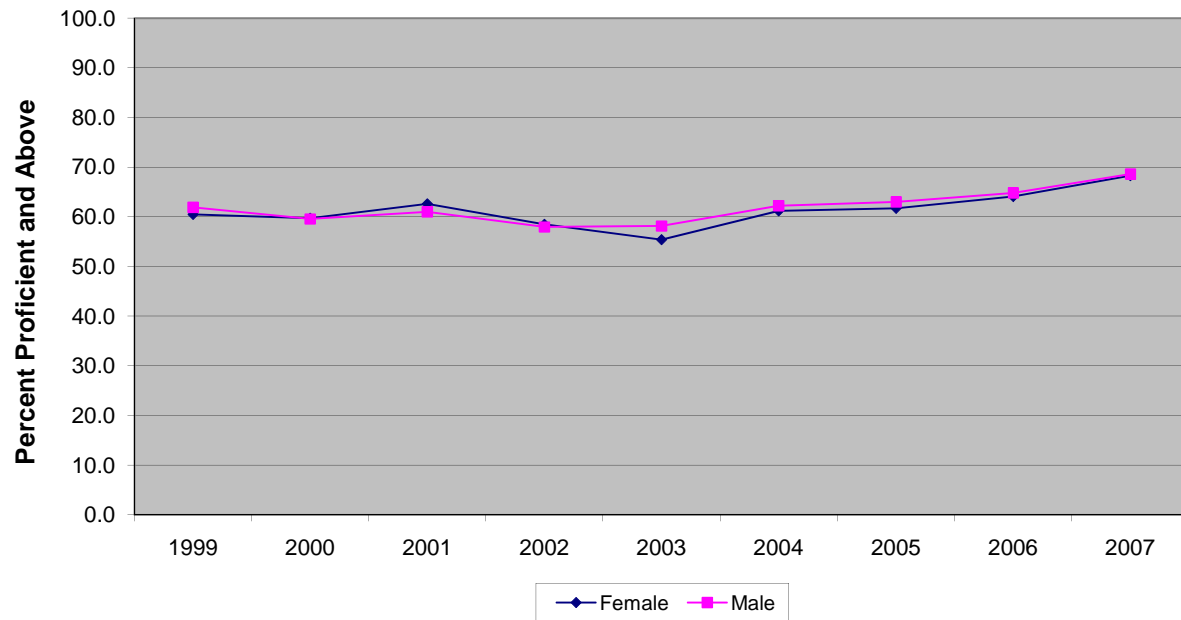
**New Jersey Grade Eight Proficiency Assessment
Language Arts Literacy Percent Proficient and Above by Gender (1999-2007)**



Language Arts Literacy

	Female	Male
1999	82.2	72.6
2000	81.8	68.3
2001	79.7	66.9
2002	79.3	67.5
2003	80.2	67.7
2004	78.0	65.8
2005	78.9	66.1
2006	80.3	68.7
2007	80.7	67.0

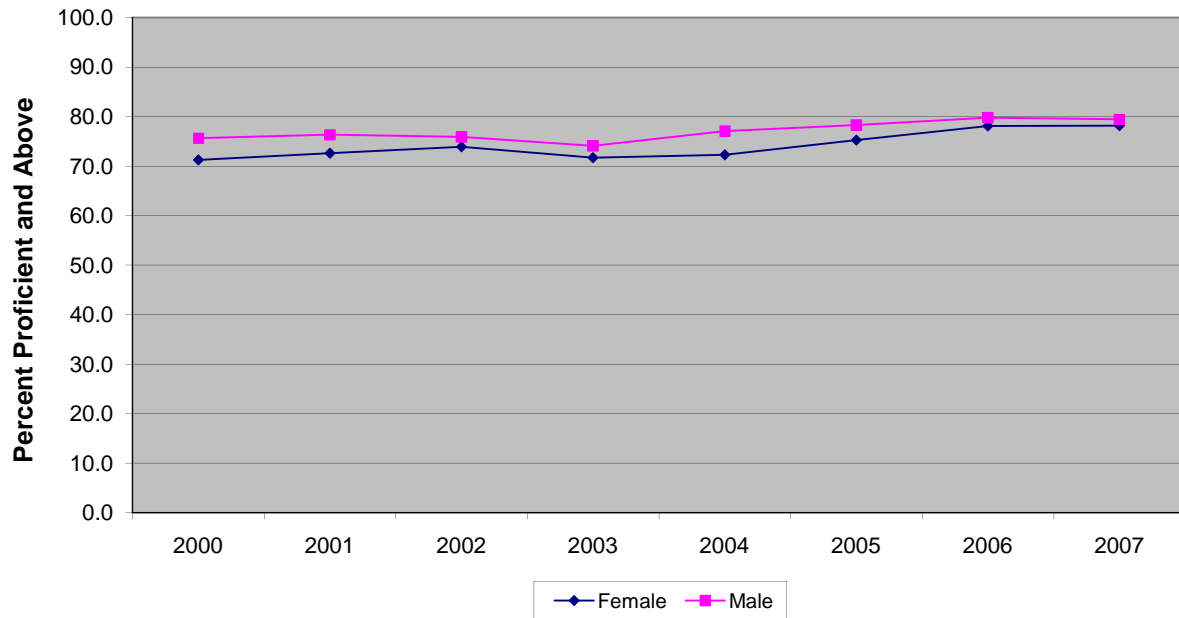
**New Jersey Grade Eight Proficiency Assessment
Mathematics Percent Proficient and Above by Gender (1999-2007)**



Mathematics

	Female	Male
1999	60.5	61.9
2000	59.7	59.6
2001	62.6	61.0
2002	58.5	58.0
2003	55.4	58.2
2004	61.2	62.2
2005	61.7	63.0
2006	64.1	64.8
2007	68.3	68.6

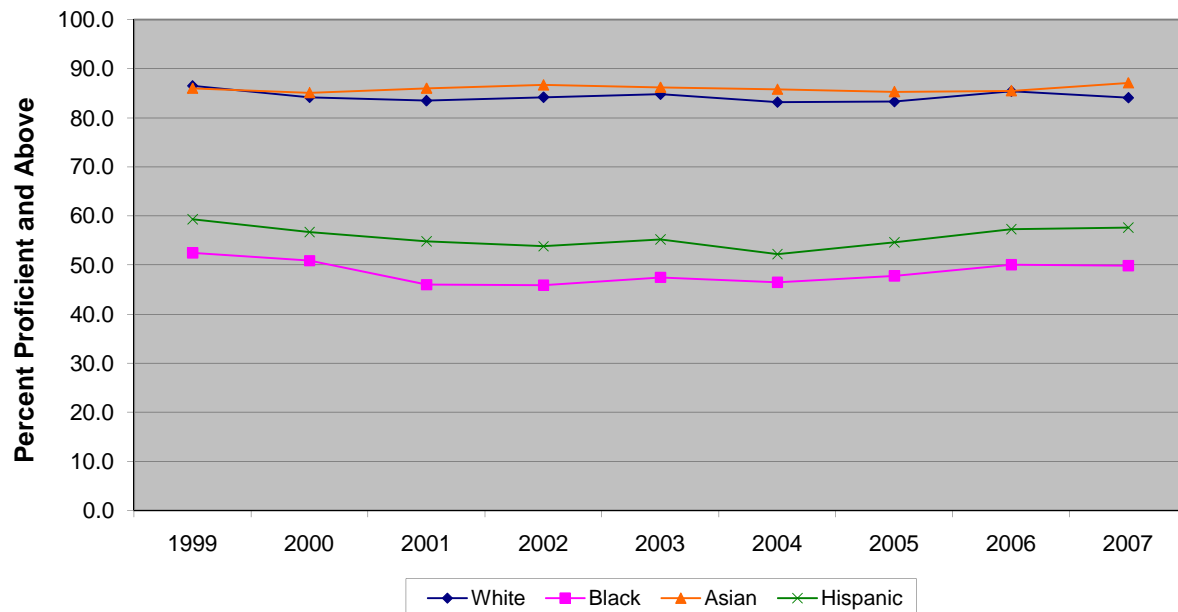
**New Jersey Grade Eight Proficiency Assessment
Science Percent Proficient and Above by Gender (2000-2007)**



Science

	Female	Male
2000	71.3	75.7
2001	72.6	76.4
2002	73.9	75.9
2003	71.7	74.1
2004	72.3	77.1
2005	75.3	78.3
2006	78.1	79.8
2007	78.2	79.5

**New Jersey Grade Eight Proficiency Assessment
Language Arts Literacy Percent Proficient and Above by Ethnicity (1999-2007)¹**

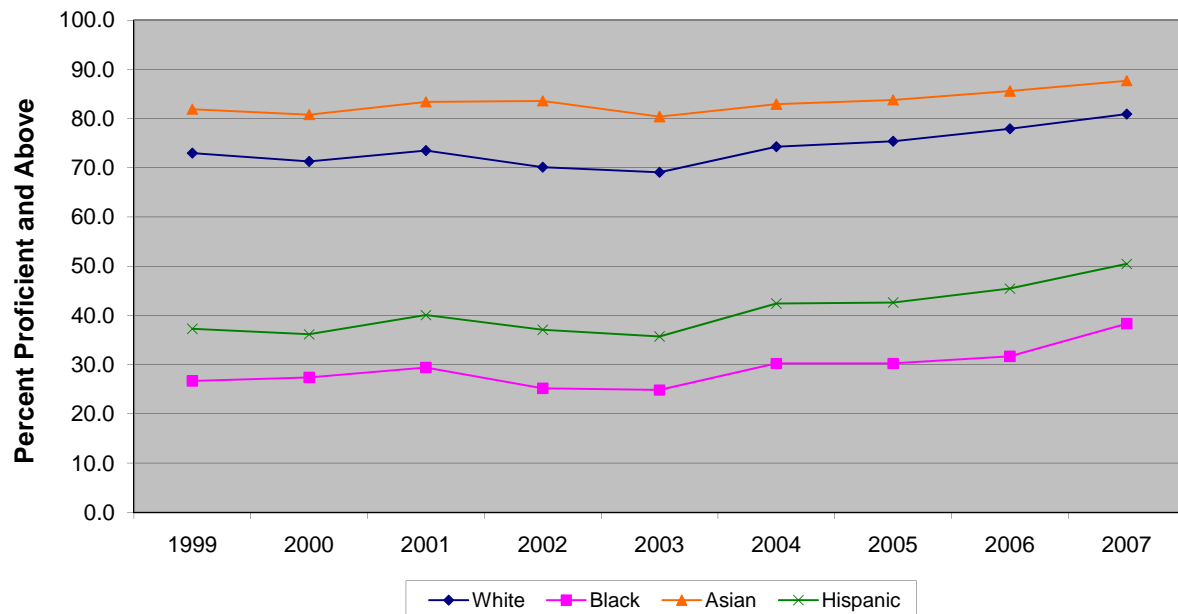


Language Arts Literacy

	White	Black	Asian	Hispanic
1999	86.5	52.5	86.0	59.3
2000	84.2	50.9	85.1	56.7
2001	83.5	46.0	86.0	54.8
2002	84.2	45.9	86.7	53.8
2003	84.8	47.5	86.2	55.2
2004	83.2	46.5	85.8	52.2
2005	83.3	47.8	85.3	54.6
2006	85.4	50.1	85.5	57.3
2007	84.1	49.9	87.1	57.6

¹In 2005, 2006, and 2007, ethnic groups do not include students who identified themselves as multiple ethnicities.

**New Jersey Grade Eight Proficiency Assessment
Mathematics Percent Proficient and Above by Ethnicity (1999-2007)¹**

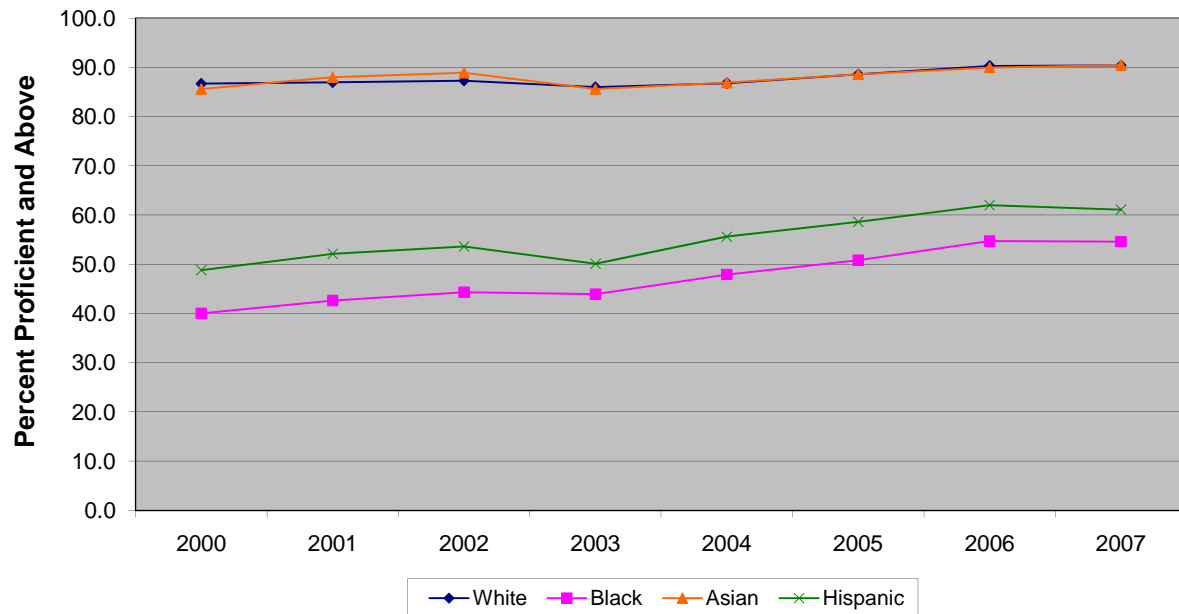


Mathematics

	White	Black	Asian	Hispanic
1999	73.0	26.7	81.9	37.3
2000	71.3	27.4	80.8	36.2
2001	73.5	29.4	83.4	40.1
2002	70.1	25.2	83.6	37.1
2003	69.1	24.9	80.4	35.7
2004	74.3	30.3	82.9	42.4
2005	75.4	30.3	83.8	42.6
2006	77.9	31.7	85.6	45.5
2007	80.9	38.3	87.7	50.5

¹In 2005, 2006, and 2007, ethnic groups do not include students who identified themselves as multiple ethnicities.

**New Jersey Grade Eight Proficiency Assessment
Science Percent Proficient and Above by Ethnicity (2000-2007)¹**



Science

	White	Black	Asian	Hispanic
2000	86.7	40.0	85.6	48.8
2001	87.0	42.6	88.0	52.1
2002	87.3	44.3	88.9	53.6
2003	86.0	43.9	85.6	50.1
2004	86.8	47.9	86.9	55.6
2005	88.6	50.8	88.6	58.6
2006	90.3	54.7	90.0	62.0
2007	90.4	54.6	90.5	61.1

¹In 2005, 2006, and 2007, ethnic groups do not include students who identified themselves as multiple ethnicities.