

**New Jersey Assessment of Skills and Knowledge**  
**Spring 2007**  
**Executive Summary**

**Grade 7**

The New Jersey Assessment of Skills and Knowledge (NJ ASK 5-7) was administered for the first time in Spring 2006. Most recently, the NJ ASK 5-7 was administered between March 13 and March 30, 2007 to 106,419 students in grade 7. The NJ ASK 5-7 consists of two content areas: Mathematics and Language Arts Literacy.

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

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. NJ ASK 5-7 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.

The Limited English Proficient population is broken out into two subpopulations: Current LEP and Former LEP. Students with multiple ethnic codes or no ethnic code are counted in the Other group. Some students might not be included in a gender group because of incomplete data.

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 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 a report for DFG O, which includes students in the Department of Human Services, is not included in the state summary. 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, 50.5% of all students who received a valid scale score scored at the Proficient level and 15.8% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 67.8% of all students who received a valid scale score scored at the Proficient level and 12.3% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area was 211.0. The mean scale score in the Language Arts Literacy content area was 217.2.

In the Mathematics content area, 31.6% of all current LEP students who received a valid scale score scored at the Proficient level and 3.2% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 27.6% of all current LEP students who received a valid scale score scored at the Proficient level and 0.6% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for current LEP students was 187.1. The mean scale score in the Language Arts Literacy content area for current LEP students was 182.2.

As would be expected, former LEP students performed substantially better than the current LEP students. In the Mathematics content area, 42.0% of all former LEP students scored at the Proficient level while 7.6% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 60.6% scored at the Proficient level while 1.1% scored at the Advanced Proficient level.

In the Mathematics content area, 26.3% of all SE students who received a valid scale score scored at the Proficient level and 2.3% scored at the Advanced Proficient level. In the Language Arts Literacy content area, 43.9% of all SE students who received a valid scale score scored at the Proficient level and 1.2% scored at the Advanced Proficient level. The mean scale score in the Mathematics content area for SE students was 183.2. The mean scale score in the Language Arts Literacy content area for SE students was 194.0.

In Mathematics, 14.3% of Female students scored Advanced Proficient and 52.3% scored Proficient compared to 17.3% and 48.8% 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 14.8% of Female students scoring Advanced Proficient and 68.8% scoring Proficient compared to 9.9% and 66.9% 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 59.7% for Black or African American students to 11.9% for Asian students. In Language Arts Literacy, the span was much narrower, ranging from 40.0 % of Black or African American students scoring Partially Proficient to 7.8 % for Asian students.

In Mathematics, 4.4% of Economically Disadvantaged students scored Advanced Proficient and 40.8% scored Proficient compared to 20.3% and 54.2% of Non-Economically Disadvantaged students scoring Advanced Proficient and Proficient, respectively. In Language Arts Literacy, 2.9% of Economically Disadvantaged students scored Advanced Proficient and 58.4% scored Proficient compared to 16.0% and 71.5% 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, two or three 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.