2011 New Jersey Alternate Proficiency Assessment

Executive Summary

The 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 New Jersey Alternate Proficiency Assessment 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.

The Alternate Proficiency Assessment was designed and developed to meet the requirements of the *Individuals With Disabilities Education Act of 1997 (IDEA 1997), Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004),* and *No Child Left Behind Act of 2001 (NCLB).*

The *No Child Left Behind Act of 2001 (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 include assessment results for all students.

The Alternate Proficiency Assessment fulfills these requirements and is based on the New Jersey Core Curriculum Content Standards (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 2010-2011 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11, and grade 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8, and in grades 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 1, 2010, through November 12, 2010, and December 13, 2010, through February 18, 2011. A portfolio is a collection of student work samples that measure a student's progress related to the Core Curriculum Content Standards, strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI links.

Extensive APA information is available at http://pem.ncspearson.com/nj/apa.
For the *Core Curriculum Content Standards (July 2004)*, see http://www.nj.gov/njded/cccs.
The 2011 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 assisted the New Jersey Department of Education 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 cumulative progress indicators 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, which prescribe the standards and strands that must be assessed. Test specifications were written in order to provide detailed guidance on how to link to grade level CPIs, and to address the federal requirement of linkage to the skills tested on the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. For example, 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 2010-2011 APA administration are provided below. For Science the specific standards to be assessed differ by grade.

Language Arts Literacy requires four entries from two different strands each from standards 3.1 and 3.2.

Mathematics requires four entries, one strand each, from standards 4.1, 4.2, 4.3, and 4.4.

Science requires four entries as follows:

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 (Grade 9, 10, 11, or 12): Two different strands each from standards 5.5 and 5.10.

The CPI links were developed from a subset of the Core Curriculum Content Standards, strands, and CPIs. The subset was prioritized for assessment on the APA by ILSSA (Inclusive Large Scale Standards and Assessment) content specialists, New Jersey Department of Education 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 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 re-designed APA, administered operationally for the first time in 2008-2009, was conducted 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 (grades 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 panelists' 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:

Complexity: Evaluates how closely the assessed grade-level CPIs link to the CCCS. The CPI links vary by complexity and difficulty in relation (Matched, Near, Far) to the CPI.

Performance: Evaluates the student's accuracy performing the skills represented in the CPI links.

Independence: Evaluates the extent to which the student completed test items (questions/tasks elements) independently.

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 are inappropriate, missing, or when the student took the general assessment in a content area, are reported as unscorable. If all entries in a content area are unscorable, then the Proficiency Level, Complexity subtotal and total, Performance subtotal and total, and Independence subtotal and total are reported as Void. Of the required four entries, only one scorable entry is required to assign a proficiency level. If the "subject portfolio" contains only one scorable entry, the total score and proficiency level 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 the United States Department of Education.

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 2011 APA. The state summary data file and the state level Performance by Demographic Group reports are produced and posted on the NJ DOE 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.

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 one hundred due to rounding.

As seen in the Table 1 summary data, a total of 9,270 students were evaluated by the 2011 APA. Of these, 8,528 students had valid Language Arts Literacy scores, 8,447 students had valid Mathematics scores, and 3,437 students had valid Science scores. Science was assessed in grade 4, in grade 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 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 through 4 present the grade level performance by demographic groups for subject areas assessed. Results are presented for the total student group and the following demographic variables: limited English proficient 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 one hundred.

Students are counted in the Total Students category 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." Limited English Proficient (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 scan sheets 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 2011 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 – 73.2
- Grade 4 – 70.5
- Grade 5 – 62.6
- Grade 6 – 72.2
- Grade 7 – 64.7
- Grade 8 – 63.3
- Grade 11 – 55.1

Mathematics:

- Grade 3 – 65.4
- Grade 4 – 54.4
- Grade 5 – 65.3
- Grade 6 – 66.1
- Grade 7 – 64.0
- Grade 8 – 58.8
- Grade 11 – 58.3

Science

- Grade 4 – 60.5
- Grade 8 – 65.0
- Grade 9 – 47.4
- Grade 10 – 56.4
- Grade 11 – 56.1
- Grade 12 – 54.3

For high school, Science was assessed in Grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction. The greatest number of students with valid scores was 711

students in Grade 11. 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

Less than 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 17, which occurred in Grade 4 for both Language Arts 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 7 students to 72.7% for Grade 5 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 27.3% and above for students in Grade 7 to 61.6% for students in Grade 3. In Science, N-counts greater than 10 were only achieved in Grade 4. Of these 17 Grade 4 students, 52.9% were classified as Proficient or above. 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

The number of portfolios processed indicates that 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 and Mathematics the percentage of male students decreased from approximately 69% at Grade 3 and 72% at Grade 5, to approximately 66% at Grades 8 and 11. In Science the percentage decreased from 71% in Grade 4 to 66% in Grade 11.

Language Arts Literacy:

Across all grades, the percentage of female students scoring at or above Proficient was similar to the percentage of male students scoring at or above Proficient. The greatest difference was at Grade 8 with 60.8% of the females and 64.6% of the male students scoring at or above Proficient. In Grades 3, 4 and 5 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In Grades 6, 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 3 with 68.5% of the females and 64.1% of the male students scoring at or above Proficient. In Grades 3 and 11 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In Grades 4-8 percentages were higher for male students.

Science:

Differences in the percentage of students scoring at or above Proficient by gender in Science were very similar across most grades. The largest difference was at Grade 11 with 54.8% of females and 57.0% of males scoring at or above Proficient. In Grades 4 and 8 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In Grade 11 percentages were higher for male students.

Ethnicity

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

White	619 students in Grade 3 Language Arts Literacy to
	331 students in Grade 11 Science
Black	367 students in Grade 4 Language Arts Literacy to
	191 students in Grade 11 Science
Asian	93 students in Grade 5 Language Arts Literacy to
	43 students in Grade 11 Science
Hispanic	303 students in Grade 5 Language Arts Literacy to
	135 students in Grade 11 Science

Since 10 or fewer students were associated with the Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, and other ethnic groups, data for these groups were not reported. 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 to large differences in ethnic group performance on the Language Arts Literacy component of the APA. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 7.1% in Grade 7, to 16.1% in Grade 5. The average difference across grades was approximately 11%.

Across grades White students consistently had the highest percentages of students classified as Proficient or above, while there were varying ethnic groups that had the lowest percentages. White students had the highest percentages of students classified as Proficient or above for all grades, except for Grade 7, which had Asian students with the highest percentage.

For Grade 3, the percentage of students scoring at or above Proficient level ranged from 67.5% for Black students to 77.7% for White students. (The percentages for the ethnic groups not stated fell between the percentages of the noted ethnic groups.) For Grade 4, the percentages ranged from 65.4% of the Black students to 75.3% of the White student group. The Grade 5 percentages ranged from 52.2% for Black students to 68.3% for the White student group. The Grade 6 percentages ranged from 65.6% for Black students to 76.0% for White students. The Grade 7 percentages ranged from 61.2% of the Hispanic student group to 68.3% of Asian students. The Grade 8 percentages ranged from 58.2% of Asian students to 67.2% of White students. The Grade 11 percentages ranged from 43.4% of the Asian student group to 59.2% of the White student group.

Mathematics:

Within a given grade-level moderate to large 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 7.3% in Grade 8, to 18.3% in Grade 5. The average difference across grades was approximately 11%.

Similar to Language Arts Literacy, across grades there was a consistent pattern with respect to the ethnic group having the highest percentages of students classified as Proficient or above, which were White students. White students had the highest percentages of students classified as Proficient or above for all grades, except for Grade 7, which had Asian students with the highest percentage.

For Grade 3, the percentage of students who scored at or above the Proficient level ranged from 58.6% of the Black student group to 68.5% of the White student group. The percentage of students scoring at or above Proficient level for Grade 4 ranged from 48.0% of the Hispanic student group to 60.3% of the White student group. For Grade 5, the percentage ranged from 53.3% of the Black student group to 71.6% of the White student group. For Grade 6, the percentage ranged from 60.9% of the Black student group to 68.9% of the White student group. For Grade 7, the percentage ranged from 61.8% of the White student group to 73.7% of the Asian student group. For Grade 8, the percentage ranged from 54.9% of the Black student group to 62.2% of the White student group. For Grade 11, the percentage ranged from 50.8% of the Black student group to 62.0% of White student group.

Science:

In Science, there were moderate to large differences in ethnic group performance within a given grade-level. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 10.2% in Grade 8, to 17.7% in Grade 11. The average difference across grades 4, 8 and 11 was approximately 13%. In Grade 4 the White student group had the highest percentage of students classified as Proficient or above. In Grade 8, this percentage was largest for Asian students. In Grade 11, this percentage was largest for Black students.

For Grade 4, the percentage ranged from 54.4% of the Hispanic students to 66.1% of the White students. The percentage of students scoring at or above Proficient level for Grade 8 ranged from 59.5% of the Hispanic students to 69.7% of the Asian student group. The percentage of Grade 11 Science students who scored at or above Proficient level ranged from 48.8% of Asian students to 66.5% of the Black student group.

Economic Status The number of portfolios processed indicates that approximately 1/3 of the students taking the APA were economically disadvantaged. The greatest percentages (~36.5%) of economically disadvantaged students taking the APA are associated with Grade 5, and the smallest percentages are associated with Grade 11 (~30%).

Language Arts Literacy:

Non-economically disadvantaged students performed better than economically disadvantaged students across all grades. The greatest difference in performance was observed in Grade 11 with 57.6% of non-economically disadvantaged students and 49.6% of economically disadvantaged students scoring at or above Proficient, respectively. The smallest difference in performance was observed in Grade 5 with 63.4% of non-economically disadvantaged students, and 61.0% of economically disadvantaged students scoring at or above Proficient, respectively. The average difference in performance across grades, with respect to the percentage of students proficient or above, was approximately 6%.

Mathematics:

In Mathematics, the percentage of non-economically disadvantaged students scoring at or above Proficient was greater than the percentage of economically disadvantaged students scoring at or above Proficient for all grade levels. The greatest difference in performance was observed in Grade 4 with 57.6% of non-economically disadvantaged students and 48.7% of economically disadvantaged students scoring at or above Proficient, respectively. The smallest difference in performance was observed in Grade 8 with 58.9% of non-economically disadvantaged students, and 58.3% of economically disadvantaged students scoring at or above Proficient, respectively. The average difference in performance across grades, with respect to the percentage of students classified as proficient or above, was approximately 5%.

Science:

With respect to Science performance, the non-economically disadvantaged students did better than the economically disadvantaged group in all grades (4, 8 and 11). The difference in performance was moderate. The greatest difference was at Grade 4 with 63.9% of the non-economically disadvantaged and 54.3% of the economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in Grade 11 with 57.7% of non-economically

disadvantaged students, and 52.7% of economically disadvantaged students scoring at or above Proficient, respectively. 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 on this report. Since ten 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 ten or less.

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

Table 1

2011 New Jersey Alternate Proficiency Assessment

Number of Valid Scores and Percent of Students at Each APA Proficiency Level

		LANGUAGE ARTS LITERACY				MATHEMATICS				SCIENCE			
YEAR	Number of Portfolios Processed	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Number of Valid Scores	% Partially Proficient	% Proficient	% Advanced Proficient
Grade 3	1294	1252	26.8	53.2	20.0	1229	34.6	49.0	16.4	-	-	-	-
Grade 4	1373	1338	29.4	60.2	10.3	1309	45.6	35.8	18.6	1278	39.5	59.8	0.7
Grade 5	1299	1250	37.4	56.8	5.8	1219	34.7	38.6	26.7	-	-	-	-
Grade 6	1258	1197	27.8	57.8	14.4	1185	33.9	46.4	19.7	-	-	-	-
Grade 7	1241	1178	35.3	50.6	14.1	1168	36.0	49.2	14.8	-	-	-	-
Grade 8	1166	1113	36.7	51.9	11.4	1110	41.3	50.5	8.3	1054	35.0	45.8	19.2
Grade 9*	99	-	-	-	-	-	-	-	-	95	52.6	41.1	6.3
Grade 10*	175	-	-	-	-	-	-	-	-	170	43.5	48.8	7.6
Grade 11*	1218	1122	44.8	36.5	18.6	1150	41.7	34.9	23.4	711	43.9	45.7	10.4
Grade 12	147	78	61.5	32.1	6.4	77	61.0	26.0	13.0	129	45.7	53.5	0.8
All Grades	9270	8528	34.1	52.6	13.4	8447	38.5	43.2	18.3	3437	39.8	51.3	8.9

*In 2011, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2011 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	1252	73.2	1338	70.6	1250	62.6	1197	72.2	1178	64.7	1113	63.3	1122	55.2
LEP Status														
LEP (Current & Former)	13	69.2	17	52.9	11	72.7	*	*	11	18.2	*	*	*	*
Current LEP	*	*	12	66.7	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	0		0	
Non-LEP	1242	73.3	1326	70.6	1245	62.6	1189	72.2	1174	64.8	1106	63.3	1120	55.2
Gender														
Female	384	74.5	386	71.0	353	64.3	367	71.7	382	63.4	381	60.9	379	53.0
Male	867	72.8	950	70.5	895	61.9	828	72.3	796	65.3	732	64.6	741	56.3
Ethnicity														
White	619	77.7	587	75.3	567	68.3	604	76.0	545	65.5	535	67.3	549	59.2
Black	274	67.5	367	65.4	270	52.2	276	65.6	273	64.8	247	59.1	273	50.5
Asian	83	72.3	71	71.8	93	67.7	67	74.6	79	68.4	79	58.2	60	43.3
Pacific Islander	*	*	*	*	*	*	*	*	*	*	0		*	*
Hispanic	266	69.5	299	68.2	303	60.1	237	69.2	258	61.2	243	61.3	225	54.7
Amer.Indian/AK Native	0		*	*	*	*	*	*	*	*	0		*	*
Other	*	*	*	*	11	45.5	*	*	13	69.2	*	*	*	*
Economic Status														
Disadvantaged	447	70.2	481	66.1	456	61.0	424	67.5	424	59.9	396	60.1	339	49.6
Non-Disadvantaged	805	74.9	857	73.0	794	63.5	773	74.8	754	67.4	717	65.1	783	57.6
Migrant Status														
Migrant	*	*	0		0		*	*	0		*	*	0	
Non-Migrant	1251	73.3	1338	70.6	1250	62.6	1196	72.2	1178	64.7	1112	63.3	1122	55.2

*Values are suppressed for student counts greater than 0 and 10 or less

Table 3
2011 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	1229	65.4	1309	54.4	1219	65.3	1185	66.1	1168	64.0	1110	58.7	1150	58.3
LEP Status														
LEP (Current & Former)	13	61.5	16	31.2	*	*	*	*	11	27.3	*	*	*	*
Current LEP	*	*	11	27.3	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-LEP	1219	65.4	1298	54.6	1215	65.3	1177	66.1	1165	64.0	1102	59.0	1148	58.2
Gender														
Female	378	68.5	380	53.9	348	62.4	371	65.8	384	63.0	380	57.6	397	58.4
Male	850	64.1	927	54.7	869	66.5	812	66.3	784	64.5	730	59.3	751	58.3
Ethnicity														
White	606	68.5	571	60.2	543	71.6	599	68.9	542	61.8	532	62.2	574	62.0
Black	271	58.7	362	51.4	272	53.3	271	60.9	274	66.8	246	54.9	278	50.7
Asian	79	68.4	70	54.3	91	67.0	65	63.1	76	73.7	79	58.2	58	60.3
Pacific Islander	*	*	*	*	*	*	*	*	*	*	0		*	*
Hispanic	263	66.2	292	47.9	296	64.9	237	65.4	254	63.8	244	55.3	225	59.6
Amer.Indian/AK Native	0		*	*	*	*	*	*	*	*	0		*	*
Other	*	*	*	*	11	45.5	*	*	12	50.0	*	*	*	*
Economic Status														
Disadvantaged	437	62.7	470	48.7	450	63.3	414	62.6	415	61.9	398	58.3	342	52.3
Non-Disadvantaged	792	66.9	839	57.6	769	66.4	771	68.0	753	65.2	712	59.0	808	60.8
Migrant Status														
Migrant	*	*	0		0		*	*	0		*	*	0	
Non-Migrant	1228	65.5	1309	54.4	1219	65.3	1184	66.0	1168	64.0	1109	58.8	1150	58.3

*Values are suppressed for student counts greater than 0 and 10 or less

Table 4
2011 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	1278	60.5	1054	65.0	95	47.4	170	56.5	711	56.1	129	54.3
LEP Status												
LEP (Current & Former)	17	52.9	*	*	*	*	*	*	*	*	0	
Current LEP	12	66.7	*	*	*	*	0		*	*	0	
Former LEP	*	*	0		0		*	*	0		0	
Non-LEP	1266	60.4	1048	64.9	94	46.8	170	56.5	710	56.1	129	54.3
Gender												
Female	375	60.8	357	65.3	40	52.5	60	56.7	239	54.8	37	67.6
Male	901	60.5	697	64.8	55	43.6	110	56.4	470	57.0	92	48.9
Ethnicity												
White	558	66.1	506	67.6	41	41.5	87	51.7	331	50.5	70	58.6
Black	352	58.0	234	63.2	32	43.7	38	57.9	191	66.5	27	44.4
Asian	69	55.1	79	69.6	*	*	*	*	43	48.8	*	*
Pacific Islander	*	*	0		0		*	*	*	*	0	
Hispanic	285	54.4	227	59.5	18	72.2	34	70.6	135	60.0	28	50.0
Amer.Indian/AK Native	*	*	0		0		0		*	*	0	
Other	*	*	*	*	*	*	0		*	*	*	*
Economic Status												
Disadvantaged	458	54.4	373	61.1	43	51.2	74	59.5	220	52.7	45	55.6
Non-Disadvantaged	820	63.9	681	67.1	52	44.2	96	54.2	491	57.6	84	53.6
Migrant Status												
Migrant	0		*	*	0		0		0		0	
Non-Migrant	1278	60.5	1053	65.1	95	47.4	170	56.5	711	56.1	129	54.3

*Values are suppressed for student counts greater than 0 and 10 or less