2012 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 2011-2012 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, 2011, through November 11, 2011, and December 12, 2011, through February 17, 2012. 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 2012 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 2011-2012 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 2012 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 9,807 students were evaluated by the 2012 APA. Of these, 9,161 students had valid Language Arts Literacy scores, 9,052 students had valid Mathematics scores, and 3,560 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 2012 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 – 71.0
- Grade 4 – 66.9
- Grade 5 – 63.4
- Grade 6 – 68.9
- Grade 7 – 59.6
- Grade 8 – 61.7
- Grade 11 – 52.9

Mathematics:

- Grade 3 – 62.9
- Grade 4 – 48.8
- Grade 5 – 66.6
- Grade 6 – 64.6
- Grade 7 – 66.0
- Grade 8 – 63.0
- Grade 11 – 65.4

Science

- Grade 4 – 59.4
- Grade 8 – 62.6
- Grade 9 – 67.0
- Grade 10 – 47.7
- Grade 11 – 55.8
- Grade 12 – 42.9

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 704

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 19, which occurred in Grade 5 for Language Arts. 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 69.2% for Grade 6 students to 93.3% for Grade 4 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 56.2% and above for students in Grade 4 to 80.0% for students in Grade 3. In Science, N-counts greater than 10 were only achieved in Grade 4. Of these 16 Grade 4 students, 68.7% 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 the percentage of male students decreased from approximately 69% at Grade 3 and 70% at Grade 5, to approximately 66% at Grades 8 and 11. In Mathematics the percentage of male students decreased from approximately 69% at Grade 3 and 70% at Grade 5, to approximately 65% 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 7 with 65.3% of the females and 57.0% of the male students scoring at or above Proficient. In Grades 4, 7 and 8 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In Grades 3, 5, 6, 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 7 with 69.7% of the females and 64.3% of the male students scoring at or above Proficient. In Grade 7 the percentage of students scoring at or above Proficient was greater for female students compared to male students. In Grade 5 the percentages were the same. In Grades 3, 4, 6, 8, and 11 percentages were higher for male students. However, in

Grades 3, 4, 6, and 8 the difference between male and female students scoring at or above Proficient was less than 0.3%.

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 54.5% of females and 56.5% of males scoring at or above Proficient. In Grade 4 the percentages of students scoring at or above Proficient was greater for female students compared to male students. In Grades 8 and 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	685 students in Grade 4 Language Arts Literacy to
	358 students in Grade 11 Science
Black	351 students in Grade 5 Language Arts Literacy to
	157 students in Grade 11 Science
Asian	123 students in Grade 3 Language Arts Literacy to
	45 students in Grade 11 Science
Hispanic	345 students in Grade 3 Language Arts Literacy to
	139 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 (some grades had more than 10 students for this category, but the numbers were all below an N-count of 20), 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 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 4.4% in Grade 4, to 10.0% in Grade 5. The average difference across grades was approximately 7.5%.

Across grades White and Asian students consistently had the highest percentages of students classified as Proficient or above, while Black students consistently had the lowest percentages. White students had the highest percentage of students classified

as Proficient or above for Grades 3, 4, 5, and 11. Asian students had the highest percentage of students classified as Proficient or above for Grades 6, 7, and 8. Black students had the lowest percentage of students classified as Proficient or above for all grades, except for Grades 7 and 11, which were Hispanic and Asian respectively.

For Grade 3, the percentage of students scoring at or above Proficient level ranged from 66.8% for Black students to 74.7% 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 64.5% of the Black students to 68.9% of the White student group. The Grade 5 percentages ranged from 57.5% for Black students to 67.5% for the White student group. The Grade 6 percentages ranged from 63.6% for Black students to 72.6% for Asian students. The Grade 7 percentages ranged from 57.6% of the Hispanic student group to 64.9% of Asian students. The Grade 8 percentages ranged from 59.7% of Black students to 67.9% of Asian students. The Grade 11 percentages ranged from 50.0% of the Asian student group to 54.5% of the White student group.

Mathematics:

Within a given grade-level moderate 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 5.9% in Grade 3, to 13.1% in Grade 5. The average difference across grades was approximately 9%.

Unlike Language Arts Literacy, across grades there was a varying pattern with respect to the ethnic group having the highest percentages of students classified as Proficient or above, while Black and Hispanic students consistently had the lowest percentage of students classified as Proficient or above. White students had the highest percentage of students classified as Proficient or above for Grades 3, 4, 8,and 11.Asian students had the highest percentage of students classified as Proficient or above for Grades 5 and 6, with Hispanic students having the highest percentage of such students for Grade 7. Hispanic students had the lowest percentage of students classified as Proficient or above for Grades 3, 4, 8, and 11. Black students had the lowest percentage of students classified as Proficient or above for Grades 5, 6, and 7.

For Grade 3, the percentage of students who scored at or above the Proficient level ranged from 60.5% of the Hispanic student group to 66.4% of the White student group. The percentage of students scoring at or above Proficient level for Grade 4 ranged from 44.8% of the Hispanic student group to 51.4% of the White student group. For Grade 5, the percentage ranged from 59.3% of the Black student group to 72.4% of the Asian student group. For Grade 6, the percentage ranged from 59.4% of the Black student group to 69.1% of the Asian student group. For Grade 7, the percentage ranged from 62.4% of the Black student group to 68.8% of the Asian student group. For Grade 8, the percentage ranged from 56.0% of the Hispanic student group to 65.2% of the White student group. For Grade 11, the percentage ranged from 57.1% of the Hispanic student group to 68.1% of White student group.

Science:

In Science, there were moderate 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 8.8% in Grade 11, to 10.9% in Grade 4. The average difference across grades 4, 8 and 11 was approximately 10%. In Grades 4, 8 and 11, the White student group had the highest percentage of students classified as Proficient or above.

For Grade 4, the percentage ranged from 53.2% of the Hispanic students to 64.1% of the White students. The percentage of students scoring at or above Proficient level for Grade 8 ranged from 55.4% of the Asian students to 65.6% of the Asian student group. The percentage of Grade 11 Science students who scored at or above Proficient level ranged from 49.6% of Hispanic students to 58.4% of the White student group.

Economic Status

The number of portfolios processed indicates that approximately 35-40% of the students taking the APA were economically disadvantaged. The greatest percentages (~40%) of economically disadvantaged students taking the APA are associated with Grade 8, and the smallest percentages are associated with Grade 11 (~34%).

Language Arts Literacy:

Non-economically disadvantaged students performed better than economically disadvantaged students across all grades, except for Grade 8. The greatest difference in performance was observed in Grade 7 with 61.8% of non-economically disadvantaged students and 56.1% of economically disadvantaged students scoring at or above Proficient, respectively. The smallest difference in performance was observed in Grade 5 with 63.6% of non-economically disadvantaged students, and 62.9% 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 2.5%.

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, except Grades 7 and 8. The greatest difference in performance was observed in Grade 11 with 67.4% of non-economically disadvantaged students and 61.4% of economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in Grade 8 with 62.7% of non-economically disadvantaged students, and 63.4% of economically disadvantaged students scoring at or above Proficient. The average difference in performance across grades, with respect to the percentage of students classified as proficient or above, was approximately 3%.

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 small, except for Grade 4, which was moderate. The greatest difference was at Grade 4 with 62.1% of the non-economically disadvantaged and 55.2% of the economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in Grade 11 with 56.2% of non-economically disadvantaged students, and 55.1% of economically disadvantaged students scoring at or above Proficient. The average difference in performance across grades, with respect to the percentage of students classified as proficient or above, was approximately 3%.

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

2012 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	1406	1387	29.0	49.2	21.8	1360	37.1	44.6	18.3	-	-	-	-
Grade 4	1422	1387	33.1	58.5	8.4	1352	51.2	30.4	18.4	1299	40.6	58.9	0.5
Grade 5	1410	1387	36.6	59.5	3.9	1355	33.4	42.7	23.9	-	-	-	-
Grade 6	1351	1317	31.1	56.6	12.4	1290	35.4	44.4	20.2	-	-	-	-
Grade 7	1295	1255	40.4	48.1	11.5	1251	34.0	46.9	19.1	-	-	-	-
Grade 8	1224	1185	38.3	53.9	7.8	1175	37.0	48.2	14.8	1127	37.4	45.6	16.9
Grade 9*	120	-	-	-	-	-	-	-	-	103	33.0	58.3	8.7
Grade 10*	224	-	-	-	-	-	-	-	-	222	52.3	44.1	3.6
Grade 11*	1223	1135	47.1	34.8	18.1	1158	34.6	43.4	21.9	704	44.2	49.4	6.4
Grade 12*	132	108	60.2	25.0	14.8	111	53.2	39.6	7.2	105	57.1	37.1	5.7
All Grades	9807	9161	36.4	51.6	11.9	9052	37.8	42.7	19.4	3560	41.3	51.2	7.4

*In 2012, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2012 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	1387	71	1387	66.9	1387	63.4	1317	68.9	1255	59.6	1185	61.7	1135	52.9
LEP Status														
LEP (Current & Former)	15	80	15	93.3	19	78.9	13	69.2	13	76.9	*	*	*	*
Current LEP	*	*	13	92.3	11	72.7	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-LEP	1381	70.9	1374	66.7	1376	63.3	1312	69	1249	59.5	1184	61.7	1133	53
Gender														
Female	426	70.7	422	69.7	411	63	406	68.2	395	65.3	397	63.5	386	50.5
Male	961	71.2	965	65.7	974	63.7	909	69.3	860	57	783	61.2	749	54.1
Ethnicity														
White	594	74.7	685	68.9	628	67.5	604	71.2	609	60.9	546	62.6	605	54.5
Black	304	66.8	304	64.5	351	57.5	283	63.6	301	58.1	283	59.7	238	51.3
Asian	123	73.2	78	66.7	76	59.2	84	72.6	74	64.9	84	67.9	70	50
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	345	68.1	306	65.4	312	62.2	326	68.7	257	57.6	255	60	212	52.4
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	13	46.2	*	*	17	70.6	13	61.5	11	54.5	13	69.2	*	*
Economic Status														
Disadvantaged	518	68.9	547	66.2	526	62.9	518	67.8	481	56.1	472	62.7	386	50.8
Non-Disadvantaged	869	72.3	840	67.4	861	63.6	799	69.7	774	61.8	713	61	749	53.9
Migrant Status														
Migrant	0		*	*	0		0		0		0		0	
Non-Migrant	1387	71	1386	66.9	1387	63.4	1317	68.9	1255	59.6	1185	61.7	1135	52.9

*Values are suppressed for student counts of 10 or less

Table 3
2012 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	1360	62.9	1352	48.8	1355	66.6	1290	64.6	1251	66	1175	63	1158	65.4
LEP Status														
LEP (Current & Former)	15	80	16	56.2	17	58.8	13	69.2	13	76.9	*	*	*	*
Current LEP	*	*	14	57.1	*	*	*	*	*	*	*	*	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-LEP	1354	62.7	1338	48.7	1345	66.6	1285	64.6	1245	66	1174	62.9	1157	65.4
Gender														
Female	422	62.8	416	48.6	405	66.7	409	64.5	399	69.7	404	63.1	405	63.7
Male	938	62.9	936	48.9	948	66.7	879	64.7	852	64.3	766	63.2	753	66.3
Ethnicity														
White	580	66.4	669	51.4	612	70.4	584	67	607	66.7	546	65.2	631	68.1
Black	302	60.6	296	47.3	344	59.3	283	59.4	298	62.4	281	64.8	242	65.7
Asian	118	61	76	50	76	72.4	81	69.1	73	68.5	83	62.7	67	67.2
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	339	60.5	297	44.8	303	64.4	322	64.9	260	68.8	248	56	210	57.1
Amer.Indian/AK Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	13	30.8	*	*	17	88.2	13	30.8	*	*	12	75	*	*
Economic Status														
Disadvantaged	506	61.1	528	45.8	504	65.1	505	63.6	480	67.3	464	63.4	391	61.4
Non-Disadvantaged	854	63.9	824	50.7	851	67.6	785	65.2	771	65.2	711	62.7	767	67.4
Migrant Status														
Migrant	0		*	*	0		0		0		0		0	
Non-Migrant	1360	62.9	1351	48.9	1355	66.6	1290	64.6	1251	66	1175	63	1158	65.4

*Values are suppressed for student counts of 10 or less

Table 4
2012 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	1299	59.4	1127	62.6	103	67	222	47.7	704	55.8	105	42.9
LEP Status												
LEP (Current & Former)	16	68.7	*	*	0		*	*	*	*	0	
Current LEP	14	71.4	*	*	0		*	*	0		0	
Former LEP	*	*	*	*	0		0		*	*	0	
Non-LEP	1285	59.3	1125	62.5	103	67	221	47.5	704	55.8	105	42.9
Gender												
Female	397	60.2	374	62.3	35	65.7	68	38.2	233	54.5	38	36.8
Male	902	59.1	748	63.1	67	67.2	154	51.9	471	56.5	67	46.3
Ethnicity												
White	629	64.1	523	65.6	43	76.7	109	55	358	58.4	41	46.3
Black	286	56.6	270	62.2	28	78.6	62	46.8	157	57.3	27	40.7
Asian	75	56	83	55.4	*	*	13	38.5	45	55.6	*	*
Pacific Islander	*	*	*	*	0		*	*	*	*	0	
Hispanic	295	53.2	235	57.9	24	41.7	35	28.6	139	49.6	32	37.5
Amer.Indian/AK Native	*	*	*	*	0		0		0		0	
Other	*	*	12	66.7	*	*	*	*	*	*	0	
Economic Status												
Disadvantaged	507	55.2	435	61.1	46	63	112	42	247	55.1	42	42.9
Non-Disadvantaged	792	62.1	692	63.4	57	70.2	110	53.6	457	56.2	63	42.9
Migrant Status												
Migrant	*	*	0		0		0		0		0	
Non-Migrant	1298	59.4	1127	62.6	103	67	222	47.7	704	55.8	105	42.9

*Values are suppressed for student counts of 10 or less