2013 New Jersey Alternate Proficiency Assessment

Executive Summary

The New Jersey 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 APA 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 linked to the common core of learning within the general curriculum in New Jersey.

The APA was designed and developed to meet the requirements of the *Individuals with Disabilities Education Act of 1997 (IDEA '97)*, *Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04)*, and the *No Child Left Behind Act of 2001 (NCLB).*

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 includes assessment results for all students.

The APA fulfills these requirements and is based on the New Jersey Core Curriculum Content Standards (NJ 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 2012–2013 APA was administered in Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, 11, and 12 (if the student was not assessed as a grade 11 student). Science was assessed in grades 4 and 8 and in grade 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 4, 2012, through November 16, 2012,[1] and December 10, 2012, through February 15, 2013. A portfolio is a collection of student work samples that measure a student's progress related to the NJ CCCS, strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI Links.

Extensive APA information is available at the ServicePoint website provided by Questar Assessment, Inc. (Questar), the current APA vendor, at https://nj-servicepoint.questarai.com/NJxx01_Documentation.aspx.

For the *New Jersey Core Curriculum Content Standards*, see http://www.nj.gov/njded/cccs.

The 2013 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 (USED) assisted the New Jersey Department of Education (NJDOE) 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 CPIs 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, that prescribe the standards and strands that must be assessed. Test specifications were written in order to provide more guidance on how to link to grade-level CPIs and to address the federal requirement of linkage to the skills tested in the general assessments. Specifying the requirements increases standardization of the assessment for students with significant cognitive disabilities. 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 2012–2013 APA administration are provided below. For Science, the specific standards to be assessed differ by grade.

[1] Extended to November 28, 2012, due to Hurricane Sandy.

- **Language Arts Literacy:** Four entries
    - Two different strands each from standards 3.1 and 3.2
- **Mathematics:** Four entries
    - One strand each from standards 4.1, 4.2, 4.3, and 4.4
- **Science:** Four entries
    - 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 Biology (grade 9, 10, 11, or 12): Two different strands (A and B) each from standards 5.5 and 5.10

The CPI Links were developed from a subset of the NJ CCCS, strands, and CPIs. The subset was prioritized for assessment on the APA by Inclusive Large Scale Standards for Assessment (ILSSA) content specialists, NJDOE 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 NJ 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 redesigned APA, administered operationally for the first time in 2008–2009, was conducted from 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 (grade 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:

- The **Complexity** Dimension is used to evaluate the CPI Link assessed and how closely the complexity and difficulty (Matched, Near, Far) links to the NJ CCCS and grade-level CPI.
- The **Independence** Dimension is used to evaluate the extent to which the student completed the assessment items independently.

- The **Performance** Dimension is used to evaluate the student's accuracy when performing skills represented in the CPI Links.

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 do not meet the APA requirements are reported as "0's" along with an unscorable code. Of the required four entries for a content area, only one scorable entry is required to assign a proficiency level. If the portfolio contains only one scorable entry within a content area, the total score and proficiency level for that content area 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 USED.

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 2013 APA. The state summary data file and the state level Performance by Demographic Group reports are produced and posted on the NJDOE 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 100.0% due to rounding.

As seen in the Table 1 summary data, 10,100 students were evaluated by the 2013 APA. Of these, 9,163 students had valid Language Arts Literacy scores, 9,081 students had valid Mathematics scores, and 3,851 students had valid Science scores. Science was assessed in grades 4 and 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 Individualized Education Program (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, 3, and 4 present the grade level performance by demographic groups for Language Arts Literacy, Mathematics, and Science, respectively. Results are presented for the total student group and the following demographic variables: limited English proficient (LEP) 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 100.

Students are counted in the state total 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." 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 Student Demographic Information Forms (SDIFs) 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 2013 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 – 64.4
- Grade 4 – 68.3
- Grade 5 – 58.1
- Grade 6 – 57.5
- Grade 7 – 47.1
- Grade 8 – 39.4
- Grade 11 – 41.9

Mathematics:

- Grade 3 – 68.7
- Grade 4 – 55.2
- Grade 5 – 67.2
- Grade 6 – 54.9
- Grade 7 – 53.7
- Grade 8 – 42.1
- Grade 11 – 47.3

Science:

- Grade 4 – 52.1
- Grade 8 – 26.9
- Grade 9 – 34.3
- Grade 10 – 49.0
- Grade 11 – 38.9
- Grade 12 – 38.5

For high school, Science was assessed in grade 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction. The greatest number of high school students with valid scores was 751 students in grade 11 (as shown in Table 1). 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 23, which occurred in grade 3 for both Language Arts Literacy and Mathematics. 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 13.3% for grade 8 students to 85.0% for grade 4 students. In Mathematics, the percentage of LEP students scoring at or above Proficient varied from 13.3% for students in grade 8 to 82.6% for students in grade 3. In Science, n-counts greater than 10 were only achieved in grades 4 and 8. Of the 19 grade 4 students and 14 grade 8 students, 47.4% and 21.4% were classified as Proficient or above, respectively. 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 65.3% at grade 3 to 41.5% at grade 11. In Mathematics the percentage of male students decreased from 67.0% at grade 3 to 47.8% at grade 11. In Science the percentage decreased from 51.6% in grade 4 to 39.8% in grade 11.

Language Arts Literacy:

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 49.9% of the females and 46.0% of the male students scoring at or above Proficient. In grades 5, 6, 7, 8, and 11, the percentages of students scoring at or above Proficient was greater for female students compared to male students. In grades 3 and 4, 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 8 with 47.8% of the female students and 39.3% of the male students scoring at or above Proficient. In grades 7 and 8, the percentage of students scoring at or above Proficient was greater for female students compared to male students. In grades 3, 4, 5, 6, and 11, percentages were higher for male students.

Science:

Across all grades, the percentages of female students and male students scoring at or above Proficient were similar. The largest difference was at grade 11 with 37.1% of female students and 39.8% of male students scoring at or above Proficient. In grades 4 and 8, the percentage 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	666 students in grade 5 Language Arts Literacy to 370 students in grade 11 Science
Black	348 students in grade 6 Language Arts Literacy to 163 students in grade 11 Science
Asian	117 students in grade 4 Language Arts Literacy to 43 students in grade 11 Science
Hispanic	383 students in grade 4 Language Arts Literacy to 170 students in grade 11 Science

Since 10 or fewer students were associated with the 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. (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.) 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 (not including Pacific Islander, American Indian/Alaskan Native, and other ethnic groups because of low n-counts), in terms of percentage of students Proficient or above, ranged from 7.3% in grade 6 to 15.6% in grade 3. The average difference across grades was approximately 10%.

White students had the highest percentage of students classified as Proficient or above for grades 4, 7, and 8. Asian students had the highest percentage of students classified as Proficient or above for grades 3, 6, and 11 and the lowest percentage of students classified as Proficient or above for grades 4 and 5. Black students had the highest percentage of students classified as Proficient or above for grade 5 and the lowest percentage of students classified as Proficient or above for grades 3, 6, 7, and 8. Hispanic students had the lowest percentage of students classified as Proficient or above for grade 11.

For grade 3, the percentage of students scoring at or above Proficient level ranged from 59.8% for Black students to 75.4% for Asian 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 63.3% of the Asian students to 70.6% of the White student group. The grade 5 percentages ranged from 52.4% for Asian students to 60.7% for the Black student group. For grade 6, the percentages ranged from 53.5% for Black students to 60.7% for Asian students. For grade 7, the percentages ranged from 41.8% of Black students to 50.7% of White students. For grade 8, the percentages ranged from 33.4% of Black students to 44.3% of White students. For grade 11, the percentages ranged from 36.7% of the Hispanic student group to 49.3% of the Asian 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 3.4% in grade 7 to 16.2% in grade 8. The average difference across grades was approximately 10%.

White students had the highest percentage of students classified as Proficient or above for grades 4, 5, and 6 and the lowest percentage of students classified as Proficient or above for grade 7. Asian students had the highest percentage of students classified as Proficient or above

for grades 3, 8, and 11 and the lowest percentage of students classified as Proficient or above for grades 5 and 6. Black students had the highest percentage of student classified as Proficient or above for grade 7 and the lowest percentage of students classified as Proficient or above in grade 3 and, like Asian students, in grade 6. Hispanic students had the lowest percentage of students classified as Proficient or above for grades 4, 8, and 11.

For grade 3, the percentage of students who scored at or above the Proficient level ranged from 60.4% of the Black student group to 75.0% of the Asian student group. For grade 4, the percentage of students scoring at or above the Proficient level ranged from 50.4% of the Hispanic student group to 59.2% of the White student group. For grade 5, the percentage ranged from 61.7% of the Asian student group to 69.7% of the White student group. For grade 6, the percentage ranged from 50.0% of both the Black and Asian student groups to 58.8% of the White student group. For grade 7, the percentage ranged from 51.9% of the White student group to 55.2% of the Black student group. For grade 8, the percentage ranged from 38.2% of the Hispanic student group to 54.4% of the Asian student group. For grade 11, the percentage ranged from 44.4% of the Hispanic student group to 56.1% of the Asian student group.

Science:

Within a given grade level, moderate differences in ethnic group performance were observed. The difference between the highest and lowest performing ethnic group, in terms of percentage of students Proficient or above, ranged from 9.4% in grade 8 to 20.6% in grade 11. The average difference across grades 4, 8, and 11 was approximately 13%.

White students had the highest percentage of students classified as Proficient or above for grade 4. Black students had the highest percentage of students classified as Proficient or above for grade 8 and the lowest percentage of students classified as Proficient or above for grade 4. Asian students had the highest percentage of students classified as Proficient or above for grade 11. Hispanic students had the lowest percentage of students classified as Proficient or above for grades 8 and 11.

For grade 4, the percentage ranged from 46.5% of the Black students to 56.3% of the White students. For grade 8, the percentage of students scoring at or above the Proficient level ranged from 23.1% of the Hispanic students to 32.4% of the Black student group. For grade 11, the percentage of students scoring at or above Proficient level ranged from 32.9% of Hispanic students to 53.5% of the Asian student group.

Economic Status The number of portfolios processed indicates that approximately 30–40% of the students taking the APA were economically disadvantaged. The number of students with valid scores indicates that the economically disadvantaged students span between 31–37% across content areas over grades except grade 12; however, because the number of students with valid scores in grade 12, as well as in grades 9 and 10, is much smaller than the other grades, this executive summary focuses on grades 3–8 and grade 11 for all content areas.

Language Arts Literacy:

Economically disadvantaged students performed better than non-economically disadvantaged students in grades 3, 4, 5, and 6. The greatest difference in performance was observed in grade 11 with 34.0% of economically disadvantaged students and 46.0% of non-economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 3 with 64.6% of economically disadvantaged students and 64.4% of non-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 4%.

Mathematics:

The percentage of economically disadvantaged students scoring at or above Proficient was greater than the percentage of non-economically disadvantaged students scoring at or above Proficient for all grades except grade 6. The greatest difference in performance was observed in grade 4 with 53.2% of non-economically disadvantaged students and 58.5% of economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 11 with 47.3% of non-economically disadvantaged students and 47.3% 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 2%.

Science:

The percentage of economically disadvantaged students scoring at or above Proficient was greater than the percentage of non-disadvantaged students scoring at or above Proficient for grades 4 and 8. The greatest difference was at grade 11 with 35.3% of the economically disadvantaged and 40.6% of the non-economically disadvantaged students scoring at or above Proficient. The smallest difference in performance was observed in grade 8 with 26.7% of non-economically

disadvantaged students and 27.2% 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 in this report. Since 10 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 10 or less.

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

Table 1
2013 New Jersey Alternate Proficiency Assessment
Number of Valid Scores and Percent of Students at Each APA Proficiency Level

		Language Arts Literacy				Mathematics				Science			
Grade	Number of Portfolios Processed	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.	Number of Valid Scores	% Part. Prof.	% Prof.	% Adv. Prof.
3	1,344	1,282	35.6	50.2	14.3	1,264	31.3	49.3	19.5	---	---	---	---
4	1,464	1,413	31.7	57.8	10.5	1,397	44.8	30.4	24.8	1,386	47.9	51.3	0.8
5	1,429	1,369	41.9	54.1	4.0	1,349	32.8	40.8	26.5	---	---	---	---
6	1,442	1,400	42.5	51.1	6.4	1,371	45.1	40.2	14.7	---	---	---	---
7	1,374	1,303	52.9	37.5	9.7	1,301	46.3	40. 9	12.8	---	---	---	---
8	1,272	1,222	60.6	35.1	4.3	1,215	57.9	36.7	5.3	1,205	73.1	22.2	4.7
9*	167	---	---	---	---	---	---	---	---	166	65.7	31.3	3.0
10*	250	---	---	---	---	---	---	---	---	247	51.0	42.9	6.1
11*	1,210	1,101	58.1	26.6	15.3	1,104	52.7	33.0	14.3	751	61.1	32.8	6.1
12*	148	73	58.9	28.8	12.3	80	51.3	33.8	15.0	96	61.5	28.1	10.4
All Grades	10,100	9,163	45.7	45.3	9.1	9,081	44.2	38.7	17.1	3,851	59. 7	36.6	3.7

*In 2013, the APA assessed Science in grades 9, 10, 11, or 12 depending on the grade in which a student received Biology instruction.

Table 2
2013 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	1,282	64.4	1,413	68.3	1,369	58.1	1,400	57.5	1,303	47.1	1,222	39.4	1,101	41.9
LEP STATUS														
LEP (Current & Former)	23	60.9	20	85.0	*	*	*	*	*	*	15	13.3	*	*
Current LEP	18	50.0	12	75.0	*	*	*	*	*	*	13	15.4	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-LEP	1,264	64.6	1,401	68.2	1,361	58.0	1,394	57.5	1,294	47.2	1,209	39.6	1,096	41.7
GENDER														
Female	379	62.3	434	66.6	424	59.2	398	57.5	381	49.9	380	41.1	378	42.6
Male	901	65.3	978	69.0	945	57.6	999	57.4	922	46.0	840	38.7	723	41.5
ETHNICITY														
White	529	66.2	578	70.6	666	57.8	630	58.7	594	50. 7	571	44.3	532	44.5
Black	254	59.8	314	69.4	295	60.7	348	53.4	287	41.8	299	33.4	255	39.2
Asian	114	75.4	117	63.2	82	52.4	84	60.7	87	46.0	69	43.5	67	49.3
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	375	61.3	383	66.8	313	56.9	318	59.1	315	45.7	263	34.2	240	36.7
Amer.Indian/AK Native	*	*	*	*	*	*	0		*	*	*	*	*	*
Other	*	*	15	46.7	*	*	16	50.0	14	42.9	15	33.3	*	*
ECONOMIC STATUS														
Disadvantaged	466	64.6	528	71.6	488	59.8	520	58.1	448	45.3	447	37.4	379	34.0
Non-Disadvantaged	816	64.3	885	66.3	881	57.1	880	57.2	855	48.1	775	40.5	722	46.0
MIGRANT STATUS														
Migrant	0		0		*	*	*	*	0		0		0	
Non-Migrant	1,282	64.4	1,413	68.3	1,367	58.1	1,399	57.5	1,303	47.1	1,222	39.4	1,101	41.9

*Values are suppressed for student counts greater than zero but 10 or less.

Table 3
2013 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	1,264	68.7	1,397	55.2	1,349	67.2	1,371	54.9	1,301	53.7	1,215	42.1	1,104	47.3
LEP STATUS														
LEP (Current & Former)	23	82.6	18	50.0	*	*	*	*	*	*	15	13.3	*	*
Current LEP	18	77.8	*	*	*	*	*	*	*	*	13	15.4	*	*
Former LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-LEP	1,246	68.6	1,387	55.3	1,341	67.3	1,366	54.8	1,292	53.6	1,202	42.3	1,101	47.1
GENDER														
Female	379	66.0	433	54.5	421	66.3	400	54.0	386	56.2	381	47.8	388	46.4
Male	883	70.0	963	55. 5	928	67.7	968	55.1	915	52.6	832	39.3	716	47.8
ETHNICITY														
White	518	71.4	568	59.2	660	69.7	614	58.8	592	51.9	567	43.0	538	48.3
Black	255	60.4	317	56.8	287	66.9	346	50.0	286	55.2	299	41.5	254	46.1
Asian	112	75.0	112	51.8	81	61.7	84	50.0	87	52.9	68	54.4	66	56.1
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	369	68.8	379	50.4	308	63.6	307	53.4	317	55.2	262	38.2	239	44.4
Amer.Indian/AK Native	*	*	*	*	*	*	0		*	*	*	*	*	*
Other	*	*	15	33.3	*	*	16	62.5	13	69.2	14	35.7	*	*
ECONOMIC STATUS														
Disadvantaged	462	69.5	528	58.5	476	67.6	497	52.9	444	56.5	443	42.9	370	47.3
Non-Disadvantaged	802	68.3	869	53.2	873	67.0	874	55.9	857	52.2	772	41.6	734	47.3
MIGRANT STATUS														
Migrant	0		0		*	*	*	*	0		0		0	
Non-Migrant	1,264	68.8	1,397	55.2	1,347	67.2	1,370	54.8	1,301	53.7	1,215	42.1	1,104	47.3

*Values are suppressed for student counts greater than zero but 10 or less.

Table 4
2013 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	1,386	52.1	1,205	26.9	166	34.3	247	49.00	751	38.9	96	38.5
LEP STATUS												
LEP (Current & Former)	19	47.4	14	21.4	*	*	*	*	*	*	0	
Current LEP	11	27.3	12	25.0	*	*	*	*	*	*	0	
Former LEP	*	*	*	*	0		0		*	*	0	
Non-LEP	1,375	52.3	1,193	26.9	163	34.4	245	49.0	746	39.0	96	38.5
GENDER												
Female	421	53.2	377	27.3	53	37.7	101	46.5	264	37.1	39	30.8
Male	964	51. 6	826	26.8	112	33.0	146	50.7	487	39.8	57	43.9
ETHNICITY												
White	563	56.3	558	25.3	78	34.6	113	58.4	370	38.9	39	30.8
Black	312	46.5	299	32.4	47	38.3	71	47.9	163	40.5	27	40.7
Asian	110	55.5	68	32.4	*	*	14	28.6	43	53.5	*	*
Pacific Islander	*	*	*	*	*	*	0		*	*	*	*
Hispanic	380	50.3	260	23.1	29	27.6	47	36.2	170	32.9	21	52.4
Amer.Indian/AK Native	*	*	*	*	*	*	0		*	*	0	
Other	15	46.7	15	20.0	*	*	*	*	*	*	*	*
ECONOMIC STATUS												
Disadvantaged	528	53.6	438	27.2	61	29.5	82	53.7	241	35.3	36	41.7
Non-Disadvantaged	858	51.2	767	26.7	105	37.1	165	46.7	510	40.6	60	36.7
MIGRANT STATUS												
Migrant	0		0		0		0		0		0	
Non-Migrant	1,386	52.1	1,205	26.9	166	34.3	247	49.0	751	38.9	96	38.5

*Values are suppressed for student counts greater than zero but 10 or less.