LOWER TOWNSHIP SCHOOL DISTRICT
CAPE MAY, NEW JERSEY

NJ ASSESSMENT OF SKILLS AND KNOWLEDGE
GRADES 3-6
MAY 2014

- **ANALYSIS AND SUMMARY REPORT**
- **SUMMATIVE NARRATIVE**
- **RECOMMENDATIONS**

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BACKGROUND INFORMATION

The following information is provided by the New Jersey State Department of Education.

A. Overview of the Statewide Testing Program

New Jersey's state constitution authorizes "a thorough and efficient system of free public schools." In 1975, the New Jersey Legislature passed the Public School Education Act "to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society." An amendment to that act was signed in 1976, establishing uniform standards of minimum achievement in basic communication and computation skills. This amendment is the legal basis for the use of a test as a graduation requirement in New Jersey.

Beginning in 1981–1982, ninth-grade students were required to pass the Minimum Basic Skills Test (reading and mathematics) as one of the requirements for a high school diploma. Students who did not pass both parts of the test had to be retested on those parts.

In 1983, the grade 9 High School Proficiency Test (HSPT9), a more difficult test in reading, mathematics, and writing, was adopted to measure the basic skills achievements of ninth-grade students. The test was first administered as a graduation requirement in 1985–1986. In 1988, the New Jersey Legislature passed a law that moved the High School Proficiency Test from the ninth grade to the eleventh grade and added an early benchmark assessment with the grade 8 Early Warning Test (EWT). The grade 11 High School Proficiency Test (HSPT11) was to serve as a graduation requirement for all New Jersey public school students who entered the ninth grade on or after September 1, 1991.

In 1992, the New Jersey State Department of Education mandated the establishment and administration of a statewide fourth-grade test in N.J.A.C. 6:8-4.6(a)1. The elementary-level test was seen as a way to increase the effectiveness of instruction in New Jersey's elementary schools by providing an accurate measure of how elementary school students are progressing towards acquiring the knowledge and skills needed to graduate from high school and function politically, economically, and socially in a democratic society. The test also serves as a way to monitor school districts and schools to ensure that they are adequately educating their students.

In 1995, the state began the development of a fourth-grade assessment, to be aligned to new educational content standard intended to define the State's expectations for student learning. These standards, the New Jersey Core Curriculum Content Standards (NJ CCCS), were adopted in 1996 by the New Jersey State Board of Education. Along with their Cumulative Progress Indicators (CPIs), the NJ CCCS define expected achievement in nine core content areas:

- Visual and performing arts
- Comprehensive health and physical education
- Language Arts Literacy
- Mathematics
- Science
- Social studies
- World languages
- Technology
- Career education and consumer, family and life skills

The NJ CCCS informed the development of three statewide assessments: (1) the fourth-grade Elementary School Proficiency Assessment (ESPA), which was administered from 1997–2002; (2) the Grade Eight Proficiency Assessment (GEPA), which replaced the EWT in 1998; and (3) the High School Proficiency Assessment (HSPA), which replaced the HSPT11 as the state's graduation test in 2002 following three years of field testing.

State regulations (N.J.A.C. 6A8-2.1(a)5i) stipulate that the NJ CCCS must be reviewed for possible revision every five years. Thus, the NJ CCCS constitute a dynamic entity, not a fixed, final set of standards. Similarly, New Jersey's assessments reflect continuous refinements and evolving understandings of the NJ CCCS, while using assessment instruments that are highly standardized for the purposes of ensuring validity, reliability, and comparability. Revisions to the NJ CCCS were completed in 2004.

The Elementary School Proficiency Assessment (ESPA) test specifications were aligned with the NJ CCCS. In May 1997, and again in May 1998, a field test of the ESPA in Language Arts Literacy (Reading and Writing), Mathematics, and Science was administered to all fourth-grade students in New Jersey. In May 1999, the ESPA was administered for the first time as an operational assessment.

National trends in support of standards-based education and educational accountability led to the passage of the No Child Left Behind Act of 2001 (NCLB). NCLB required that every state establish standardized assessments in reading and mathematics, annually in grades 3 through 8 and once in high school, no later than 2005–2006, and in science at three benchmark grade levels no later than 2007–2008. As a result of these requirements, New Jersey established additional statewide assessments in grade 3 (starting in 2003) and in grades 5 through 7 (starting in 2006).

In response to NCLB requirements and to New Jersey's own expectations that children be reading on grade level by the end of third grade, New Jersey revised its elementary assessment to develop a comprehensive, multi-grade testing program. In 2003, the New Jersey Assessment of Skills and Knowledge (NJ ASK 4) replaced the ESPA. From Spring 2004 through Spring 2008, all third and fourth graders took the New Jersey Assessment of Skills and Knowledge (NJ ASK 3&4) in Language Arts Literacy, Mathematics, and Science (grade 4 only).

In 2008, new tests in Language Arts Literacy and Mathematics were introduced under the umbrella name "NJ ASK" at grades 5–7; the grade 8 test, the GEPA, was also replaced with NJ ASK 8. In 2009, new tests in Language Arts Literacy and Mathematics were introduced at grades 3–4. The new NJ ASK tests had modified designs, consisting of greater numbers of items, thereby increasing the amount of information contained in the results. New Spanish language versions of the NJ ASK were also introduced in grades 5–8 in 2008 and in grades 3–4 in 2009. The NJ ASK tests in science, administered in grades 4 and 8, remained the same. As of 2010, the collection of assessments is referred to as the NJ ASK 3–8.

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics. In the 2012–2013 school year, New Jersey implemented the CCSS for grades 3–5 mathematics and grades 3–8 ELA; the implementation of the CCSS for grades 6–8 mathematics will occur in the 2013–2014 school year. As such, the 2013 NJ ASK (grades 3–8 mathematics and grades 3–8 ELA) measured the CCSS, not the NJ CCCS. The NJ ASK in science will continue to measure the NJ CCCS.

B. Overview of NJ ASK Test Content

The NJ ASK 3–8 was initially designed to provide information about each student's achievement in the areas required by the NJ CCCS. Presently, the NJ ASK is in a period of transition to the Common Core State Standards (CCSS) that are being adopted throughout most of the country. The 2014 NJ ASK English Language Arts (ELA) tests address these standards, as do the 2014 NJ ASK Mathematics tests in grades 3–8. The grades 4 and 8 Science tests are still aligned with the NJ CCCS.

For information regarding the Common Core State Standards in ELA and in Mathematics please see the website, http://www.corestandards.org/. Information pertaining to the NJ CCCS in Science may be found at http://www.state.nj.us/education/cccs/

Table 3 illustrates the Spring 2014 test dates and the approximate testing times for NJ ASK 3–8.

Table 3: Test Dates and Approximate Testing Times, Spring 2014

Grade	Test Dates		Testing Time (minutes)				
			ELA		Math		Science
	Regular testing	Make-up testing	Day 1	Day 2	Day 1	Day 2	
3	5/12/14-5/15/14	5/19/14-5/23/14	90	90	63	68	N/A
4	5/12/14-5/16/14	5/19/14-5/23/14	90	90	63	68	60
5	5/05/14-5/08/14	5/12/14-5/16/14	90	90	68	68	N/A
6	5/05/14-5/08/14	5/12/14-5/16/14	105	120-135	64	69	N/A
7	4/28/14-5/01/14	5/05/14-5/09/14	105	120-135	64	69	N/A
8	4/28/14-5/01/14	5/05/14-5/09/14	105	120-135	133	N/A	120

The 2014 English Language Arts tests consist of reading passages, multiple-choice items, constructed-response items, and writing tasks. The tests were administered over two days for all six grades.

The 2014 Mathematics tests consist of multiple-choice, as well as short and extended constructed-response items; these tests were administered over a two-day period in grades 3–7 and in one day in grade 8. Some of the multiple-choice and extended constructed-response items permit the use of a calculator. The short constructed-response items are answered without the use of a calculator in grades 3–8. The use of calculators is permitted for one of the six parts of the test in grades 3 and 4 and for three of the six parts of the test in grades 5–8.

The 2014 Science tests consist of multiple-choice and constructed-response items. The Science tests, applicable to grades 4 and 8 only, were administered during a single day.

English Language Arts (ELA)

The English Language Arts (ELA) tests focus on students' reading and writing knowledge and skills based on the Common Core State Standards. The ELA score is reported in two content clusters: Reading and Writing

Reading	Writing
Grades 3–8	*Grades 3–5*
Informational text	Informative/Explanatory prompt
Literature	Narrative Prompt
	Grades 6 and 8
	Argument prompt
	Narrative prompt

The point distributions of the ELA test appear in Table 4a.

4a: Total Points Possible on NJ ASK 3-6, by Content Area Cluster and Grade, ENGLISH LANGUAGE ARTS				
Grade	**3**	**4**	**5**	**6**
Cluster				
Writing	**20**	**20**	**20**	**18**
Informa./Expl. Task[1]	10	10	10	--
Narrative Task[1]	10	10	10	6
Argument Task[3]	--	--	--	12
Reading	**30**	**36**	**42**	**52**
Literature	10	12	14	13
Informational Text	20	24	28	39
Total Points Possible	**50**	**56**	**62**	**70**
Multiple Choice	18	24	30	36
Constructed Response[4]	12	12	12	16

[1]1-5 points each, two readers, points summed
[2]1-6 points each, two readers points averaged (mean of scores)
[3]1-6 points each, two readers, points summed
[4]0-4 points each

Reading. The Reading cluster of the ELA tests requires that students read passages selected from previously published work and respond to related multiple-choice and constructed-response questions. The constructed-response questions are designed to measure a student's comprehension of the reading selection/passage. Students are required to write their own responses using examples and/or information from the reading.

The 2014 NJ ASK 3–5 tests include three operational reading passages at each grade level—two containing informational text and one involving literature. The 2014 NJ ASK 6–8 tests include four operational reading passages per grade level—two comprising informational texts and two involving literature. Reading passages are taken from published material in a wide array of sources and genres.

• Reading Informational Text

- Nonfiction text written to convey information
- Selections from previously published materials
- 400–900 words in length (approximate)

• Reading Literature

- Material written primarily to tell a story
- Selections from previously published works
- 500–1,000 words in length (approximate)

The Reading cluster focuses on skills identified by the CCSS as the College and Career Readiness Standards for Reading. For further information on the ways in which the CCSS standards relate to reading informational text and reading literature please refer to materials developed by the Common Core State Standards Initiative.

WRITING

All tasks in the Writing cluster require that students write a response to a prompt; the response is subsequently scored using the NJ Registered Holistic Scoring Rubric *(see Appendix B).* In 2014, the Writing cluster consists of two types of prompts at each grade level, as indicated in Table 4a.

Informative/explanatory prompts. Informative/explanatory writing is used to share knowledge and to convey ideas and experience. Informative/explanatory writing may be based on the writer's personal knowledge and experience or on information presented to the writer.

Grade 3–5 informative/explanatory prompts are based on topics familiar to students and require that students describe, discuss, explain, and/or analyze some aspect of the topic. Students draw on their own experience and what they know to develop their ideas for their composition. Students in grades 3–5 have 30 minutes within which to respond to the prompt.

Narrative prompt. The narrative prompt, used this year in grades 3-8 presented a brief scenario that students use as a springboard for writing a story that can be based upon real or fictional events. They may draw from stories they have read, their own experiences, and/or their imagination to develop ideas for the stories that they compose. Students have 30 minutes to respond to the narrative prompt.

Argument prompt. Argument writing prompts, which only apply to students in grades 6–8, elicit students' points of view on or opinions of a given controversy. The controversies presented can be interpersonal, school/community-related, or societal in nature. Students in grades 6–8 have 45 minutes within which to respond to the argument prompt.

A Writer's Checklist is provided to all students during testing to encourage students to read, reread, revise, and edit their written work for all writing tasks.

MATHEMATICS

The Mathematics assessments contain both multiple-choice and constructed-response items. There are two types of constructed-response items—extended constructed-response (previously known as open-ended) and short constructed-response. The extended constructed-response items require students to solve a problem as well as explain their solution. The short constructed-response items require only an answer, not an explanation.

The grade 3–5 tests measure skills in five clusters, as taken from the Common Core:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations—Fractions
- Measurement and Data
- Geometry

The point breakdown of these clusters is displayed in table 4b.

Table 4b: Total Points Possible on NJ ASK 3-5, by Content Area Cluster, and Grade, MATHEMATICS			
Grade	3	4	5
Cluster			
Operations and Algebraic Thinking	14	10	6
Number and Operations in Base Ten	6	10	11
Number and Operations- Fractions	11	18	14
Measurement and Data	13	6	13
Geometry	6	6	6
Total Points Possible	**50**	**50**	**50**
Multiple-Choice	35	35	33
Short Constructed-Response[3]	6	6	8
Extended Constructed Response[4]	9	9	9

[3]One point each
[4]Three points each

Highlights of the grades 3–5 Common Core curriculum areas associated with these clusters are as follows:

- **Number and Operations in Base Ten** progresses through conceptual processes associated with place value, counting and cardinality, and the nature and properties of addition, subtraction, multiplication, and division. Over time, it is anticipated that students will come to exhibit a deeper understanding of these concepts, with facility in the algorithmic processes that enable their use with multi-digit numbers and decimals up to the hundredths.
- **Number and Operations—Fractions** initially involves part-whole relationships and moves toward the comprehension of progressively more complex numerical interactions. A conceptual understanding of fractions is sought, as evidenced in the ordering and equivalence of fractions and transformations between fractions and decimals. Fractions are used to solve problems, with skill in the processes of addition, subtraction multiplication and division of fractions.
- **Geometry** starts with the understanding of shapes and their attributes as well as the classification of shapes through these attributes. Later, students are expected to develop more advanced skills and understanding, as demonstrated through processes—such as the classification of two-dimensional figures into categories based upon their properties and the graphing of points on a coordinate plane—to solve real-world mathematical problems.
- **Operations and Algebraic Thinking** progresses from an understanding of the properties of arithmetical operations to the solving of problems involving these processes. It is expected that students will become facile in recognizing, explaining, generating, and analyzing patterns and relationships and will develop skills in writing and interpreting mathematical expressions.
- **Measurement and Data** spans the solving of problems based upon the estimation, measurement, representation, and interpretation of data; an understanding of perimeter; and the measurement of angles. Students should become capable writing and interpreting numerical relationships.

The grades 6-7 mathematics test measures knowledge and skills in five clusters taken from the Common Core:

- *Ratio and Proportion*
- *Number Systems*
- *Expressions and Equations*
- *Geometry*
- *Statistics and Probability*

The grade 8 mathematics tests replaces Ratio and Proportions with Functions, producing the following five Common Core Clusters:

- *Functions*
- *Number Systems*
- *Expressions and Equations*
- *Geometry*
- *Statistics and Probability*

The point breakdown of grade 6 mathematics clusters may be found in Table 4c.

Table 4c: Total Points Possible on NJ ASK Grade 6, by Content Area Cluster, MATHEMATICS

Grade	6
Cluster	
Ratio and Proportion	8
Number Systems	14
Expressions and Equations	14
Geometry	7
Statistics and Probability	*6*
Total Points Possible	**49**
Multiple Choice	32
Short Constructed-Response[5]	8
Extended Constructed-Response[6]	9

[5]One point each

[6]Three points each

Highlights of the grades 6-8 Common Core curriculum areas associated with these clusters are as follows:

- Ratio and Proportion involves the study of relationships quantities as occurs in such applications as tables, charts and real world activities involving percentages, pricing speed, distance etc.
- Functions include the modeling of linear relationships in graphic and other modalities in a manner that represents the direction and degree to which one variable changes as another does.
- Number Systems transforms the use of calculation algorithms to more conceptual understanding of the manner in which quantities interact in the various calculations and numerical manipulations that are performed on them.
- Geometry consists of the study of figures and examines properties such as intersections, angles, area, perimeter (or circumference) in a range of closed straight line and curvature shapes.
- Statistics and Probability examines measurable characteristics of populations and comparisons that can be made among them through the use of sampling procedures and the drawing of inferences from the properties of samples.

SCIENCE

The Science test measures fourth and eighth grade students' ability to recall information and to solve problems by applying science concepts. The Science test assesses knowledge and application skills in three clusters; each cluster contains multiple-choice items and constructed-response items. The NJ CCCS numbers corresponding to the three clusters are indicated in parentheses.

- **Life Science (5.5, 5.10)**
  - Matter, Energy, and Organization in Living Systems
  - Diversity and Biological Evolution
  - Reproduction and Heredity
  - Natural Systems and Interactions
  - Human Interactions and Impact
- **Physical Science (5.6, 5.7)**
  - Structure and Properties of Matter
  - Chemical Reactions
  - Motion and Forces
  - Energy Transformations
- **Earth Science (5.8, 5.9)**
  - Earth's Properties and Materials
  - Atmosphere and Weather
  - Processes that Shape the Earth
  - How We Study the Earth
  - Earth, Moon, Sun System
  - Solar System
  - Stars
  - Galaxies and Universe

Science items are also classified and reported as either of the following:

- Knowledge (Comprehension and Science, Society/Technology), or
- Application (Habits of Mind/Inquiry and Mathematics).

The cluster point breakdown for the grade 4 science tests appear in table 4d.

Table 4d: Total Points Possible on NJ ASK, by Content Area Cluster and Grade, SCIENCE

Grade	4
Cluster	
Life Science	17
Physical Science	12
Earth Science	11
Knowledge	*5*
Application	*34*
Total Points Possible	**39**
Multiple-Choice	33
Constructed-Response[7]	6

[7]Three Points Each

A. Determining the Proficiency Levels for the NJ ASK 3–8

New Jersey Department of Education (NJ DOE) staff, working with staff from Measurement Incorporated (MI), developed initial draft PLDs. On May 30, 2008, NJ DOE and MI staff presented draft PLDs for grades 5–8 to committees of New Jersey educators meeting in Princeton for further review and revision. Likewise, on May 28, 2009, New Jersey educators met to review and revise draft PLDs for grades 3 and 4.

At these one-day meetings, participants made numerous suggestions for revisions, which NJ DOE staff collected and integrated into final PLDs. These final PLDs serve as descriptive benchmarks for subsequent standard setting committees, also comprising New Jersey educators, which establish the Proficient and Advanced Proficient performance cutoff scores for the base year, the year to which subsequent administrations are ultimately equated, in each of the content areas. Districts may find the PLDs useful for relating test scores to curriculum content when interpreting test results.

The final NJ ASK 3–8 Performance Level Descriptors for Language Arts Literacy, Mathematics, and Science are available on the NJ DOE website, at www.nj.gov/education/assessment/descriptors/.

Setting NJ ASK standards. Prior to 2008, the performance standards in Language Arts Literacy (LAL) and Mathematics had been established across a range of years, as indicated below.

- Grade 4 math and grade 8 LAL and math: standards set in 1999
- Grade 4 LAL: standards set in 2001
- Grade 3 LAL and math: standards set in 2003
- Grades 5–7 LAL and math: standards set in 2006

With the introduction of new LAL and math tests in 2008 (grades 5–8) and in 2009 (grades 3–4), new standard setting meetings were conducted for each of these tests, respectively, for grades 5–8 June 24–27, 2008, in Trenton, New Jersey, and for grades 3–4 June 23–26, 2010, in East Windsor, New Jersey. The purpose of each meeting was to identify, at each of grades 3 through 8, the thresholds of performance, or minimum performance levels, on the NJ ASK Language Arts Literacy and Mathematics tests that are indicative of Partially Proficient, Proficient, and Advanced Proficient performance, as defined by the Proficiency Level Descriptors (PLDs).
Based on the results of the standard-setting meeting, NJ DOE staff made recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of cut scores (i.e., proficiency levels) for the NJ ASK.

New Jersey teachers nominated by school districts across the state were invited to participate in the standard-setting meeting, based on their qualifications as judges of student performance and content expertise. Participants represented the general population of New Jersey. Participants took the test specific to their content area expertise, scored the tests, reviewed PLDs, and engaged in three rounds of test review using the bookmark standard-setting procedure.

Briefly, the bookmark procedure entails panelists examining a booklet containing NJ ASK operational test items from the most recently administered test, ordered by difficulty. The difficulty-ordered booklet consists of the items from the actual test, one item per page, arranged in order of difficulty, with the easiest item on the first page and the most difficult item on the last page.

For each test item, panelists determine whether a minimally Proficient or minimally Advanced Proficient student would have a 2/3 chance of answering the item correctly (for multiple-choice items) or obtain the given score point (for constructed-response items).

Each page of the difficulty-ordered booklet contains not only the item, but also essential information about the item, including the achievement level (theta) required for a student to have a 2/3 chance of answering correctly or obtaining that point. These theta values are derived from a statistical analysis of actual student responses to the items using item response theory (IRT) procedures.

The standard-setting panelists enter two bookmarks on a special form, one each for the last page they believe a minimally Proficient or minimally Advanced Proficient student would have a 2/3 chance of answering correctly. The page number is matched to a theta required for a 2/3 chance of answering correctly.

The theta values are then averaged across all panelists, and the mean theta is next translated into a raw score using the IRT analysis (in this case, the one-parameter Rasch model) of the live test results.

To promote consensus, three rounds of bookmarking occur involving the same items, with panelists working in small groups and having the opportunity to discuss their judgments with other members of their groups. Prior to the third and last round of bookmarking, panelists are given the opportunity to view impact data — that is, the actual percentage of New Jersey students who would be classified as Partially Proficient, Proficient, or Advanced Proficient — given these raw cut scores. Judgments regarding cut scores tended to converge with each round.

At the close of the standard-setting meeting, MI staff calculated final cut scores and reported them to NJ DOE.

For the present NJ ASK 3–8, as for previous tests, the recommendations of the standard setting committees were presented to NJ DOE senior staff and the Commissioner of Education for review. At this point, modifications may be made, but only within the statistical error range of the standard setting panel results. Subsequently, the Commissioner presents the results of this review to the State Board of Education for approval and adoption.

Equating

In order to ensure that the scale scores are meaningful, it is critical that, for each test, the same scale score be equally difficult to achieve from year to year. To that end, the test scores in each content area and at each grade level are statistically equated to previous year scores.

Each year, all the tests are constructed using items that were field tested, making it possible to estimate the difficulty of the test questions and the test as a whole. It is not possible, however, to anticipate the precise difficulty level of a test in advance. As a result of the small year-to-year variation that exists in the difficulty levels of the tests, the same level of knowledge and skill may produce slightly different raw scores from one year to the next. To compensate for this variation, raw scores are converted to equated scale scores.

The equating process ensures that the same scale scores reflect equivalent levels of knowledge and skill from year to year; it enables us to say with confidence that any given scale score is equally difficult for students to attain on any given test in any given year.

For example, in years in which the test proves to be slightly more challenging, a given raw score will produce a higher scale score (because it is harder for a student to achieve the same raw score on a more challenging set of questions). In other words, a given raw score would be more difficult to achieve on a more difficult test and would, therefore, produce a higher scale score. The reverse is true when the test turns out to be a bit less challenging.

B. Descriptions of the NJ ASK 3–8 Scale Scores

The NJ ASK 3–8 reports both raw and scale scores. A raw score is the total number of points a student earns on a test. A scale score is simply a conversion of that raw score, using a predetermined mathematical algorithm, to permit legitimate and meaningful comparisons over time and across grades and content areas.

The total scores in English Language Arts (ELA), Mathematics, and Science are reported as scale scores with a range of 100 to 300. The scale score for ELA is a total score based on a combination of the number of correct answers to multiple-choice items and the number of points earned for constructed-response items and writing tasks.

The scale score for Mathematics is a total score based on a combination of the number of correct answers to multiple-choice items and the number of points received for constructed-response items. The scale score for Science is a total score based on a combination of correct answers to multiple-choice items and the number of points received for constructed-response items.

As noted above, New Jersey adopted a set of raw cut scores for the NJ ASK 3–8. (ELA and mathematics only). Standard setting for grade 8 Science was conducted in 2000 and for grade 4 Science in 2005; raw cut scores were adopted at that time, and each subsequent test has been equated to that base year. The conversion algorithm ensures that the raw cut score for Proficient performance translates to a scale score of 200 and that the raw cut score for Advanced Proficient performance translates to a scale score of 250. The score ranges for the proficiency levels are as follows:

Advanced Proficient	250–300
Proficient	200–249
Partially Proficient	100–199

Partially Proficient is considered to be below the state minimum level of proficiency. Students at this proficiency level may need additional instructional support, which could be in the form of individual or programmatic intervention.

Performance Level Descriptors

Districts may find the PLD's useful for relating test scores to curriculum content when interpreting test results. The PLD's for English Language Arts are as follows:

ELA GRADE 3

Proficient

Reading. A student performing at the Proficient level demonstrates the ability to employ strategies to comprehend a variety of texts literally and inferentially and to express understanding of the text in written responses. As a proficient reader, the student recognizes the central idea, supporting details, purpose, and organization of the text as well as some literary devices. The proficient student can make connections to the text, form opinions, and draw conclusions. The proficient reader is able to synthesize ideas from the reading and to use these to analyze and extend the meaning of the text in written responses.

Writing. A proficient writer uses a repertoire of strategies that enables him/her to accomplish the task of communicating a clear and cohesive message. The student establishes and sustains a purpose for writing and elaborates on information with specific details as s/he develops the text. The student connects ideas in a logical progression, provides support for opinions and conclusions, and generally uses transitions and the conventions of written language as well as varied sentence structures and word choice in his/her writing. S/he may take compositional risks.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for the proficient student, the Advanced Proficient reader clearly and consistently demonstrates the ability to synthesize, analyze, and extend the meaning of the text. In addition, the Advanced Proficient reader interacts with the text and makes meaningful connections in order to generate and extend ideas in written responses.

Writing. In addition to consistently demonstrating the skills outlined for the Proficient student, the Advanced Proficient writer establishes and sustains a single focus, organizes and connects ideas with effective transitions, and elaborates with vivid supporting details. The student at this level varies sentence structures, chooses precise words to convey meaning and message, and consistently uses the conventions of written language. S/he may take compositional risks.

ELA GRADE 4

Proficient

Reading. A student performing at the Proficient level constructs meaning by employing a variety of strategies to synthesize, analyze, and critique text. As a proficient reader, the student recognizes the central idea, supporting details, purpose, and organization of the text. The proficient reader demonstrates the ability to comprehend a variety of texts literally and inferentially, make connections to the text, and understand the function of some literary devices. The student is able to use relevant details to support opinions and conclusions and to use these to analyze ideas and extend the meaning of the text in written responses.

Writing. A proficient writer uses a repertoire of strategies that enable him/her to accomplish the task of communicating a clear and cohesive message. The proficient writer establishes and sustains a single focus for the writing, generally organizes and connects ideas in a logical progression, and includes relevant supporting details that elaborate on ideas. The student demonstrates some fluency as a writer with his/her use of transitions, varied sentence structure, precise word choice, and the conventions of written language. The student may also attempt compositional risks.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for the Proficient student, the Advanced Proficient reader clearly and consistently demonstrates the ability to synthesize, analyze, and extend the meaning of the text. In addition, the Advanced Proficient reader interacts with the text and makes meaningful connections in order to generate and extend ideas in written responses.

Writing. In addition to consistently demonstrating the skills outlined for the Proficient student, the Advanced Proficient writer establishes and sustains a single focus, organizes and connects ideas with effective transitions, and elaborates with vivid supporting details. The student varies sentence structure, chooses precise words to convey meaning and message, and consistently uses the conventions of written language. S/he may take compositional risks.

ELA GRADE 5

Proficient

Reading. Students performing at the proficient level construct meaning by using reading strategies to comprehend literally and inferentially. Proficient students synthesize details and analyze text. These students identify and explain literary elements, figurative language, and text structures. Proficient fifth grade students make connections, draw conclusions, and identify author's purpose, views, or beliefs. These students determine meaning of words and phrases by applying knowledge of word structure and using context clues.

Writing. As proficient writers, these students develop and maintain a single focus by organizing and connecting ideas with relevant details. Proficient students exhibit some variety in word choice and sentence structure, attempt writing techniques and use some transitions while incorporating basic writing mechanics.

Advanced Proficient

Reading. As readers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, the advanced proficient students extend meaning by making connections, generating new ideas, and making sound judgments about text.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, these students also use supporting details to convey and elaborate ideas. Advanced proficient students use fluid transitions, strong and appropriate word choice and sentence variety to purposefully engage the reader.

ELA GRADE 6

Proficient

Reading. Students performing at the proficient level construct meaning by using reading strategies to comprehend literally and inferentially. Students at this level identify the central idea, relevant and essential details, and textual conventions. Proficient students are able to analyze and evaluate organizational structures and literary elements and devices. Proficient sixth grade students make connections and inferences, and identify author's purpose, views or beliefs. These students determine meaning of words and phrases by applying knowledge of word structure and using context clues.

Writing. As proficient writers, these students develop and maintain a single focus and supporting details within a clear and appropriate organizational structure. Proficient students write for a variety of purposes while keeping their audience in mind. Students provide support for opinions and conclusions, and attempt to use literary devices.

Advanced Proficient

Reading. As readers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, students demonstrate comprehension and extend meaning by making connections, generating new ideas, and making insightful judgments about text.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, the advanced proficient students develop a logical progression of ideas with style, voice, and precise word choice. Students at this level apply appropriate compositional risks.

The PLD's for Mathematics are as follows:

MATHEMATICS GRADE 3

Proficient

Students performing at the proficient level demonstrate recall, recognition and application of facts and informational concepts.

- Proficient students perform routine procedures such as computing a sum, difference or product, and can use a specified procedure with accuracy. These students are able to demonstrate number sense by using place value concepts and fractions. Proficient students determine the appropriate operation for a given situation and can use estimation appropriately.

- Proficient students understand and apply concepts of geometry and measurement. These students can demonstrate a working knowledge of spatial sense, geometric properties and geometric relationships. Proficient students can use appropriate measurement tools accurately.
- Proficient students demonstrate an understanding of how quantities are related to one another and how algebra can be used to concisely represent and analyze those relationships. These students can recognize, describe, extend, and create patterns as well as solve problems involving functions.
- Proficient students understand and apply the concepts and methods of data analysis, probability, and discrete mathematics. These students are able to read, interpret, and represent information in a graph, table, or chart.
- Proficient students use various forms of representation to illustrate steps to a solution and effectively communicate a variety of reasoning methods to solve multi-step problems. Proficient students can explain steps and procedures for finding solutions, as well as check the reasonableness of their results.

Advanced Proficient

Students performing at the Advanced Proficient level demonstrate the qualities outlined for Proficient performance. In addition, these students determine strategies and procedures to solve routine and non-routine problems. An Advanced Proficient student draws appropriate inferences and provides explanations that are consistently clear and thorough. These students consistently demonstrate the ability to abstract relevant information, use multiple strategies and/or reasoning methods, and use various forms of representations to solve challenging problems. These students demonstrate an understanding of the reasonableness of their answers.

MATHEMATICS GRADE 4

Proficient

Students performing at the proficient level demonstrate recall, recognition and application of mathematical concepts, skills, and vocabulary to solve problems involving real world situations.

- Proficient students understand and perform numerical operations of whole numbers and can use a specified procedure with accuracy. These students demonstrate number sense by using place value concepts, fractions, and decimals. Proficient students can compute sums and differences of fractions and decimals. These students determine the appropriate operation for a given situation and can use estimation appropriately.
- Proficient students understand and apply concepts of geometry and measurement. These students demonstrate a working knowledge of spatial sense, geometric properties and geometric relationships. Proficient students can use appropriate measurement tools accurately to solve problems involving perimeter, area and volume. These students understand and apply concepts of coordinate geometry as well as identify lines of symmetry.
- Proficient students demonstrate an understanding how quantities are related to one another and how to represent and analyze those relationships using algebraic concepts. These students can recognize, describe, extend, and create patterns as well as solve functions for a given variable, including inverse relationships. Proficient students can understand, name, and apply properties of operations and numbers.
- Proficient students have an understanding of how to apply the concepts and techniques of data analysis, probability, and discrete mathematics. These students can read, interpret and construct graphs, tables and/or charts as well as predict or make an informed decision based on information retrieved from a variety of sources.

Proficient students demonstrate skills using tools and strategies for representing, organizing, and interpreting data as well as solve problems involving mean, median, and mode.

- Proficient students use various forms of representation to illustrate steps to a solution and effectively communicate a variety of reasoning methods to solve multi-step problems. These students can explain steps and procedures for finding solutions as well as check the reasonableness of their results.

Advanced Proficient

Students performing at the Advanced Proficient level clearly and consistently demonstrate the qualities outlined for Proficient performance. These students clearly and consistently demonstrate thorough conceptual understanding of procedural and analytical skills. In addition, Advanced Proficient students demonstrate the use of abstract thinking and provide explanations that are consistently clear and thorough. These students use both inductive and deductive reasoning to solve non-routine problems as well as consistently demonstrate the ability to abstract relevant information, use multiple strategies and/or reasoning methods, and use various forms of representations to solve complex problems. Advanced Proficient students demonstrate an understanding of the reasonableness of their answers.

MATHEMATICS GRADE 5

Proficient

Students performing at the proficient level recognize and understand basic mathematical concepts, skills, and vocabulary and apply them to theoretical and real world situations.

- Proficient students understand that a quantity can be represented numerically in various ways. These students perform basic computational procedures.
- Proficient students apply geometric properties and spatial relationships.
- Proficient students use informal algebraic concepts and processes.
- Proficient students read, construct, and interpret data and graphs. They apply the concepts and methods of discrete mathematics.

These students infer, reason, and estimate while problem solving. Proficient students are flexible in selecting a successful process or strategy. These students demonstrate a basic understanding of mathematical concepts through written expression and/or symbolic representation.

Advanced Proficient

Students performing at the advanced proficient level consistently demonstrate the qualities outlined for proficient performance. In addition, advanced proficient students analyze methods for appropriateness, synthesize processes, and evaluate mathematical relationships. Advanced proficient students demonstrate conceptual understanding by consistently providing clear and complete explanations. These students demonstrate the ability to transfer mathematical concepts to other applications and successfully form conjectures.

MATHEMATICS GRADE 6

Proficient

Sixth grade students performing at the proficient level in mathematics demonstrate evidence of and communicate conceptual understanding of procedural and analytical skills. Proficient students apply mathematical skills and knowledge to theoretical and real world situations. In addition, these students integrate skills across the four mathematical content standards.

- Proficient students understand and apply appropriate standard numerical operations: an understanding for problem solving in practical situations. These students can determine the reasonableness of an answer.
- Proficient students understand and apply geometric concepts including properties, measurement, and special relationships.
- Proficient students use simple algebraic concepts and processes.
- Proficient students read, construct, and interpret data and graphs, determine probabilities of events, and apply the concepts and methods of discrete mathematics.

Advanced Proficient

Sixth grade students performing at the advanced proficient level in mathematics consistently demonstrate the qualities for proficient performance. In addition, these students demonstrate the use of abstract thinking and mathematical fluency to provide explanations that are consistently clear and thorough. Advanced proficient students support logical, efficient methods in solving problems. These students consistently make accurate inferences and predictions. Advanced proficient students may support responses with appropriate mathematical explanation. These students successfully analyze and draw appropriate inferences from data. They demonstrate the ability to transfer mathematical concepts to other applications and successfully form conjectures.

The PLD's for Grade 4 Science are as follows:

SCIENCE GRADE 4

Proficient

A fourth grade student performing at the proficient level demonstrates grade level comprehension of written material (i.e., text, charts, graphs, tables). The proficient student applies the knowledge gained from scientific investigations in developing adept habits of mind. The student often chooses and uses the appropriate tools to make observations and to gather, classify, and present data. The student will use both essential and non-essential information to recognize patterns and relationships between data and designed systems. The student will occasionally use information to make real world connections to classroom activities.

Advanced Proficient

In addition to consistently demonstrating the skills outlined for the proficient student, the advanced proficient student demonstrates a clear and concise communication of ideas using specific scientific terms. The advanced proficient student uses prior scientific knowledge to make judgments and draw conclusions. The student will classify according to a variety of criteria and differentiate between essential and non-essential information. The student will apply the scientific method to analyze information; predict outcomes and trends; and generate numerous solutions to scientific problems. The student will be able to analyze information to make inferences from data collected and analyze systemic relationships.

D. Interpreting and Using Test Information

The raw scores and scale scores provide different sets of information that may be used for program-level and student-level evaluation. Equated across years that pass between standard settings, and only across those years, scale scores provide the opportunity to gauge long-term trends within content areas and grade levels. As such, they provide the best generalized information about overall performance.

Organized into clusters within content areas, raw scores permit a more targeted view of performance. While they provide more specific information, they do not accommodate cross-year comparisons. Nor do they permit cross-cluster comparisons. When comparisons of cluster results are made, they must be within-year and within-cluster.

Student-Level Evaluation

Scale scores. Individual Student Reports are provided to districts to help them evaluate student instructional needs. To an extent, students' proficiency levels can inform school and district decisions regarding instructional support.

- Scores indicative of ***Advanced Proficient*** performance reflect performance that has clearly met or exceeded state standards. It is rare for students falling in this range to be in need of instructional intervention.

- Scores indicative of ***Proficient*** performance reflect performance that generally has met the state standards. It is typically true that students falling in this range are not in need of instructional intervention, but one may wish to look more closely at students whose scores approach the lower end of this distribution to confirm that instructional intervention is in fact not needed.

- Scores indicative of ***Partially Proficient*** performance reflect performance that has not met the state standards. Students falling into this range are most likely to be in need of instructional support, particularly those lower in the range.

The issue of scale score reliability comes into play here. If it were possible to test a student a very large number of times, and if no learning were to take place between test administrations, some variability would nevertheless occur in the student's scale scores. That variability relates to the concept of test-retest reliability. Although the NJ ASK is designed to optimize scale score test-retest reliability, it is not possible to produce a test with scores that are 100% reliable. A student's NJ ASK score, therefore, should be considered an estimate of student performance level.

The accuracy of a score is also affected somewhat by its location on the scale. Scores on the NJ ASK tend to be more precise in the general area of the proficient cut score and less precise at the extremes, so the accuracy of score differences in the vicinity of 200 tends to be greater than in the lower part of the partially proficient range or the advanced proficient range.
This point is of particular significance for the use of scale scores to identify students for placement into advanced or honors classes, as more latitude and flexibility is called for in interpreting scores in that part of the score distribution.

As one encounters scores that fall lower in the partially proficient range, one faces an increasing need for a more thorough diagnosis of potential achievement deficits, as one often encounters not only less precision in the scores, but also a paucity of information regarding the specific nature of student needs, given the likely prevalence of incorrect responses across skill areas.

In all cases, however, some amount of additional assessment, formal or informal, must be conducted when formulating an instructional plan. Further examination of a student's knowledge and skill should include the student's whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Raw scores. NJ ASK Score Reports include information specific to content clusters within each content area. While they do not provide information at a skill-specific level, cluster-level data can provide some general clues regarding student knowledge and skill.

Program-Level Evaluation

Scale scores. Performance by Demographic Group Reports, containing school-level and district-level information, are provided to districts to help them evaluate the effectiveness of the instructional program for the full district or school population, as well as for program and demographic groups. The data facilitate cross-group as well as cross-year comparisons.

Additionally, comparisons of performance, within and across years, can be drawn among different schools within the district and between school or district performance and the performance of the state or the district factor group (DFG), the latter comprised of districts at approximately the same socioeconomic level.

Group-level scale score data, whether percentages of students falling into various proficiency ranges or mean scale scores, are well suited to graphic representation, which often makes trends and differences more evident. Scale scores may be readily used for statistical analysis to study the effectiveness of instructional programs and methodologies. When comparing groups statistically, as the performance levels between groups become increasingly different, and as the performance levels of individuals within each of the groups become increasingly similar, the results of the group comparisons become increasingly significant. The important caveat to keep in mind is that, all things being equal, the larger the group, the more significant the results.

E. Population Tested - Lower Township

The May 2014 NJ ASK3 was administered to 222 third grade students in the Maud Abrams School. The number of General Education students was 160 for both English Language Arts and Mathematics. The number of Special Education students was 59 for both English Language Arts and Mathematics. In general, Special Education students were eligible for multiple modifications to the test administration as allowed by their Individual Education Plan's (IEP's). The Alternate Proficiency Assessment (APA) was administered to 9 students in both English Language Arts and Mathematics. There were 7 Limited English Proficient (LEP) students.

The May 2014 NJ ASK4 for English Language Arts and Mathematics was administered to 216 fourth grade students in the Maud Abrams School. The May 2014 NJ ASK4 for Science was administered to 223 fourth grade students in the Maud Abrams School. The number of General Education students was 162 for English Language Arts, and Mathematics. The number of Special Education students was 52 for English Language Arts, and Mathematics. The number of General Education students was 161 and the number of Special Education Students was 60 for Science. The APA was administered to 1 student in Science. There were 4 LEP students.

The May 2014 NJ ASK5 was administered to 209 fifth grade students for English Language Arts and 208 for Mathematics in the Sandman School. The number of General Education students was 162 for both English Language Arts and Mathematics. The number of Special Education students was 45 for English Language Arts and 44 students for Mathematics. In general, Special Education students were eligible for multiple modifications to the test administration as allowed by their IEP's. The APA was administered to 14 students in English Language Arts and 15 students in Mathematics. There were 3 LEP students.

The May 2014 NJ ASK6 was administered to 241 sixth grade students for English Language Arts and 244 for Mathematics in the Sandman school. The number of General Education students was 196 for both English Language Arts and Mathematics. The number of Special Education students was 34 for both English Language Arts and 46 students for Mathematics.

In general, Special Education students were eligible for multiple modifications to the test administration as allowed by their IEP's. The APA was administered to 18 students in English Language Arts and 15 students in Mathematics. There were 2 LEP students.

New Jersey
Assessment of Skills & Knowledge
Test Results

CONTENT ANALYSES:

NJ ASK3 - NJ ASK6 RESULTS
MAY 2014

The following tables detail the number of students tested with valid scores and the student proficiency results for each content area. District and school results are the same.

Since there were fewer than 10 LEP students in each grade level those results are not reported.

NJ ASK3 Results - May 2014

English Language Arts								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	160	63	39.4%	94	58.8%	3	1.9%	203.5
SE	59	44	74.6%	15	25.4%	0	0%	185.4
Total	222	109	49.1%	110	49.5%	3	1.4%	198.6

Mathematics								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	160	56	35.0%	65	40.6%	39	24.4%	215.6
SE	59	42	71.2%	13	22.0%	4	6.8%	186.5
Total	222	100	45.0%	79	35.6%	43	19.4%	207.4

NJ ASK4 Results - May 2014

English Language Arts								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	162	68	42.0%	89	54.9%	5	3.1%	203.2
SE	52	39	75%	13	25.0%	0	0.0%	187.2
Total	216	108	50%	103	47.7%	5	2.3%	199.2

Mathematics								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	162	32	19.9%	79	48.8%	51	31.5%	229.1
SE	52	21	40.4%	26	50%	5	9.6%	203.2
Total	216	54	25.0%	106	49.15	56	25.9%	222.6

Science								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	161	8	5.0%	78	48.4%	75	46.6%	242.2
SE	60	8	13.3%	34	56.7%	18	30.0%	229.3
Total	223	16	7.2%	114	51.1%	93	41.7%	238.4

NJ ASK5 RESULTS - MAY 2014

ENGLISH LANGUAGE ARTS								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	162	54	33.3%	100	61.7%	8	4.9%	208.4
SE	45	35	77.8%	10	22.2%	0	0.0%	180.8
Total	209	90	43.1%	111	53.1%	8	3.8%	202.3

MATHEMATICS								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	162	24	14.8%	92	56.8%	46	28.4%	231.3
SE	44	22	50.0%	20	45.5%	2	4.5%	200.1
Total	208	46	22.1%	114	54.85	48	23.1%	224.6

NJ ASK6 RESULTS - MAY 2014

ENGLISH LANGUAGE ARTS								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	196	63	32.1%	117	59.7%	16	8.2%	212.8
SE	43	16	37.2%	26	60.5%	1	2.3%	205.3
Total	241	81	33.6%	143	59.3%	17	7.1%	211.2

MATHEMATICS								
Number Included		Partially Proficient		Proficient		Advanced Proficient		Scale Score Mean
		Number	Percent	Number	Percent	Number	Percent	
GE	196	24	12.2%	107	54.6%	65	33.2%	231.5
SE	46	6	13.0%	34	73.9%	6	13.0%	218.2
Total	244	30	12.3%	143	58.6%	71	29.1%	228.9

Demographic Status - For the first time, in May 2011, school and district reports were available with disaggregated data for special populations. The May 2014 reports present the NJ ASK cluster results by population, gender, migrant status, ethnicity and economic status. The intent of the reports is to provide districts with additional achievement data that can be used to make adjustments to curricula that may better serve these subsections of the total student population. *Note that prior to 2008, the "n" for a significant population was 20 for all groups except Special Education where the "n" was 35. Under the approved amendments for 2008, the "n" for all subgroups is 20. Groups with fewer than 10 students are not reported.

NJ ASK3
GROUP PERFORMANCE – 2014

ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	222	49.1	49.5	1.4	198.6
General Education	160	39.4	58.8	1.9	203.5
Special Education	59	74.6	25.4	0.0	185.4
Gender					
Female	108	39.8	57.4	2.8	204.1
Male	114	57.9	42.1	0.0	193.3
Ethnicity					
White	179	47.5	50.8	1.7	199.5
Black*	12	58.3	41.7	0.0	196.3
Hispanic	28	60.7	39.3	0.0	192.0
Economic Status					
Econ Disadvantaged	133	59.4	39.8	0.8	194.1
Non-Econ Disadvantaged	89	33.7	64.0	2.2	205.3

Analysis: *General Education students were more likely to achieve proficiency when compared to Special Education students. Special Education students were least successful on this measure.*

- *Gender - When student performance is compared by gender, male students were less likely to achieve proficiency than female students.*
- *Ethnicity – When student performance is compared by ethnicity, Hispanic students were less likely to achieve proficiency than White students.*
- *Economic Status - Economically Disadvantaged students were less likely to achieve proficiency than their Non-Economically Disadvantaged peers.*

NJ ASK4
GROUP PERFORMANCE – 2014

ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	216	50.0	47.7	2.3	199.2
General Education	162	42.0	54.9	3.1	203.2
Special Education	52	75.0	25.0	0.0	187.2
Gender					
Female	116	47.4	50.0	2.6	199.7
Male	100	53.0	45.0	2.0	198.6
Ethnicity					
White	183	47.5	49.7	2.7	200.4
Black*	10	70.0	30.0	0.0	198.6
Hispanic*	19	68.4	31.6	0.0	187.1
Economic Status					
Econ Disadvantaged	121	59.5	39.7	0.8	193.6
Non-Econ Disadvantaged	95	37.9	57.9	4.2	206.4

Analysis*: General Education students were more likely to score proficient when compared to Special Education students. Special Education students were least successful on this measure.*

- *Gender - When student performance is compared by gender, male and female student performance was similar at the proficient and advanced proficient levels. Males were more likely to score at the partially proficient level.*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status - Economically Disadvantaged students were less likely to achieve proficiency than their Non-Economically Disadvantaged peers.*

NJ ASK5

GROUP PERFORMANCE – 2014

ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	209	43.1	53.1	3.8	202.3
General Education	162	33.3	61.7	4.9	208.4
Special Education	45	77.8	22.2	0.0	180.8
Gender					
Female	112	34.8	59.8	5.4	206.5
Male	97	52.6	45.4	2.1	197.4
Ethnicity					
White	186	41.9	53.8	4.3	203.2
Black*	11	54.5	45.5	0.0	192.2
Hispanic*	6	50.0	50.0	0.0	198.5
Economic Status					
Econ Disadvantaged	111	53.2	45.9	0.9	196.3
Non-Econ Disadvantaged	98	31.6	61.2	7.1	209.0

Analysis: *General Education students were more successful than Special Education in achieving proficient and advanced proficient levels. Special Education students were least successful on this measure.*

- *Gender- When student performance is compared by gender the males were more likely to score at the Partially Proficient level and less likely to score at Proficient and Advanced Proficient levels..*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status - Economically Disadvantaged students were less likely to achieve proficiency than their Non-Economically Disadvantaged peers.*

NJ ASK6

GROUP PERFORMANCE – 2014

ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	241	33.6	59.3	7.1	211.2
General Education	196	32.1	59.7	8.2	212.8
Special Education	43	37.2	60.5	2.3	205.3
Gender					
Female	109	28.4	59.6	11.9	215.7
Male	132	37.9	59.1	3.0	207.5
Ethnicity					
White	209	32.1	61.2	6.7	211.8
Black*	13	46.2	38.5	15.4	211.5
Hispanic*	16	50.0	50.0	0.0	200.3
Economic Status					
Econ Disadvantaged	134	41.8	54.5	3.7	206.6
Non-Econ Disadvantaged	107	23.4	65.4	11.2	217.1

Analysis*: Performance of General Education and Special Education students was similar, with General Education students somewhat more likely to achieve at the advanced proficient level.*

- *Gender - When student performance is compared by gender, female and male performance was similar at the proficient level. The males were more likely to score at the Partially Proficient level and less likely to score at the Advanced Proficient level.*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status - Economically Disadvantaged students were less likely to achieve proficiency than their Non-Economically Disadvantaged peers. Economically Disadvantaged students were least successful on this measure.*

NJ ASK3
GROUP PERFORMANCE – 2014

MATHEMATICS	MATHEMATICS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	222	45.0	35.6	19.4	207.4
General Education	160	35.0	40.6	24.4	215.6
Special Education	59	71.2	22.0	6.8	186.5
Gender					
Female	108	49.1	27.8	23.1	209.7
Male	114	41.2	43.0	15.8	205.2
Ethnicity					
White	179	41.9	36.3	21.8	209.8
Black*	12	41.7	50.0	8.3	212.4
Hispanic	28	67.9	21.4	10.7	190.3
Economic Status					
Econ Disadvantaged	133	54.9	33.1	12.0	198.1
Non-Econ Disadvantaged	89	30.3	39.3	30.3	221.4

Analysis: *General Education students were more likely to achieve at the Proficient and Advanced Proficient levels when compared to Special Education students.*

- *Gender - Females were more likely to score at the Partially Proficient level and Advanced Proficient level. Males were more likely to score at the Proficient level.*
- *Ethnicity - White students were more successful on this measure when compared to Hispanic students. Hispanic students were more likely to score at the Partially Proficient level, and less likely to score at the Proficient and Advanced Proficient levels.*
- *Economic Status -Economically Disadvantaged students were more likely to score at the Partially Proficient level. Non-Economically Disadvantaged students were more likely to achieve the Proficient and Advanced Proficient level.*

NJ ASK4
GROUP PERFORMANCE – 2014

MATHEMATICS	MATHEMATICS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	216	25.0	49.1	25.9	222.6
General Education	162	19.9	48.8	31.5	229.1
Special Education	52	40.4	50.0	9.6	203.2
Gender					
Female	116	29.3	48.3	22.4	218.8
Male	100	20.0	50.0	30.0	226.9
Ethnicity					
White	183	22.4	50.8	26.8	224.4
Black*	10	40.0	40.0	20.0	215.2
Hispanic*	19	42.1	42.1	15.8	206.2
Economic Status					
Econ Disadvantaged	121	30.6	52.9	16.5	212.4
Non-Econ Disadvantaged	95	17.9	44.2	37.9	235.4

Analysis: *Performance of General Education and Special Education students was similar at the Proficient level, with General Education students more likely to score Advanced Proficient, and Special Education students more likely to score Partially Proficient.*

- *Gender - Performance of male and female students was similar at the Proficient level, with males more likely to score Advanced Proficient and females more likely to score Partially Proficient.*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status - Economically Disadvantaged students were more likely to score at the Partially Proficient level. Non-Economically Disadvantaged students were more likely to score at the Advanced Proficient level.*

NJ ASK5
GROUP PERFORMANCE – 2014

MATHEMATICS	MATHEMATICS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	208	22.1	54.8	23.1	224.6
General Education	162	14.8	56.8	28.4	231.3
Special Education	44	50.0	45.5	4.5	200.1
Gender					
Female	112	18.8	56.3	25.0	226.3
Male	96	26.0	53.1	20.8	222.5
Ethnicity					
White	185	21.1	55.7	23.2	225.6
Black*	11	54.5	45.5	0	199.6
Hispanic*	6	16.7	16.7	66.7	236.5
Economic Status					
Econ Disadvantaged	111	29.7	53.2	17.1	216.6
Non-Econ Disadvantaged	97	13.4	56.7	29.9	233.6

Analysis: *General Education students were more successful than Special Education students, particularly in achieving Advanced Proficient level.*

- *Gender - Performance of male and female students was similar, with males more likely to score Partially Proficient.*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status – Performance was similar at the Proficient level for both Economically Disadvantaged and Non-Economically Disadvantaged students. Economically Disadvantaged students were more likely to score at the Partially Proficient level. Non-Economically Disadvantaged students were more likely to score at the Advanced Proficient level.*

NJ ASK6
GROUP PERFORMANCE – 2014

MATHEMATICS	MATHEMATICS				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	244	12.3	58.6	29.1	228.9
General Education	196	12.2	54.6	33.2	231.5
Special Education	46	13.0	73.9	13.0	218.2
Gender					
Female	109	11.0	55.0	33.9	233.1
Male	135	13.3	61.5	25.2	225.4
Ethnicity					
White	211	10.9	58.8	30.3	230.0
Black*	14	35.7	42.9	21.4	216.6
Hispanic*	16	12.5	75.0	12.5	216.0
Economic Status					
Econ Disadvantaged	136	16.2	64.7	19.1	222.0
Non-Econ Disadvantaged	108	7.4	50.9	41.7	237.5

Analysis*: Performance of General Education and Special Education students was similar, with General Education students more likely to achieve at the Advanced Proficient level.*

- *Gender - Performance of male and female students was similar. Female students were somewhat more likely to score at the Advanced Proficient level.*
- *Ethnicity - White students comprise the only significant population.*
- *Economic Status - Economically Disadvantaged students were more likely to score at the Partially Proficient level. Non-Economically Disadvantaged students were more likely to score at the Advanced Proficient level.*

NJ ASK4
GROUP PERFORMANCE – 2014

SCIENCE	SCIENCE				
	Number Included	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
All Students	223	7.2	51.1	41.7	238.4
General Education	161	5.0	48.4	46.6	242.2
Special Education	60	13.3	56.7	30.0	229.3
Gender					
Female	118	7.6	59.3	33.1	233.9
Male	105	6.7	41.9	51.4	243.4
Ethnicity					
White	188	6.4	49.5	44.1	240.2
Black*	11	18.2	45.5	36.4	231.5
Hispanic	20	10.0	75.0	15.0	223.5
Economic Status					
Econ Disadvantaged	129	9.3	58.9	31.8	232.7
Non-Econ Disadvantaged	94	4.3	40.4	55.3	246.3

Analysis: *Performance was strong for all General Education and Special Education students. A lower percentage of Special Education students achieved Advanced Proficient Rating.*

- *Gender - Performance of male and female students was similar, with male students more likely to score Advanced Proficient.*
- *Ethnicity – Hispanic students were less likely to achieve Advanced Proficient when compared to White students.*
- *Economic Status - Economically Disadvantaged students were less likely to score at the Advanced Proficient level.*

NJ ASK3
ENGLISH LANGUAGE ARTS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	46.9	49.1	51.7	49.5	1.4	1.4
General Education	38.3	39.4	60.0	58.8	1.7	1.9
Special Education	77.3	74.6	22.4	25.4	0.2	0.0
Gender						
Female	40.3	39.8	57.6	57.4	2.1	2.8
Male	53.3	57.9	46.1	42.1	0.7	0.0
Ethnicity						
White	38.6	47.5	59.5	50.8	1.9	1.7
Black*	58.0	58.3	41.3	41.7	0.8	0.0
Hispanic	51.6	60.7	47.7	39.3	0.7	0.0
Economic Status						
Econ Disadvantaged	53.0	59.4	46.1	39.8	0.9	0.8
Non-Econ Disadvantaged	33.9	33.7	63.6	64.0	2.5	2.2

Analysis: *District performance was similar to DFG-B for General Education and Special Education students.*

- *Gender - District performance for females and males was similar to the DFG-B.*
- *Ethnicity - District performance was similar to the DFG-B for White students at the Advanced Proficient level, but the DFG-B was stronger at the Proficient level for White students in our district. The DFG-B was stronger at all levels than Hispanic students in our district.*
- *Economic Status - District performance was similar to the DFG-B for Non-Econ Disadvantaged students, but performance of the DFG-B for Economically Disadvantaged students was stronger than our district.*

NJ ASK4

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	53.3	50.0	45.8	47.7	0.9	2.3
General Education	46.0	42.0	52.8	54.9	1.1	3.1
Special Education	80.5	75.0	19.4	25.0	0.1	0.0
Gender						
Female	47.8	47.3	51.0	50.0	1.2	2.6
Male	58.5	53.0	40.9	45.0	0.6	2.0
Ethnicity						
White	44.0	47.5	54.8	49.7	1.2	2.7
Black*	65.2	70.0	34.4	30.0	0.4	0.0
Hispanic*	58.3	68.4	41.2	31.6	0.5	0.0
Economic Status						
Econ Disadvantaged	59.9	59.5	39.5	39.7	0.5	0.8
Non-Econ Disadvantaged	41.0	37.9	57.5	57.9	1.5	4.2

***Analysis**: District performance was similar to the DFG-B for General Education students. District performance was stronger at the Advanced Proficient level for General Education students. District performance was stronger than the DFG-B for Special Education students.*

- *Gender - District performance was similar to the DFG-B. Male performance was stronger than the DFG-B.*
- *Ethnicity - District performance was similar to the DFG-B for White students.*
- *Economic Status - District performance was similar to the DFG-B. District performance was stronger at the Advanced Proficient level.*

NJ ASK5

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	51.7	43.1	45.8	53.1	2.5	3.8
General Education	43.4	33.3	53.6	61.7	3.0	4.9
Special Education	81.9	77.8	17.6	22.2	0.5	0.0
Gender						
Female	46.3	34.8	50.4	59.8	3.3	5.4
Male	56.9	52.6	41.4	45.5	1.7	2.1
Ethnicity						
White	42.3	41.9	53.9	53.8	3.7	4.3
Black*	64.9	54.5	33.9	45.5	1.2	0.0
Hispanic*	56.1	50.0	42.5	50.0	1.4	0.0
Economic Status						
Econ Disadvantaged	58.6	53.2	39.9	45.9	1.5	0.9
Non-Econ Disadvantaged	38.3	31.6	57.3	61.2	4.3	7.1

***Analysis**: District performance was stronger than DFG-B for General Education students. District performance for Special Education students was similar at all proficiency levels when compared to the DFG-B.*

- *Gender - District performance for female students was stronger than DFG-B, and male performance was similar to the DFG-B.*
- *Ethnicity - District performance was similar to the DFG-B for White students.*
- *Economic Status - District performance was stronger than the DFG-B, except at the Advanced Proficient level for the Economically Disadvantaged students.*

NJ ASK6

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	45.5	33.6	51.5	59.3	2.9	7.1
General Education	36.8	32.1	59.6	59.7	3.6	8.2
Special Education	79.6	37.2	20.1	60.5	0.2	2.3
Gender						
Female	39.0	28.4	57.3	59.6	3.7	11.9
Male	51.7	37.9	46.1	59.1	2.3	3.0
Ethnicity						
White	35.7	32.1	60.3	61.2	4.0	6.7
Black*	56.5	46.2	41.9	38.5	1.6	15.4
Hispanic*	51.7	50.0	46.9	50.0	1.3	0.0
Economic Status						
Econ Disadvantaged	51.6	41.8	46.5	54.5	1.9	3.7
Non-Econ Disadvantaged	34.5	23.4	60.6	65.4	4.9	11.2

Analysis: *District performance was similar to the DFG-B for General Education and Special Education students, except General Education students were stronger than the DFG-B at the Advanced Proficient level. Special Education performance was superior to the DFG-B at the Partially Proficient and Proficient levels, but similar at the Advanced Proficient level.*

- *Gender - District performance was stronger than DFG-B, with superior female performance at the Advanced Proficient level.*
- *Ethnicity - District performance was similar to the DFG-B for White students.*
- *Economic Status - District performance was stronger than the DFG-B.*

NJ ASK3

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	34.4	49.1	61.2	49.5	4.3	1.4
General Education	26.4	39.4	68.3	58.8	5.3	1.9
Special Education	61.5	74.6	37.3	25.4	1.2	0.0
Gender						
Female	29.1	39.8	64.8	57.4	6.1	2.8
Male	39.5	57.9	57.8	42.1	2.7	0.0
Ethnicity						
White	23.6	47.5	71.2	50.8	5.2	1.7
Black*	53.3	58.3	45.4	41.7	1.4	0.0
Hispanic	51.1	60.7	47.8	39.3	1.1	0.0
Economic Status						
Econ Disadvantaged	53.6	59.4	45.4	39.8	1.0	0.8
Non-Econ Disadvantaged	21.3	33.7	72.0	64.0	6.7	2.2

Analysis: *District performance was weaker than the State for General Education and Special Education students.*

- *Gender - District performance was weaker than the State for male and female students.*
- *Ethnicity - District performance was weaker than the State performance for white students.*
- *Economic Status - District performance for Economically Disadvantaged students was similar to the State. District performance for Non-Economically Disadvantaged students was weaker than the State.*

NJ ASK4

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	40.2	50.0	56.2	47.7	3.6	2.3
General Education	32.8	42.0	62.9	54.9	4.3	3.1
Special Education	68.2	75.0	31.0	25.0	0.9	0.0
Gender						
Female	35.2	47.4	60.1	50.0	4.7	2.6
Male	44.9	53.0	52.6	45.0	2.5	2.0
Ethnicity						
White	28.9	47.5	66.9	49.7	4.2	2.7
Black*	61.5	70.0	37.5	30.0	0.9	0.0
Hispanic*	58.1	68.4	41.0	31.6	0.8	0.0
Economic Status						
Econ Disadvantaged	61.1	59.5	38.3	39.7	0.6	0.8
Non-Econ Disadvantaged	26.7	37.9	67.7	57.9	5.5	4.2

Analysis: *District performance for General Education and Special Education students was weaker than the State.*

- *Gender- District performance for males and females was weaker than the State, but similar for males at the Advanced Proficient level.*
- *Ethnicity - District Performance for white students was weaker than the State.*
- *Economic Status - District performance for Economically Disadvantaged students was similar to the State. District performance for Non-Economically Disadvantaged students was weaker than the State, but similar at the Advanced Proficient level.*

NJ ASK5

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	37.7	43.1	54.1	53.1	8.2	3.8
General Education	29.7	33.3	60.5	61.7	9.9	4.9
Special Education	70.5	77.8	28.0	22.2	1.5	0.0
Gender						
Female	33.2	34.8	56.3	59.8	10.5	5.4
Male	42.0	52.6	51.9	45.1	6.1	2.1
Ethnicity						
White	26.5	41.9	63.4	53.8	10.2	4.3
Black*	59.6	54.5	38.2	45.5	2.1	0.0
Hispanic*	55.9	50.0	41.8	50.0	2.3	0.0
Economic Status						
Econ Disadvantaged	59.2	53.2	39.1	45.9	1.7	0.9
Non-Econ Disadvantaged	24.2	31.6	63.5	61.2	12.3	7.1

Analysis: *District performance for General Education and Special Education students was similar to the state, except weaker at the Advanced Proficient level for General Education students.*

- *Gender - District performance for female students was similar to the State except at the Advanced Proficient level. District performance for male students was weaker than the State.*
- *Ethnicity - District performance for white students was weaker than the State.*
- *Economic Status - District performance for Economically Disadvantaged students was stronger than the State. District performance for Non-Economically Disadvantaged students was weaker than the State at the Partially Proficient and Advanced Proficient levels but similar at the Proficient level.*

NJ ASK6

ENGLISH LANGUAGE ARTS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

ENGLISH LANGUAGE ARTS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	33.0	33.6	58.1	59.3	8.8	7.1
General Education	24.3	32.1	65.1	59.7	10.6	8.2
Special Education	71.0	37.2	27.9	60.5	1.1	2.3
Gender						
Female	27.9	28.4	61.1	59.6	11.0	11.9
Male	37.9	37.9	55.4	59.1	6.8	3.0
Ethnicity						
White	21.5	32.1	67.8	61.2	10.7	6.7
Black*	55.4	46.2	42.4	38.5	2.2	15.4
Hispanic*	50.8	50.0	46.8	50.0	2.4	0.0
Economic Status						
Econ Disadvantaged	53.5	41.8	44.5	54.5	2.0	3.7
Non-Econ Disadvantaged	20.5	23.4	66.5	65.4	13.0	11.2

***Analysis**: District performance for General Education students was weaker than the State. District performance for Special Education students was superior to the state, except at the Advanced Proficient level.*

- *Gender - District performance was similar to the State for male and female students, except male performance at the Advanced Proficient level was weaker.*
- *Ethnicity - District performance was weaker than the State for white students.*
- *Economic Status - District Performance for Economically Disadvantaged students was stronger than the State. District performance for Non-Economically Disadvantaged students was similar to the State.*

NJ ASK3

MATHEMATICS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

MATHEMATICS	Partially Proficient		Proficient		Advanced Proficient	
	DFG-B	District	DFG-B	District	DFG-B	District
All Students	36.5	45.0	38.3	35.6	25.2	19.4
General Education	29.6	35.0	40.9	40.6	29.5	24.4
Special Education	60.6	71.2	28.8	22.0	10.5	6.8
Gender						
Female	36.6	49.1	38.4	27.8	25.0	23.1
Male	36.3	41.2	38.2	43.0	25.5	15.8
Ethnicity						
White	27.6	41.9	39.3	36.3	33.1	21.8
Black*	48.8	41.7	35.5	50.0	15.6	8.3
Hispanic	41.2	67.9	39.1	21.4	19.7	10.7
Economic Status						
Econ Disadvantaged	42.1	54.9	37.6	33.1	20.3	12.0
Non-Econ Disadvantaged	24.6	30.3	39.8	39.3	35.6	30.3

Analysis: District performance for General Education students was similar to the DFG-B. District performance for Special Education students was weaker than the DFG-B.

- *Gender - District performance for female and male students was weaker than the DFG-B.*
- *Ethnicity - District performance for White and Hispanic students was weaker than the DFG-B, except at the proficient level White students performed similarly to the DGF-B.*
- *Economic Status - District performance for Economically Disadvantaged students was weaker to the DFG-B. District performance for Non-Economically Disadvantaged students was similar to the DFG-B.*

NJ ASK4
MATHEMATICS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	34.5	25.0	42.6	49.1	22.9	25.9
General Education	27.8	19.8	45.7	48.8	26.5	31.5
Special Education	59.7	40.4	30.5	50.0	9.7	9.6
Gender						
Female	34.0	29.3	43.9	48.3	22.1	22.4
Male	34.8	20.0	41.5	50.0	23.7	30.0
Ethnicity						
White	25.0	22.4	44.3	50.8	30.7	26.8
Black*	47.9	40.0	38.3	40.0	13.9	20.0
Hispanic*	38.5	42.1	44.8	42.1	16.7	15.8
Economic Status						
Econ Disadvantaged	39.5	30.6	42.3	52.9	18.2	16.5
Non-Econ Disadvantaged	25.0	17.9	43.4	44.2	31.6	37.9

Analysis: *District performance for General Education students was stronger than the DFG-B. District performance for Special Education students was superior to the DFG-B, except at the Advanced Proficient level Special Education students were similar to the DFG-B.*

- *Gender - District performance for female students was similar to the DFG-B. District performance for male students was stronger than the DFG-B.*
- *Ethnicity - District performance for white students was similar to the DFG-B.*
- *Economic Status - District performance for Economically Disadvantaged and Non-Economically Disadvantaged students was stronger than the DFG-B, except at the Advanced Proficient level for Econ Disadvantaged students, where performance was similar, and performance was similar for Non-Econ Disadvantaged students at the Proficient level.*

NJ ASK5
MATHEMATICS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	27.5	22.1	46.6	54.8	25.8	23.1
General Education	19.8	14.8	49.6	56.8	30.6	28.4
Special Education	57.7	50.0	34.3	45.5	7.9	4.5
Gender						
Female	26.4	18.8	47.4	56.3	26.2	25.0
Male	28.7	26.0	45.9	53.1	25.5	20.8
Ethnicity						
White	21.3	21.1	45.5	55.7	33.2	23.2
Black*	40.4	54.5	44.3	45.5	15.3	0.0
Hispanic*	29.5	16.1	49.7	16.7	20.8	66.7
Economic Status						
Econ Disadvantaged	31.7	29.7	47.1	53.2	21.2	17.1
Non-Econ Disadvantaged	19.4	13.4	45.8	56.7	34.9	29.9

Analysis: *District performance for General Education and Special Education students was stronger than the DFG-B, except at the Advanced Proficient level, which was similar.*

- *Gender - District performance for female and male students was stronger than the DFG-B, except at the Advanced Proficient level, which was similar.*
- *Ethnicity - District performance for white students was similar to the DFG-B, but weaker at the Advanced Proficient level.*
- *Economic Status - District performance for Economically Disadvantaged and Non-Econ Disadvantaged students was stronger than the DFG-B, but similar at the Advanced Proficient level.*

NJ ASK6
MATHEMATICS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO DFG-B

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	DFG-B	DISTRICT	DFG-B	DISTRICT	DFG-B	DISTRICT
All Students	27.3	12.3	50.3	58.6	22.5	29.1
General Education	19.2	12.2	54.2	54.6	26.6	33.2
Special Education	59.5	13.0	34.1	73.9	6.4	13.0
Gender						
Female	24.8	11.0	50.7	55.0	24.5	33.9
Male	29.5	13.3	49.9	61.5	20.6	25.2
Ethnicity						
White	18.9	10.9	51.0	58.8	30.0	30.3
Black*	39.3	35.7	47.8	42.9	12.9	21.4
Hispanic*	30.6	12.5	53.0	75.0	16.4	12.5
Economic Status						
Econ Disadvantaged	31.3	16.2	51.1	64.7	17.6	19.1
Non-Econ Disadvantaged	19.9	7.4	48.7	50.9	31.4	41.7

***Analysis**: District performance for General Education students was stronger than the DFG-B, but similar at the Proficient level. District performance for Special Education students was superior to the DFG-B.*

- *Gender - District performance for male and female students was stronger than the DFG-B.*
- *Ethnicity- District performance for white students was stronger than the DFG-B, except similar at the Advanced Proficient level.*
- *Economic Status - District performance for Economically Disadvantaged students was stronger than the DFG-B. District performance for Non-Economically Disadvantaged students was stronger than the DFG-B, and superior at the Advanced Proficient level.*

NJ ASK3
MATHEMATICS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	24.5	45.0	35.8	35.6	39.7	19.4
General Education	18.6	35.0	36.4	40.6	45.0	24.4
Special Education	45.2	71.2	32.4	22.0	22.4	6.8
Gender						
Female	24.4	49.1	36.7	27.8	38.9	23.1
Male	24.7	41.2	34.8	43.0	40.5	15.8
Ethnicity						
White	15.4	41.9	36.5	36.3	48.1	21.8
Black*	44.5	41.7	36.3	50.0	19.2	8.3
Hispanic	36.0	67.9	39.4	21.4	24.5	10.7
Economic Status						
Econ Disadvantaged	39.6	54.9	38.2	33.1	22.2	12.0
Non-Econ Disadvantaged	14.3	30.3	34.1	30.3	51.7	30.3

***Analysis:** District performance for General Education and Special Education students was weaker than the State.*

- *Gender - District performance for male and female students was weaker than the State.*
- *Ethnicity - District performance for white students was weaker than the State, but similar at the Proficient level. District performance for Hispanic Students was weaker than the State.*
- *Economic Status - District performance for Economically Disadvantaged students was weaker to the State, but similar at the Proficient level. District performance for Non-Economically Disadvantaged students was weaker than the State.*

NJ ASK4

MATHEMATICS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	25.1	25.0	39.0	49.1	35.9	25.9
General Education	19.0	19.8	40.2	48.8	40.7	31.5
Special Education	47.5	40.4	34.5	50.0	18.1	9.6
Gender						
Female	24.6	29.3	40.9	48.3	34.5	22.4
Male	25.5	20.0	37.1	50.0	37.4	30.0
Ethnicity						
White	15.8	22.4	40.8	50.8	43.4	26.8
Black*	46.8	40.0	37.7	40.0	15.5	20.0
Hispanic*	37.2	42.1	42.4	42.1	20.4	15.8
Economic Status						
Econ Disadvantaged	40.9	30.6	40.7	52.9	18.4	16.5
Non-Econ Disadvantaged	14.9	17.9	37.9	44.2	47.2	37.9

Analysis: *District performance for General Education students was similar to the State at the Partially Proficient and Proficient levels but weaker at the Advanced Proficient level. District performance for Special Education students was stronger to the State, except at the Advanced Proficient level.*

- *Gender - District performance for female students was similar to the State, except at the Advanced Proficient level where it was weaker. District performance for male students was stronger than the state, except at the Advanced Proficient level, where it was weaker.*
- *Ethnicity - District performance for white students was weaker than the State.*
- *Economic Status - District performance for Economically Disadvantaged students was stronger than the State in the Partially Proficient and Proficient levels, and similar to the state at the Advanced Proficient level.. District performance for Non-Economically Disadvantaged students was similar to the State.*

NJ ASK5

MATHEMATICS - MAY 2014

COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT
All Students	20.2	22.1	41.7	54.8	38.1	23.1
General Education	13.8	14.8	42.5	56.8	43.7	28.4
Special Education	46.3	50.0	38.4	45.5	15.2	4.5
Gender						
Female	18.9	18.8	43.1	56.3	37.9	25.0
Male	21.3	26.0	40.2	53.1	38.4	20.8
Ethnicity						
White	12.1	21.1	41.7	55.7	46.2	23.2
Black*	39.9	54.5	43.2	45.5	16.9	0.0
Hispanic*	30.1	16.1	48.2	16.7	21.7	66.7
Economic Status						
Econ Disadvantaged	34.1	29.7	46.3	53.2	19.6	17.1
Non-Econ Disadvantaged	11.4	13.4	38.8	56.7	49.8	29.9

Analysis: *District performance for General Education students was similar to the State, and less likely to score at the Advanced Proficient level. District performance for Special Education students was stronger than the State, and less likely to score at the Advanced Proficient level.*

- *Gender - District performance for male and female students was similar to the State, except at the Advanced Proficient level.*
- *Ethnicity - District performance for white students was weaker than the State at the Partially Proficient level and weaker at the Advanced Proficient level.*
- *Economic Status - District performance for Economically Disadvantaged students was stronger than the State except at the Advanced Proficient level, where it was similar. District performance for Non-Economically Disadvantaged students was similar to the State, except at the Advanced Proficient level, where it was weaker.*

NJ ASK6
MATHEMATICS - MAY 2014
COMPARISON OF DISTRICT DISAGGREGATED PROFICIENCY BANDS TO STATE

MATHEMATICS	PARTIALLY PROFICIENT		PROFICIENT		ADVANCED PROFICIENT	
	STATE	DISTRICT	STATE	DISTRICT	DFG-B	DISTRICT
All Students	20.7	12.3	44.1	56.1	35.2	29.1
General Education	13.2	12.2	45.9	54.1	40.9	33.2
Special Education	53.4	13.0	36.7	63.6	10.0	13.0
Gender						
Female	18.5	11.0	44.7	60.0	36.8	33.9
Male	22.7	13.3	43.6	52.2	33.7	25.2
Ethnicity						
White	12.1	10.9	45.3	55.7	42.6	30.3
Black*	41.3	35.7	44.5	66.7	14.2	21.4
Hispanic*	31.0	12.5	49.4	52.9	19.6	12.5
Economic Status						
Econ Disadvantaged	34.8	16.2	47.7	60.2	17.4	19.1
Non-Econ Disadvantaged	12.0	7.4	41.9	50.5	46.1	41.7

***Analysis**: District performance for General Education students was similar to the State, and less likely to score at the Advanced Proficient level. District performance for Special Education student was superior to the State except at the Advanced Proficient level, where it was similar.*

- *Gender - District performance for female students was stronger than the State, except at the Advanced Proficient level. District performance for male students was similar to the State but weaker at the Advanced Proficient level.*
- *Ethnicity - District performance for white students was similar to the State, but weaker at the Advanced Proficient level.*
- *Economic Status - District performance for Economically Disadvantaged students was stronger than the State. District performance for Non-Economically Disadvantaged students was stronger than the State, except at the Advanced Proficient level.*

New Jersey
Assessment of Skills & Knowledge

Cluster Means Score Reports and Analysis

Grade 3 - English Language Arts

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 3 - English Language Arts

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 060 MAUD H ABRAMS ES

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Writing					20	9.7
Total Students [3]	9.1	9.1	9.5	10.1		
General Education [4]	9.8	9.8	10.0	10.6		
Special Education	7.3	7.3	7.2	8.1		
Limited English Proficient [5]	8.0	8.0	9.0	8.9		
Current LEP	8.0	8.0	8.8	8.5		
Former LEP	8.0	8.0	9.8	9.8		
Informative/Explanatory					10	4.8
Total Students [3]	4.5	4.5	4.6	5.0		
General Education [4]	4.9	4.9	4.9	5.2		
Special Education	3.5	3.5	3.5	3.9		
Limited English Proficient [5]	4.1	4.1	4.4	4.3		
Current LEP	4.2	4.2	4.3	4.1		
Former LEP	4.0	4.0	4.8	4.8		
Narrative					10	4.9
Total Students [3]	4.6	4.6	4.8	5.2		
General Education [4]	4.9	4.9	5.1	5.4		
Special Education	3.8	3.8	3.7	4.2		
Limited English Proficient [5]	3.9	3.9	4.6	4.6		
Current LEP	3.8	3.8	4.5	4.4		
Former LEP	4.0	4.0	5.0	5.0		
Reading					30	14.3
Total Students [3]	14.7	14.7	14.3	15.8		
General Education [4]	15.6	15.6	15.2	16.7		
Special Education	12.5	12.5	11.4	13.1		
Limited English Proficient [5]	10.9	10.9	12.3	12.4		
Current LEP	10.7	10.7	11.7	11.4		
Former LEP	12.0	12.0	14.5	14.5		
Literature					10	4.7
Total Students [3]	4.8	4.8	4.6	5.2		
General Education [4]	5.2	5.2	4.9	5.5		
Special Education	3.9	3.9	3.6	4.2		
Limited English Proficient [5]	3.3	3.3	4.1	4.1		
Current LEP	3.5	3.5	3.9	3.8		
Former LEP	2.0	2.0	4.7	4.7		
Informational Text					20	9.7
Total Students [3]	9.9	9.9	9.6	10.7		
General Education [4]	10.4	10.4	10.2	11.2		
Special Education	8.6	8.6	7.7	8.9		
Limited English Proficient [5]	7.6	7.6	8.2	8.3		
Current LEP	7.2	7.2	7.8	7.7		
Former LEP	10.0	10.0	9.8	9.8		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-060

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ANALYSIS:

WRITING

- **INFORMATIVE/EXPLANATORY** – District performance for the General Education population surpassed the Just Proficient mean, matched the DFG-B mean and was slightly below the State mean. District performance for the Special Education population matched the DFG-B mean and was below the State mean.

- **NARRATIVE** – District performance for the General Education population matched the Just Proficient mean, was below to the DFG-B mean, and the State mean. District performance for the Special Education surpassed the DFG-B mean and was below the State mean.

READING

- **LITERATURE** – District performance for the General Education population surpassed the Just Proficient, and DFG-B means, and was below the State mean. District performance for the Special Education population surpassed the DFG-B mean and was below the State mean.

- **INFORMATIONAL TEXT** – District performance for the General Education population surpassed the Just Proficient and DFG-B mean and was weaker to the State mean. District performance for the Special Education population surpassed the DFG-B mean and was below the State mean.

Grade 3 - Mathematics

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 3 - Mathematics

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 060 MAUD H ABRAMS ES

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Operations and Algebraic Thinking					14	7.1
Total Students [3]	7.1	7.1	8.2	9.2		
General Education [4]	7.7	7.7	8.7	9.7		
Special Education	5.8	5.8	6.3	7.5		
Limited English Proficient [5]	4.7	4.7	7.5	7.7		
Current LEP	4.5	4.5	7.2	7.2		
Former LEP	6.0	6.0	8.7	8.9		
Number and Operations in Base Ten					6	3.4
Total Students [3]	3.4	3.4	3.7	4.2		
General Education [4]	3.7	3.7	4.0	4.4		
Special Education	2.5	2.5	2.9	3.4		
Limited English Proficient [5]	2.3	2.3	3.2	3.3		
Current LEP	2.2	2.2	3.0	3.0		
Former LEP	3.0	3.0	3.8	4.0		
Number and Operations - Fractions					11	3.8
Total Students [3]	4.8	4.8	5.0	6.1		
General Education [4]	5.3	5.3	5.3	6.5		
Special Education	3.4	3.4	3.8	4.8		
Limited English Proficient [5]	3.6	3.6	4.4	4.8		
Current LEP	3.5	3.5	4.1	4.4		
Former LEP	4.0	4.0	5.3	5.7		
Measurement and Data					13	7.4
Total Students [3]	8.0	8.0	8.1	8.9		
General Education [4]	8.5	8.5	8.5	9.2		
Special Education	6.6	6.6	6.7	7.5		
Limited English Proficient [5]	6.9	6.9	7.6	7.8		
Current LEP	6.7	6.7	7.3	7.4		
Former LEP	8.0	8.0	8.7	8.9		
Geometry					6	4.3
Total Students [3]	4.4	4.4	4.4	4.7		
General Education [4]	4.5	4.5	4.6	4.9		
Special Education	4.0	4.0	3.7	4.1		
Limited English Proficient [5]	4.3	4.3	4.2	4.2		
Current LEP	4.2	4.2	4.1	4.1		
Former LEP	5.0	5.0	4.6	4.7		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-060

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ANALYSIS:

MATHEMATICS

- **OPERATIONS AND ALGEBRAIC THINKING** – District performance for the General Education population surpassed the Just Proficient mean and was below the DFG-B and State means. District performance for the Special Education population was below the Just Proficient, DFG-B and State means.

- **NUMBERS AND OPERATIONS IN BASE TEN** - District performance for the General Education population surpassed the Just Proficient mean and was below the DFG-B and State means. District performance for the Special Education population was below the Just Proficient, DFG-B and State means.

- **NUMBERS AND OPERATIONS – FRACTIONS** - District performance for the General Education population surpassed the Just Proficient, matched the DFG-B mean and was below the State mean. District performance for the Special Education population was below the Just Proficient, DFG-B and State means.

- **MEASUREMENT AND DATA** - District performance for the General Education population surpassed the Just Proficient mean, matched the DFG-B and was below the State mean. District performance for the Special Education population was below the Just Proficient, DFG-B and State means.

- **GEOMETRY** - District performance for the General Education population surpassed the Just Proficient mean and was below the DFG-B and State means. District performance for the Special Education population surpassed the DFG-B mean, and was below the State mean.

Grade 4 - English Language Arts

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 4 - English Language Arts

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 060 MAUD H ABRAMS ES

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Writing					20	10.3
Total Students [3]	9.8	9.8	9.9	10.5		
General Education [4]	10.3	10.3	10.4	11.0		
Special Education	8.3	8.3	7.9	8.5		
Limited English Proficient [5]	8.5	8.5	9.6	9.3		
Current LEP	9.5	9.5	9.1	8.8		
Former LEP	7.5	7.5	10.2	9.9		
Informative/Explanatory					10	4.6
Total Students [3]	4.3	4.3	4.4	4.7		
General Education [4]	4.5	4.5	4.7	4.9		
Special Education	3.7	3.7	3.5	3.8		
Limited English Proficient [5]	3.5	3.5	4.3	4.2		
Current LEP	4.0	4.0	4.1	3.9		
Former LEP	3.0	3.0	4.6	4.5		
Narrative					10	5.7
Total Students [3]	5.4	5.4	5.5	5.8		
General Education [4]	5.7	5.7	5.7	6.1		
Special Education	4.6	4.6	4.3	4.7		
Limited English Proficient [5]	5.0	5.0	5.3	5.1		
Current LEP	5.5	5.5	5.0	4.8		
Former LEP	4.5	4.5	5.6	5.5		
Reading					36	17.7
Total Students [3]	18.2	18.2	16.7	18.4		
General Education [4]	18.9	18.9	17.6	19.2		
Special Education	16.0	16.0	13.7	15.2		
Limited English Proficient [5]	15.5	15.5	14.7	14.5		
Current LEP	17.0	17.0	14.0	13.3		
Former LEP	14.0	14.0	16.0	15.7		
Literature					12	6.1
Total Students [3]	6.5	6.5	5.6	6.2		
General Education [4]	6.7	6.7	5.9	6.5		
Special Education	5.9	5.9	4.8	5.3		
Limited English Proficient [5]	5.5	5.5	4.9	4.8		
Current LEP	5.5	5.5	4.7	4.4		
Former LEP	5.5	5.5	5.3	5.3		
Informational Text					24	11.6
Total Students [3]	11.6	11.6	11.1	12.2		
General Education [4]	12.1	12.1	11.7	12.7		
Special Education	10.1	10.1	8.9	10.0		
Limited English Proficient [5]	10.0	10.0	9.8	9.7		
Current LEP	11.5	11.5	9.3	8.8		
Former LEP	8.5	8.5	10.7	10.5		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-060

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ANALYSIS

WRITING

- **INFORMATIVE/EXPLANATORY** – District performance for the General Education population was similar to the Just Proficient mean, and below the DFG-B and State means. District performance for the Special Education population was below the Just Proficient mean, similar to the State mean, and surpassed the DFG-B mean.

- **NARRATIVE** – District performance for the General Education population matched the Just Proficient and the DFG-B means and was below the State mean. District performance for the Special Education Population surpassed the DFG-B mean and was similar to the State mean.

READING

- **LITERATURE** – District performance for the General Education population ***surpassed the Just Proficient, DFG-B and the State means***. District performance for the Special Education population was below the Just Proficient and surpassed the State and the DFG-B means.

- **INFORMATIONAL TEXT** – District performance for the General Education population surpassed the Just Proficient, DFG-B means, and was below the State mean. District performance for the Special Education population was below the Just Proficient mean, surpassed the DFG-B and the State means.

Grade 4 - Mathematics

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 4 - Mathematics

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 060 MAUD H ABRAMS ES

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Operations and Algebraic Thinking					10	3.9
Total Students [3]	5.0	5.0	4.7	5.3		
General Education [4]	5.2	5.2	5.1	5.7		
Special Education	4.2	4.2	3.4	4.1		
Limited English Proficient [5]	4.8	4.8	4.1	4.0		
Current LEP	4.5	4.5	3.8	3.5		
Former LEP	5.0	5.0	4.7	4.6		
Number and Operations in Base Ten					10	5.6
Total Students [3]	6.4	6.4	6.2	6.7		
General Education [4]	6.6	6.6	6.5	7.0		
Special Education	5.7	5.7	5.0	5.5		
Limited English Proficient [5]	4.8	4.8	5.7	5.6		
Current LEP	4.0	4.0	5.4	5.1		
Former LEP	5.5	5.5	6.2	6.2		
Number and Operations - Fractions					18	8.3
Total Students [3]	10.6	10.6	10.1	11.4		
General Education [4]	11.4	11.4	10.7	12.1		
Special Education	8.2	8.2	7.8	9.0		
Limited English Proficient [5]	7.8	7.8	9.1	9.1		
Current LEP	9.0	9.0	8.5	8.1		
Former LEP	6.5	6.5	10.1	10.2		
Measurement and Data					6	3.0
Total Students [3]	3.5	3.5	3.3	3.7		
General Education [4]	3.6	3.6	3.5	3.9		
Special Education	3.2	3.2	2.7	3.1		
Limited English Proficient [5]	2.5	2.5	2.9	2.9		
Current LEP	3.0	3.0	2.8	2.6		
Former LEP	2.0	2.0	3.3	3.3		
Geometry					6	3.3
Total Students [3]	4.4	4.4	3.7	4.0		
General Education [4]	4.6	4.6	3.9	4.2		
Special Education	3.7	3.7	2.9	3.2		
Limited English Proficient [5]	3.3	3.3	3.3	3.2		
Current LEP	2.5	2.5	3.0	2.9		
Former LEP	4.0	4.0	3.7	3.6		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-060

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ANALYSIS:

MATHEMATICS

- **OPERATIONS AND ALGEBRAIC THINKING** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the DFG-B and State means.

- **NUMBERS AND OPERATIONS IN BASE TEN** - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the DFG-B and State means.

- **NUMBERS AND OPERATIONS – FRACTIONS** - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population was similar to the Just Proficient mean, surpassed the DFG-B mean and was below State means.

- **MEASUREMENT AND DATA** - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **GEOMETRY** - District performance for the General Education population surpassed the Just Proficient, DFG-B and State means. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

Grade 5 - English Language Arts

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 5 - English Language Arts

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 050 SANDMAN CONSOLIDATED

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Writing					20	10.7
Total Students [3]	11.0	11.0	10.4	11.1		
General Education [4]	11.5	11.5	10.9	11.6		
Special Education	9.1	9.1	8.2	8.8		
Limited English Proficient [5]	11.0	11.0	9.5	9.4		
Current LEP	11.0	11.0	9.1	8.8		
Former LEP	0.0	0.0	10.0	10.0		
Informative/Explanatory					10	5.3
Total Students [3]	5.3	5.3	5.1	5.4		
General Education [4]	5.6	5.6	5.4	5.7		
Special Education	4.3	4.3	4.0	4.3		
Limited English Proficient [5]	5.5	5.5	4.7	4.6		
Current LEP	5.5	5.5	4.5	4.2		
Former LEP	0.0	0.0	4.9	4.9		
Narrative					10	5.4
Total Students [3]	5.7	5.7	5.3	5.7		
General Education [4]	5.9	5.9	5.6	5.9		
Special Education	4.7	4.7	4.2	4.5		
Limited English Proficient [5]	5.5	5.5	4.8	4.8		
Current LEP	5.5	5.5	4.6	4.6		
Former LEP	0.0	0.0	5.1	5.1		
Reading					42	20.3
Total Students [3]	21.3	21.3	19.8	22.2		
General Education [4]	22.8	22.8	21.0	23.4		
Special Education	15.9	15.9	15.6	17.3		
Limited English Proficient [5]	18.5	18.5	16.5	16.2		
Current LEP	18.5	18.5	15.1	14.8		
Former LEP	0.0	0.0	18.1	17.6		
Literature					14	7.6
Total Students [3]	7.8	7.8	7.2	8.0		
General Education [4]	8.4	8.4	7.6	8.3		
Special Education	5.9	5.9	5.8	6.4		
Limited English Proficient [5]	6.0	6.0	6.1	6.1		
Current LEP	6.0	6.0	5.6	5.6		
Former LEP	0.0	0.0	6.7	6.5		
Informational Text					28	12.7
Total Students [3]	13.4	13.4	12.6	14.2		
General Education [4]	14.4	14.4	13.4	15.0		
Special Education	10.0	10.0	9.8	10.9		
Limited English Proficient [5]	12.5	12.5	10.4	10.2		
Current LEP	12.5	12.5	9.5	9.2		
Former LEP	0.0	0.0	11.4	11.1		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-050

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ANALYSIS:

WRITING

- **INFORMATIVE/EXPLANATORY** – District performance for the General Education population was surpassed the Just Proficient, and DFG-B means and was similar to the State mean. District performance for the Special Education population surpassed the DFG-B mean and was matched the State mean.

- **NARRATIVE** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and matched the State mean. District performance for the Special Education Population surpassed the DFG-B and State means.

READING

- **LITERATURE** – District performance for the General Education population ***surpassed the Just Proficient, DFG-B and State means***. District performance for the Special Education population surpassed the DFG-B mean and was below the State mean.

- **INFORMATIONAL TEXT** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the DFG-B mean and was below the State mean.

Grade 5 – Mathematics

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 5 - Mathematics

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 050 SANDMAN CONSOLIDATED

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Operations and Algebraic Thinking					6	3.1
Total Students [3]	4.1	4.1	3.8	4.1		
General Education [4]	4.3	4.3	4.0	4.3		
Special Education	3.4	3.4	2.9	3.2		
Limited English Proficient [5]	5.0	5.0	3.5	3.3		
Current LEP	5.0	5.0	3.3	3.0		
Former LEP	0.0	0.0	3.6	3.6		
Number and Operations in Base Ten					11	6.2
Total Students [3]	7.4	7.4	7.2	7.8		
General Education [4]	7.8	7.8	7.6	8.2		
Special Education	5.8	5.8	5.7	6.3		
Limited English Proficient [5]	8.0	8.0	6.7	6.5		
Current LEP	8.0	8.0	6.4	6.0		
Former LEP	0.0	0.0	7.1	7.0		
Number and Operations - Fractions					14	5.9
Total Students [3]	7.5	7.5	7.8	8.7		
General Education [4]	8.0	8.0	8.4	9.3		
Special Education	5.5	5.5	5.6	6.4		
Limited English Proficient [5]	6.0	6.0	7.0	6.7		
Current LEP	6.0	6.0	6.6	6.0		
Former LEP	0.0	0.0	7.5	7.4		
Measurement and Data					13	5.5
Total Students [3]	7.7	7.7	7.5	8.4		
General Education [4]	8.3	8.3	8.0	9.0		
Special Education	5.6	5.6	5.3	6.2		
Limited English Proficient [5]	7.0	7.0	6.5	6.4		
Current LEP	7.0	7.0	6.0	5.7		
Former LEP	0.0	0.0	7.1	7.2		
Geometry					6	3.3
Total Students [3]	4.5	4.5	4.0	4.3		
General Education [4]	4.7	4.7	4.3	4.5		
Special Education	3.6	3.6	3.1	3.5		
Limited English Proficient [5]	4.0	4.0	3.4	3.3		
Current LEP	4.0	4.0	3.0	2.9		
Former LEP	0.0	0.0	3.8	3.8		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-050

ANALYSIS:

MATHEMATICS

- **OPERATIONS AND ALGEBRAIC THINKING** – District performance for the General Education population surpassed the Just Proficient and DFG-B means, and matched the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **NUMBERS AND OPERATIONS IN BASE TEN** - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the DFG-B mean and was below the State mean.

- **NUMBERS AND OPERATIONS – FRACTIONS** - District performance for the General Education population surpassed the Just Proficient mean and was below the DFG-B and State means. District performance for the Special Education population was below the DFG-B and State means.

- **MEASUREMENT AND DATA** - District performance for the General Education population surpassed the Just Proficient and the DFG-B means, and below the State mean. District performance for the Special Education population surpassed the Just Proficient and DFG-B means and was below the State mean.

- **GEOMETRY** - District performance for the General Education population surpassed the Just Proficient, DFG-B and State means. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

Grade 6 - English Language Arts

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 6 - English Language Arts

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 050 SANDMAN CONSOLIDATED

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Writing					18	10.1
Total Students [3]	10.2	10.2	9.9	10.6		
General Education [4]	10.5	10.5	10.5	11.1		
Special Education	8.9	8.9	7.6	8.1		
Limited English Proficient [5]	11.0	11.0	8.7	8.7		
Current LEP	11.0	11.0	8.1	8.1		
Former LEP	0.0	0.0	9.5	9.6		
Argument					12	6.6
Total Students [3]	6.7	6.7	6.5	7.0		
General Education [4]	6.9	6.9	6.9	7.3		
Special Education	5.6	5.6	4.9	5.2		
Limited English Proficient [5]	7.5	7.5	5.7	5.7		
Current LEP	7.5	7.5	5.3	5.3		
Former LEP	0.0	0.0	6.2	6.4		
Narrative					6	3.5
Total Students [3]	3.6	3.6	3.4	3.6		
General Education [4]	3.6	3.6	3.6	3.8		
Special Education	3.3	3.3	2.7	2.9		
Limited English Proficient [5]	3.5	3.5	3.0	3.0		
Current LEP	3.5	3.5	2.8	2.8		
Former LEP	0.0	0.0	3.2	3.3		
Reading					52	26.4
Total Students [3]	30.2	30.2	27.0	29.6		
General Education [4]	30.5	30.5	28.6	31.3		
Special Education	29.3	29.3	20.5	22.1		
Limited English Proficient [5]	20.0	20.0	21.1	21.1		
Current LEP	20.0	20.0	19.6	19.6		
Former LEP	0.0	0.0	22.9	23.5		
Literature					26	14.1
Total Students [3]	15.8	15.8	14.2	15.4		
General Education [4]	16.0	16.0	15.1	16.3		
Special Education	15.5	15.5	10.6	11.3		
Limited English Proficient [5]	10.5	10.5	11.2	11.1		
Current LEP	10.5	10.5	10.3	10.2		
Former LEP	0.0	0.0	12.3	12.5		
Informational Text					26	12.3
Total Students [3]	14.3	14.3	12.8	14.2		
General Education [4]	14.5	14.5	13.6	15.0		
Special Education	13.8	13.8	9.9	10.7		
Limited English Proficient [5]	9.5	9.5	9.9	10.0		
Current LEP	9.5	9.5	9.3	9.4		
Former LEP	0.0	0.0	10.6	11.0		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-050

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ANALYSIS

WRITING

- **ARGUMENT** – District performance for the General Education population surpassed the Just Proficient mean, matched the DFG-B mean and was below the State mean. District performance for the Special Education population was below the Just Proficient mean, and surpassed the DFG-B and the State means.

- **NARRATIVE** – District performance for the General Education population surpassed the Just Proficient mean, matched the DFG-B mean and was below the State mean. District performance for the Special Education population was below the Just Proficient mean, and surpassed the DFG-B and the State means.

READING

- **LITERATURE** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B, and State means.

- **INFORMATIONAL TEXT** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B, and State means.

Grade 6 – Mathematics

TEST DATE: SPRING 2014
REPORT PRINTED: 8/21/2014

New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores [1]
Grade 6 - Mathematics

COUNTY: 09 CAPE MAY
DISTRICT: 2840 LOWER TWP
SCHOOL: 050 SANDMAN CONSOLIDATED

	SCHOOL MEAN	DISTRICT MEAN	DFG B MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Ratios and Proportional Relationships					8	2.7
Total Students [3]	4.4	4.4	4.0	4.6		
General Education [4]	4.6	4.6	4.3	5.0		
Special Education	3.6	3.6	2.7	3.0		
Limited English Proficient [5]	3.0	3.0	3.1	3.2		
Current LEP	3.0	3.0	2.9	2.9		
Former LEP	0.0	0.0	3.4	3.7		
The Number System					14	5.8
Total Students [3]	8.8	8.8	7.6	8.5		
General Education [4]	8.9	8.9	8.2	9.1		
Special Education	8.2	8.2	5.3	5.8		
Limited English Proficient [5]	8.5	8.5	6.1	6.1		
Current LEP	8.5	8.5	5.5	5.5		
Former LEP	0.0	0.0	6.9	7.1		
Expressions and Equations					14	7.5
Total Students [3]	9.8	9.8	8.9	9.7		
General Education [4]	10.0	10.0	9.5	10.3		
Special Education	8.7	8.7	6.5	6.9		
Limited English Proficient [5]	8.5	8.5	7.7	7.5		
Current LEP	8.5	8.5	7.1	6.9		
Former LEP	0.0	0.0	8.5	8.6		
Geometry					7	3.0
Total Students [3]	4.0	4.0	3.8	4.1		
General Education [4]	4.0	4.0	4.0	4.3		
Special Education	4.1	4.1	3.0	3.2		
Limited English Proficient [5]	3.0	3.0	3.4	3.3		
Current LEP	3.0	3.0	3.2	3.1		
Former LEP	0.0	0.0	3.7	3.6		
Statistics and Probability					6	2.9
Total Students [3]	4.2	4.2	3.7	4.1		
General Education [4]	4.3	4.3	4.1	4.4		
Special Education	3.8	3.8	2.6	2.8		
Limited English Proficient [5]	4.0	4.0	2.8	2.8		
Current LEP	4.0	4.0	2.5	2.4		
Former LEP	0.0	0.0	3.3	3.5		

[1] Excludes students who did not receive a scale score based on the full set of regular items in this content area.
[2] The numbers in this column are the statewide raw score means for students whose scale score is 200.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Includes students coded Current and Former LEP.

09-2840-050

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ANALYSIS

MATHEMATICS

- **RATIOS AND PROPORTIONAL RELATIONSHIPS** – District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **THE NUMBER SYSTEM** - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **EXPRESSIONS AND EQUATIONS** - - District performance for the General Education population surpassed the Just Proficient and DFG-B means and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **GEOMETRY** - District performance for the General Education population surpassed the Just Proficient mean, matched the DFG-B mean and was below the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

- **STATISTICS AND PROBABILITY**- District performance for the General Education population surpassed the Just Proficient and DFG-B means and was similar to the State mean. District performance for the Special Education population surpassed the Just Proficient, DFG-B and State means.

ESEA Waiver - School Profiles 2014

09-2840-060 *Lower Township Elementary School District*

Maud Abrams School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95% # Enrolled	% Not Tested	Met Participation	Statewide Performance Goal - 90% Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.4	YES	420	51.2	72.9	NO
White	378	0.0	YES	349	53.9	74.6	NO
Black			-			-	-
Hispanic	50	4.0	YES	44	31.8	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	132	1.5	YES	121	35.5	63.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	271	0.7	YES	242	40.5	63.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95% # Enrolled	% Not Tested	Met Participation	Statewide Performance Goal - 90% Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.4	YES	420	65.9	82.5	NO
White	378	0.0	YES	349	69.3	83.4	NO
Black			-			-	-
Hispanic	50	4.0	YES	44	40.9	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	132	1.5	YES	121	52.1	76.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	271	0.7	YES	242	57.8	79.5	NO

Only Includes full year students for performance (Time In School < Year students are removed)
'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)
Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL — Statewide Performance Goal of 90% - MET
YES — Progress Target or Participation Rate - MET
YES* — Progress Target (Confidence Interval applied) - MET
NO — Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

Analysis: *Maud Abrams School met the participation rate target for NJASK 2013 for all sub groups in English Language Arts and Mathematics.*

For English Language Arts, students in grades 3-4 did not meet the performance targets for the school wide population, White students, Students with Disabilities or Economically Disadvantaged Students.

For Mathematics, students in grades 3-4 did not meet the performance targets for the school wide population, White students, Students with Disabilities or Economically Disadvantaged Students.

ESEA Waiver - Annual Progress Targets

CDS CODE : *09-2840-060*
DISTRICT : *Lower Township Elementary School District*
SCHOOL : *Maud Abrams School*

The tables represent the annual proficiency targets, established for this School under ESEA Waiver
Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	432	63.9	3	1011	66.9	69.9	72.9	75.9	78.9	81.9
White	378	65.9	2.9	1011	68.8	71.7	74.6	77.5	80.4	83.3
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	122	51.7	4	1011	55.7	59.7	63.7	67.7	71.7	75.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	244	51.3	4.1	1011	55.4	59.5	63.6	67.7	71.8	75.9

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	432	76.8	1.9	1011	78.7	80.6	82.5	84.4	86.3	88.2
White	378	78	1.8	1011	79.8	81.6	83.4	85.2	87	88.8
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	122	68	2.7	1011	70.7	73.4	76.1	78.8	81.5	84.2
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	244	72.6	2.3	1011	74.9	77.2	79.5	81.8	84.1	86.4

Only Includes full year students (Time In School < Year students are removed)
'-' Indicates too few students to determine (N<30)

Title I Accountability System
10/10/2014

Explanation: This chart defines the yearly increments each sub group (30 or more students) must achieve in order to meet the performance targets established for Maud Abrams in English Language Arts and Mathematics. The baseline was set using the 2010-2011 performance. The difference between that proficiency rate and 100% proficiency was used to set the annual increments. The gap between these two levels was halved to set the goal for the sixth year. This goal was divided by six to establish the annual increments. A confidence interval of 95% probability was applied to minimize the risk of identifying any marginal school of not meeting the Progress Targets.

ESEA Waiver - School Profiles 2014

09-2840-050 *Lower Township Elementary School District*

Sandman Consolidated School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95% # Enrolled	% Not Tested	Met Participation	Statewide Performance Goal - 90% Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	0.2	YES	457	64.1	70	NO
White	423	0.0	YES	401	64.8	69.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	122	0.8	YES	113	54.9	59.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	266	0.4	YES	254	55.9	66.2	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95% # Enrolled	% Not Tested	Met Participation	Statewide Performance Goal - 90% Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	0.2	YES	457	83.3	79.8	YES
White	423	0.0	YES	401	84.5	81.2	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	122	0.8	YES	113	73.5	71.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	266	0.4	YES	254	77.2	77.6	YES*

Only Includes full year students for performance (Time In School < Year students are removed)
'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)
Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

Analysis: *Sandman school met the participation rate target for NJ ASK 2013 for all sub groups in English Language Arts and Mathematics.*

For English Language Arts, White Students and Students with Disabilities in grades 5-6 did not meet the performance targets for the school wide population, White students, or Economically Disadvantaged Students. For English Language Arts, White Students and Students with Disabilities in grades 5-6 met the performance targets for Students with Disabilities when the confidence interval was applied.

For Mathematics, students in grades 5-6 met the progress targets established for School Wide, White Students, and Students with Disabilities. Economically Disadvantaged Students met the progress targets when the confidence interval was applied.

ESEA Waiver - Annual Progress Targets

CDS CODE : *09-2840-050*
DISTRICT : *Lower Township Elementary School District*
SCHOOL : *Sandman Consolidated School*

The tables represent the annual proficiency targets, established for this School under ESEA Waiver
Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	458	59.8	3.4	1011	63.2	66.6	70	73.4	76.8	80.2
White	398	59.6	3.4	1011	63	66.4	69.8	73.2	76.6	80
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	154	46.1	4.5	1011	50.6	55.1	59.6	64.1	68.6	73.1
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	248	54.8	3.8	1011	58.6	62.4	66.2	70	73.8	77.6

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	458	72.9	2.3	1011	75.2	77.5	79.8	82.1	84.4	86.7
White	398	74.9	2.1	1011	77	79.1	81.2	83.3	85.4	87.5
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	153	61.5	3.2	1011	64.7	67.9	71.1	74.3	77.5	80.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	248	70.1	2.5	1011	72.6	75.1	77.6	80.1	82.6	85.1

Only Includes full year students (Time In School < Year students are removed)
'-' Indicates too few students to determine (N<30)

Title I Accountability System
10/10/2014

Explanation: This chart defines the yearly increments each sub group (30 or more students) must achieve in order to meet the performance targets established for Sandman in English Language Arts and Mathematics. The baseline was set using the 2010-2011 performance. The difference between that proficiency rate and 100% proficiency was used to set the annual increments. The gap between these two levels was halved to set the goal for the sixth year. This goal was divided by six to establish the annual increments. A confidence interval of 95% probability was applied to minimize the risk of identifying any marginal school of not meeting the Progress Targets.

New Jersey Department of Education

ESEA Flexibility Waiver
2014 Progress Targets

KEY POINTS
State Assessments: High School, NJASK 3-8, Alternate Proficiency Assessment (APA)

- Data for all grades are aggregated for Progress Target calculations. Progress Targets are calculated separately for total students and each subgroup for English Language Arts and Mathematics.
- Original baseline and Progress Targets for grades 3-8 utilized the 2011 Assessment results. High school Progress Targets utilized the 2010 banked cohort (Spr. 2010, Oct 2010, Spr. 2011). If prior year data are not available, a new baseline will be determined based on current data for any subpopulation n-size>=30.
- Results for students who enrolled after July 1st are included in the participation calculations. Results for students with "voids" are included in the participation calculations.
- For proficiency calculations, results for students enrolled after July 1st is not included. For more information, see http://www.nj.gov/education/title1/accountability/amo/time_in_school.shtml .
- Alternate Proficiency Assessment (APA) results for proficiency have been added to the special education and other subgroup calculations. Only students who received a valid score or an Alternate Proficiency Assessment (APA) level are considered to be participating in the state assessments; all other students are considered not participating.
- For Limited English proficient (LEP) students, the full flexibility of the law is applied. Results for students who have exited from English language instructional programs are included for up to two years.
- For the racial/ethnicity student subgroup, any combination of Hispanic coding, i.e., Hispanic and White students, is counted in the Hispanic category only.
- High School Banking has been applied to the proficiency calculations. For Progress Target determinations, high school students may participate in up to three administrations of the assessment.
- For participation calculations, the student count is 40, that is, subgroups with 40 or more students are calculated. For proficiency calculations, the student count is 30 for all student subgroups.
- Participation averaging has been applied to schools that met all their proficiency targets, but miss their participation target.
- Safe harbor no longer applies.

- A 95% confidence interval (CI) is applied to all proficiency measures for both the total school and student subgroup performance as additional criteria in determining meeting Progress Targets.

- The proficiency results of IEP exempt special education students are included in the calculation for Progress Targets; the exemption refers to graduation requirements only.

- Secondary measures are built into the calculation of the Progress Targets. Standards for these measures must be met by the total school population and each subgroup with 30 or more students.

- The secondary measure for high schools is the Graduation rate: The 2013 4-yr graduation rate and the 2012 5-year graduation rate is utilized in the determination of meeting the following targets:

  Total and all subpopulations

  - Statewide Goal: 90%
  - Annual Targets:
    - 4 year target 78% * target increase in 2014, or
    - 5 year target 85%

- The secondary measure for elementary and middle schools is the attendance rate: The 2013 attendance rate is utilized in the determination of meeting the following target:

  Total and all subpopulations

  - Average Daily Attendance for the school year reported on the SRS meet or exceeds 90% (Attendance results will be included in final profile)

- Schools that miss any targets (indicated in red on the profile) must develop an Action Plan. The Department will send Action Plan guidance shortly.

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 060	**SCHOOL NAME:** Maud Abrams School
Content Area:	☐ *English Language Arts* ☐ *Mathematics*
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	☐ Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐ Students with Disabilities ☐ Limited English Proficient Students ☐ Economically Disadvantaged
Intervention(s) to be implemented:	• Small group, targeted instruction • Supplemental resources • Curriculum revision • Professional Development • Intervention based on progress monitoring/formative assessment

Subgroup(s) Not Meeting Graduation Rate Target	☐ Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐ Students with Disabilities ☐ Limited English Proficient Students ☐ Economically Disadvantaged
Intervention(s) to be implemented:	N/A

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A") if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
ENGLISH LANGUAGE ARTS				
1	Analyze NJASK results to determine student eligibility for small group English Language Arts instruction/intervention	Curriculum Supervisors, Principal		September 2014
2	Provide teachers with ongoing training/support in the revised writing curriculum	Curriculum Supervisors, Principals		September 2014-June 2015
3	Develop an instructional pacing guide to ensure that tested genre are presented prior to PARCC assessment	Supervisors, Teachers		September 2014

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2014-2015 Progress Targets Action Plan

4	Implement the Units of Study writing curriculum with students/Organizers for open-ended responses	Teachers		September 2014-June 2015
5	Administer on-demand writing prompts to assess writing progress and identify instructional and professional development needs	Teachers		September 2014-June 2015
6	Provide students with LAL practice samples to mimic the PARCC assessment	Teachers		September 2014 and ongoing
7	Provide parents/guardians with online access to resources to support and extend the language arts literacy curriculum	Curriculum Supervisors, Principal		September 2014-June 2015
8	Identify students for small group reading, (Orton-Gillingham instruction) 4 days/week, ½ hour	Principal, Teachers		September 2014-June 2015
MATHEMATICS				
1	Analyze NJASK results to determine student eligibility for small group Mathematics instruction/intervention	Curriculum Supervisors, Principal		September 2014
2	Provide teachers with ongoing training/support in the Go Math curriculum	Curriculum Supervisors, Principal		September 2014-June 2015
3	Develop an instructional pacing guide to insure that critical concepts are presented prior to PARCC assessment	Curriculum Supervisors, Teachers		September 2014
4	Implement the Go Math curriculum with students	Teachers		September 2014-June 2015
5	Administer Go Math assessments to determine progress and identify instructional and professional development needs	Teachers		September 2014-June 2015
6	Provide students with mathematics practice samples to mimic the PARCC assessment	Teachers		September 2014 and ongoing
7	Provide parents/guardians with online access to resources to support and extend the mathematics curriculum	Curriculum Supervisors		September 2014-June 2015
8	After school Mathematics tutoring program	Principal, Teachers		January 2014-June 2015

*Title I funds must be used to supplement, and not supplant state and local funds.
Add additional forms as needed.

2014-2015 Progress Targets Action Plan

SCHOOL CODE: 050	**SCHOOL NAME:** Sandman Consolidated School
Content Area:	☐ *English Language Arts* ☐ *Mathematics*
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	☐ Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐ Students with Disabilities ☐ Limited English Proficient Students ☐ Economically Disadvantaged
Intervention(s) to be implemented:	• Small group, targeted instruction • Supplemental resources • Curriculum revision • Professional Development • Intervention based on progress monitoring/formative assessment

Subgroup(s) Not Meeting Graduation Rate Target	☐ Black ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Two or More Races ☐ Total Population ☐ Students with Disabilities ☐ Limited English Proficient Students ☐ Economically Disadvantaged
Intervention(s) to be implemented:	N/A

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A") if school does not receive Title I funds)	N/A

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
ENGLISH LANGUAGE ARTS				
1	Analyze NJASK results to determine student eligibility for small group English Language Arts instruction/intervention	Curriculum Supervisors, Principal		September 2014
2	Provide teachers with ongoing training/support in the revised writing curriculum	Curriculum Supervisors, Principals		September 2014-June 2015
3	Develop an instructional pacing guide to ensure that tested genre are presented prior to PARCC assessment	Supervisors, Teachers		September 2014

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2014-2015 Progress Targets Action Plan

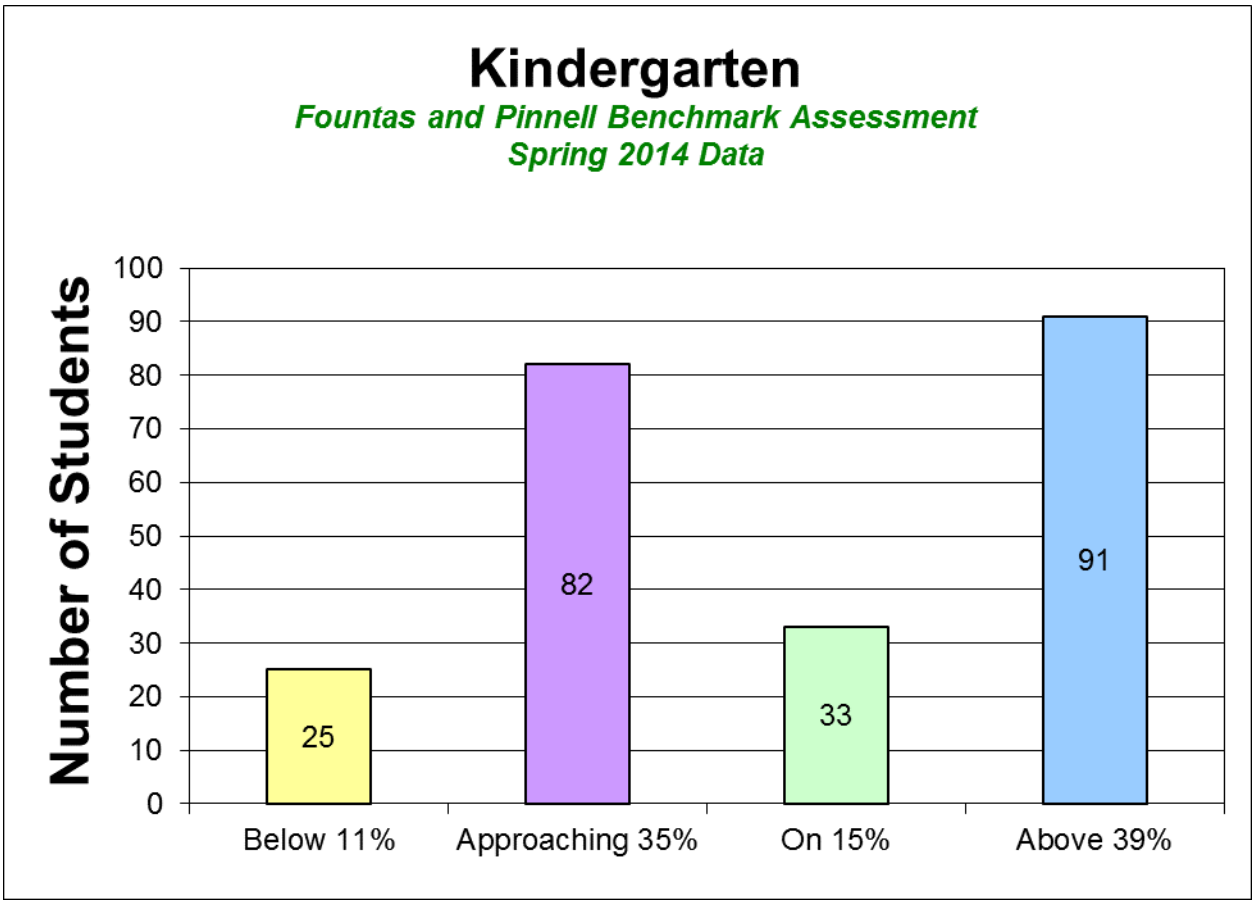
4	Implement the Units of Study writing curriculum with students/Organizers for open-ended responses	Teachers		September 2014-June 2015
5	Administer on-demand writing prompts to assess writing progress and identify instructional and professional development needs	Teachers		September 2014-June 2015
6	Provide students with LAL practice samples to mimic the PARCC assessment	Teachers		September 2014 and ongoing
7	Provide parents/guardians with online access to resources to support and extend the language arts literacy curriculum	Curriculum Supervisors, Principal		September 2014-June 2015

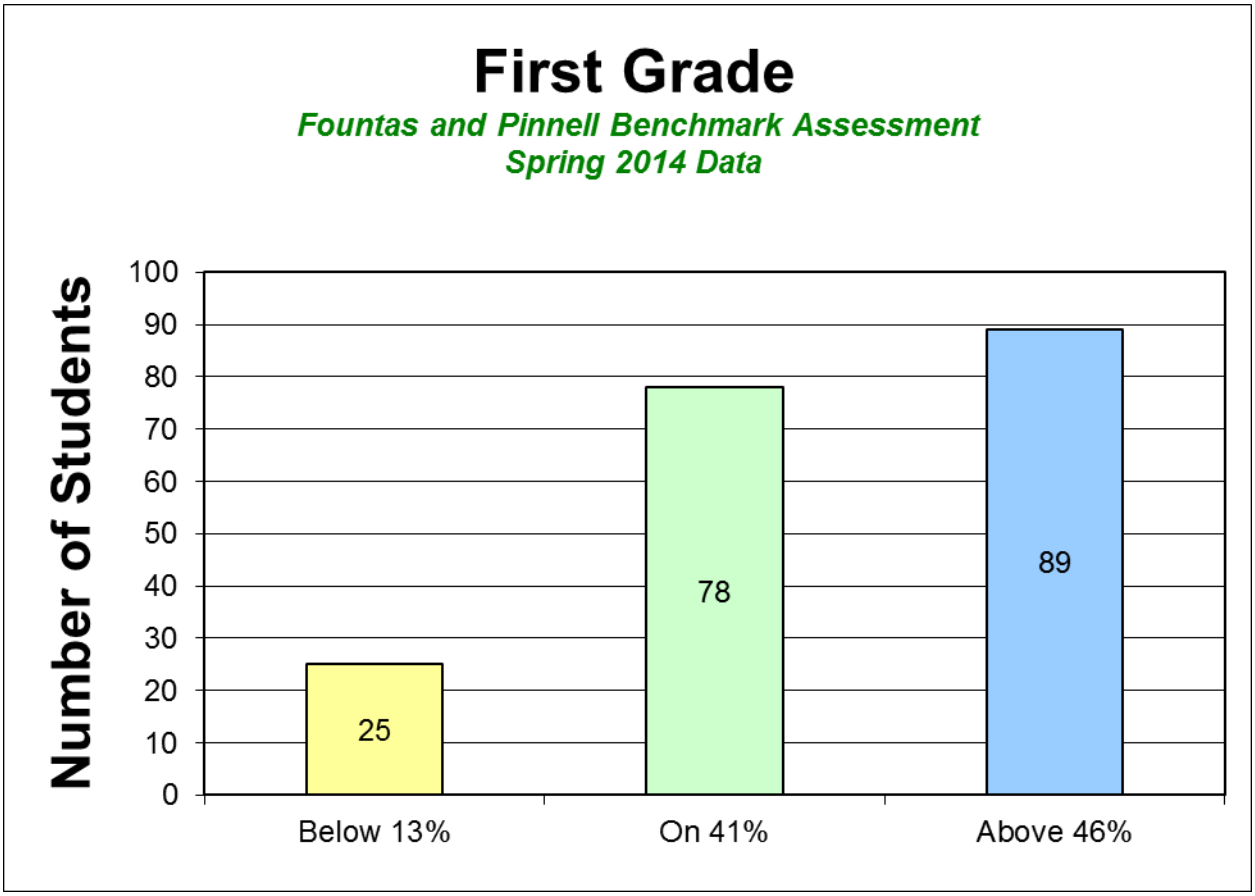
*Title I funds must be used to supplement, and not supplant state and local funds.

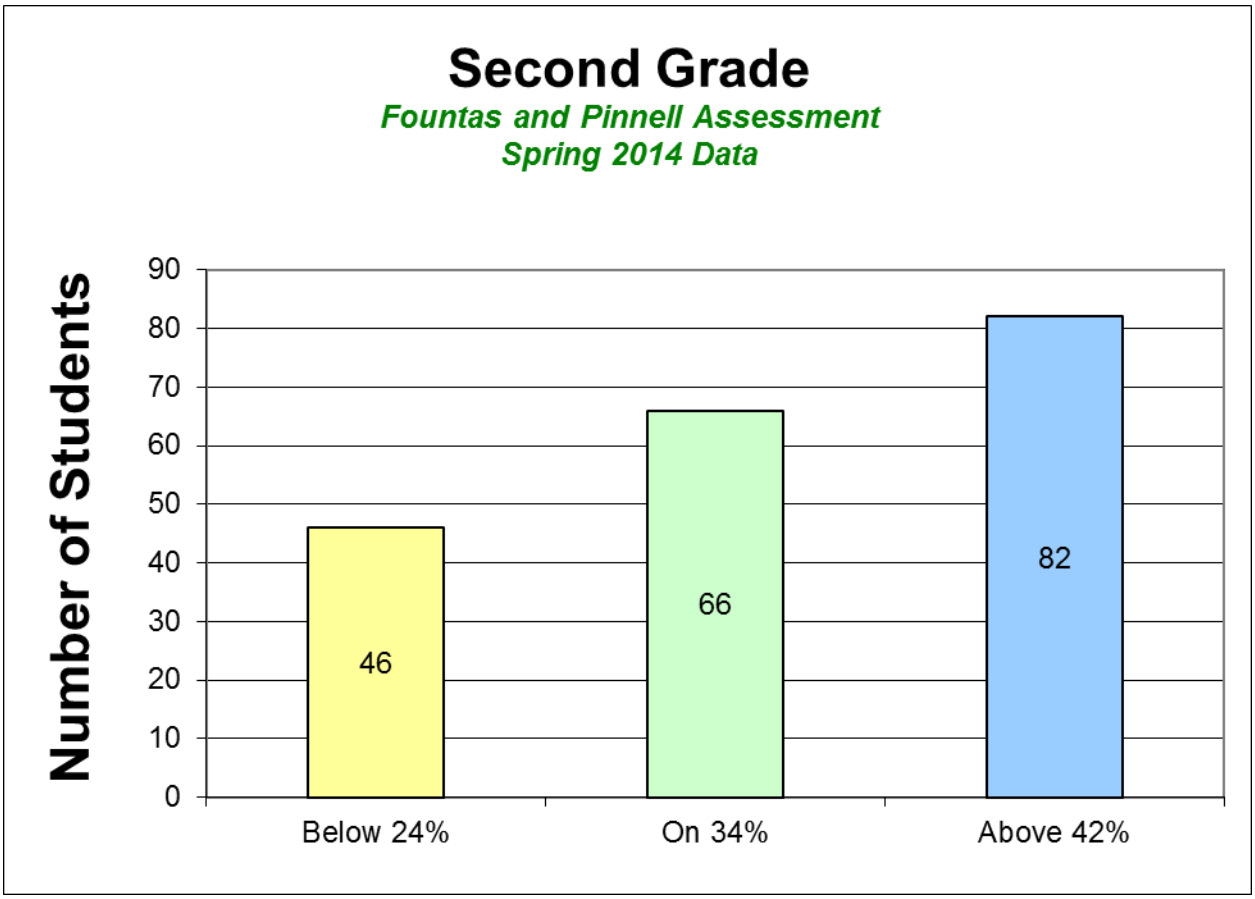
Add additional forms as needed.

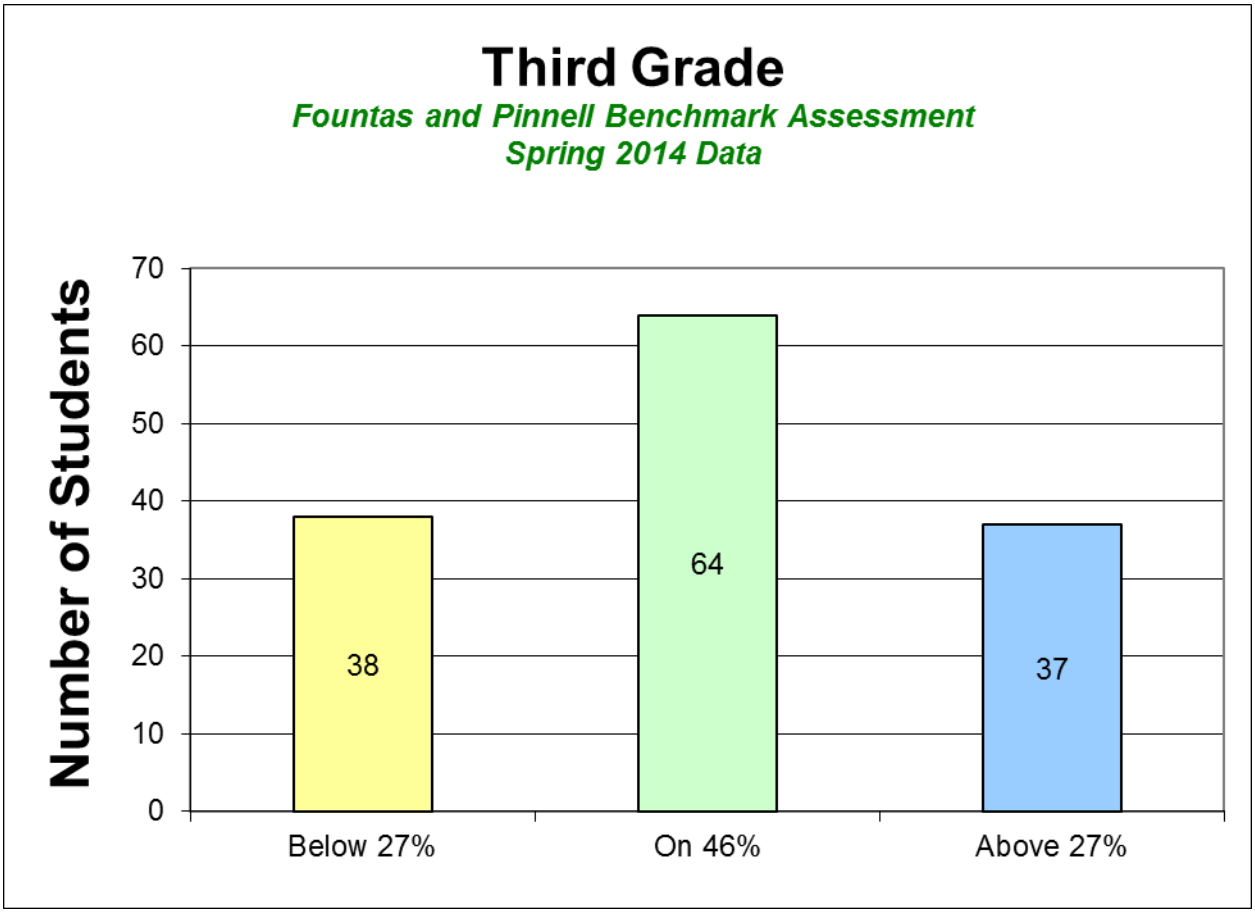
LOCAL DATA:

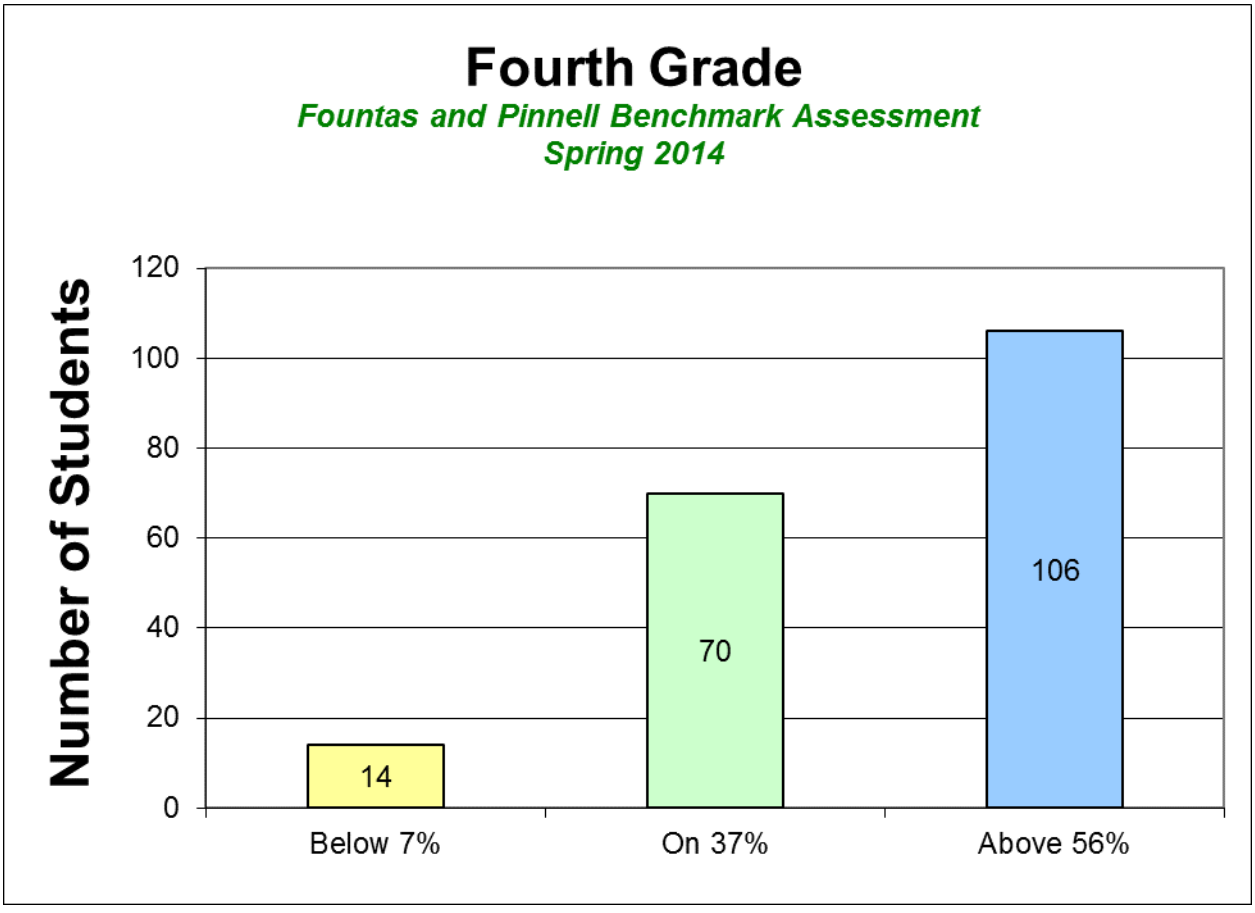
The following tables reflect Guided Reading Level Data when measured with the Fountas and Pinnell Benchmark Assessment system for General Education students, including students in Basic Skills.

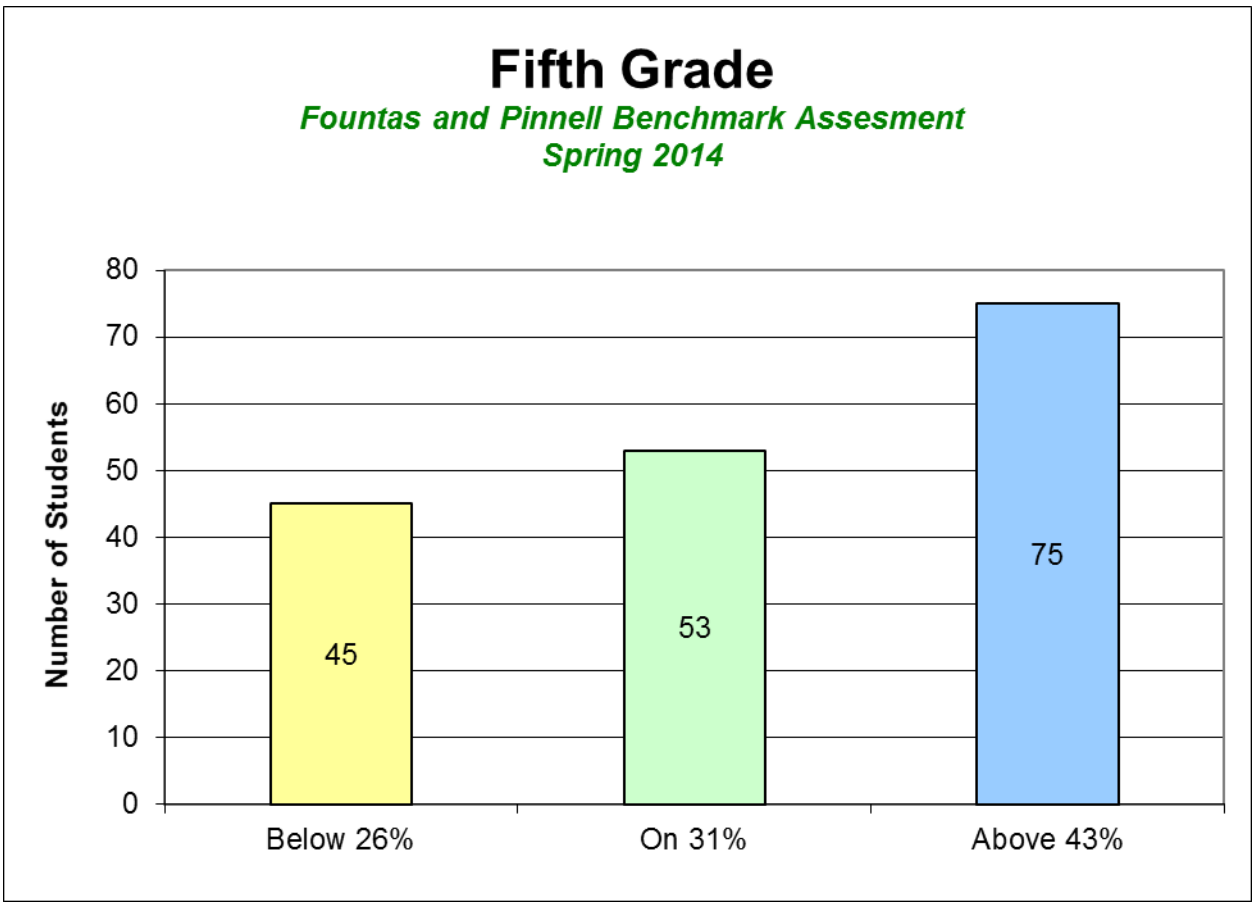



First Grade
Fountas and Pinnell Benchmark Assessment
Spring 2014 Data
Number of Students
100
90
80
70
60
50
40
30
20
10
0
25
78
89
Below 13%
On 41%
Above 46%


Second Grade
Fountas and Pinnell Assessment
Spring 2014 Data
Number of Students
90
80
70
60
50
40
30
20
10
0
46
66
82
Below 24%
On 34%
Above 42%


Third Grade
Fountas and Pinnell Benchmark Assessment
Spring 2014 Data
Number of Students
70
60
50
40
30
20
10
0
38
64
37
Below 27%
On 46%
Above 27%


Fourth Grade
Fountas and Pinnell Benchmark Assessment
Spring 2014
Number of Students
120
100
80
60
40
20
0
14
70
106
Below 7%
On 37%
Above 56%



2014 Alternate Proficiency Assessment
Grades 3-6
English Language Arts/Mathematics

English Language Arts

Grade	# of Students	Partially Proficient		Proficient		Advanced Proficient	
		#	%	#	%	#	%
3	10	0	0	5	50.0	5	50.0
4	5	2	40.0	3	60.0	0	0
5	11	0	0	11	100	0	0
6	14	0	0	8	57.1	6	42.9

Mathematics

Grade	# of Students	Partially Proficient		Proficient		Advanced Proficient	
		#	%	#	%	#	%
3	10	0	0	3	30.0	7	70.0
4	5	1	20.0	2	40.0	2	40.0
5	11	0	0	4	36.4	7	63.6
6	12	1	8.0	4	33.3	7	58.3

New Jersey
Assessment of Skills & Knowledge

Summative Narrative
Recommendations: Needs and Possible Plans

SUMMATIVE NARRATIVE

The Cluster Means for students with valid scores was analyzed to determine trends within Reading, Writing and Math subtests. Consistent trends appear in Cluster Mean assessment results for selected populations. District Disaggregated Data was analyzed and compared to the DFG-B and the State proficiency bands.

ENGLISH LANGUAGE ARTS

For grades 3-6, district performance for General Education students for all reading subtests compared favorably to the DFG-B and below the State means. Will focus on a trend in grades 3-6 reading scores on all subtests comparing below the State mean, except for grades 4 and 5 scoring similarly on the Literature subtest. For grades 3-6, district performance for General Education students for all writing subtests compared similarly to the DFG-B means and below the State means. Will focus on a trend in grades 3-6 writing scores on all subtests comparing below the State means.

For grades 3-6, district performance on all ELA subtests for Special Education students compared favorably to the DFG-B means and was below the State means. Will focus on a trend in grades 3-5 Special Education students scoring below the Just Proficient mean in all ELA subtests.

MATHEMATICS

For grades 3-6, district performance for General Education students surpassed the Just Proficient mean on all Mathematic subtests.

Grades 4-6 General Education students scored similarly or better than the DFG-B on all Mathematic subtests, except for grade 5 on the Number and Operations-Fractions, where students scored below the DFG-B mean.

Grade 3 General Education students scored similarly or below the DFG-B on all Mathematic subtests.

For grades 3-5 General Education students scored below the state on all Mathematic subtests, except for grade 5 on the Geometry subtest where General Education students scored better than the state mean and Grade 5 Operations and Algebraic Thinking subtest where students scored the same as the state mean.

For grade 6 General Education students scored similarly to the state on the Number System and Statistics and Probability subtests. For grade 6 General Education students scored below the state on the Ratios and Proportional Relationships, Expressions and Equations, and Geometry subtests. Grade 6 General Education students scored similarly or better than the DFG-B on all Mathematic subtests. Grade 6 General Education students scored above the Just Proficient mean on all Mathematic subtests.

Will focus on the trend that all grades scored below the state mean on Mathematic subtests, with an intense focus on the Numbers and Operations-Fractions subtests in grades 3-5 as the district scores were farther below the state mean than any other Mathematic subtest.

Special Education students in grade 3 scored below the Just Proficient mean in all Mathematic subtests, and below the DFG-B and state means in the Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations- Fractions and Measurement and Data subtests, except scoring similarly to the DFG-B for the Measurement and Data subtest. Special Education students in grade 3 scored similarly or slightly better than the DFG-B and state in the Geometry subtest.

Special Education students in grades 4-5 scored similarly or better than the DFG-B on all Mathematic subtests. Special Education students in grades 4-5 scored better than the Just Proficient and State means on the Operations and Algebraic Thinking subtest. Special Education students in grades 4-5 scored below the Just Proficient and State means on the Numbers and Operations in Base Ten, Numbers and Operations- Fractions, Measurement and Data, and Geometry subtests.

Special Education students in grade 6 surpassed the DFG-B, Just Proficient and State means in all Mathematic subtests.

Will focus on the trend that Special Education students in grades 3-5 scored below the Just Proficient and State means on the majority of Mathematic subtests.

OBJECTIVES - SHORT RANGE (2014-15)

1. As funding allows, send teachers for professional development for turn-key training of current best practices in identified areas in need of improvement.

2. Technology integration into daily instruction through the use of interactive whiteboards.

3. Continue grade level Professional Learning Communities (PLCs) to incorporate ELA and Math strategies in identified areas of need, e.g.,

READING

- Continue close reading strategies with informational text
- Continue close reading bookmark symbols
- Continue CASES and RACER modeling
- Provide PARCC practice strategies with the use of technology
- Lesson Tests
- Online Assessments (including data summaries to inform instruction)

WRITING

- Writer's Notebooks
- Writing Workshop instruction
- Common Core aligned Units of Study
- Self-assessment/Peer-assessment using checklists
- On-Demand Writing Assessments
- Performance Based Assessments
- Common Core aligned rubrics
- Differentiated instruction through the use of Writing Learning Progressions
- Mentor Texts

MATHEMATICS

- Common Core aligned GOMath materials
- Knewton powered Personal Math Trainer
- Interactive Student and Teacher Edition
- GOMath Academy
- Three tiered intervention materials
- On-the-spot video tutorials
- Pre-Requisite Skills Inventory
- Benchmark Assessments
- Chapter Tests
- Online Assessments (including data summaries to inform instruction)

OBJECTIVES - SHORT RANGE (2014-15) - *continued*

4. As funding allows, additional extended day programs for all at-risk populations specifically in Mathematics.
5. Curriculum Night at each school to educate parents about new educational programs aligned to the Common Core.
6. District wide goal of increasing the complexity of discussion and questioning techniques by using Webb's Depth of Knowledge structure
7. Analyze students' writing samples to inform classroom instruction
8. Continue to identify at-risk readers by administering the Fountas and Pinnell Benchmark assessments and literacy assessments related to the Journeys Reading Program. Utilize assessment data to differentiate instructional programs and practices.
9. Provide staff development for Units of Study Writing program and for the integration of technology into Mathematics instruction
10. Continue Orton-Gillingham tutoring for grade 3 and 4 students.
11. Continue to cluster students in homogeneous groups for language arts instruction based on guided reading level.
12. Continue collaborative planning between homeroom, basic skills, and special education teachers for reading, writing, and mathematics classes.
13. Implement Literacy Intervention in grades 1 and 2 using the Fountas and Pinnel Leveled Literacy Intervention System
14. Continue a school-wide challenge to read and earn Accelerated Reader points to increase reading and motivate reluctant readers in grades three and six.
15. Integrate technology tools into literacy and mathematics instruction, particularly for at-risk learners.
16. Encourage parent involvement in literacy and mathematics at all grade levels. Utilize online resources as appropriate, i.e., GOMath Academy and ThinkCentral online resources
17. Continue to utilize a Bilingual Supervisor to serve as a liaison to Spanish speaking families.
18. Provide teachers with assessment data from NJASK analysis with targeted instructional goals with specific strategies.
19. Teachers will follow the new pacing charts in grades to ensure that the Mathematics (PK-6) and Writing (3-6) skills and strategies are taught prior to administration of the PARCC.
20. Use GOMath PARCC practice materials
21. Use online PARCC sample items to familiarize students in grades 3-6 with the PARCC assessment process through released samples
22. Pilot Units of Study for Writing in grades K-2

OBJECTIVES - LONG RANGE (INITIATED IN 2012-13 & ON-GOING)

1. Continue to analyze assessment data across grades in order to inform decisions related to instruction and professional development. Track each class from year to year to determine grade level strengths and weaknesses. This will facilitate targeted intervention at the next grade level based on specific needs rather than more global needs.

2. Provide targeted assistance at all grade levels that is informed by assessment data. Develop instructional plans for students identified as being at-risk of not meeting the Common Core Standards.

OBJECTIVES - LONG RANGE - *continued*

3. Continue to review/revise the English Language Arts curriculum to better align with Common Core State Standards for ELA. Review annually. Utilize literacy consultants from the Journeys Reading Program (Houghton-Mifflin Harcourt) and in-house "experts", as appropriate. Provide Professional Development in tools related to the Journeys Program.

4. Continue to review/revise the Mathematics curriculum to better align with the Common Core Standards for Mathematics. Review annually. Utilize mathematics consultants from GOMath (Houghton-Mifflin Harcourt), as appropriate. Provide Professional Development in series-based tools.

5. Review/revise the Writing curriculum to better align with the Common Core Standards for Writing. Review annually. Utilize Supervisor of Academic Achievement as a literacy coach to provide staff development for the Common Core aligned Units of Study.

6. Continue to research and identify best practices related to literacy, mathematics, and science instruction and provide staff training through a variety of venues. Continue to implement successful strategies such as reduced class size and supported classrooms.

7. Review instructional programs/practices for exceptional students, both at-risk and advanced and ensure a spectrum of services.

    - Create an Advanced Skills, STEM based program for identified Advanced Skills Students in grades 1 and 2.
    - Anticipate the creation of STEM programming in grades 3-6

8. Continue to implement projects that integrate content instruction with technology including tools that support English Language Arts and Mathematics programs.

9. Continue to implement programs designed to build character, confidence and community.

10. Assess parent/community involvement activities and implement programs/practices that will reduce barriers and increase participation. Continue successful projects as Literacy Nights, Math Nights, Project Nights and Book Buddies.

11. Continue to involve parents/guardians in their child's education through increased communication such as web postings and through literacy efforts as home reading projects.

12. Increase communication and planning across grade levels to insure articulation of programs and services, particularly for at-risk students.

13. Review and revise assessment practices to better align with the statewide assessment program. Continue to utilize tools that are predictive of PARCC.

14. Continue homework assistance for identified students in grades 3 – 6 as funding becomes available.

OBJECTIVES - LONG RANGE – *continued*

15. Continue to provide services to ELL parents to increase their ability to participate in their children's education.

16. Collaborate with the PTA to provide parents with workshops on reading and writing strategies and with preparation for the high stakes assessments.

17. Implement literacy practices in English Language Arts Literacy that model statewide assessment beginning at Kindergarten.

18. Continue to purchase technology tools that permit interactive learning e.g., interactive whiteboards and other devices

19. Utilize Dynamic Learning Maps (DLM) as appropriate for special needs students.

20. Continue to utilize the recently released NJ Educator Resource Exchange program to provide professional development opportunities and enhance collaborative discussion in all content areas.

21. Continue to provide high quality feedback from teacher evaluation using the Danielson Framework to inform and enhance instruction.

    - District Administrators to attend Danielson Regional Conference: Building Educator Expertise Using the Framework for Teaching

22. Use data from Student Growth Objectives to monitor student growth throughout the school year.

APPENDIX A

GLOSSARY

ACCOMMODATIONS: Students with disabilities eligible for special education and related services and those students eligible under Section 504 of the Rehabilitation Act of 1973 may have accommodations and/or modifications during the administration of the statewide assessments. The Individualized Education Program (IEP) or the 504 team makes decisions about accommodations/modifications and documents those decisions in the IEP or the 504 plan.

There are four possible codes:

A = Setting Accommodations
B = Scheduling Accommodations
C = Test Materials Modifications
D = Test Procedure Modifications

ALTERNATE PROFICIENCY ASSESSMENT: The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with the most significant cognitive disabilities who are unable to participate in general statewide assessment. The APA classification indicates whether a student takes the Alternate Proficiency Assessment in a particular content area and is thus exempt from taking the NJ ASK 3–8 in that content area. On the Performance by Demographic Group report, these students are grouped in the "APA Students" column.

CLUSTER: A cluster is a group of items that measures similar skills. The skills in a given cluster are typically taught together to allow students to make appropriate connections.

DISTRICT FACTOR GROUP (DFG): The DFG is a measure of the socioeconomic status of the population residing in each district based upon United States Census data. These groups are labeled from A (lowest) to J (highest). Additional DFGs are designated for special groups that are not defined geographically (e.g., charter schools). See Appendix C for details related to current DFG designations.

ECONOMICALLY DISADVANTAGED (ED): An ED student is one who is eligible for free or reduced-price lunch (reported with the values, F, R and blank in the All Sections Roster, but with free and reduced-price status defaulting to economically disadvantaged status in the Performance by Demographic Group Report.)

ETHNICITY: There are six codes for ethnicity categories. The categories are:

- W = White
- B = Black or African-American
- A = Asian
- P = Native Hawaiian or other Pacific Islander
- H = Hispanic
- I = American Indian or Alaska Native

In addition, on Performance by Demographic Group (PDG) reports, "O" is defined as missing or multiple codes.

ENROLLED OR STUDENTS PROCESSED: This is the number of unique students for whom used test booklets (grades 3–4) or answer folders (grades 5–8) were returned, plus the number of students added during the record change period. It includes students who took any form, including the Braille, large print, Spanish and alternate form. It equals the sum of the APA Students, Not Present, Voids, and Valid Scale Scores columns on the Performance by Demographic Group report.

FORMER LIMITED ENGLISH PROFICIENT (FLEP): A Former Limited English Proficient student is a student who was removed from a language assistance program within the current or previous two school years.

HOMELESS (H): A student who is homeless is defined as a child or youth who lacks a fixed, regular and adequate residence, pursuant to N.J.S.A. 18A:7B-12 and N.J.A.C. 6A:17-2.3.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): The Individualized Education Program (IEP) is a written plan that is developed by members of the local school district child study team, a teacher who has knowledge of the child, and the parent/guardian. It describes how a child currently performs in school, specifies his/her educational needs, includes goals and objectives the parents and staff believe he/she can achieve during the school year, details his/her special education program, specifies why the child is receiving these special education services, and provides an organized way for school staff and parents to conduct an appropriate educational program for the child. The special education and related services are provided for the child after the parent and the school staff determine his/her needs (N.J.A.C. 6:28:3.6).

JUST PROFICIENT MEAN: The Just Proficient Mean is a statewide average (mean) of scores attained on each cluster by all students in the state who attained a scale score of 200. Students who did not receive a scale score based on the full set of regular items, or who took an alternate test form in the content area were excluded from these means.

LIMITED ENGLISH PROFICIENT (LEP): A Limited English Proficient student is a student whose native language is other than English. This student has sufficient difficulty speaking, reading, writing, or understanding the English language, as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classroom where the language of instruction is English. A student who exited a language assistance program before July 1, 2010, may not be coded LEP, current or former.

There are six LEP codes:

- < = LEP student entered a language assistance program ON OR AFTER July 1, 2012, and is currently enrolled in the program (see LEP-X)
- **1** = LEP student entered a language assistance program BETWEEN July 1, 2011, and June 30, 2012, and is currently enrolled in the program
- **2** = LEP student entered a language assistance program BETWEEN July 1, 2010, and June 30, 2011, and is currently enrolled in the program
- **3** = LEP student entered a language assistance program BEFORE July 1, 2010, and is currently enrolled in the program
- **Fl** = Former LEP student exited a language assistance program BETWEEN July 1, 2011, and the current test administration dates and is NO longer enrolled in the program
- **F2** = Former LEP student exited a language assistance program BETWEEN July 1, 2010, and June 30, 2011, and is NO longer enrolled in the program

LIMITED ENGLISH PROFICIENT EXEMPT (LEP-X): A student with an LEP-X code is a non-Spanish speaking Limited English Proficient student who is exempt from participating in the ELA section of the test. LEP-X students are those who entered the United States and a language assistance program on or after July 1, 2012.

MEDICAL EMERGENCY (ME): A student is identified as having had a medical emergency if a severe medical or psychiatric condition or episode occurred which required medical attention or supervision, during which time the student was not able to participate in the NJ ASK 3–8. These students are not classified as Not Present. On the Performance by Demographic Group report, these students are grouped in the "Voids" column.

MIGRANT (M): An eligible migrant student is defined as a student who: 1. is—or whose parent, spouse, or guardian is—a migratory agricultural worker a migratory dairy worker, or a migratory fisher; and 2. has moved from one school district to another in the preceding 36 months, in order to obtain—or accompany such parent, spouse or guardian in order to obtain—temporary or seasonal employment in agricultural or fishing work.

NOT PRESENT: A Not Present designation indicates that a student did not participate in a particular content area of the NJ ASK 3–8, and was not coded APA, void, medical emergency or LEP exempt (ELA only). On the Performance by Demographic Group report, these students are grouped in the "Not Present" column.

OUT-OF-RESIDENCE PLACEMENT (ORP): Out-of-residence students are affiliated with two different schools within the same district, a local and attending school. The local school is the one in which the student is registered because it is his/her home school; the attending school is the one that administers the test to the student.

OUT-OF-DISTRICT PLACEMENT (ODP): Out-of-district students are affiliated with two different schools in different districts, a local and attending school. The local school is the one in which the student is registered because it is his/her home school; the attending school is the one that administers the test to the student.

PERFORMANCE LEVELS: The Proficient and Advanced Proficient performance levels, or cut scores, for the base year in each content area were determined with respect to the Performance Level Descriptors (see below). Student scores that are below the Proficient performance level (i.e., below a scale score of 200) are considered to be below the state minimum level of proficiency. These students may need additional instructional support, which could be in the form of individual or programmatic intervention.

PERFORMANCE LEVEL DESCRIPTORS (PLDs): PLDs describe in qualitative and broad terms what it means to attain (or not attain) the performance levels, Proficient and Advanced Proficient, in each content area. The PLDs are stated in terms of the state content standards for ELA, Mathematics, and Science (the NJ CCCS).

RAW SCORE: A raw score is the total number of points a student earns on a test.

SCALE SCORE: The scale score in any tested content area is a standard mathematical transformation of the raw score attained in that content area by a student who participated in the test and who was not coded "void." On the Performance by Demographic Group report, all students who received a scale score are grouped in the "Valid Scale Scores" column. This column includes students who took any form, including the Braille, large print, and alternate forms, as well as students who received special scaling due to the invalidation of one or more items.

SPECIAL EDUCATION (SE): There are **16** codes for Special Education classifications:

- *01 Auditorily Impaired (Auditorily Handicapped)*
- *02 Autistic*
- *03 Cognitively Impaired–Mild*
- *04 Cognitively Impaired–Moderate*
- *05 Cognitively Impaired–Severe*
- *06 Communication Impaired*
- *07 Emotionally Impaired*
- *08 Multiply Disabled*
- *09 Deaf-Blindness*
- *10 Orthopedically Impaired*
- *11 Other Health Impaired*
- *13 Social Maladjustment*
- *14 Specific Learning Disability*
- *15 Traumatic Brain Injury*
- *16 Visually-Impaired*
- *17 Eligible for Speech-Language Services*
- *99 Unknown or multiple (assigned during data processing)*

TEST SPECIFICATIONS: Test specifications for the NJ ASK 3–8 include the definition of ELA, Mathematics, and Science clusters that are measured in the assessment, as well as the testing conditions. The clusters and conditions were identified by committees of New Jersey teachers and administrators.

TIME IN DISTRICT (TID < 1): A student coded as TID < 1 has been enrolled in his or her home district for less than one academic year (i.e., the student first enrolled in the district on or after July 1, 2012).

TIME IN SCHOOL (TIS < 1): A student coded as TIS < 1 has been enrolled in his or her home school less than one academic year (i.e., the student first enrolled in the school on or after July 1, 2012).

VALID SCALE SCORES: Valid scale scores appear on aggregate reports and indicate scores attained in any tested content area by participating students whose test booklets (grades 3–4) or answer folders (grades 5–8) were not coded "void."

VOID: One or more content areas can be voided for any of the following reasons:

1 = A student became ill during testing.
2 = A student refused to test or engaged in behavior inappropriate for testing.
3 = A student was tested out of grade level, took the test section twice during this administration, was not a New Jersey public school student, or there was some other testing irregularity.
4 = A student responded to at least one but fewer than 20% of the items.
5 = A breach of test security occurred, or improper procedures were followed.
6 = A student did not complete a test (content area) because he or she withdrew from the district or moved during the administration of the test. (Only the content area that was not completed is voided.)

On the Performance by Demographic Group report, these students are grouped together in the "VOIDS" column, along with students with a medical emergency and students coded LEP Exempt (ELA only).

APPENDIX B

NJ ASK 3-6 SCORING RUBRICS

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	**1**	**2**	**3**	**4**	**5**	**6**
Content and Organization	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transitions evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/numerous errors	• Numerous errors	• Errors/patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/same structure • Numerous errors	• Little variety in syntax • Some errors	• Some variety • Generally correct	• Variety in syntax appropriate and effective • Few errors	• Precision and/or sophistication • Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

NON-SCORABLE RESPONSES	**FR** =Fragment	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task.
	NE = Not English	Student wrote in a language other than English.
	NR = No Response	Blank

Content/Organization	Usage	Sentence Construction	Mechanics
• Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• Tense formation • Subject-verb agreement • Pronoun usage/agreement • Word choice/meaning • Proper Modifiers	• Variety of type, structure, and length • Correct construction	• Spelling • Capitalization • Punctuation

Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

[10] Note that for NJ ASK 3-5 only the first five levels are used.

OPEN-ENDED SCORING RUBRIC

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

MATHEMATICS RUBRIC

3-POINT RESPONSE

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-POINT RESPONSE

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-POINT RESPONSE

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-POINT RESPONSE

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

SCIENCE RUBRIC

The zero-to-three point generic scoring rubric below was created to help readers score open-ended responses consistently. In scoring, the reader should accept the use of appropriate diagrams, charts, formulas, and/or symbols that are part of a correct answer even when the question does not specifically request their use.

3-POINT RESPONSE:

Student response is reasonably complete, clear and satisfactory.

2-POINT RESPONSE:

Student response has minor omissions and/or some incorrect or non-relevant information.

1-POINT RESPONSE:

Student response includes some correct information, but most information included in the response is either incorrect or not relevant.

0-POINT RESPONSE:

Student attempts the task but the response is incorrect, irrelevant, or inappropriate.

APPENDIX C

DISTRICT FACTOR GROUPS

The District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs. The measure was first developed in 1974 using demographic variables from the 1970 United States Census. A revision was made in 1984 to take into account new data from the 1980 United States Census. The DFG designations were updated again in 1992 after the 1990 census. The current DFG designations are based upon the 2000 census, using the following demographic variables.

A. Percentage of adult residents who failed to complete high school

B. Percentage of adult residents who attended college

C. Occupational status of adult household members:

1 = laborers
2 = service workers (except private and protective)
3 = farm workers
4 = operatives and kindred workers
5 = protective service workers
6 = sales workers
7 = clerical and kindred workers
8 = craftsmen, foremen, and kindred workers
9 = quasi-professionals
10 = managers, officials, and proprietors
11 = old and new professionals

D. Population Density:
Persons per square mile

E. Income:
Median family income

F. Unemployment:
Percentage of those in the work force who received some unemployment compensation

G. Poverty:
Percentage of residents below the poverty level

Additional DFGs are defined for special groups whose socioeconomic make-up does not reflect their geographic location:

O. Private schools for the handicapped, Department of Corrections, Department of Children and Families, Department of Human Services, Juvenile Justice Commission (Department of Law and Public Safety), or special education schools operated by state colleges and universities

R. Charter schools

S. Special services district, educational services commission, or state-run school for the handicapped (Marie H. Katzenbach School for the Deaf)

I. Vocational school district

N. School district in which a majority of the students attend private schools

The variables described above were combined using a statistical technique called principal components analysis, which resulted in a single measure of socioeconomic status for each district. Districts were then ranked according to their score on this measure and divided into eight groups based on the score interval in which their scores were located. Eight DFGs have been created based on the 2000 United States Census data. They range from A (lowest socioeconomic districts) to J (highest socioeconomic districts) and are labeled as follows: A, B, CD, DE, FG, GH, I, J. Updating the DFGs has not changed any district's designation as Special Needs or not Special Needs.

Whereas the DFGs based on the 1980 United States Census resulted in 10 groups containing approximately equal numbers of districts, the DFGs based on the 2000 United States Census resulted in eight groups of different sizes depending on their score. The number of districts administering the New Jersey state assessments in each DFG is now as follows:

DFG		Number of Districts*
A	–	39
B	–	66
CD	–	66
DE	–	83
FG	–	89
GH	–	76
I	–	103
J	–	25

Additionally, state assessments are now administered to students enrolled in 76 charter schools, as well as to students in facilities operated by the Department of Law and Public Safety and in facilities serving students with special needs operated by the Department of Education, state institutions of higher education or contracted private organizations.

Includes all New Jersey public school districts administering the NJ ASK, regardless of school configuration or grade levels serve.