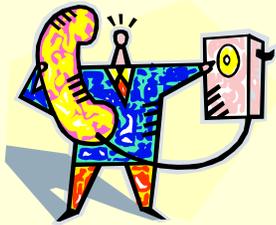


Welcome to the October 2005 &  
March 2006

# HSPA Score Interpretation Training ***ONLINE!***

*(Updated 12-14-05)*





# Contact Information

**NJDOE Website:**

**[www.state.nj.us/education](http://www.state.nj.us/education)**

**NJDOE Test Coordinators:**

<b>NJ ASK 3- 4</b>	Orlando Vadel	609-341-3456
<b>NJ ASK 5 - 7</b>	JoAnne Tubman	609-777-2087
<b>GEPA</b>	Stacy Shack	609-777-3672
<b>HSPA (October)</b>	Diane Kubinski	609-292-3226
<b>HSPA (March)</b>	Veronica Orsi	609-292-8739
<b>APA</b>	Elizabeth Celentano	609-984-0107
<b>SRA11</b>	Faye Ball	609-984-1970

# Contact Information



## NJDOE Measurement Specialists:

### Score Reports - Cycle I, Cycle II, & State Summary:

<b>NJ ASK 3</b>	????	????
<b>NJ ASK 4</b>	Don White	609-777-2051
<b>GEPA</b>	Jo-Lin Liang	609-633-6884
<b>HSPA</b>	Rob Akins	609-984-1435
<b>APA</b>	Jo-Lin Liang	609-633-6884

### Reports/Materials Not Received:

HSPA Help Line                      Dial 1-800-572-1049

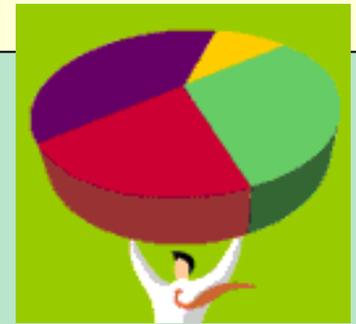
# Point Values

The following slides, for each content area, outline for each cluster and skill set:

- the raw score points possible
- the *Just Proficient Means*
- total raw score points possible

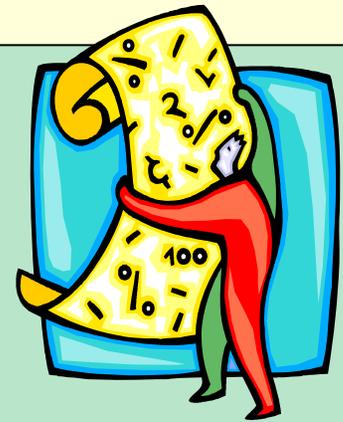


# October 2005 HSPA Mathematics



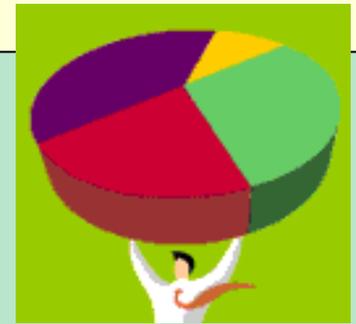
<u>Cluster</u>	<u>Points Possible</u>	<u>Just Proficient Mean</u>
<u>Number &amp; Numerical Operations</u>	7	3.4
<u>Geometry &amp; Measurement</u>	13	4.4
<u>Patterns &amp; Algebra</u>	14	6.2
<u>Data Analysis, Probability &amp; Discrete Mathematics</u>	14	6.5
<b><u>Skill Set</u></b>		
Knowledge	48	20.5
Problem Solving	42	17.9
<b><u>TOTAL</u></b>	48	

# October 2005 HSPA Language Arts Literacy



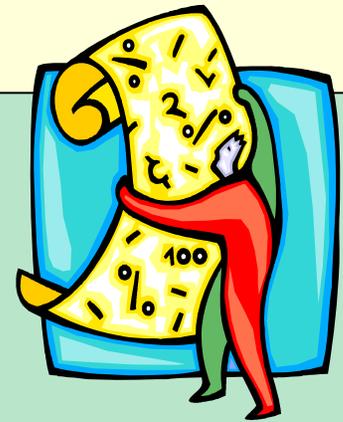
<u>Cluster</u>	<u>Points Possible</u>	<u>Just Proficient Mean</u>
<u>Reading</u>	36	18.2
<u>Writing</u>	18	8.8
<b><u>Skill Set</u></b>		
Reading - Interpreting Text	14	8.0
Reading - Analyzing/Critiquing Text	22	10.2
Writing - Speculate (picture)	6 (1-6 points, ratings averaged)	3.0
Writing - Persuade	12 (1-6 points, ratings summed)	5.8
<b><u>TOTAL</u></b>	54	

# March 2006 HSPA Mathematics



<u>Cluster</u>	<u>Points Possible</u>	<u>Just Proficient Mean</u>
<u>Number &amp; Numerical Operations</u>	7	Not Known
<u>Geometry &amp; Measurement</u>	12	Not Known
<u>Patterns &amp; Algebra</u>	15	Not Known
<u>Data Analysis, Probability &amp; Discrete Mathematics</u>	14	Not Known
 <b><u>Skill Set</u></b>		
Knowledge	48	Not Known
Problem Solving	39	Not Known
<b><u>TOTAL</u></b>	48	

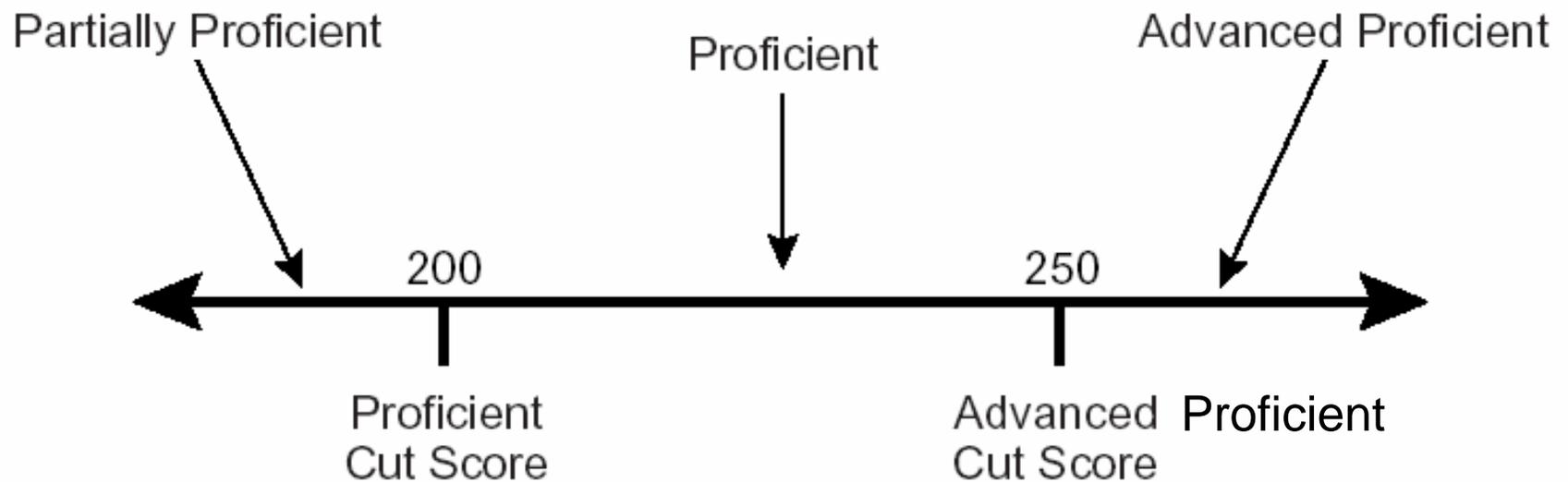
# March 2006 HSPA Language Arts Literacy



<u>Cluster</u>	<u>Points Possible</u>	<u>Just Proficient Mean</u>
<u>Reading</u>	36	Not Known
<u>Writing</u>	18	Not Known
<b><u>Skill Set</u></b>		
Reading - Interpreting Text	11	Not Known
Reading - Analyzing/Critiquing Text	25	Not Known
Writing - Speculate (picture)	6 (1-6 points, ratings averaged)	Not Known
Writing – Persuade	12 (1-6 points, ratings summed)	Not Known
<b><u>TOTAL</u></b>	54	

# Cut Scores

## Proficiency Bands



# October 2005 HSPA Mathematics Conversion Table

HSPA October 2005 Conversion Tables

Content Area: Mathematics

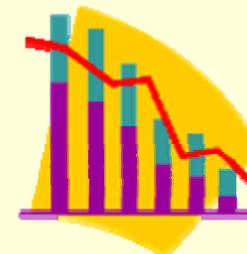
Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
0.0	132	Partially Proficient
0.5	133	Partially Proficient
1.0	135	Partially Proficient
1.5	137	Partially Proficient
2.0	138	Partially Proficient
2.5	140	Partially Proficient
3.0	141	Partially Proficient
3.5	143	Partially Proficient
4.0	144	Partially Proficient
4.5	146	Partially Proficient
5.0	148	Partially Proficient
5.5	149	Partially Proficient
6.0	151	Partially Proficient
6.5	152	Partially Proficient
7.0	154	Partially Proficient
7.5	156	Partially Proficient
8.0	157	Partially Proficient
8.5	159	Partially Proficient
9.0	160	Partially Proficient
9.5	162	Partially Proficient
10.0	164	Partially Proficient
10.5	165	Partially Proficient
11.0	167	Partially Proficient
11.5	168	Partially Proficient
12.0	170	Partially Proficient
12.5	172	Partially Proficient
13.0	173	Partially Proficient
13.5	175	Partially Proficient
14.0	177	Partially Proficient
14.5	178	Partially Proficient
15.0	180	Partially Proficient

Report Printed: 11/22/2005

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# October 2005 HSPA Mathematics Conversion Table

HSPA October 2005 Conversion Tables

Content Area: Mathematics

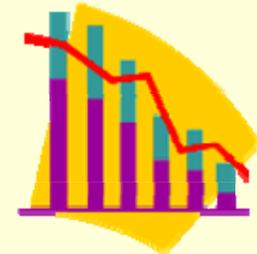
Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
15.5	182	Partially Proficient
16.0	183	Partially Proficient
16.5	185	Partially Proficient
17.0	187	Partially Proficient
17.5	189	Partially Proficient
18.0	190	Partially Proficient
18.5	192	Partially Proficient
19.0	194	Partially Proficient
19.5	195	Partially Proficient
20.0	197	Partially Proficient
20.5	200	Proficient
21.0	201	Proficient
21.5	202	Proficient
22.0	204	Proficient
22.5	206	Proficient
23.0	207	Proficient
23.5	209	Proficient
24.0	211	Proficient
24.5	213	Proficient
25.0	214	Proficient
25.5	216	Proficient
26.0	218	Proficient
26.5	219	Proficient
27.0	221	Proficient
27.5	223	Proficient
28.0	224	Proficient
28.5	226	Proficient
29.0	228	Proficient
29.5	229	Proficient
30.0	231	Proficient
30.5	232	Proficient

Report Printed: 11/22/2005

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# October 2005 HSPA Mathematics Conversion Table

HSPA October 2005 Conversion Tables

Content Area: Mathematics

Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
31.0	234	Proficient
31.5	235	Proficient
32.0	237	Proficient
32.5	238	Proficient
33.0	240	Proficient
33.5	241	Proficient
34.0	243	Proficient
34.5	244	Proficient
35.0	245	Proficient
35.5	247	Proficient
36.0	248	Proficient
36.5	250	Advanced Proficient
37.0	251	Advanced Proficient
37.5	252	Advanced Proficient
38.0	253	Advanced Proficient
38.5	254	Advanced Proficient
39.0	256	Advanced Proficient
39.5	257	Advanced Proficient
40.0	258	Advanced Proficient
40.5	259	Advanced Proficient
41.0	260	Advanced Proficient
41.5	261	Advanced Proficient
42.0	262	Advanced Proficient
42.5	264	Advanced Proficient
43.0	265	Advanced Proficient
43.5	266	Advanced Proficient
44.0	267	Advanced Proficient
44.5	268	Advanced Proficient
45.0	269	Advanced Proficient
45.5	270	Advanced Proficient
46.0	270	Advanced Proficient



# October 2005 HSPA Mathematics Conversion Table

HSPA October 2005 Conversion Tables

Content Area: Mathematics

Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
46.5	271	Advanced Proficient
47.0	272	Advanced Proficient
47.5	274	Advanced Proficient
48.0	300	Advanced Proficient

Report Printed: 11/22/2005

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# October 2005 HSPA Language Arts Literacy Conversion Table

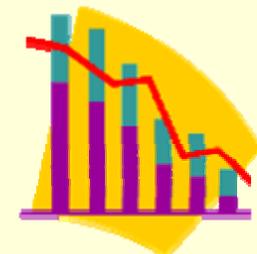
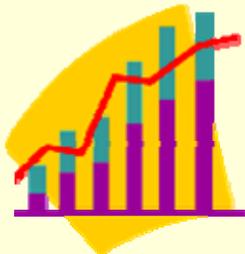
HSPA October 2005 Conversion Tables

Content Area: LAL

Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
0.0	100	Partially Proficient
0.5	100	Partially Proficient
1.0	100	Partially Proficient
1.5	100	Partially Proficient
2.0	100	Partially Proficient
2.5	100	Partially Proficient
3.0	100	Partially Proficient
3.5	100	Partially Proficient
4.0	100	Partially Proficient
4.5	100	Partially Proficient
5.0	100	Partially Proficient
5.5	101	Partially Proficient
6.0	102	Partially Proficient
6.5	104	Partially Proficient
7.0	106	Partially Proficient
7.5	107	Partially Proficient
8.0	109	Partially Proficient
8.5	111	Partially Proficient
9.0	112	Partially Proficient
9.5	114	Partially Proficient
10.0	116	Partially Proficient
10.5	118	Partially Proficient
11.0	120	Partially Proficient
11.5	123	Partially Proficient
12.0	125	Partially Proficient
12.5	127	Partially Proficient
13.0	130	Partially Proficient
13.5	133	Partially Proficient
14.0	136	Partially Proficient
14.5	138	Partially Proficient
15.0	141	Partially Proficient



# October 2005 HSPA Language Arts Literacy Conversion Table

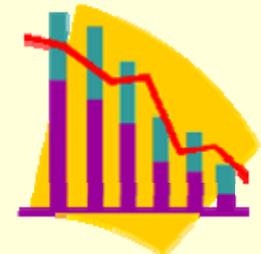
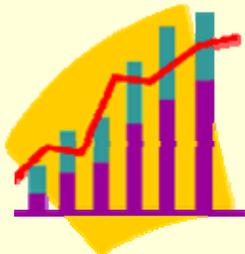
HSPA October 2005 Conversion Tables

Content Area: LAL

Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
15.5	144	Partially Proficient
16.0	147	Partially Proficient
16.5	150	Partially Proficient
17.0	153	Partially Proficient
17.5	155	Partially Proficient
18.0	158	Partially Proficient
18.5	161	Partially Proficient
19.0	163	Partially Proficient
19.5	166	Partially Proficient
20.0	168	Partially Proficient
20.5	170	Partially Proficient
21.0	173	Partially Proficient
21.5	175	Partially Proficient
22.0	177	Partially Proficient
22.5	180	Partially Proficient
23.0	182	Partially Proficient
23.5	184	Partially Proficient
24.0	187	Partially Proficient
24.5	189	Partially Proficient
25.0	191	Partially Proficient
25.5	193	Partially Proficient
26.0	195	Partially Proficient
26.5	198	Partially Proficient
27.0	200	Proficient
27.5	202	Proficient
28.0	204	Proficient
28.5	206	Proficient
29.0	209	Proficient
29.5	211	Proficient
30.0	213	Proficient
30.5	215	Proficient



# October 2005 HSPA Language Arts Literacy Conversion Table

HSPA October 2005 Conversion Tables

Content Area: LAL

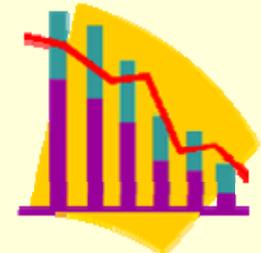
Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
31.0	217	Proficient
31.5	219	Proficient
32.0	221	Proficient
32.5	224	Proficient
33.0	226	Proficient
33.5	228	Proficient
34.0	230	Proficient
34.5	232	Proficient
35.0	234	Proficient
35.5	236	Proficient
36.0	238	Proficient
36.5	240	Proficient
37.0	242	Proficient
37.5	244	Proficient
38.0	246	Proficient
38.5	248	Proficient
39.0	250	Advanced Proficient
39.5	252	Advanced Proficient
40.0	254	Advanced Proficient
40.5	256	Advanced Proficient
41.0	258	Advanced Proficient
41.5	260	Advanced Proficient
42.0	262	Advanced Proficient
42.5	264	Advanced Proficient
43.0	265	Advanced Proficient
43.5	267	Advanced Proficient
44.0	269	Advanced Proficient
44.5	270	Advanced Proficient
45.0	272	Advanced Proficient
45.5	273	Advanced Proficient
46.0	275	Advanced Proficient

Report Printed: 11/22/2005

Page: 3



# October 2005 HSPA Language Arts Literacy Conversion Table

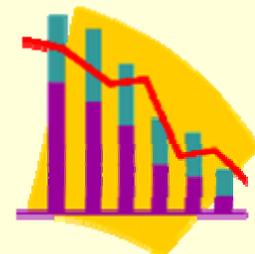
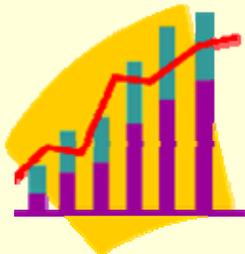
HSPA October 2005 Conversion Tables

Content Area: LAL

Equating Type: Regular

Omitted Items: None

<u>Raw Score</u>	<u>Scaled Score</u>	<u>Status</u>
46.5	276	Advanced Proficient
47.0	278	Advanced Proficient
47.5	279	Advanced Proficient
48.0	280	Advanced Proficient
48.5	281	Advanced Proficient
49.0	283	Advanced Proficient
49.5	284	Advanced Proficient
50.0	285	Advanced Proficient
50.5	286	Advanced Proficient
51.0	287	Advanced Proficient
51.5	289	Advanced Proficient
52.0	290	Advanced Proficient
52.5	292	Advanced Proficient
53.0	294	Advanced Proficient
53.5	296	Advanced Proficient
54.0	300	Advanced Proficient



# Proper Use of HSPA Results

## Student Evaluation

- Use proficiency levels to evaluate *Partially Proficient* students' intervention needs.
- Examine the obtained raw score points.
- Compare cluster raw scores to *Just Proficient Means* to diagnose possible weakness.
- Use multiple measures to evaluate students.
- Never use the test results as the only parameter for important decisions such as student placement.



## Proper Use of HSPA Results (continued)

### Program Evaluation

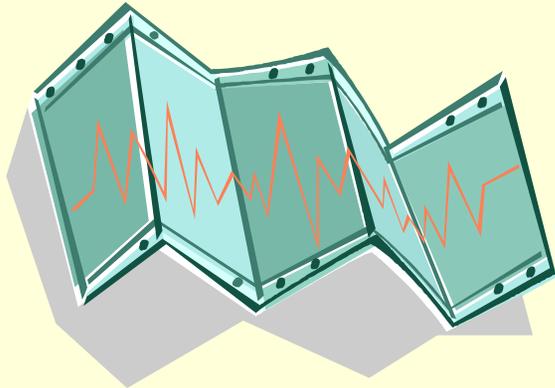
- Use percentage of students at *Proficient* and *Advanced Proficient* to make year-to-year comparisons.
- Use school or district *Scale Score Means* to make year-to-year comparisons.
- *Never* compare school or district *Cluster Means* from year-to-year since clusters have too few items to be equated.
- *Never* compare *Just Proficient Means* from year-to-year since clusters have too few items to be equated.



## Proper Use of HSPA Results (continued)

### Program Evaluation (cont.)

- Use **DFG** as a relative indicator.
- Do **NOT** use the *Preliminary Performance by Demographic Group Report* for Adequate Yearly Progress (AYP) purposes since this report includes **ALL** students and does **NOT** have AYP exclusions.



# Sample Reports

- Student information that appears on the actual reports is information that was scanned from the answer folders and reflects any record changes that were made.
- Reports are sorted by grade (11, R11,12, R12, RS, AH).
- Reports for students attending out-of-district placements (ODP) appear at the end of each grade appropriate report.
- Adult High (AH) & Returning Students (RS) only receive ISRs & a Student Sticker.



## Sample Reports (continued)

- The following slides show sample reports. They are for illustrative purposes only. They do not represent the actual raw score to scale score conversions & all student information is fictitious.
- Students who took the Braille, Large Print, or Alternate form of the test are not included in the aggregate reports because items were dropped from the regular test.
- Please consult the *2005-2006 HSPA Cycle I & Cycle II Score Interpretation Manual* available online at [www.measinc.com/nj](http://www.measinc.com/nj) and at [www.state.nj.us/education/](http://www.state.nj.us/education/)







# October 2005 Cycle I Reports

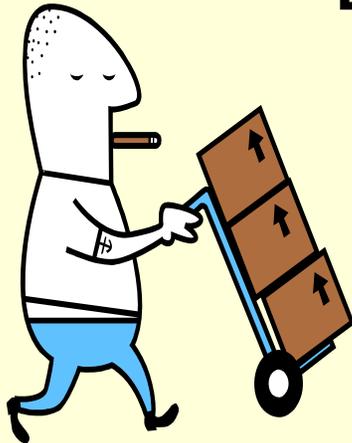
*All Grades Tested*

Delivered January 3-6, 2006

# March 2006 Cycle I Reports

*All Grades Tested*

Delivered June 5-9, 2006



## \*\*\* CYCLE I DISTRICT REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT

MARCH 2006

DISTRICT NAME: GOOD TOWN

Date: November 07, 2005

CDS CODE: 88-7777

DR. CHIEF SCHOOL ADMINISTRATOR

ADMINISTRATION BUILDING

100 MAIN STREET

GOOD TOWN, NJ 08888

(888) 777-6666

<u>FOR MI USE ONLY</u>	<u>PRODUCT</u>	<u>QUANTITY</u>	<u>RECEIVED</u>
_____	Exited Students Roster, 1 per School	1 Set	_____
_____	All Sections Roster, 1 per School and Grade	1 Set	_____
_____	Summary of School Performance, 1 per School, Content Area and Grade	1 Set	_____
_____	Summary of District Performance, 1 per Content Area and Grade	1 Set	_____
_____	Preliminary Performance by Demographic Group - School, 1 per School and Content Area	1 Set	_____
_____	Preliminary Performance by Demographic Group - District, 1 per Content Area	1 Set	_____
_____	Cycle I & Cycle II Score Interpretation Manuals (Color TBD)	2	_____

FOR MI  
USE ONLY

Order(s) included in this shipment:

Order number 72 must be shipped by 6/5/2006 5:00:00PM and Date: \_\_\_\_\_  
 arrive by 6/9/2006 5:00:00PM MI-WH: \_\_\_\_\_

FOR RECIPIENT  
USE ONLY

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

<<<Please complete this form and RETAIN YELLOW copy for your records and MAIL or FAX the WHITE copy to NJ HSPA at Measurement Inc.>>>

MEASUREMENT INC. 423 MORRIS ST, DURHAM, NC 27701  
 HSPA HELP LINE PHONE: 1-800-572-1049 MI FAX: (919) 683-1531

If you have damaged items in your shipment, or if items are missing,  
 please contact the HSPA Help Line for replacements.



# Cycle I Reports For The District

1 Per School

**Exited Students Roster**

1 Per School

**All Sections Roster**

Mathematics  
- 1 per school  
Language Arts Literacy  
- 1 per school

**Summary of School Performance**

Mathematics  
- 1 copy  
Language Arts Literacy  
- 1 copy

**Summary of District Performance**



## Cycle I Reports For The District (continued)

1 Per School -  
Grade 11 Only

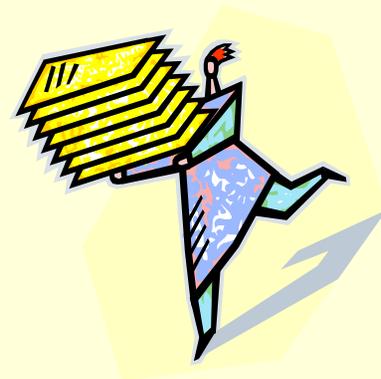
**Preliminary Performance by  
Demographic Group – School**  
(Grade 11 Only)

1 Copy  
Grade 11 Only

**Preliminary Performance by  
Demographic Group – District**  
(Grade 11 Only)

2 copies

**Cycle I & Cycle II Score  
Interpretation Manual**



## \*\*\* CYCLE I SCHOOL REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT  
MARCH 2006

SCHOOL NAME: PROFICIENCY HIGH

Date: November 07, 2005

CDS CODE: 88-7777-666

DR. CHIEF SCHOOL ADMINISTRATOR

ADMINISTRATION BUILDING

100 MAIN STREET

GOOD TOWN, NJ 08888

(888) 777-6666

<u>FOR MI USE ONLY</u>	<u>PRODUCT</u>	<u>QUANTITY</u>	<u>RECEIVED</u>
_____	Student Information Verification Report	1	_____
_____	Exited Students Roster	2	_____
_____	Student Stickers, 1 per Student	1 Set	_____
_____	Individual Student Reports, 1 per Student	2 Sets	_____
_____	All Sections Roster, 1 per Grade	2 Sets	_____
_____	Student Roster - Mathematics, 1 per Grade	2 Sets	_____
_____	Student Roster - Language Arts Literacy, 1 per Grade	2 Sets	_____
_____	Summary of School Performance, 1 per Content Area and Grade	2 Sets	_____
_____	Preliminary Performance by Demographic Group - School, 1 per Content Area	2 Sets	_____
_____	Cycle I & Cycle II Score Interpretation Manuals (Color TSD)	5	_____

FOR MI  
USE ONLY

Order(s) included in this shipment:

Order number 71 must be shipped by 6/5/2006 5:00:00PM and Date: \_\_\_\_\_  
arrive by 6/9/2006 5:00:00PM MI-WH: \_\_\_\_\_

FOR RECIPIENT  
USE ONLY

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

<<<Please complete this form and RETAIN YELLOW copy for your records and MAIL or FAX the WHITE copy to NJ HSPA at Measurement Inc.>>>



\*\*\* CYCLE I SCHOOL REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT

MARCH 2006

SCHOOL NAME: PROFICIENCY HIGH

Date: November 07, 2005

CDS CODE: 88-7777-666

MEASUREMENT INC. 423 MORRIS ST, DURHAM, NC 27701

HSPA HELP LINE PHONE: 1-800-572-1049 MI FAX: (919) 683-1531

If you have damaged items in your shipment, or if items are missing,  
please contact the HSPA Help Line for replacements.



# Cycle I Reports For Each School

1 per  
School

**Student Information Verification Report**

2 per  
School

**Exited Student Roster**

1 per  
Student

**Student Stickers**

2 per  
Student

**Individual Student Report (ISR)**

2 per  
School

**All Sections Roster**



# Cycle I Reports For Each School (continued)

Mathematics  
- 2 copies  
Language Arts Literacy  
- 2 copies

## Student Roster

Mathematics  
- 2 copies  
Language Arts Literacy  
- 2 copies

## Summary of School Performance

Mathematics  
- 2 copies  
Language Arts Literacy  
- 2 copies

## Preliminary Performance by Demographic Group – School (Grade 11 Only)

5 copies

## Cycle I & Cycle II Score Interpretation Manual





**Student Information Verification Report (Back)** summarizes reasons for denied or modified record change requests based on NJDOE reporting rules.

### HSPA Student Information Verification Report

The information provided by your school on the Record Change Roster earlier this year has been used to update student identification information for the New Jersey HSPA database. The Student Information Verification Report printed on the reverse side of this sheet is a summary of all the record changes that were made for your school for the High School Proficiency Assessment. The student's final record is shown on the first line, which is shaded white. New values for any fields that were changed are in bold on the first line. The previous values for any fields that have changed are shown on the second line, which is shaded gray.

There are several instances when requested record changes are denied or modified by the New Jersey Department of Education. We have provided these rules below so that you can better understand why some of the changes your school requested may have been denied or modified. If you have any questions regarding the Student Information Verification Report or the record change process, please contact Rob Akins in the Office of Evaluation and Assessment at (609) 984-1435.

#### **HSPA ID Number**

- If a student was coded with an invalid HSPA ID number, or a valid HSPA ID number belonging to another student, the HSPA ID number was deleted, and replaced with a new one or one that was previously assigned to that student, as described below.
- If a student was not coded with a valid HSPA ID number, but has the exact same first name, last name, middle initial, birth date and district as a student record from a previous administration, the student will be given the HSPA ID number from that record.

#### **Grade**

- In March administrations only, if a student was coded as a first-time eleventh grader (GRADE =11), but would be considered a retester based on the student's prior HSPA testing history, the student is identified as a retained eleventh grader (R11), since first-time eleventh grade students CANNOT be retesters.
- If a student who attempted the exam was coded as exited, the student is reported with the most recent grade recorded before the record change request.

## ***Student Information Verification Report (Back continued)***

### **Special Education (SE)**

- If a special education student was coded with multiple disability categories (SE = A to M), the student's SE code is identified as SE = N (unknown), since only one SE disability category may be coded.
- If a student was coded IEP Exempt From Passing the HSPA or IEP Exempt From Taking the HSPA and did NOT have a special education (SE) disability category coded, the student is identified as SE = N (unknown), since a student must be special education in order to be IEP Exempt From Passing or IEP Exempt From Taking.

### **IEP Exempt From Passing the HSPA & IEP Exempt From Taking the HSPA**

- If a student was coded BOTH IEP Exempt From Passing the HSPA AND IEP Exempt From Taking the HSPA for a content area AND the student took that test section, the student is identified as Exempt From Passing the content area. If the student did NOT take that test section, the student is identified as Exempt From Taking the content area.
- If a student was coded Exempt From Taking the HSPA for a content area and took that test section, the student is identified as Exempt From Passing the content area.

### **Out-of-District Placement**

- If a student is associated with both a sending and receiving school, the student is identified as an out-of-district placement even if not coded as such.
- If a student is only associated with a sending school, the student is not identified as an out-of-district placement even if coded as such. Even if a student attends a receiving school, he or she is not considered to be an out-of-district placement if he or she tests at the sending school.

### **Void**

- If a student was coded with multiple Voids for a content area (V1 – ill, V2 – disruptive or cheating, V3 – not supposed to test), the student receives the highest numbered void for the content area.

## ***Student Information Verification Report (Back continued)***

- If a student was coded Void for ONLY one day of Language Arts Literacy (LAL Day 1 or LAL Day 2), the student is reported as Void for the content area.
- If a student was coded V1 (ill) for a content area, but would otherwise receive a passing scale score, the Void is overridden and the student receives a scale score.

### **LEP**

- If a student was coded with multiple LEP codes (LEP = <, 1, 2, 3, F), the student is reported as LEP = Y, since a valid LEP code cannot be determined.

### **Time in District (TID <1) and Time in School (TIS <1)**

- In March administrations only, if a student was coded as TID <1 BUT NOT coded as TIS <1, the student is also identified as TIS<1.

**Exited Student Roster** information comes from HSPA ID Bar-Code Labels returned on the *Exited Student Bar-Code Label Return Form*. These are students who previously tested at your school but are no longer enrolled (graduated via the SRA, transferred, or dropped-out).

TEST DATE : OCTOBER 2005  
 REPORT PRINTED: 9/29/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Exited Students Roster**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 50

STUDENT NAME		HSPA ID NUMBER	DOB	SEX
BENEDUCE	DEANNA	1208200719	01/07/86	F
BOVA	TAMER M	1203633926	11/30/84	M
BRADLEY	THERESA	1308937434	10/18/86	F
BROWN	NEIL	1395000724	05/22/87	M
CHACON	JONATHAN	1304329324	08/07/87	M
CHIEPPA	ZENOVIA	1395001725	02/02/86	F
CHUMPITAZ	JASIMEN N	1395001826	01/16/85	F
COLE	DOLORES	1302002916	07/26/87	F
CUNHA	ALBERTO	1301267120	01/03/84	M
DELVECCHIO	VINCENZA	1205773731	05/19/86	F

**Student Sticker** contains key demographic information and test result information (scale scores and proficiency levels, or voids, not present, not scored, or exempt from taking). A peel-off label that should be attached to the student's permanent record.

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT  
OCTOBER 2005

STUDENT: DIBARTOLO, NILESH  
HSPA ID NO: 1380211722      GRADE: R12  
DOB: 10/10/87      SEX: M      DISTRICT/SCHL STUDENT ID: 452355  
SE: I      IEP EXEMPT FROM PASS: ML      LEP: F      T-1:  
OUT OF DISTRICT PLACEMENT:      RETEST:

COUNTY:      88 WOOD  
DISTRICT:      7777 GOOD TOWN  
SCHOOL:      666 PROFICIENCY HIGH

MATHEMATICS:      165      PARTIALLY PROFICIENT  
LANGUAGE ARTS:      167      PARTIALLY PROFICIENT



**Individual Student Report (ISR)** shows a single student's scores & proficiency levels in each content area tested. If a student did not test in a content area "Not Present", "Not Scored", or "Exempt From Taking" will appear under **Proficiency Level**. If a student tested but the content area was voided a "V1", "V2", "V3", "V4" or "V5" will appear.

**New Jersey High School Proficiency Assessment  
Individual Student Report**



Test Date: OCTOBER 2005  
Report Printed: 9/30/2005

County: 88 WOOD  
District: 7777 GOOD TOWN  
School: 866 PROFICIENCY HIGH

Date of Birth: 01/25/87  
Sex: M  
Grade: R11  
Out of District Placement:

LEP:  
SE:  
IEP Exempt From Passing:  
Title 1: ML

Answer Folder No: 19884  
District/School ID No: 17215  
Retest: M  
Special Form:

**Student Name: ABEDRABBO, SHAKIM**  
HSPA ID No: **1330038219**

Content Area	Your Scale Score	Proficiency Level	
Mathematics	188	PARTIALLY PROFICIENT	Partially Proficient / Not Pass: Score BELOW 200
Language Arts Literacy	209	PROFICIENT	Proficient / Pass: Score AT OR ABOVE 200 but BELOW 250 Advanced Proficient / Pass: Score AT OR ABOVE 250

**Mathematics**

The Mathematics section assesses a student's abilities in the following clusters.

Cluster	Your Raw Score	Just Proficient Means
Number & Numerical Operations	2.0 out of 7	2.9
Geometry & Measurement	3.0 out of 13	5.3
Patterns & Algebra	5.0 out of 14	6.8
Data Analysis, Probability & Discrete Mathematics	8.0 out of 14	6.7
-----		
Knowledge	18.0 out of 48	22.0
Mathematical Processes - Problem Solving	12.0 out of 42	18.2

**Language Arts Literacy**

The Language Arts Literacy section assesses a student's abilities in the following clusters.

Cluster	Your Raw Score	Just Proficient Means
Writing	9.0 out of 18	9.3
Reading	16.0 out of 36	15.2
-----		
Interpreting Text	7.0 out of 14	5.7
Analyzing / Critiquing Text	9.0 out of 22	9.5

## **ISR (Back)** contains important information about the HSPA and how to read and interpret the data provided.

### **ABOUT THE HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)**

The High School Proficiency Assessment (HSPA) was administered over three days. The HSPA measures student knowledge and skills in two areas: Language Arts Literacy and Mathematics. Students who entered eleventh grade for the first time on or after September 1, 2001, must pass both sections of the HSPA as a graduation requirement. The HSPA was designed with the involvement of educators, business representatives, and parents to ensure that your child has acquired the types of skills and knowledge that will help prepare him or her for the future -- whether that includes college, employment, or the military.

The **Language Arts Literacy** section measures skills in two areas: reading and writing. The reading component requires students to read passages and answer related questions about each passage. Most of the questions are multiple-choice; however, some questions require students to provide written responses using their own words. These are referred to as "open-ended" questions and were scored by highly trained scorers. Reading passages test comprehension, both literal and inferential. Literal comprehension is the ability to understand the actual meaning of written words. Inferential comprehension is the ability to use careful reasoning to extend understanding of the communication beyond the literal meaning of the words themselves.

The writing component requires students to respond to two writing prompts. One prompt presents a photograph and requires students to create a story based on features or elements of the photo. The other prompt provides a topic and requires students to write a persuasive essay based on that topic. These two tasks measure students' ability to construct meaning in sustained written responses. Each of your child's responses was read by two readers trained to score student writing using criterion-based holistic scoring. This scoring method requires readers to examine the writing for the following characteristics: content and organization, construction of sentences, use of the English Language, and writing mechanics. Each of two readers gives the writing a score that ranges from 1 (the lowest) to 6 (the highest). Low points indicate problems with written language, and high points indicate satisfactory performance.

The **Mathematics** section tests students' knowledge of the following skills: number and numerical operations; geometry and measurement; patterns and algebra; and data analysis, probability, and discrete mathematics. Most of the Mathematics section consists of multiple-choice questions. Some questions are open-ended and were scored by highly trained scorers.

### **HOW TO READ THIS REPORT**

The **Individual Student Report** presents your child's Language Arts Literacy and Mathematics scores on the HSPA. This report is available only to parents, guardians, students, and authorized school officials. If you have any questions about this report, you should contact your child's guidance counselor or principal.

Your child's name, birthdate, and other personal information are at the top of the report. An asterisk (\*) may appear in the name, birthdate, or district/school ID number if the circles for more than one letter or number were filled in the same column on the answer folder.

The total HSPA Language Arts Literacy and Mathematics scores are reported as scale scores with a range from 100 to 300. The HSPA passing score is 200. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for each content of the HSPA. If your child does not pass one or more sections, he or she will be provided with remediation, tested again, and given a Special Review Assessment in the twelfth grade. Students are not retested in sections they have already passed.

Your child's total HSPA Language Arts Literacy and HSPA Mathematics scores are presented in the box on the top half of the report. Your child's scale score for each HSPA section is printed in the column labeled **Your Scale Score**. To the right of the scale score is a column labeled **Proficiency Level**. If the scale score is below 200, your child is "Partially Proficient" in that content area. If the scale score is 200 to 249, your child is "Proficient" in that content area. If the scale score is 250 to 300, your child is "Advanced Proficient" in that content area. Scores below 200 indicate a need for additional instructional assistance. However, as with any single test score, HSPA results should not be used as the sole basis for instructional decisions.

Additional information to assist in identifying your child's strengths and weaknesses is presented at the bottom half of the report. Cluster-level results show how your child performed on the items that measure particular knowledge and skills. Although an item on the HSPA can contribute to more than one cluster (for example, reading and interpreting text), each item is counted only once to calculate the scale score.

For each cluster, the column labeled **Your Raw Score** presents the number of points your child achieved. The column labeled **Just Proficient Means** is a yardstick against which you can measure your child's performance for each cluster. Each **Just Proficient Mean** is the average raw score for all students in the state whose scale score is 200 for the particular content area. If your child scored at or above the **Just Proficient Mean**, this cluster is an area of possible strength for your child. If your child scored below the **Just Proficient Mean**, your child is likely to need additional help in this cluster.

A notation may appear if, for some reason, your child's answer folder was not scored. No data will appear under **Your Raw Score** and **Your Scale Score**. Instead, the report will indicate one of the following: Not Present, IEP Exempt From Taking, Not Scored, or Void. A void may be assigned for one of the following reasons:

- Void 1. Your child became ill during testing.
- Void 2. Your child refused to test, cheated, or was disruptive during testing.
- Void 3. Other reason:
  - a) Your child tested but had already passed a HSPA section;
  - b) Your child tested but was not in the correct grade; or
  - c) Your child tested a section(s) twice.
- Void 4. Your child attempted an insufficient number of items.

**All Sections Roster** lists each student alphabetically along with their demographic information, scale score and proficiency level for each content area.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 9/30/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 All Sections Roster  
 Grade 11**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 74  
 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

STUDENT NAME/ HSPA ID NUMBER	DOB	SEX	EC	LEP	SE	IEP EXEMPT PASS	T-1	ED	MI	RETEST	OUT OF DIST	TID <1	TIS <1	MATHEMATICS		LANGUAGE ARTS LITERACY	
														SCALE SCORE	PROFICIENCY LEVEL	SCALE SCORE	PROFICIENCY LEVEL
ABDELRAZEK, JAMES 1380282225	06/04/87	M												271	ADVANCED PROFICIENT	270	ADVANCED PROFICIENT
ARANGO, RADHAMES 1330027318	05/11/87	M												188	PARTIALLY PROFICIENT	217	PROFICIENT
AVELLA, LAURA 1380282629	03/27/87	F	H	1										175	PARTIALLY PROFICIENT	203	PROFICIENT
CARRASQUILLO, REBECCA L 1380289434	01/11/86	F	W									Y	Y	266	ADVANCED PROFICIENT	275	ADVANCED PROFICIENT
CARTY, VINCENT 1380038224	11/11/86	M	W											192	PARTIALLY PROFICIENT	191	PARTIALLY PROFICIENT
CASTILLO, ALFREDO 1330028117	09/09/86	M	H	F										185	PARTIALLY PROFICIENT	220	PROFICIENT
DARBY, KIRYL 1380275530	01/28/87	M												V1		247	PROFICIENT
DENARO, DIVINITY 1380278331	02/06/86	F	W						Y					214	PROFICIENT	231	PROFICIENT
DIAZ, GABRIELLA R 1380142321	06/17/86	F	W	1										193	PARTIALLY PROFICIENT	176	PARTIALLY PROFICIENT
DIBARTOLO, JULIO 1330027015	01/21/85	M	H									Y	Y	240	PROFICIENT	237	PROFICIENT

<sup>1</sup> INFORMATION IS COLLECTED ONLY FOR MARCH ADMINISTRATIONS

**Student Roster – Mathematics** lists students in descending scale score order and provides the number of raw score points earned for each cluster and skill set.

TEST DATE : MARCH 2006  
 REPORT PRINTED: 9/30/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Student Roster-Mathematics  
 Grade 11**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 74  
 (EXCLUDES STUDENTS THAT TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

POINTS EARNED

STUDENT NAME/ HSPA ID NUMBER	DOB	SEX	LEP	SE	IEP EXEMPT PASS	T-1	RETEST	OUT OF DIST	SCALE SCORE
ABDELRAZEK 1380282225	JAMES	06/04/87	M						271
RODRIGUEZ 1380275227	JII YOUNG	10/08/86	F						269
CARRASQUILLO 1380289434	REBECCA L	01/11/86	F						266
TOWNS 1395002322	JAMES	02/25/86	M						262
PARMA 1380282427	VANESSA	04/11/87	F						253
RODRIGUEZ 1380275328	KAITLIN	10/23/86	F						248
JACKSON 1380086833	MARC A	05/21/87	M						245
DISARTOLO 1330027015	JULIO	01/21/85	M						240
RATTO 1380195834	MICHELLE M	11/04/86	F						239
SCOTT 1380067630	JAVIN	08/09/87	M						236

NUMBER & NUMERICAL OPERATIONS	GEOMETRY & MEASUREMENT	PATTERNS & ALGEBRA	DATA ANALYSIS, PROBABILITY & DISCRETE MATHEMATICS	KNOWLEDGE	MATHEMATICAL PROCESSES - PROBLEM SOLVING
7 <sup>1</sup>	12	15	14	48	29
28 <sup>2</sup>	5.2	6.9	6.6	21.5	14.6
6.0	12.0	14.0	13.0	47.0	24.5
6.0	10.0	10.0	13.0	39.0	24.5
6.0	10.0	10.0	13.0	39.0	24.5
6.0	11.0	10.0	12.0	39.0	24.5
6.0	8.5	11.0	12.5	38.0	24.5
6.0	9.0	11.0	10.0	36.0	24.5
5.0	7.0	11.0	13.0	36.0	24.5
5.0	6.5	11.0	11.5	34.0	24.5
5.0	11.0	8.0	9.5	33.5	24.5
6.0	7.5	10.0	8.0	31.5	21.0

<sup>1</sup> THE NUMBERS IN THIS ROW ARE THE NUMBER OF POSSIBLE RAW SCORE POINTS.

<sup>2</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.

**Student Roster – Language Arts Literacy** lists students in descending scale score order and provides the number of raw score points earned for each cluster and skill set.

TEST DATE : MARCH 2006  
 REPORT PRINTED: 9/30/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Student Roster-Language Arts Literacy  
 Grade 11**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 74  
 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

POINTS EARNED<sup>3</sup>

STUDENT NAME/ HSPA ID NUMBER	DOB	SEX	LEP	SE	IEP EXEMPT PASS	T-1	RETEST	OUT OF DIST	SCALE SCORE	POINTS EARNED <sup>3</sup>					
										WRITING	WRITING / PICTURE	WRITING / PERSUASIVE	READING	INTERPRETING TEXT	ANALYZING / CRITIQUE TEXT
										18 <sup>1</sup> 9.3 <sup>2</sup>	6 3.0	12 6.3	36 15.2	11 5.7	25 9.5
CARRASQUILLO 1380289434	REBECCA L	01/11/86	F						275	16.0	5.0	11.0	28.0	8.0	20.0
ABDELRAZEK 1380282225	JAMES M	06/04/87	M						270	15.0	5.0	10.0	27.5	10.0	17.5
ROJAS 1380161120	NATHAN J	01/04/86	M						258	13.0	4.0	9.0	24.5	8.0	16.5
RATTO 1380195834	MICHELLE M	11/04/86	F						255	12.0	4.0	8.0	27.5	9.0	18.5
TOWNS 1395002322	JAMES M	02/25/86	M						255	12.0	4.0	8.0	24.5	8.0	16.5
RODRIGUEZ 1380275328	KAITLIN F	10/23/86	F						250	11.0	4.0	7.0	24.0	8.0	16.0
SHEEHAN 1380290022	ALLISSA L	01/09/86	F						248	9.5	3.5	6.0	24.0	8.0	16.0
DARBY 1380275530	KIRYL M	01/28/87	M						247	11.5	3.5	8.0	23.5	8.0	15.5
JACKSON 1380096833	MARC A	05/21/87	M						247	10.5	3.5	7.0	26.5	9.0	17.5
PARMA 1380282427	VANESSA F	04/11/87	F						247	12.0	4.0	8.0	22.0	8.0	14.0

<sup>1</sup> THE NUMBERS IN THIS ROW ARE THE NUMBER OF POSSIBLE RAW SCORE POINTS.

<sup>2</sup> THE NUMBERS IN THIS ROW ARE THE STATEWIDE RAW SCORE MEANS FOR STUDENTS WHOSE SCALE SCORE IS 200.

<sup>3</sup> A LETTER CODE APPEARS FOR WRITING TASKS THAT COULD NOT BE SCORED FOR ONE OF THE FOLLOWING REASONS:  
 NR = NO RESPONSE, OT = OFF TOPIC, NE = NOT ENGLISH, FR = FRAGMENT.

**Summary of School Performance – Mathematics** presents enrollment counts (or answer folders counts for R11, 12, R12), performance data, and cluster means for total students, general education, special education and limited English-proficient students.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 8/23/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Summary of School Performance - Mathematics  
 Grade 11**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 71 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

**PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES<sup>1</sup>**

DEMOGRAPHIC GROUP	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient	
						Number	Percent	Number	Percent	Number	Percent
Total Students <sup>2</sup>	71	1	2	2	66	42	63.6	20	30.3	4	6.1
General Education	55	0	0	2	53	29	54.7	20	37.7	4	7.5
Special Education	6	1	2	0	3	3	100.0	0	0.0	0	0.0
Not Exempt From Passing	2	0	2	0	0	0	0.0	0	0.0	0	0.0
Exempt From Passing	3	0	0	0	3	3	100.0	0	0.0	0	0.0
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--						
Limited English Proficient <sup>4</sup>	11	0	0	0	11	11	100.0	0	0.0	0	0.0
Students Coded Both SE and LEP:	1	0	0	0	1						

**SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES**

	Scale Score <sup>5</sup> Means	Number & Numerical Operations	Geometry & Measurement	Patterns & Algebra	Data Analysis, Probability & Discrete Mathematics	Knowledge	Mathematical Processes - Problem Solving
Total Points Possible		7	12	15	14	48	26
Just Proficient Mean <sup>6</sup>		2.8	5.1	6.9	6.8	21.5	10.4
Total Students <sup>2</sup>	194.4	3.5	4.7	5.5	6.3	19.9	14.2
General Education	199.7	3.8	5.0	5.7	6.7	21.3	15.2
Special Education	164.7	1.7	3.7	4.7	5.8	15.8	11.8
Not Exempt From Passing	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exempt From Passing	164.7	1.7	3.7	4.7	5.8	15.8	11.8
Limited English Proficient <sup>4</sup>	174.3	2.1	3.1	4.1	4.4	13.8	9.9

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> The range of scale scores is 100 to 300.

<sup>6</sup> The numbers in this row are the statewide raw score means for students whose scale score is 200.

**Summary of School Performance – Language Arts Literacy** presents enrollment counts (or answer folders counts for R11, 12, R12), performance data, and cluster means for total students, general education, special education and limited English-proficient students.

TEST DATE: OCTOBER 2005  
 REPORT PRINTED: 9/30/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Summary of District Performance - Language Arts Literacy  
 Grade 12**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN

STUDENTS PROCESSED: 22 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES <sup>1</sup>													
DEMOGRAPHIC GROUP	Number Processed	APA Students	Not Present	Voids	Not Scored	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		
							Number	Percent	Number	Percent	Number	Percent	
Total Students <sup>2</sup>	22	0	1	1	3	17	4	23.5	13	76.5	0	0.0	
General Education	15	0	1	1	2	11	2	18.2	9	81.8	0	0.0	
Special Education	2	0	0	0	1	1	1	100.0	0	0.0	0	0.0	
Not Exempt From Passing	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	
Exempt From Passing	2	0	0	0	1	1	1	100.0	0	0.0	0	0.0	
Exempt From Taking (APA) <sup>3</sup>	0	0	--	--	--	--							
Limited English Proficient <sup>4</sup>	5	0	0	0	0	5	1	20.0	4	80.0	0	0.0	
Students Coded Both SE and LEP:	0	0	0	0	0	0							

SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES								
	Scale Score <sup>5</sup> Means	Writing	Writing / Picture	Writing / Persuasive	Reading	Interpreting Text	Analyzing / Critiquing Text	
Total Points Possible		18	6	12	36	14	22	
Just Proficient Mean <sup>6</sup>		9.3	3.0	6.3	15.2	5.7	9.5	
Total Students <sup>2</sup>	210.3	9.3	3.0	6.2	17.2	6.9	10.3	
General Education	214.3	9.4	3.1	6.3	16.9	6.5	10.4	
Special Education	162.0	0.0	0.0	0.0	0.0	0.0	0.0	
Not Exempt From Passing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Exempt From Passing	162.0	0.0	0.0	0.0	0.0	0.0	0.0	
Limited English Proficient <sup>4</sup>	211.2	9.0	3.0	6.0	18.0	8.0	10.0	

<sup>1</sup> Percentages may not total 100 due to rounding.  
<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>4</sup> Excludes students coded Former LEP.  
<sup>5</sup> The range of scale scores is 100 to 300.  
<sup>6</sup> The numbers in this row are the statewide raw score means for students whose scale score is 200.

**Summary of District Performance – Mathematics** presents enrollment counts (or answer folder counts for R11, 12, R12), performance data, and cluster means for total students, general education, special education and limited English-proficient students.

TEST DATE: MARCH 2008  
 REPORT PRINTED: 10/25/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Summary of District Performance - Mathematics  
 Grade 11**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN

STUDENTS PROCESSED: 74 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES <sup>1</sup>											
DEMOGRAPHIC GROUP	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient	
						Number	Percent	Number	Percent	Number	Percent
Total Students <sup>2</sup>	74	1	2	2	69	44	63.8	20	29.0	5	7.2
General Education	57	0	0	2	55	30	54.5	20	36.4	5	9.1
Special Education	6	1	2	0	3	3	100.0	0	0.0	0	0.0
Not Exempt From Passing	2	0	2	0	0	0	0.0	0	0.0	0	0.0
Exempt From Passing	3	0	0	0	3	3	100.0	0	0.0	0	0.0
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--						
Limited English Proficient <sup>4</sup>	12	0	0	0	12	12	100.0	0	0.0	0	0.0
Students Coded Both SE and LEP:	1	0	0	0	1						

SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES								
	Scale Score <sup>5</sup> Means	Number & Numerical Operations	Geometry & Measurement	Patterns & Algebra	Data Analysis, Probability & Discrete Mathematics	Knowledge	Mathematical Processes - Problem Solving	
Total Points Possible		7	12	15	14	48	29	
Just Proficient Mean <sup>6</sup>		2.8	5.2	6.9	6.6	21.5	14.6	
Total Students <sup>2</sup>	195.1	3.5	4.7	5.5	6.3	19.9	14.2	
General Education	200.7	3.8	5.0	5.7	6.7	21.3	15.2	
Special Education	164.7	1.7	3.7	4.7	5.8	15.8	11.8	
Not Exempt From Passing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Exempt From Passing	164.7	1.7	3.7	4.7	5.8	15.8	11.8	
Limited English Proficient <sup>4</sup>	174.3	2.1	3.1	4.1	4.4	13.8	9.9	

<sup>1</sup> Percentages may not total 100 due to rounding.  
<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>4</sup> Excludes students coded Former LEP.  
<sup>5</sup> The range of scale scores is 100 to 300.  
<sup>6</sup> The numbers in this row are the statewide raw score means for students whose scale score is 200.

**Summary of District Performance – Language Arts Literacy** presents enrollment counts (or answer folder counts for R11, 12, R12), performance data, and cluster means for total students, general education, special education and limited English-proficient students.

TEST DATE: OCTOBER 2005  
 REPORT PRINTED: 9/30/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Summary of District Performance - Language Arts Literacy  
 Grade 12**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN

STUDENTS PROCESSED: 22 (EXCLUDES STUDENTS WHO TOOK BRAILLE, LARGE-PRINT, ALTERNATE OR SPECIAL EQUATED FORMS.)

PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES <sup>1</sup>													
DEMOGRAPHIC GROUP	Number Processed	APA Students	Not Present	Voids	Not Scored	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient		
							Number	Percent	Number	Percent	Number	Percent	
Total Students <sup>2</sup>	22	0	1	1	3	17	4	23.5	13	76.5	0	0.0	
General Education	15	0	1	1	2	11	2	18.2	9	81.8	0	0.0	
Special Education	2	0	0	0	1	1	1	100.0	0	0.0	0	0.0	
Not Exempt From Passing	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	
Exempt From Passing	2	0	0	0	1	1	1	100.0	0	0.0	0	0.0	
Exempt From Taking (APA) <sup>3</sup>	0	0	–	–	–	–							
Limited English Proficient <sup>4</sup>	5	0	0	0	0	5	1	20.0	4	80.0	0	0.0	
Students Coded Both SE and LEP:	0	0	0	0	0	0							

SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES								
	Scale Score <sup>5</sup> Means	Writing	Writing / Picture	Writing / Persuasive	Reading	Interpreting Text	Analyzing / Critiquing Text	
Total Points Possible		18	6	12	36	14	22	
Just Proficient Mean <sup>6</sup>		9.3	3.0	6.3	15.2	5.7	9.5	
Total Students <sup>2</sup>	210.3	9.3	3.0	6.2	17.2	6.9	10.3	
General Education	214.3	9.4	3.1	6.3	16.9	6.5	10.4	
Special Education	162.0	0.0	0.0	0.0	0.0	0.0	0.0	
Not Exempt From Passing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Exempt From Passing	162.0	0.0	0.0	0.0	0.0	0.0	0.0	
Limited English Proficient <sup>4</sup>	211.2	9.0	3.0	6.0	18.0	8.0	10.0	

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> The range of scale scores is 100 to 300.

<sup>6</sup> The numbers in this row are the statewide raw score means for students whose scale score is 200.

## Preliminary Performance by Demographic Group – Mathematics

(School) (produced in March ONLY for first-time eleventh grade students) summarizes state, district, or school wide data for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.



TEST DATE: MARCH 2006  
REPORT PRINTED: 10/25/2005  
CYCLE I

### New Jersey High School Proficiency Assessment Preliminary Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)

COUNTY: 88 WOOD  
DISTRICT: 7777 GOOD TOWN  
SCHOOL: 666 PROFICIENCY HIGH

#### School

Demographic Group	Enrolled <sup>1</sup>	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>2</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>3</sup>	74	1	2	2	69	63.8	29.0	7.2	195.1
General Education	57	0	0	2	55	54.5	36.4	9.1	200.7
Special Education	6	1	2	0	3	100.0	0.0	0.0	164.7
Not Exempt From Passing	2	0	2	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	3	0	0	0	3	100.0	0.0	0.0	164.7
Exempt From Taking (APA) <sup>4</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>5</sup>	12	0	0	0	12	100.0	0.0	0.0	174.3
Gender <sup>6</sup>									
Female	35	0	0	1	34	61.8	29.4	8.8	195.8
Male	38	0	2	1	35	65.7	28.6	5.7	194.5
Migrant Status									
Migrant	4	0	1	0	3	33.3	66.7	0.0	192.0
Non-Migrant	70	1	1	2	66	65.2	27.3	7.6	195.3
Ethnicity <sup>7</sup>									
White	16	0	2	0	14	67.1	35.7	7.1	197.0
Black	8	0	0	0	8	87.5	12.5	0.0	178.1
Asian	4	0	0	0	4	75.0	25.0	0.0	181.8
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	207.0
Hispanic	23	0	0	1	22	77.3	22.7	0.0	186.9
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	1	0	1	20	45.0	35.0	20.0	211.9
Economic Status									
Economically Disadvantaged	9	0	0	0	9	100.0	0.0	0.0	173.3
Non-Economically Disadvantaged	65	1	2	2	60	58.3	33.3	8.3	198.4

<sup>1</sup> Excludes students who took Braille, large print, alternate or special equated forms.

<sup>2</sup> Percentages may not total 100 due to rounding.

<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>4</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>5</sup> Excludes students coded Former LEP.

<sup>6</sup> Excludes students who did not have Gender coded.

<sup>7</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

**Preliminary Performance by Demographic Group – Language Arts Literacy (School)** (produced in March ONLY for first-time eleventh grade students) summarizes state, district, or school wide data for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 8/23/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Preliminary Performance By Demographic Group  
 (Produced for First-time 11<sup>th</sup> Graders Only)**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

**School**

Demographic Group	LANGUAGE ARTS LITERACY								
	Enrolled <sup>1</sup>	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>2</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
<b>Total Students <sup>3</sup></b>	71	1	4	1	65	33.8	58.5	7.7	207.2
General Education	55	0	4	1	50	18.0	72.0	10.0	218.0
Special Education	6	1	0	0	5	80.0	20.0	0.0	168.6
Not Exempt From Passing	1	0	0	0	1	0.0	100.0	0.0	201.0
Exempt From Passing	4	0	0	0	4	100.0	0.0	0.0	160.5
Exempt From Taking (APA) <sup>4</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>5</sup>	11	0	0	0	11	90.9	9.1	0.0	173.4
<b>Gender <sup>6</sup></b>									
Female	34	0	4	1	29	34.5	55.2	10.3	209.8
Male	36	0	0	0	36	33.3	61.1	5.6	205.1
<b>Migrant Status</b>									
Migrant	4	0	0	0	4	50.0	50.0	0.0	187.5
Non-Migrant	67	1	4	1	61	32.8	59.0	8.2	208.5
<b>Ethnicity <sup>7</sup></b>									
White	16	0	2	0	14	57.1	28.6	14.3	198.6
Black	8	0	0	0	8	12.5	87.5	0.0	212.0
Asian	4	0	0	0	4	25.0	75.0	0.0	200.5
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	220.0
Hispanic	22	0	0	1	21	42.9	57.1	0.0	197.2
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	20	1	2	0	17	17.6	64.7	17.6	225.1
<b>Economic Status</b>									
Economically Disadvantaged	9	0	1	0	8	87.5	12.5	0.0	164.4
Non-Economically Disadvantaged	62	1	3	1	57	28.3	64.9	8.8	213.2

<sup>1</sup> Excludes students who took Braille, large print, alternate or special equated forms.  
<sup>2</sup> Percentages may not total 100 due to rounding.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>5</sup> Excludes students coded Former LEP.  
<sup>6</sup> Excludes students who did not have Gender coded.  
<sup>7</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

## Preliminary Performance by Demographic Group – Mathematics

**(District)** (produced in March ONLY for first-time eleventh grade students) summarizes state, district, or school wide data for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
REPORT PRINTED: 10/25/2005  
CYCLE I

### New Jersey High School Proficiency Assessment Preliminary Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
DISTRICT: 7777 GOOD TOWN

#### District

Demographic Group	Enrolled <sup>1</sup>	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>2</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
<b>Total Students<sup>3</sup></b>	74	1	2	2	69	63.8	29.0	7.2	195.1
General Education	57	0	0	2	55	54.5	36.4	9.1	200.7
Special Education	6	1	2	0	3	100.0	0.0	0.0	164.7
Not Exempt From Passing	2	0	2	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	3	0	0	0	3	100.0	0.0	0.0	164.7
Exempt From Taking (APA) <sup>4</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>5</sup>	12	0	0	0	12	100.0	0.0	0.0	174.3
<b>Gender<sup>6</sup></b>									
Female	35	0	0	1	34	61.8	29.4	8.8	195.8
Male	38	0	2	1	35	65.7	28.6	5.7	194.5
<b>Migrant Status</b>									
Migrant	4	0	1	0	3	33.3	66.7	0.0	192.0
Non-Migrant	70	1	1	2	66	65.2	27.3	7.6	195.3
<b>Ethnicity<sup>7</sup></b>									
White	16	0	2	0	14	57.1	35.7	7.1	197.0
Black	8	0	0	0	8	87.5	12.5	0.0	178.1
Asian	4	0	0	0	4	75.0	25.0	0.0	181.8
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	207.0
Hispanic	23	0	0	1	22	77.3	22.7	0.0	186.9
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	1	0	1	20	45.0	35.0	20.0	211.9
<b>Economic Status</b>									
Economically Disadvantaged	9	0	0	0	9	100.0	0.0	0.0	173.3
Non-Economically Disadvantaged	65	1	2	2	60	58.3	33.3	8.3	198.4

<sup>1</sup> Excludes students who took Braille, large print, alternate or special equated forms.

<sup>2</sup> Percentages may not total 100 due to rounding.

<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>4</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>5</sup> Excludes students coded Former LEP.

<sup>6</sup> Excludes students who did not have Gender coded.

<sup>7</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

**Preliminary Performance by Demographic Group – Language Arts Literacy (District)** (produced in March ONLY for first-time eleventh grade students) summarizes state, district, or school wide data for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/25/2005  
 CYCLE I

**New Jersey High School Proficiency Assessment  
 Preliminary Performance By Demographic Group  
 (Produced for First-time 11<sup>th</sup> Graders Only)**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN

**District**

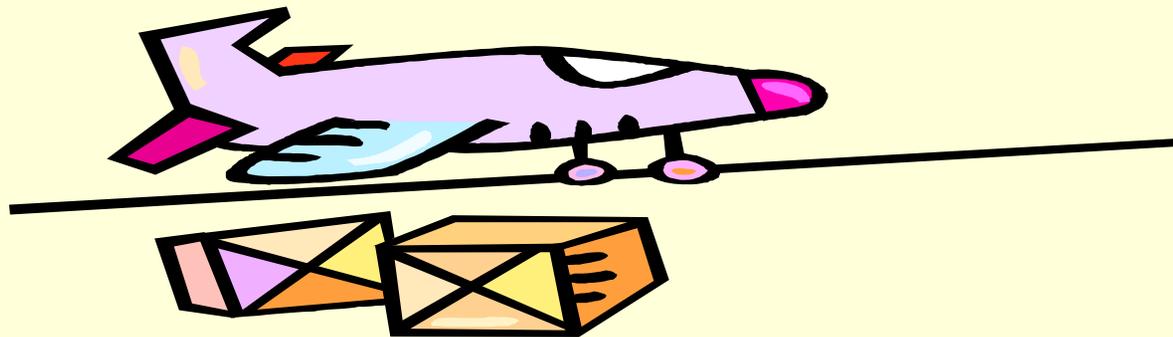
Demographic Group	LANGUAGE ARTS LITERACY								
	Enrolled <sup>1</sup>	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>2</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
<b>Total Students <sup>3</sup></b>	74	1	4	1	68	32.4	58.8	8.8	209.2
General Education	57	0	4	1	52	17.3	71.2	11.5	219.0
Special Education	6	1	0	0	5	80.0	20.0	0.0	168.6
Not Exempt From Passing	1	0	0	0	1	0.0	100.0	0.0	201.0
Exempt From Passing	4	0	0	0	4	100.0	0.0	0.0	160.5
Exempt From Taking (APA) <sup>4</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>5</sup>	12	0	0	0	12	83.3	16.7	0.0	175.8
<b>Gender <sup>6</sup></b>									
Female	35	0	4	1	30	33.3	56.7	10.0	209.6
Male	38	0	0	0	38	31.6	60.5	7.9	207.1
<b>Migrant Status</b>									
Migrant	4	0	0	0	4	50.0	50.0	0.0	187.5
Non-Migrant	70	1	4	1	64	31.3	59.4	9.4	209.5
<b>Ethnicity <sup>7</sup></b>									
White	16	0	2	0	14	57.1	28.6	14.3	198.6
Black	8	0	0	0	8	12.5	87.5	0.0	212.0
Asian	4	0	0	0	4	25.0	75.0	0.0	200.5
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	220.0
Hispanic	23	0	0	1	22	40.9	59.1	0.0	197.5
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	22	1	2	0	19	15.8	63.2	21.1	227.1
<b>Economic Status</b>									
Economically Disadvantaged	9	0	1	0	8	87.5	12.5	0.0	164.4
Non-Economically Disadvantaged	65	1	3	1	60	25.0	65.0	10.0	214.0

<sup>1</sup> Excludes students who took Braille, large print, alternate or special equated forms.  
<sup>2</sup> Percentages may not total 100 due to rounding.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>5</sup> Excludes students coded Former LEP.  
<sup>6</sup> Excludes students who did not have Gender coded.  
<sup>7</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

# March 2006 Cycle II Reports

## *First-Time Eleventh Grade Students Only*

Delivered July 17-21, 2006



## \*\*\* CYCLE II DISTRICT REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT

MARCH 2006

DISTRICT NAME: GOOD TOWN

Date: November 07, 2005

CDS CODE: 88-7777

DR. CHIEF SCHOOL ADMINISTRATOR

ADMINISTRATION BUILDING

100 MAIN STREET

GOOD TOWN, NJ 08888

(888) 777-6666

<u>FOR MI USE ONLY</u>	<u>PRODUCT</u>	<u>QUANTITY</u>	<u>RECEIVED</u>
_____	Cluster Means for Students with Valid Scale Scores, 1 per School and Content Area	1 Set	_____
_____	Cluster Means - Special School Report, 1 per School, Content Area and Code	1 Set	_____
_____	Performance by Demographic Group - School, 1 per School and Content Area	1 Set	_____
_____	Performance by Demographic Group - Special School Report, 1 per School, Content Area and Code	1 Set	_____
_____	Performance by Demographic Group - District, 1 per Content Area	1 Set	_____
_____	Performance by Demographic Group - DPG, 1 per Content Area	1 Set	_____
_____	Performance by Demographic Group - Special Needs, 1 per Content Area	1 Set	_____
_____	Performance by Demographic Group - Non-Special Needs, 1 per Content Area	1 Set	_____
_____	Performance by Demographic Group - Statewide, 1 per Content Area	1 Set	_____
_____	District Data CD	1	_____
_____	Cycle I & Cycle II Score Interpretation Manuals (Color TBD)	2	_____

FOR MI  
USE ONLY

Order(s) included in this shipment:

Order number 74 must be shipped by 7/17/2006 5:00:00PM  
and arrive by 7/23/2006 5:00:00PM

Date: \_\_\_\_\_

MI-WH: \_\_\_\_\_

FOR RECIPIENT  
USE ONLY

\*\*\* CYCLE II DISTRICT REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT

MARCH 2006

DISTRICT NAME: GOOD TOWN

Date: November 07, 2005

CDS CODE: 88-7777

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

<<<Please complete this form and RETAIN YELLOW copy for your records and MAIL or FAX the WHITE copy to NJ HSPA at Measurement Inc.>>>

MEASUREMENT INC. 423 MORRIS ST, DURHAM, NC 27701  
HSPA HELP LINE PHONE: 1-800-572-1049 MI FAX: (919) 683-1531

If you have damaged items in your shipment, or if items are missing,  
please contact the HSPA Help Line for replacements.



# Cycle II Reports For The District

1 Copy per  
School

**Cluster Means For Students With  
Valid Scale Scores**

1 Copy per  
Code

**Cluster Means – Special School Report  
(if applicable)**

1 Copy per  
School

**Performance by Demographic  
Group - School**

1 Copy per  
Code

**Performance by Demographic  
Group - Special School Report  
(if applicable)**



## Cycle II Reports The District (continued)

1 Copy per  
Content Area

**Performance by Demographic Group – District**

1 Copy per  
Content Area

**Performance by Demographic Group  
– DFG**

1 Copy per  
Content Area

**Performance by Demographic Group  
– Special Needs**

1 Copy per  
Content Area

**Performance By Demographic  
Group – Non-Special Needs**



## Cycle II Reports The District (continued)

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Content Area

**Performance by Demographic Group – Statewide**

1 Copy

**District Data CD**

2 Copies

**Cycle I & Cycle II Score  
Interpretation Manual**



## \*\*\* CYCLE II SCHOOL REPORT PACKING LIST \*\*\*

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT  
MARCH 2006

SCHOOL NAME: PROFICIENCY HIGH

Date: November 07, 2005

CDS CODE: 88-7777-666

DR. CHIEF SCHOOL ADMINISTRATOR

ADMINISTRATION BUILDING

100 MAIN STREET

GOOD TOWN, NJ 08888

(888) 777-6666

<u>FOR MI USE ONLY</u>	<u>PRODUCT</u>	<u>QUANTITY</u>	<u>RECEIVED</u>
_____	Cluster Means for Students with Valid Scale Scores, 1 per School and Content Area	2 Sets	_____
_____	Cluster Means - Special School Report, 1 per School, Content Area and Code	2 Sets	_____
_____	Performance by Demographic Group - School, 1 per School and Content Area	2 Sets	_____
_____	Performance by Demographic Group - Special School Report, 1 per School, Content Area and Code	2 Sets	_____
_____	Performance by Demographic Group - District, 1 per Content Area	2 Sets	_____
_____	Performance by Demographic Group - DFG, 1 per Content Area	2 Sets	_____
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NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT

MARCH 2006

SCHOOL NAME: PROFICIENCY HIGH

Date: November 07, 2005

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# Cluster Means For Students With Valid Scale Scores – Mathematics

includes cluster raw score means for total students, general education, special education and limited English-proficient students.

TEST DATE: MARCH 2006 REPORT PRINTED: 8/23/2005 CYCLE II		New Jersey High School Proficiency Assessment Cluster Means for Students with Valid Scale Scores <sup>1</sup> (Produced for First-time 11 <sup>th</sup> Graders Only)					
COUNTY: 88 WOOD DISTRICT: 7777 GOOD TOWN SCHOOL: 666 PROFICIENCY HIGH		TOTAL POINTS POSSIBLE	JUST <sup>2</sup> PROFICIENT MEAN	SCHOOL MEAN	DISTRICT MEAN	DFG A MEAN	STATE MEAN
<b>Mathematics</b>							
<b>Number &amp; Numerical Operations</b>		7	2.8				
Total Students <sup>3</sup>				3.5	3.5	3.5	3.5
General Education				3.8	3.8	3.8	3.8
Special Education <sup>4</sup>				1.7	1.7	1.7	1.7
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				1.7	1.7	1.7	1.7
Limited English Proficient <sup>5</sup>				2.1	2.1	2.1	2.1
Title I				4.3	4.3	4.3	4.3
<b>Geometry &amp; Measurement</b>		12	5.1				
Total Students <sup>3</sup>				4.7	4.7	4.7	4.7
General Education				5.0	5.0	5.0	5.0
Special Education <sup>4</sup>				3.7	3.7	3.7	3.7
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				3.7	3.7	3.7	3.7
Limited English Proficient <sup>5</sup>				3.1	3.1	3.1	3.1
Title I				6.2	6.2	6.2	6.2
<b>Patterns &amp; Algebra</b>		15	6.9				
Total Students <sup>3</sup>				5.5	5.5	5.5	5.5
General Education				5.7	5.7	5.7	5.7
Special Education <sup>4</sup>				4.7	4.7	4.7	4.7
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				4.7	4.7	4.7	4.7
Limited English Proficient <sup>5</sup>				4.1	4.1	4.1	4.1
Title I				6.0	6.0	6.0	6.0
<b>Data Analysis, Probability &amp; Discrete Mathematics</b>		14	6.8				
Total Students <sup>3</sup>				6.3	6.3	6.3	6.3
General Education				6.7	6.7	6.7	6.7
Special Education <sup>4</sup>				5.8	5.8	5.8	5.8
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				5.8	5.8	5.8	5.8
Limited English Proficient <sup>5</sup>				4.4	4.4	4.4	4.4
Title I				8.7	8.7	8.7	8.7
<b>Knowledge</b>		48	21.5				
Total Students <sup>3</sup>				19.9	19.9	19.9	19.9
General Education				21.3	21.3	21.3	21.3
Special Education <sup>4</sup>				15.8	15.8	15.8	15.8
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				15.8	15.8	15.8	15.8
Limited English Proficient <sup>5</sup>				13.8	13.8	13.8	13.8
Title I				25.2	25.2	25.2	25.2
<b>Mathematical Processes - Problem Solving</b>		26	10.4				
Total Students <sup>3</sup>				14.2	14.2	14.2	14.2
General Education				15.2	15.2	15.2	15.2
Special Education <sup>4</sup>				11.8	11.8	11.8	11.8
Not Exempt From Passing				0.0	0.0	0.0	0.0
Exempt from Passing				11.8	11.8	11.8	11.8
Limited English Proficient <sup>5</sup>				9.9	9.9	9.9	9.9
Title I				18.7	18.7	18.7	18.7

<sup>1</sup> Excludes students coded Void, Not Present, or students who took Braille, large print or alternate forms.  
<sup>2</sup> The numbers in this column are the statewide raw score means for students whose scale score is 200.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Excludes students coded IEP Exempt From Taking the HSPA (APA students).  
<sup>5</sup> Excludes students coded Former LEP.

# Cluster Means For Students With Valid Scale Scores – Language Arts Literacy

includes cluster raw score means for total students, general education, special education and limited English-proficient students.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/25/2005  
 CYCLE II

## New Jersey High School Proficiency Assessment Cluster Means for Students with Valid Scale Scores <sup>1</sup> (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

Language Arts Literacy	TOTAL POINTS POSSIBLE	JUST <sup>2</sup> PROFICIENT MEAN	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN
<b>Writing</b>	18	9.3						
Total Students <sup>3</sup>			8.8	8.8	9.1	10.8	8.8	8.8
General Education			9.4	9.4	10.0	11.2	9.4	9.4
Special Education <sup>4</sup>			6.9	6.9	7.3	9.3	6.9	6.9
Not Exempt From Passing			9.0	9.0	8.3	8.2	9.0	9.0
Exempt from Passing			6.4	6.4	6.3	7.4	6.4	6.4
Limited English Proficient <sup>5</sup>			6.6	6.6	6.7	7.5	6.6	6.6
Title I			11.0	11.0	9.2	9.5	11.0	11.0
<b>Writing / Picture</b>	6	3.0						
Total Students <sup>3</sup>			3.0	3.0	3.1	3.6	3.0	3.0
General Education			3.1	3.1	3.4	3.8	3.1	3.1
Special Education <sup>4</sup>			2.7	2.7	2.6	3.2	2.7	2.7
Not Exempt From Passing			4.0	4.0	2.9	2.9	4.0	4.0
Exempt from Passing			2.4	2.4	2.2	2.6	2.4	2.4
Limited English Proficient <sup>5</sup>			2.6	2.6	2.3	2.6	2.6	2.6
Title I			4.0	4.0	3.2	3.2	4.0	4.0
<b>Writing / Persuasive</b>	12	6.3						
Total Students <sup>3</sup>			5.8	5.8	6.0	7.1	5.8	5.8
General Education			6.3	6.3	6.6	7.5	6.3	6.3
Special Education <sup>4</sup>			4.2	4.2	4.7	6.1	4.2	4.2
Not Exempt From Passing			5.0	5.0	5.4	5.4	5.0	5.0
Exempt from Passing			4.0	4.0	4.0	4.8	4.0	4.0
Limited English Proficient <sup>5</sup>			4.0	4.0	4.4	4.9	4.0	4.0
Title I			7.0	7.0	6.0	6.3	7.0	7.0
<b>Reading</b>	36	15.2						
Total Students <sup>3</sup>			16.7	16.7	16.3	21.8	16.7	16.7
General Education			18.2	18.2	18.4	23.1	18.2	18.2
Special Education <sup>4</sup>			15.1	15.1	11.8	17.4	15.1	15.1
Not Exempt From Passing			14.0	14.0	14.5	14.0	14.0	14.0
Exempt from Passing			15.4	15.4	9.5	12.5	15.4	15.4
Limited English Proficient <sup>5</sup>			10.0	10.0	10.6	12.7	10.0	10.0
Title I			19.5	19.5	16.3	16.8	19.5	19.5
<b>Interpreting Text</b>	11	5.7						
Total Students <sup>3</sup>			6.7	6.7	6.4	8.3	6.7	6.7
General Education			7.1	7.1	7.1	8.7	7.1	7.1
Special Education <sup>4</sup>			6.8	6.8	4.9	6.8	6.8	6.8
Not Exempt From Passing			6.0	6.0	5.9	5.7	6.0	6.0
Exempt from Passing			7.0	7.0	4.2	5.2	7.0	7.0
Limited English Proficient <sup>5</sup>			5.1	5.1	4.9	5.5	5.1	5.1
Title I			8.0	8.0	6.4	6.6	8.0	8.0
<b>Analyzing / Critiquing Text</b>	25	9.5						
Total Students <sup>3</sup>			10.0	10.0	9.9	13.5	10.0	10.0
General Education			11.1	11.1	11.4	14.4	11.1	11.1
Special Education <sup>4</sup>			8.3	8.3	6.8	10.6	8.3	8.3
Not Exempt From Passing			8.0	8.0	8.6	9.3	8.0	8.0
Exempt from Passing			8.4	8.4	5.2	7.3	8.4	8.4
Limited English Proficient <sup>5</sup>			4.9	4.9	5.7	7.2	4.9	4.9
Title I			11.5	11.5	9.9	10.2	11.5	11.5

<sup>1</sup> Excludes students coded Void, Not Present, or students who took Braille, large print or alternate forms.  
<sup>2</sup> The numbers in this column are the statewide raw score means for students whose scale score is 200.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Excludes students coded IEP Exempt From Taking the HSPA (APA students).  
<sup>5</sup> Excludes students coded Former LEP.

# Cluster Means For Students With Valid Scale Scores - Special School Report – Mathematics

summarizes student data based on district defined variables for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/25/2005  
 CYCLE II

## New Jersey High School Proficiency Assessment Cluster Means for Students with Valid Scale Scores<sup>1</sup> (Produced for First-time 11<sup>th</sup> Graders Only) Special School Report (A05)



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

Mathematics	TOTAL POINTS POSSIBLE	JUST <sup>2</sup> PROFICIENT MEAN	SPECIAL CODE (A05)	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG & MEAN	STATE MEAN
<b>Number &amp; Numerical Operations</b>	7	2.8							
Total Students <sup>3</sup>			3.7	3.5	3.5	3.0	4.1	3.5	3.5
General Education			4.2	3.8	3.5	3.2	4.4	3.6	3.6
Special Education <sup>4</sup>			3.0	1.7	2.2	2.2	3.1	1.7	1.7
Not Exempt From Passing			0.0	0.0	0.0	2.6	2.5	0.0	0.0
Exempt from Passing			3.0	1.7	1.7	1.9	2.3	1.7	1.7
Limited English Proficient <sup>5</sup>			1.5	2.1	2.1	2.5	3.1	2.1	2.1
Title I			0.0	4.3	4.3	2.9	3.0	4.3	4.3
<b>Geometry &amp; Measurement</b>	12	5.2							
Total Students <sup>3</sup>			4.8	4.7	4.7	5.3	7.8	4.7	4.7
General Education			4.7	5.0	5.0	6.0	8.4	5.0	5.0
Special Education <sup>4</sup>			8.0	3.7	3.7	3.2	5.6	3.7	3.7
Not Exempt From Passing			0.0	0.0	0.0	4.2	4.1	0.0	0.0
Exempt from Passing			8.0	3.7	3.7	2.7	3.6	3.7	3.7
Limited English Proficient <sup>5</sup>			3.8	3.1	3.1	4.5	5.7	3.1	3.1
Title I			0.0	6.2	6.2	5.4	5.6	6.2	6.2
<b>Patterns &amp; Algebra</b>	15	6.9							
Total Students <sup>3</sup>			4.5	5.5	5.5	6.8	9.6	5.5	5.5
General Education			4.6	5.7	5.7	7.7	10.3	5.7	5.7
Special Education <sup>4</sup>			9.0	4.7	4.7	4.3	6.9	4.7	4.7
Not Exempt From Passing			0.0	0.0	0.0	5.4	5.2	0.0	0.0
Exempt from Passing			9.0	4.7	4.7	3.4	4.4	4.7	4.7
Limited English Proficient <sup>5</sup>			2.0	4.1	4.1	5.3	7.1	4.1	4.1
Title I			0.0	6.0	6.0	6.7	6.9	6.0	6.0
<b>Data Analysis, Probability &amp; Discrete Mathematics</b>	14	6.6							
Total Students <sup>3</sup>			7.0	6.3	6.3	6.5	9.5	6.3	6.3
General Education			7.1	6.7	6.7	7.4	10.2	6.7	6.7
Special Education <sup>4</sup>			10.5	5.8	5.8	4.2	7.3	5.8	5.8
Not Exempt From Passing			0.0	0.0	0.0	5.6	5.6	0.0	0.0
Exempt from Passing			10.5	5.8	5.8	3.3	4.7	5.8	5.8
Limited English Proficient <sup>5</sup>			4.5	4.4	4.4	4.4	5.7	4.4	4.4
Title I			0.0	8.7	8.7	6.6	7.3	8.7	8.7
<b>Knowledge</b>	48	21.5							
Total Students <sup>3</sup>			20.0	19.9	19.9	21.6	31.0	19.9	19.9
General Education			20.7	21.3	21.3	24.3	33.3	21.3	21.3
Special Education <sup>4</sup>			30.5	15.8	15.8	14.0	22.8	15.8	15.8
Not Exempt From Passing			0.0	0.0	0.0	17.8	17.4	0.0	0.0
Exempt from Passing			30.5	15.8	15.8	11.4	15.0	15.8	15.8
Limited English Proficient <sup>5</sup>			11.8	13.8	13.8	16.6	21.6	13.8	13.8
Title I			0.0	25.2	25.2	21.5	22.8	25.2	25.2
<b>Mathematical Processes - Problem Solving</b>	29	14.6							
Total Students <sup>3</sup>			14.3	14.2	14.2	10.8	16.4	14.2	14.2
General Education			14.9	15.2	15.2	12.4	17.8	15.2	15.2
Special Education <sup>4</sup>			22.5	11.8	11.8	6.5	11.6	11.8	11.8
Not Exempt From Passing			0.0	0.0	0.0	8.6	8.5	0.0	0.0
Exempt from Passing			22.5	11.8	11.8	4.9	7.0	11.8	11.8
Limited English Proficient <sup>5</sup>			7.8	9.9	9.9	7.8	10.7	9.9	9.9
Title I			0.0	18.7	18.7	10.6	11.2	18.7	18.7

<sup>1</sup> Excludes students coded Void, Not Present, or students who took Braille, large print or alternate forms.  
<sup>2</sup> The numbers in this column are the statewide raw score means for students whose scale score is 200.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Excludes students coded IEP Exempt From Taking the HSPA (APA students).  
<sup>5</sup> Excludes students coded Former LEP.

# Cluster Means For Students With Valid Scale Scores - Special School Report – Language Arts Literacy

summarizes student data based on district defined variables for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/25/2005  
 CYCLE II

## New Jersey High School Proficiency Assessment Cluster Means for Students with Valid Scale Scores<sup>1</sup> (Produced for First-time 11<sup>th</sup> Graders Only) Special School Report (A05)



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

Language Arts Literacy	TOTAL POINTS POSSIBLE	JUST <sup>2</sup> PROFICIENT MEAN	SPECIAL CODE (A05)	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN
<b>Writing</b>	18	9.3							
Total Students <sup>3</sup>			9.6	8.8	8.8	9.1	10.8	8.8	8.8
General Education			10.3	9.4	9.4	10.0	11.2	9.4	9.4
Special Education <sup>4</sup>			10.0	6.9	6.9	7.3	9.3	6.9	6.9
Not Exempt From Passing			0.0	9.0	9.0	6.3	8.2	9.0	9.0
Exempt from Passing			10.0	6.4	6.4	6.3	7.4	6.4	6.4
Limited English Proficient <sup>5</sup>			7.0	6.6	6.6	6.7	7.5	6.6	6.6
Title I			0.0	11.0	11.0	9.2	9.5	11.0	11.0
<b>Writing / Picture</b>	6	3.0							
Total Students <sup>3</sup>			3.1	3.0	3.0	3.1	3.6	3.0	3.0
General Education			3.3	3.1	3.1	3.4	3.8	3.1	3.1
Special Education <sup>4</sup>			3.0	2.7	2.7	2.6	3.2	2.7	2.7
Not Exempt From Passing			0.0	4.0	4.0	2.9	2.9	4.0	4.0
Exempt from Passing			3.0	2.4	2.4	2.2	2.6	2.4	2.4
Limited English Proficient <sup>5</sup>			2.5	2.6	2.6	2.3	2.6	2.6	2.6
Title I			0.0	4.0	4.0	3.2	3.2	4.0	4.0
<b>Writing / Persuasive</b>	12	6.3							
Total Students <sup>3</sup>			6.5	5.8	5.8	6.0	7.1	5.8	5.8
General Education			7.0	6.3	6.3	6.6	7.5	6.3	6.3
Special Education <sup>4</sup>			7.0	4.2	4.2	4.7	6.1	4.2	4.2
Not Exempt From Passing			0.0	5.0	5.0	5.4	5.4	5.0	5.0
Exempt from Passing			7.0	4.0	4.0	4.0	4.8	4.0	4.0
Limited English Proficient <sup>5</sup>			4.5	4.0	4.0	4.4	4.9	4.0	4.0
Title I			0.0	7.0	7.0	6.0	6.3	7.0	7.0
<b>Reading</b>	36	15.2							
Total Students <sup>3</sup>			17.2	16.7	16.7	16.3	21.8	16.7	16.7
General Education			19.0	18.2	18.2	18.4	23.1	18.2	18.2
Special Education <sup>4</sup>			21.5	15.1	15.1	11.8	17.4	15.1	15.1
Not Exempt From Passing			0.0	14.0	14.0	14.5	14.0	14.0	14.0
Exempt from Passing			21.5	15.4	15.4	9.5	12.5	15.4	15.4
Limited English Proficient <sup>5</sup>			7.8	10.0	10.0	10.6	12.7	10.0	10.0
Title I			0.0	19.5	19.5	16.3	16.8	19.5	19.5
<b>Interpreting Text</b>	11	5.7							
Total Students <sup>3</sup>			6.5	6.7	6.7	6.4	8.3	6.7	6.7
General Education			7.0	7.1	7.1	7.1	8.7	7.1	7.1
Special Education <sup>4</sup>			6.0	6.8	6.8	4.9	6.8	6.8	6.8
Not Exempt From Passing			0.0	6.0	6.0	5.9	5.7	6.0	6.0
Exempt from Passing			6.0	7.0	7.0	4.2	5.2	7.0	7.0
Limited English Proficient <sup>5</sup>			3.5	5.1	5.1	4.9	5.5	5.1	5.1
Title I			0.0	8.0	8.0	6.4	6.6	8.0	8.0
<b>Analyzing / Critiquing Text</b>	25	9.5							
Total Students <sup>3</sup>			10.7	10.0	10.0	9.9	13.5	10.0	10.0
General Education			12.0	11.1	11.1	11.4	14.4	11.1	11.1
Special Education <sup>4</sup>			13.5	8.3	8.3	6.8	10.6	8.3	8.3
Not Exempt From Passing			0.0	8.0	8.0	8.6	8.3	8.0	8.0
Exempt from Passing			13.5	8.4	8.4	5.2	7.3	8.4	8.4
Limited English Proficient <sup>5</sup>			4.3	4.9	4.9	5.7	7.2	4.9	4.9
Title I			0.0	11.5	11.5	9.9	10.2	11.5	11.5

<sup>1</sup> Excludes students coded Void, Not Present, or students who took Braille, large print or alternate forms.  
<sup>2</sup> The numbers in this column are the statewide raw score means for students whose scale score is 200.  
<sup>3</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>4</sup> Excludes students coded IEP Exempt From Taking the HSPA (APA students).  
<sup>5</sup> Excludes students coded Former LEP.

## Performance By Demographic Group – Mathematics (School)

summarizes student data at the school, district or state level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
REPORT PRINTED: 10/3/2005  
CYCLE II

### New Jersey High School Proficiency Assessment Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
DISTRICT: 7777 GOOD TOWN  
SCHOOL: 666 PROFICIENCY HIGH

#### School

Demographic Group	MATHEMATICS					Performance Data for Students with Valid Scale Scores <sup>1</sup>			
	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	89	1	2	2	84	64.3	28.6	7.1	194.9
General Education	69	0	0	2	67	55.2	35.8	9.0	200.1
Special Education	6	1	2	0	3	100.0	0.0	0.0	164.7
Not Exempt From Passing	2	0	2	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	3	0	0	0	3	100.0	0.0	0.0	164.7
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	15	0	0	0	15	100.0	0.0	0.0	175.5
Gender <sup>5</sup>									
Female	41	0	0	1	40	67.5	25.0	7.5	194.0
Male	47	0	2	1	44	61.4	31.8	6.8	195.8
Migrant Status									
Migrant	4	0	1	0	3	33.3	66.7	0.0	192.0
Non-Migrant	85	1	1	2	81	65.4	27.2	7.4	195.0
Ethnicity <sup>6</sup>									
White	21	0	2	0	19	52.6	36.8	10.5	201.3
Black	10	0	0	0	10	90.0	10.0	0.0	176.1
Asian	4	0	0	0	4	75.0	25.0	0.0	181.8
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	207.0
Hispanic	30	0	0	1	29	79.3	20.7	0.0	186.6
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	23	1	0	1	21	42.9	38.1	19.0	211.7
Economic Status									
Economically Disadvantaged	11	0	0	0	11	90.9	9.1	0.0	178.4
Non-Economically Disadvantaged	78	1	2	2	73	60.3	31.5	8.2	197.4

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> Excludes students who did not have Gender coded.

<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

**Performance By Demographic Group - Special School Report – Language Arts Literacy** summarizes student data based on district defined variables at the school level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.



TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/3/2005  
 CYCLE II

**New Jersey High School Proficiency Assessment  
 Performance By Demographic Group  
 (Produced for First-time 11<sup>th</sup> Graders Only)**

COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

**Special School Report (B02)**

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>1</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	18	1	2	0	15	20.0	66.7	13.3	219.9
General Education	16	0	2	0	14	21.4	64.3	14.3	221.1
Special Education	1	1	0	0	0	0.0	0.0	0.0	0.0
Not Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	1	0	0	0	1	0.0	100.0	0.0	203.0
Gender <sup>5</sup>									
Female	8	0	2	0	6	16.7	83.3	0.0	224.0
Male	9	0	0	0	9	22.2	55.6	22.2	217.2
Migrant Status									
Migrant	2	0	0	0	2	0.0	100.0	0.0	217.0
Non-Migrant	16	1	2	0	13	23.1	61.5	15.4	220.4
Ethnicity <sup>6</sup>									
White	6	0	1	0	5	20.0	60.0	20.0	230.8
Black	2	0	0	0	2	0.0	100.0	0.0	213.5
Asian	2	0	0	0	2	0.0	100.0	0.0	221.5
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	3	0	0	0	3	66.7	33.3	0.0	187.7
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	5	1	1	0	3	0.0	66.7	33.3	237.3
Economic Status									
Economically Disadvantaged	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Economically Disadvantaged	18	1	2	0	15	20.0	66.7	13.3	219.9

<sup>1</sup> Percentages may not total 100 due to rounding.  
<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>4</sup> Excludes students coded Former LEP.  
<sup>5</sup> Excludes students who did not have Gender coded.  
<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

## Performance By Demographic Group – Mathematics (District)

summarizes student data at the school, district or state level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
REPORT PRINTED: 10/3/2005  
CYCLE II

### New Jersey High School Proficiency Assessment Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
DISTRICT: 7777 GOOD TOWN

#### District

Demographic Group	MATHEMATICS					Performance Data for Students with Valid Scale Scores <sup>1</sup>			
	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	89	1	2	2	84	64.3	28.6	7.1	194.9
General Education	89	0	0	2	87	55.2	35.8	9.0	200.1
Special Education	6	1	2	0	3	100.0	0.0	0.0	164.7
Not Exempt From Passing	2	0	2	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	3	0	0	0	3	100.0	0.0	0.0	164.7
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	15	0	0	0	15	100.0	0.0	0.0	175.5
Gender <sup>5</sup>									
Female	41	0	0	1	40	67.5	25.0	7.5	194.0
Male	47	0	2	1	44	61.4	31.8	6.8	195.8
Migrant Status									
Migrant	4	0	1	0	3	33.3	66.7	0.0	192.0
Non-Migrant	85	1	1	2	81	65.4	27.2	7.4	195.0
Ethnicity <sup>6</sup>									
White	21	0	2	0	19	52.6	36.8	10.6	201.3
Black	10	0	0	0	10	90.0	10.0	0.0	176.1
Asian	4	0	0	0	4	75.0	25.0	0.0	181.8
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	207.0
Hispanic	30	0	0	1	29	79.3	20.7	0.0	186.6
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	23	1	0	1	21	42.9	38.1	19.0	211.7
Economic Status									
Economically Disadvantaged	11	0	0	0	11	90.9	9.1	0.0	178.4
Non-Economically Disadvantaged	78	1	2	2	73	60.3	31.5	8.2	197.4

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> Excludes students who did not have Gender coded.

<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

## Performance By Demographic Group – Language Arts Literacy (School)

summarizes student data at the school, district or state level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
REPORT PRINTED: 10/3/2005  
CYCLE II

### New Jersey High School Proficiency Assessment Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
DISTRICT: 7777 GOOD TOWN  
SCHOOL: 666 PROFICIENCY HIGH

School

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>1</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	89	1	4	1	83	34.9	56.6	8.4	207.7
General Education	69	0	4	1	64	20.3	68.8	10.9	218.9
Special Education	6	1	0	0	5	80.0	20.0	0.0	168.6
Not Exempt From Passing	1	0	0	0	1	0.0	100.0	0.0	201.0
Exempt From Passing	4	0	0	0	4	100.0	0.0	0.0	160.5
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	15	0	0	0	15	86.7	13.3	0.0	171.6
Gender <sup>5</sup>									
Female	41	0	4	1	36	38.9	52.8	8.3	205.7
Male	47	0	0	0	47	31.9	59.6	8.5	209.2
Migrant Status									
Migrant	4	0	0	0	4	50.0	50.0	0.0	187.5
Non-Migrant	85	1	4	1	79	34.2	57.0	8.9	208.7
Ethnicity <sup>6</sup>									
White	21	0	2	0	19	52.6	31.6	15.8	205.1
Black	10	0	0	0	10	20.0	80.0	0.0	210.3
Asian	4	0	0	0	4	25.0	75.0	0.0	200.5
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	220.0
Hispanic	30	0	0	1	29	44.8	55.2	0.0	196.1
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	23	1	2	0	20	15.0	65.0	20.0	226.7
Economic Status									
Economically Disadvantaged	11	0	1	0	10	80.0	20.0	0.0	171.7
Non-Economically Disadvantaged	78	1	3	1	73	28.8	61.6	9.6	212.6

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> Excludes students who did not have Gender coded.

<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

**Performance By Demographic Group - Special School Report – Language Arts Literacy** summarizes student data based on **district defined variables** at the school level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/3/2005  
 CYCLE II

**New Jersey High School Proficiency Assessment  
 Performance By Demographic Group  
 (Produced for First-time 11<sup>th</sup> Graders Only)**



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN  
 SCHOOL: 666 PROFICIENCY HIGH

**Special School Report (B02)**

Demographic Group	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>1</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	18	1	2	0	15	20.0	66.7	13.3	219.9
General Education	16	0	2	0	14	21.4	64.3	14.3	221.1
Special Education	1	1	0	0	0	0.0	0.0	0.0	0.0
Not Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Passing	0	0	0	0	0	0.0	0.0	0.0	0.0
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	1	0	0	0	1	0.0	100.0	0.0	203.0
Gender <sup>5</sup>									
Female	8	0	2	0	6	16.7	83.3	0.0	224.0
Male	9	0	0	0	9	22.2	55.6	22.2	217.2
Migrant Status									
Migrant	2	0	0	0	2	0.0	100.0	0.0	217.0
Non-Migrant	16	1	2	0	13	23.1	61.5	15.4	220.4
Ethnicity <sup>6</sup>									
White	6	0	1	0	5	20.0	60.0	20.0	230.8
Black	2	0	0	0	2	0.0	100.0	0.0	213.5
Asian	2	0	0	0	2	0.0	100.0	0.0	221.5
Pacific Islander	0	0	0	0	0	0.0	0.0	0.0	0.0
Hispanic	3	0	0	0	3	66.7	33.3	0.0	187.7
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	5	1	1	0	3	0.0	66.7	33.3	237.3
Economic Status									
Economically Disadvantaged	0	0	0	0	0	0.0	0.0	0.0	0.0
Non-Economically Disadvantaged	18	1	2	0	15	20.0	66.7	13.3	219.9

<sup>1</sup> Percentages may not total 100 due to rounding.  
<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.  
<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).  
<sup>4</sup> Excludes students coded Former LEP.  
<sup>5</sup> Excludes students who did not have Gender coded.  
<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

# Performance By Demographic Group – Language Arts Literacy (District)

summarizes student data at the school, district or state level for total students, general education, special education, limited English-proficient, gender, migrant status, ethnicity, and economic status.

TEST DATE: MARCH 2006  
 REPORT PRINTED: 10/3/2005  
 CYCLE II

## New Jersey High School Proficiency Assessment Performance By Demographic Group (Produced for First-time 11<sup>th</sup> Graders Only)



COUNTY: 88 WOOD  
 DISTRICT: 7777 GOOD TOWN

### District

Demographic Group	LANGUAGE ARTS LITERACY								
	Enrolled	APA Students	Not Present	Voids	Valid Scale Scores	Performance Data for Students with Valid Scale Scores <sup>1</sup>			
						% Partially Proficient	% Proficient	% Advanced Proficient	Scale Score Mean
Total Students <sup>2</sup>	89	1	4	1	83	34.9	56.6	8.4	207.7
General Education	69	0	4	1	64	20.3	68.8	10.9	218.9
Special Education	6	1	0	0	5	80.0	20.0	0.0	168.6
Not Exempt From Passing	1	0	0	0	1	0.0	100.0	0.0	201.0
Exempt From Passing	4	0	0	0	4	100.0	0.0	0.0	160.5
Exempt From Taking (APA) <sup>3</sup>	1	1	--	--	--	--	--	--	--
Limited English Proficient <sup>4</sup>	15	0	0	0	15	86.7	13.3	0.0	171.6
Gender <sup>5</sup>									
Female	41	0	4	1	36	38.9	52.8	8.3	205.7
Male	47	0	0	0	47	31.9	59.6	8.5	209.2
Migrant Status									
Migrant	4	0	0	0	4	50.0	50.0	0.0	187.5
Non-Migrant	85	1	4	1	79	34.2	57.0	8.9	208.7
Ethnicity <sup>6</sup>									
White	21	0	2	0	19	52.6	31.6	15.8	205.1
Black	10	0	0	0	10	20.0	80.0	0.0	210.3
Asian	4	0	0	0	4	25.0	75.0	0.0	200.5
Pacific Islander	1	0	0	0	1	0.0	100.0	0.0	220.0
Hispanic	30	0	0	1	29	44.8	55.2	0.0	196.1
American Indian/Alaskan Native	0	0	0	0	0	0.0	0.0	0.0	0.0
Other	23	1	2	0	20	15.0	65.0	20.0	226.7
Economic Status									
Economically Disadvantaged	11	0	1	0	10	80.0	20.0	0.0	171.7
Non-Economically Disadvantaged	78	1	3	1	73	28.8	61.6	9.6	212.6

<sup>1</sup> Percentages may not total 100 due to rounding.

<sup>2</sup> Students are included in Total Students only once, but they appear in all other categories that apply.

<sup>3</sup> Students coded IEP Exempt From Taking the HSPA are required to take the Alternative Proficiency Assessment (APA).

<sup>4</sup> Excludes students coded Former LEP.

<sup>5</sup> Excludes students who did not have Gender coded.

<sup>6</sup> Students who did not have any Ethnicity coded and students with multiple Ethnicities coded are reported in the Other category only.

# HSPA Scoring Rubrics



The following pages show **generic rubrics** used as guides to develop specific scoring rubrics for each of the Open-Ended (OE) items that appear **in each content area.**

The generic rubric helps ensure that students are scored in the same way for the same demonstration of knowledge and skills, regardless of the test question.

More information on OE items and related scoring is provided in the ***Directory of Test Specifications*** for each content area.

# Science Rubric (for future use)

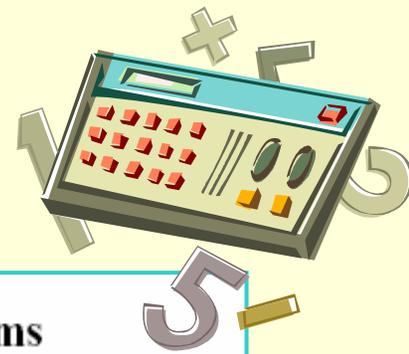


## **HOLISTIC SCORING GUIDE (GENERIC RUBRIC) FOR SCIENCE OPEN-ENDED ITEMS AND PERFORMANCE ASSESSMENT TASKS**

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 which 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.   |

# Mathematics Rubric



## Holistic Scoring Guide for Mathematics Open-Ended (OE) Items (Generic 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.

## Mathematics Rubric (continued)



### 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.

# Language Arts Literacy OE Reading Scoring Rubric



Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes 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 complete 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.

**\*Requirements for these items will vary according to the task.**

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# 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
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some variety</li> <li>Generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Precision and/or sophistication</li> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

## New Jersey Registered Holistic Scoring Rubric (continued)



### NON-SCORABLE RESPONSES

<b>NR =</b> No Response	Student wrote too little to allow a reliable judgment, of his/her writing.
<b>OT =</b> Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
<b>NE =</b> Not English	Student wrote in a language other than English.
<b>WF =</b> Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

## New Jersey Registered Holistic Scoring Rubric (continued)



Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"><li>• Communicates intended message to intended audience</li><li>• Relates to topic</li><li>• Opening and closing</li><li>• Focused</li><li>• Logical progression of ideas</li><li>• Transitions</li><li>• Appropriate details and information</li></ul>	<ul style="list-style-type: none"><li>• Tense formation</li><li>• Subject-verb agreement</li><li>• Pronouns usage/agreement</li><li>• Word choice/meaning</li><li>• Proper Modifiers</li></ul>	<ul style="list-style-type: none"><li>• Variety of type, structure, and length</li><li>• Correct construction</li></ul>	<ul style="list-style-type: none"><li>• Spelling</li><li>• Capitalization</li><li>• Punctuation</li></ul>

## Automatic Rescoring Process

- NJDOE policy mandates an automatic rescoring process for the HSPA.
- Any student with a **scale score** ranging from approximately 3-5 scale score points below 200 (passing) will be automatically rescored.
- Cycle I Score Reports will reflect any automatic rescores that result in a student receiving a higher score.
- This allows possible scoring anomalies to be identified and corrected and affords students the benefit of another examination and additional consideration of their open-ended constructed responses.

## Frequently Asked Questions

**Q. Which office should we contact if we have questions regarding Adequate Yearly Progress (AYP)?**

**A. Please contact the *Office of Title I Program Planning* at (609) 943-4283.**

## Frequently Asked Questions (cont.)

- Q. When a district reports disaggregated HSPA results by gender, ethnicity, migrant status, etc., should the district take into account the number of tested students in a subgroup?**
- A. Yes, according to the NJ DOE policy, when the number of tested students in a subgroup is less than 11, no disaggregated data should be reported to the public due to statistical instability & student confidentiality.**

## Frequently Asked Questions (cont.)

**Q. In the past years, district coordinators were required to attend a live score interpretation training session. This year, the live training is no longer required; why did the NJDOE change the training format?**

**A. In 2003, NJDOE provided online GEPA training for the first time; it was very favorably received by the districts and has been expanded to the HSPA. You can find all the score interpretation information and materials on MI's website at:**

**<http://www.measinc.com/nj>**

## Frequently Asked Questions (cont.)

**Q. How should we best explain year-to-year changes in test results to the public?**

**A. It is important to carefully examine percentages at each *Proficiency Level* and the *Scale Score Means* for several years in order to do a trend analysis. Due to cohort differences in the tested population, slight fluctuations from year-to-year will occur. However, a downward trend for several years may indicate a need for improvement.**

## Frequently Asked Questions (cont.)

**Q. How do I request a rescore for a student who did not fall in the automatic rescore range?**

**A. There is no “rescore request” process any more. Only scores determined by the automatic process will be rescored. If the student’s scale score is not within one raw score point from passing (just below the *Proficient Cut Score*), the content area will not rescored.**

## Frequently Asked Questions (cont.)

**Q.** Why should I never compare *Just Proficient (Cluster) Means* or *Raw Scores* from year-to-year?

**A.** To establish comparability of the HSPA results from year-to-year, a statistical approach call “equating” is used. Due to the small number of test items in each cluster and the varying number of possible raw score points, the *Just Proficient (Cluster) Means* and the *Raw Scores* vary from one year to another. Equating is only done at the *Scale Score* level so that the *Cut Scores* are always 200 and 250. Therefore, it is statistically unsound to compare *Just Proficient (Cluster) Means* and *Raw Scores* across years.

## PLEASE NOTE:

- The opportunity to make record changes for the October 2005 HSPA *has passed*.
- Record changes for the March 2006 *must* be made April 3 to May 3, 2006.



- We hope the online training is helpful in your interpretation and use of the **October 2005 & March 2006 HSPA Results**
- If you have any suggestions about how to improve the training session, please contact Rob Akins, HSPA Measurement Specialist, at (609)984-1435.

