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ABSTRACT

In 1976, New Jersey public law established uniform statewide minimum standards in the basic communication and computational skills for publicly educated students in the state. To implement the law for the year 1976-77, the New Jersey Educational Assessment Program administered tests to all fourth, seventh, and tenth grade students. These tests were used as the indicator of minimum basic skills proficiency. Students who did not correctly answer at least 65% of the test items did not satisfy the minimum proficiency requirement in that subject. Statewide, 90.4% of the fourth grade students met or exceeded the minimum standard on the reading test. In fourth grade mathematics, 72.1% of the students surpassed the minimum standard. In seventh grade, 74.2% of the students exceeded the statewide proficiency level in reading, while 60.4% did so in mathematics. Tenth grade results indicated that 77% of the students met the statewide criterion in reading, while 74% did so in mathematics. More students from higher socioeconomic status districts surpassed the minimum proficiency level than did students from lower socioeconomic categories. Also, more students from suburban and regional school districts exceeded the minimum level than did students from urban and rural districts. Behavioral objectives for reading and mathematics in the three grade levels are appended. (Author/MV)

Occasional Papers in Education

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DIVISION OF RESEARCH, PLANNING AND EVALUATION

NEW JERSEY STATEWIDE MINIMUM STANDARDS: RESULTS FROM THE PROGRAM'S FIRST YEAR

BY:

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NEW JERSEY STATEWIDE MINIMUM STANDARDS: RESULTS FROM THE PROGRAM'S FIRST YEAR

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DIVISION OF RESEARCH, PLANNING AND EVALUATION

Dear Colleague:

As you know, Assembly Bill A1736 was signed into law in September, 1976 as Chapter 97 of the Public Laws of 1976. This law amended the "Thorough and Efficient" Education Act of 1975 and established uniform statewide minimum standards in the basic communication and computational skills.

In its first year of implementation, the minimum standards program was based upon the 1976 Educational Assessment Program's annual statewide tests, administered in October, 1976. This report, outlines the results of the EAP tests in relation to the minimum standards program.

I hope you find the study informative and useful.

Cordially,

Gary Gappert
Assistant Commissioner

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EXECUTIVE SUMMARY

Chapter 97 of the New Jersey Public Laws of 1976 established uniform statewide minimum standards in the basic communication and computational skills for publicly educated students in the state of New Jersey.

To implement the law for school year 1976-77, the New Jersey Educational Assessment Program's (EAP) annual statewide tests administered in October, 1976 to all fourth, seventh, and tenth grade students were used as the indicator of minimum basic skills proficiency. Students who did not correctly answer at least 65% of the test items did not satisfy the minimum proficiency requirement in that subject. For those students a basic skills improvement plan was to be developed and submitted with the district's annual report, due July 1, 1977. Additionally, for those students whose total test score was one of the lowest 20% of the test scores in the state, remediation must have been provided during Spring, 1977.

Statewide, of the 95,258 students who were administered the fourth grade reading test, 90.4% or 86,118 students met or exceeded the statewide minimum standard. Only 9.6% of the students did not answer at least 65% of the reading test items correctly. In fourth grade mathematics 72.1% of the students (68,636 of the 95,220 students) who took the fourth grade mathematics test surpassed the minimum standard. In seventh grade, 74.2% of the students (80,731 of 108,864 administered the test) exceeded the statewide proficiency level

in reading; while 60.4% (65,780 of 108,842) did so in mathematics. Tenth grade results indicated that 77% of the students (84,263 of 109,427) met the statewide criterion in reading, while 74% (80,688 of 109,014) did so in mathematics.

As to be expected, more students from higher socio-economic category districts surpassed the minimum proficiency level than did students from lower socioeconomic categories. Also, more students from suburban and regional LEAs exceeded the minimum level than did students from urban and rural type districts.

INTRODUCTION

Chapter 97 of the New Jersey Public Laws of 1976, establishing uniform statewide minimum standards for all publicly educated students in the state, was signed into law on September 22, 1976. There were six salient elements to the law, which amended Chapter 212 of the Public Laws of 1975 ("The Thorough and Efficient Education Act"):

- That "uniform statewide standards of pupil proficiency in basic communication and computational skills" be established.
- That those standards be established "at appropriate points in the educational careers of the pupils."
- That these standards be "reasonably related to those levels of proficiency ultimately necessary as part of the preparation of individuals to function politically, economically, and socially in a democratic society."
- That in each district where proficiency is below state standard, the local board will establish "an interim goal designed to assure reasonable progress toward the goal... by each such pupil...Each such district, as part of its annual educational plan, shall develop a basic skills improvement plan for progress toward such interim goal."
- That the district annual report shall include evaluation of pupil proficiency in basic skills and of the effectiveness of any basic skills improvement plan.
- That the Act takes effect immediately...

At its November 3, 1976 meeting, the New Jersey State Board of Education adopted a comprehensive program to implement the Minimum Basic Skills law. The adopted plan combined the recommendations made by the Task Force on Competency Indicators and Standards, an independent advisory committee chaired by Frederick G. Meissner, Vice President of New Jersey Bell Telephone, with those made by Fred G. Burke, New Jersey Commissioner of Education, and members of the New Jersey State

Board of Education. The plan consisted of two parts, one detailing procedures for the academic year 1976-77; and the other for academic years beginning with school year 1977-78.[1]

For the current school year, the State Board plan included the following provisions:

- That the Educational Assessment Program's Statewide Reading and Mathematics Basic Skills Test (EAP), which was administered in October, 1976 to all students in grades 4, 7, and 10, be used as the indicator of minimum basic skills proficiency.[2]
- That students who do not achieve at least a 65% mastery level (i.e., at least 65% of the test items correct) on a particular test have not satisfied the minimum proficiency requirement in that subject.
- For all students below the 65% mastery level, a basic skills improvement plan must be developed and submitted with the annual report due July 1, 1977 (see Chapter 212 of the New Jersey Public Laws of 1975, 18A:7A-7 as amended). The improvement plan must specify the programs and/or procedures which each district is implementing or will implement to alleviate basic skills deficiencies.
- For all students who are below the 65% mastery level and who are also in the lowest scoring 20% of all tested students in the state (i.e., the student's total test score is one of the lowest 20% of test scores in the state), appropriate remedial assistance must be provided during Spring, 1977. Assistance may be provided by participation in federally funded programs, state compensatory education programs, and/or locally designated compensatory education programs. For those students who are not receiving assistance through these programs, an individually developed instruction plan must be implemented by the classroom teacher and/or by appropriate resource, remedial, or compensatory education teachers. Each Superintendent must file a statement of assurances with the County Superintendent of Schools by March 1, 1977 stating that all students in this category are receiving appropriate remedial services.

[1]Because the bill was signed into law at too late a date to properly implement a comprehensive program for school year 1976-77, a special interim plan had to be developed for this school year.

[2]Students who are 1) non-English dominant, or 2) classified as special education and not receiving instruction in the regular classroom are not required to take the test.

To implement the Minimum Standards plan for this year, the State Board approved the following activities:

Step 1 - The Statewide Tests were administered in grades 4, 7, and 10 on October 20-21, 1976.

Step 2 - Basic Skills Management Plans - The basic skills improvement plans for each school and district were due December 1, 1976. These plans used the T&E model to initiate a process plan for improving basic skills.

Step 3 - Statewide Testing Results - (returned December-February) These results provided product data on individual students, classrooms, schools, and districts.

Step 4 - Minimum Standards Reports - Schools and Districts - (January, 1977) - Each school and district received a roster of students above and below the 65% mastery level. These rosters also contained cluster score indices to assist the schools and districts in program diagnostics. Students, whose total test scores were below standard, were grouped into priority categories on the basis of individual need. Additionally those students achieving in the lowest 20% of the state were identified. Immediate remediation must be provided to those students in the lowest 20%. (See Appendix A.)

Step 5 - Minimum Standards - Technical Assistance - Technical Assistance teams composed of college, university, and LEA specialists and county and Educational Improvement Center personnel were assembled to assist LEAs in developing and implementing remedial efforts this spring for those students in the lowest 20%. Additionally, the Technical Assistance teams will assist in the development and implementation of school improvement plans for the remediation of all students failing to meet the minimum standard.

For the 1977-78 school year and beyond, the State Board adopted a different, more comprehensive set of plans to implement the Minimum Basic Skills program.

The State Board directed that a new minimum basic skills test in reading and mathematics be developed. These tests would replace the present Educational Assessment Program tests, and similar to the Educational Assessment Program tests would be criterion referenced instruments, with the addition of a single composite score. The mastery level would be set for each test and grade level. The tests will be administered

to all appropriate students in grades 3, 6, 9, and 11 in the spring of the school year (as opposed to the present fall testing).

To satisfy the requirement of the State Board, the test development procedure for the new Minimum Basic Skills test has been initiated. Five test development committees (elementary reading, elementary mathematics, secondary reading, secondary mathematics, and communication and life skills) have been organized (membership to which was approved by the State Board). The committees have determined objectives which form the basis of a minimum basic skills survey. These surveys have been distributed to educators in LEAs, Board of Education members, students, and a random sample of the general populace to ascertain their views toward those objectives which should be included on these tests. Based on the results of these surveys, test items will be written, analyzed by a Minority Council, Technical Advisory Council, and field tested. As a result of these analyses, the final test will be developed, and then administered in the spring of school year 1977-78.

RESULTS

As previously mentioned, the New Jersey Educational Assessment Program's 1976 statewide tests (EAP) were used as the indicator of minimum basic competencies for this school year.

The use of the EAP as a measure of minimum basic skills was questioned by many people. The EAP was originally

undertaken by the New Jersey State Department of Education to provide information to education decision makers on the state and local levels concerning New Jersey's educational system. The long-range goals of the EAP are to assess the status of New Jersey's educational system relative to the statewide goals. The EAP endeavors to provide information useful in planning and evaluating educational programs designed to meet these goals.

The intent of the program is to assist in the identification of local districts which have conducted programs which are especially successful and those which are in particular need of assistance. In addition to providing local school districts with information relevant in the assessment of student progress, the EAP provides information to local districts that will be helpful in making decisions about the allocation of resources and the design, implementation and evaluation of educational programs. The program began in the fall of 1972 with the testing of fourth and twelfth grade students for achievement in the basic skills of reading and mathematics. Each successive year, students in grades four, seven, and ten were tested. Students in grade twelve are tested every three years.

The EAP was not designed as a measure of Minimum Basic Skills competency. Teachers were originally asked to "rate topics on the basis of what is actually taught by the time students enter grade four, grade seven, grade ten or grade twelve" (EAP State Report, 1976, p. 14), and not those

skills which students are expected, at a minimum, to acquire by these grades.

The list of objectives which the four tests cover is shown in Appendices B, C, and D. One can debate the content validity or appropriateness of these objectives as requirements for minimum basic skills. Interpretation, for example, as a reading skill may be thought by some to be questionable as a minimum reading requirement. If the tests were measures of minimum basic skills, one would expect the majority of items to be correctly answered by 80 or 90 percent of the students, rather than 65 percent, and for virtually all the items to be correctly answered by 65%. (Report of the Task Force on Competency Indicators and Standards).

However, this was not the case. An analysis of the performance on the 1975-76 EAP test, completed during the developmental stages of the Minimum Standards program, supported the premise that the EAP tests did not measure minimum skills. For example, analyzing the performance of students in low socioeconomic type districts showed that in the fourth grade reading test, there were 28 items (29.5% of the test) on which fewer than 65% of the students got correct answers. On fourth grade mathematics, fewer than 65% of the students got correct answers on 38 items (52.8%) of the test.

If the EAP measures minimum basic skills, then we are confronted by large numbers of students who lack these minimum competencies. However, it is equally likely that something other than minimums are being measured by the test. A study of the relationship of the abilities tested by the EAP as compared with minimum basic competency shows, therefore, that the two are not the same. Nevertheless, EAP scores can serve

as a rough proxy of the degree to which districts are achieving the minimum basic skills mandate. Districts with relatively high EAP scores can be expected to contain relatively few students with severe minimum basic skills problems, while other districts, with relatively low EAP scores, can be expected to have a comparatively large number of minimum basic skills deficient pupils.

Hence, it was decided that because a comprehensive minimum basic skills instrument could not be developed for administration during school year 1976-77, the EAP would be used as the indicator of minimum basic skills.

District officials were informed that they should revalidate each student's EAP results before proceeding with remediation procedures. The districts were to analyze each student's past testing performance, classroom performance and any other available information to reinforce or invalidate the results obtained form the EAP test. This reassessment procedure was necessary for a variety of reasons:

1. The EAP is only a rough proxy of minimum basic skills.
2. Extraneous factors may have affected the student's performance.
3. The determination of mastery of skills should be based on a more comprehensive picture than simply one test that a student takes on one day.

Once the reassessment procedures were completed then the appropriate remediation procedures were to become effective in the districts.

The remainder of this report details the results of the 1976-77 administration of the Educational Assessment Program's statewide tests with respect to the Minimum

Standards Program.

Of the 95,258 students who were administered the fourth grade reading test, 90.4% or 86,118 students met or exceeded the statewide minimum standard. Only 9.6% of the students failed to answer 65% of the reading test items correctly. The results in fourth grade mathematics indicated that 72.1% of the students (68,636 of the 95,220 students) who took the fourth grade mathematics test surpassed the minimum standard. In seventh grade, 74.2% of the students (80,731 of 108,864 administered the test) exceeded the statewide proficiency level in reading, while 60.4% (65,780 of 108,842) did so in mathematics. Tenth grade results indicated that 77% of the students (84,263 of 109,427) met the statewide criterion in reading while 74% (80,688 of 109,014) did so in mathematics.

Comparisons made between different tests should be avoided. It cannot properly be said that since 72.1% of the fourth grade students surpassed the minimum standard, while 60.4% of the seventh grade students did so, that a larger percentage of fourth graders possess minimum competencies in mathematics than do seventh grade students. The tests are all of varying difficulty level. It is probably true that the seventh grade mathematics test is more difficult for seventh graders than the fourth grade mathematics test is for fourth graders. Additionally, it is also probably the fact that more non-minimum skills are measured on the seventh grade test than on the fourth grade test. Districts were instructed to treat the results of each test separately and not make comparisons between tests.

Tables 1-6 summarize the results of the minimum standards program for school year 1976-77. The information presented in these tables lists the percent of students whose scores are located in each of the seven Minimum Basic Skills Categories.[3]

The Minimum Basic Skills Categories were established to: 1) group students according to similar type performance 2) prevent insidious comparisons which may result from dissemination of actual test scores and rankings of students.

The data in Tables 1-6 is presented for the state in total, and also for each of the District Factor Groups (DFG). The DFGs categorize all districts on the basis of the socioeconomic status of the district. There are ten DFGs, labelled A to J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. Additionally, there are two other DFG categories; DFG V contains all Vocational-Technical LEAs; DFG Z contains all LEAs for which no census information was available, and hence no socioeconomic determination possible.

The tables also present information concerning the percent of students (for each DFG and the state in total) whose total test score was one of the approximately lowest

[3]Category 1 contains students who correctly answered 0-19% of the test items; Category 2 contains students who correctly answered 20-34% of the test; Category 3: 35-49%; Category 4: 50-64%; Cateogry 5: 65-79%; Category 6: 80-94%; Category 7: 95-100%. Students in categories 1, 2, 3, and 4 have not met the minimum basic proficiency level in that subject.

20% of the test scores in the state and also who failed to correctly answer at least 65% of the test items. In the fourth grade reading test, only 9.6% of the students did not answer at least 65% of the items correctly. Therefore, for that test, only the lowest 9.6% of the students were identified rather than the lowest 20% of the students. For all of the other tests, the approximate lowest 20% was determined.

As evident from Tables 1-6, all six test score distributions are negatively skewed to a substantial degree and not as discriminating at the upper end of the score scale as at the lower end. The reliability estimates for Reading and Mathematics are, respectively .95 and .94, Grade 4; .95 and .94, Grade 7; .95 and .95, Grade 10. Each of the items on the tests is a 4 choice item. It has been determined that a four choice item that is of middle difficulty for the group would have a delta of about 11.7, a value that is offered solely as a reference point to and in the interpretation of the observed figures. The mean delta for Reading and Mathematics are, respectively, 8.2 and 10.1, Grade 4; 9.9 and 10.8, Grade 7; 9.8 and 9.8, Grade 10. Hence, the seventh grade mathematics test was the most difficult test while the fourth grade reading test was the easiest.

As to be expected there was a direct relationship between student performance and the socioeconomic background of the school district. Students in the lower socioeconomic

groupings, in general, performed at a lower level than did students in the higher socioeconomic classifications. As a consequence, more students in the lower DFGs were below the minimum standard and in the lowest 20% of the students in the state. The results indicate that the biggest difference in performance is between districts in DFG A and DFG B for all six tests.

TABLE 1

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR FOURTH GRADE READING

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20581	0.5%	2.6%	7.9%	15.1%	24.9%	39.4%	9.6%	26.1%
B	7333	0.1	0.8	3.2	6.8	16.6	47.6	24.8	10.9
C	7484	0.1	0.6	2.4	6.2	16.1	50.0	24.6	9.3
D	8734	0.1	0.2	1.2	4.4	12.3	50.8	31.0	5.9
E	6821	0.0	0.2	1.0	3.3	10.9	50.2	34.4	4.5
F	5347	0.0	0.1	0.9	2.7	10.3	51.8	34.2	3.8
G	9786	0.0	0.1	0.5	2.4	9.1	48.1	39.8	3.0
H	11927	0.0	0.2	0.8	3.0	8.9	47.2	40.0	4.0
I	7314	0.0	0.1	0.4	2.2	7.1	46.0	44.1	2.7
J	8301	0.0	0.1	0.3	1.7	6.0	44.1	48.0	2.1
V*	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Z	1630	0.0	0.1	1.7	4.7	12.9	46.9	33.7	6.4
TOTAL	95258	0.1%	0.8%	2.6%	6.1%	13.7%	46.3%	30.4%	9.6%

*No Fourth Grade Vocational LEAs

TABLE 2

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR FOURTH GRADE MATHEMATICS

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20561	1.2%	9.6%	19.3%	27.2%	26.1%	15.4%	1.2%	46.8%
B	7330	0.2	3.5	10.2	19.5	30.7	32.8	3.2	25.2
C	7478	0.2	2.8	8.2	18.7	31.5	35.5	3.1	21.7
D	8733	0.1	1.7	6.0	14.5	30.8	41.8	5.1	15.9
E	6822	0.1	1.3	4.9	14.0	31.8	43.0	4.9	13.4
F	5341	0.0	1.0	4.3	12.4	29.1	47.1	6.1	11.9
G	9790	0.0	0.9	3.9	10.9	28.5	49.1	6.6	10.6
H	11923	0.1	1.3	4.4	11.1	26.7	48.7	7.6	11.9
I	7314	0.1	0.9	3.3	9.6	24.7	52.5	9.0	9.5
J	8298	0.0	0.6	2.5	7.5	22.5	55.7	11.2	7.1
V*	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Z	1630	0.2	1.5	6.1	15.2	30.3	41.9	4.9	15.5
TOTAL	95220	0.3%	3.3%	8.3%	16.0%	27.9%	38.9%	5.3%	21.0%

* No Fourth Grade Vocational LEAs

TABLE 3

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR SEVENTH GRADE READING

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20815	0.7%	11.3%	16.6%	23.4%	24.5%	21.7%	1.7%	43.3%
B	8218	0.3	5.1	9.7	17.8	25.5	36.6	5.1	25.5
C	9798	0.2	4.4	8.8	16.4	24.4	40.3	5.5	22.9
D	9713	0.1	2.9	6.9	14.3	24.5	44.4	6.8	18.0
E	8416	0.1	2.7	5.8	12.6	24.6	45.8	8.4	15.7
F	5898	0.0	2.1	4.8	11.3	22.9	49.0	9.8	13.4
G	11214	0.1	1.4	4.1	10.7	21.5	51.6	10.6	11.3
H	13489	0.0	1.4	4.0	9.7	19.9	52.0	13.0	10.8
I	8987	0.0	0.8	3.0	8.2	18.9	54.7	14.4	8.1
J	10156	0.0	0.8	2.5	6.8	16.8	55.9	17.1	7.1
V	846	0.0	3.0	10.0	16.5	29.1	36.2	5.2	21.4
Z	1314	0.0	2.1	5.1	10.7	23.8	48.4	9.8	12.9
TOTAL	108864	0.2%	4.0%	7.6%	14.0%	22.5%	43.1%	8.6%	21.1%

TABLE 4

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR SEVENTH GRADE MATHEMATICS

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	20845	0.8%	12.7%	25.0%	29.7%	21.8%	9.6%	0.4%	40.9%
B	8197	0.4	6.2	15.9	26.4	30.6	19.1	1.4	24.0
C	9793	0.2	5.2	13.9	24.8	30.6	23.2	2.0	20.9
D	9702	0.1	3.8	12.3	24.0	31.3	26.8	1.8	17.5
E	8420	0.1	3.1	9.9	21.2	32.8	29.7	3.3	14.2
F	5901	0.0	2.6	8.7	21.1	32.4	31.7	3.5	12.3
G	11211	0.1	2.2	8.1	18.8	31.8	34.4	4.6	11.4
H	13487	0.1	1.9	7.3	17.6	30.1	37.0	6.1	10.1
I	8973	0.1	1.5	5.9	16.0	29.7	39.7	7.2	8.2
J	10156	0.0	1.2	4.6	13.5	28.5	43.5	8.7	6.4
V	844	0.0	5.1	16.6	29.4	34.4	14.5	0.1	24.2
Z	1313	0.1	3.4	7.8	22.2	32.7	29.9	3.8	12.7
TOTAL	108842	0.2%	4.9%	12.4%	22.0%	29.1%	27.7%	3.6%	20.3%

TABLE 5

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR TENTH GRADE READING

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	16443	0.6%	9.0%	18.6%	22.6%	23.8%	21.6%	3.8%	45.0%
B	8761	0.3	4.3	9.8	16.6	25.1	34.6	9.4	26.0
C	8262	0.3	2.8	9.0	15.6	25.7	37.9	8.8	22.9
D	10005	0.1	2.0	5.8	12.1	24.7	42.4	12.9	16.4
E	9241	0.0	1.9	5.1	12.1	25.0	42.7	13.3	15.1
F	8106	0.1	1.6	4.3	10.1	21.8	45.1	17.0	12.8
G	12283	0.1	1.2	3.8	9.7	21.2	46.1	17.9	11.4
H	11546	0.0	1.3	4.0	8.7	20.0	45.8	20.1	11.1
I	12411	0.0	1.0	2.4	6.1	16.9	48.2	25.4	7.3
J	8151	0.0	0.6	1.9	5.5	14.6	47.7	29.6	6.2
V	3694	0.1	3.7	11.1	22.7	31.5	27.4	3.5	30.8
Z	524	0.0	2.1	3.6	12.8	26.5	42.2	12.8	15.1
TOTAL	109427	0.2%	2.9%	7.2%	12.7%	22.2%	39.9%	15.0%	19.1%

TABLE 6

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES FOR TENTH GRADE MATHEMATICS

DFG	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
A	16327	0.3%	4.8%	17.2%	28.8%	26.1%	19.0%	3.8%	42.4%
B	8663	0.1	2.8	10.3	21.6	26.7	30.9	7.7	27.8
C	8238	0.1	2.1	7.5	20.9	27.6	33.6	8.2	23.2
D	9966	0.1	1.6	5.7	15.7	26.2	38.5	12.2	17.5
E	9214	0.1	1.4	5.4	16.2	25.9	38.6	12.4	17.1
F	8073	0.1	1.6	4.6	13.9	22.7	40.2	16.8	14.7
G	12272	0.0	1.1	4.3	13.2	23.4	40.4	17.6	13.7
H	11531	0.0	1.3	4.1	12.2	21.9	39.9	20.5	13.0
I	12382	0.1	0.6	2.7	9.0	18.4	44.6	24.6	8.7
J	8136	0.0	0.4	2.6	8.1	18.3	43.4	27.2	7.9
V	3688	0.1	2.4	10.7	26.8	32.0	24.7	3.3	31.1
Z	524	0.0	1.3	5.2	18.7	30.2	36.1	8.6	17.2
TOTAL	109014	0.1%	1.9%	7.1%	16.8%	24.0%	35.7%	14.4%	20.1%

Table 7 presents information relative ~~to the~~ determination of the lowest scoring 20% of the students in the state for each particular test. Table 7 lists the percent mastery level range (i.e., the percent of correctly answered test items) for the students in the lowest 20%. (20th percentile)

TABLE 7

MASTERY LEVEL RANGE OF THE LOWEST 20% OF THE STUDENTS IN THE STATE

TEST	MINIMUM MASTERY LEVEL [a]	MAXIMUM MASTERY LEVEL [b]
FOURTH READING	3.2%	76.8%[c]
FOURTH MATHEMATICS	1.4	58.3
SEVENTH READING	1.1	60.0
SEVENTH MATHEMATICS	2.4	51.2
TENTH READING	1.1	60.0
TENTH MATHEMATICS	2.5	60.0

[a]The smallest mastery level attained by any student (i.e., the smallest percent of correctly answered items).

[b]The largest mastery level attained by students whose total test score was one of the lowest 20% of the test scores in the state (i.e., percent of correctly answered items).

[c]Since the largest mastery level of the lowest 20% of the students for fourth grade reading is above the uniform minimum standard mastery level, only those students whose mastery level was less than 65% were required to receive immediate remediation.

Tables 8-10 present the same Minimum Standards information as do Tables 1-6. However, the information in Tables 8-10 are aggregated according to the four Educational Improvement Center (EIC) regions of the State. EIC-South encompasses all LEAs in Atlantic, Camden, Cape May, Cumberland, Gloucester, and Salem counties. EIC-Central contains LEAs

in Burlington, Mercer, Middlesex, Monmouth, and Ocean counties; EIC-Northeast includes LEAs in Bergen, Essex, Hudson and Union counties, EIC-Northwest includes LEAs from Hunterdon, Morris, Passaic, Somerset, Sussex, and Warren counties. The results for all six tests indicated similar performance by students in the Northeast and South regions and also similar performance by students in the Northwest and Central regions of the state. It must be remembered that there are a variety of types of districts in all four EIC regions and therefore, the EIC regional results reflect these combinations of different types of districts.

Tables 11-13 present the same information according to an urban, suburban, rural and regional LEA designation. Students in suburban and regional school districts performed equivalently, and better than either the urban or rural groups. Rural areas indicated higher performance than the urban areas.

TABLE 8

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY EIC REGION

FOURTH GRADE READING

REGION	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Northeast	32663	0.2%	1.1%	3.5%	7.5%	15.7%	44.6%	27.3%	12.3%
Northwest	19293	0.1	0.7	2.0	5.0	11.7	46.3	34.2	7.8
South	15133	0.1	0.9	3.2	7.1	14.9	46.5	27.3	11.3
Central	28169	0.1	0.4	1.7	4.6	12.1	48.1	33.0	6.8
MATHEMATICS									
Northeast	32631	0.6%	4.4%	10.2%	17.9%	27.1%	34.6%	5.1%	25.7%
Northwest	19297	0.2	2.8	6.9	13.3	26.9	43.7	6.2	17.4
South	15134	0.3	3.7	9.5	18.2	29.4	35.0	3.9	23.7
Central	28158	0.1	2.1	6.3	14.5	28.5	42.7	5.6	16.7

TABLE 9

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY EIC REGION

SEVENTH GRADE READING

REGION	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Northeast	37018	0.3%	5.1%	8.7%	15.1%	22.2%	40.3%	8.3%	23.1%
Northwest	21898	0.2	3.2	6.2	12.2	21.3	46.7	10.2	16.6
South	17536	0.2	4.7	9.2	15.3	24.3	39.5	6.8	22.8
Central	32412	0.1	3.1	6.4	13.3	22.6	45.6	9.0	17.1
				MATHEMATICS					
Northeast	37024	0.4%	5.9%	13.7%	22.2%	27.2%	26.7%	4.0%	21.5%
Northwest	21890	0.2	4.0	10.0	19.6	29.3	32.4	4.5	15.4
South	17534	0.2	5.6	14.7	25.3	29.8	22.4	2.1	21.8
Central	32394	0.2	3.9	11.4	21.7	30.7	28.6	3.5	16.7

TABLE 10

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY EIC REGION

TENTH GRADE READING

REGION	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Northeast	38080	0.3%	3.5%	8.3%	13.8%	21.6%	37.6%	15.0%	21.7%
Northwest	21869	0.1	2.5	6.0	10.8	21.0	42.4	17.2	16.0
South	17368	0.2	3.2	7.8	13.8	24.1	38.9	12.1	21.0
Central	32110	0.1	2.5	6.4	12.1	22.7	41.7	14.9	17.2
				MATHEMATICS					
Northeast	37809	0.1%	2.0%	7.8%	17.3%	23.1%	34.7%	15.2%	21.2%
Northwest	21843	0.1	1.8	5.9	15.0	22.7	38.6	16.0	17.2
South	17321	0.1	2.2	7.7	19.1	26.1	33.3	11.5	22.7
Central	32041	0.1	1.9	6.8	16.4	24.9	36.2	13.9	19.3

TABLE 11

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

FOURTH GRADE READING

COMMUN. TYPE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Regional	3538	0.0%	0.1%	0.7%	2.9%	9.0%	47.6%	39.6%	3.8%
Urban	44412	0.2	1.4	4.5	9.4	18.5	44.4	21.5	15.6
Suburban	36539	0.0	0.1	0.7	2.7	8.5	48.0	40.0	3.5
Rural	10769	0.1	0.3	1.8	5.2	13.3	48.0	31.3	7.4
MATHEMATICS									
Regional	3537	0.1%	1.1%	4.4%	11.9%	28.8%	48.4%	5.4%	12.2%
Urban	44398	0.6	5.6	12.4	20.4	28.1	29.5	3.4	30.7
Suburban	36522	0.1	1.0	3.8	10.9	26.9	49.6	7.7	10.7
Rural	10763	0.2	2.2	7.6	16.7	30.0	38.7	4.6	19.2

TABLE 12

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

SEVENTH GRADE READING

COMMUN. TYPE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Regional	7457	0.1%	1.8%	4.8%	11.6%	21.5%	49.4%	10.8%	13.2%
Urban	49716	0.4	6.6	11.0	17.7	23.8	34.8	5.7	28.7
Suburban	41111	0.0	1.5	3.9	9.9	20.7	51.8	12.1	10.8
Rural	9734	0.1	3.4	7.4	14.5	23.4	43.7	7.5	19.1

MATHEMATICS

Regional	7448	0.1%	2.8%	8.6%	20.1%	31.9%	32.9%	3.7%	12.5%
Urban	49698	0.5	7.6	17.3	25.5	26.8	20.1	2.3	27.0
Suburban	41110	0.1	2.1	7.3	17.8	30.6	36.6	5.6	10.3
Rural	9742	0.1	4.4	11.9	23.0	31.9	26.3	2.5	17.6

TABLE 13

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

TENTH GRADE READING

COMMUN. TYPE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY	AT OR BELOW TWENTIETH PERCENTILE
Regional	22944	0.1%	1.3%	3.9%	8.9%	19.9%	46.3%	19.5%	11.2%
Urban	48058	0.3	4.7	10.5	16.1	23.6	34.2	10.6	27.0
Suburban	29980	0.0	1.2	3.7	8.7	20.0	45.8	20.5	10.8
Rural	4751	0.1	3.2	7.7	14.7	25.1	37.9	11.4	21.6
MATHEMATICS									
Regional	22910	0.1%	1.2%	3.9%	12.1%	22.0%	41.9%	18.9%	12.7%
Urban	47747	0.1	2.8	10.2	21.0	25.2	30.6	10.1	27.2
Suburban	29921	0.1	1.1	4.1	12.1	22.1	40.9	19.7	12.6
Rural	4748	0.1	2.2	8.0	19.9	27.2	32.5	10.1	23.4

APPENDIX A

An example of a Minimum Standards School Report appears on the next page. To protect the privacy rights of the students, all names have been eliminated.

The report is a fourth grade reading report. The following points are pertinent to an understanding of the information contained in the report:

1. The numbers appearing under the "Total" column are the students' minimum standards groups. Students are listed alphabetically within each group, beginning with those students in group 7.

2. Students whose name appears below the dotted line are in groups 4, 3, 2, or 1, and have not met the minimum requirement.

3. Students with asterisks preceeding their names are in the lowest 20%.

4. The columns marked "Vocabulary," "Phonetic Analysis," etc. concern the student's performance on each cluster of the EAP test. The numbers in the columns represent the score indices for the student. (For example, if in the "Vocabulary" cluster, a student correctly answers 7 of the 10 items, he has answered 70% of the cluster items correctly. Therefore, his score index for "Vocabulary" is 5.)

5. The cluster information is for diagnostic purposes only. Because the clusters are not composed of the same number of items, it is not possible to determine the "Total" score index from the cluster indices.

NEW JERSEY DEPARTMENT OF EDUCATION
MINIMUM BASIC SKILLS REPORT

DISTRICT | DIST CODE | SCHOOL | SCHOOL CODE | TEST DATE 10/76 | PAGE 1

READING SCORE INDICES

PUPIL	DATE OF BIRTH	SEX	TOTAL	VOCABULARY	PHONETIC ANALYSIS	STRUCTURAL ANALYSIS	WORD RECOGNITION AND APPLICATION	LITERAL COMPREHENSION	INTERPRETATION	STUDY SKILLS
	10/14/67	F	7	7	7	7	7	7	7	6
	03/28/67	M	7	7	7	7	7	7	6	6
	01/30/67	F	7	7	7	7	7	7	7	6
	02/22/67	F	7	7	7	7	6	7	7	7
	08/15/67	M	7	7	7	6	7	7	6	7
	12/16/66	F	7	7	6	7	7	6	7	7
	11/19/66	M	6	7	6	5	6	6	6	6
	05/15/66	F	6	7	6	6	6	6	7	7
	/12/67	F	6	6	4	6	6	6	7	6
	12/25/67	F	6	7	5	7	7	7	6	7
	08/22/67	M	6	7	6	5	7	6	7	6
	02/08/67	F	6	7	6	6	6	6	5	6
	08/ 3/67	M	6	6	6	7	7	7	7	6
	07/27/67	F	6	6	6	5	7	5	6	6
	04/11/67	F	6	7	6	7	7	6	7	7
	02/04/66	M	6	7	5	6	6	6	6	6
	09/29/66	F	6	7	6	6	7	4	3	4
	01/04/67	M	6	7	5	6	7	6	7	6
	10/21/66	M	6	7	6	7	6	4	7	4
	09/15/66	M	6	7	6	6	7	6	6	6
	12/14/66	M	5	7	4	7	6	5	4	4
	05/ 8/66	M	5	6	4	4	5	6	4	5
	/11/66	M	5	7	5	6	7	4	5	6
	03/13/67	F	5	7	5	4	6	5	4	4
	08/27/66	M	5	7	5	3	5	4	5	4
	01/01/67	F	5	7	4	5	6	6	7	5
	07/02/67	F	5	7	5	5	4	4	5	4
	02/25/67	M	5	7	4	6	7	4	5	6
	03/04/66	F	5	7	4	6	6	4	5	2
	09/15/66	M	5	7	5	6	6	3	3	6
	09/22/67	F	5	6	4	5	6	4	3	4
	01/14/67	F	5	7	6	6	6	4	2	4
****	05/ 9/67	M	4	7	4	3	5	1	1	4
****	01/ 8/68	F	4	7	4	4	4	2	3	6
****	08/16/67	M	4	7	4	5	5	3	5	2
****	03/27/66	F	4	7	4	4	5	4	4	4
****	/30/66	M	4	6	4	3	4	4	4	2
****	04/ 2/68	M	3	6	3	3	5	4	2	3

LEVEL 4

SCORE INDEX	PERCENT CORRECT
7	95 – 100
6	80 – 94
5	65 – 79
4	50 – 64
3	35 – 49
2	20 – 34
1	0 – 19

****INDICATES IMMEDIATE REMEDIATION PROGRAM REQUIRED

APPENDIX B

NJEAP - Fourth Grade Objectives

Reading

After completing THREE or more years of school, the student will be able to perform the following behaviors:

1. identifying a written word that is the same as a spoken word (VOCABULARY);
2. identifying a written word that has the same sound as a spoken or written word in terms of initial consonants, final consonants, consonant blends, consonant digraphs, silent consonants and variant sounds (PHONETIC ANALYSIS);
3. identifying the syllable structure, root, prefix, plural compound word and contraction of a given word(s) (STRUCTURAL ANALYSIS);
4. identifying the proper fill-in word, synonym or antonym given a sentence or word (APPLICATION);
5. identifying the main idea, specific information and sequence of events in a given story (LITERAL COMPREHENSION);
6. identifying the characters' emotions, predicted outcomes, fact vs. fiction and characters' motives in a given story (INTERPRETATION);
7. identifying a piece of information from a dictionary, table of contents, glossary, identifying alphabetical order (STUDY SKILLS).

Mathematics

After completing THREE or more years of school, the student will be able to perform the following behaviors:

1. adding one, two, and three digit numbers (ADDITION);
2. subtracting one, two, and three digit numbers (SUBTRACTION);
3. multiplying and dividing a two digit number by a one digit number (MULTIPLYING AND DIVIDING);
4. counting and locating numbers, applying principles, solving for unknowns; estimating (NUMBER AND OPERATION);
5. counting, reading, writing, grouping, regrouping and expanding numerals (NUMERATION);
6. recognizing basic geometric figures and geometric relations (GEOMETRY);
7. measuring, identifying measurement units, telling time, counting money, comparing sizes (MEASUREMENTS);
8. solving simple word problems involving money and other practical materials (WORD PROBLEMS);
9. solving equations involving addition, subtraction, multiplication, division, solving inequalities (EQUATIONS AND INEQUALITIES);
10. identifying fractional portions of sets (SETS AND FRACTIONAL NUMBERS).

APPENDIX C

NJEAP - Seventh Grade Objectives

Reading

After completing six or more years of school, the student will be able to perform the following behaviors:

1. identifying a word having the same sound as a short vowel, long vowel, vowel digraph, vowel dipthong, single consonant, consonant blend, consonant digraph, or silent consonant in a given word (PHONETIC ANALYSIS);
2. identifying the part of a word or meaning of or usage of a root, suffix, prefix, compound verb, syllable, accent, possessive, contraction, and plural (STRUCTURAL ANALYSIS);
3. identifying a word that represents a synonym, multiple meaning, homonym, antonym of a given word (WORD USAGE);
4. identifying the meaning of a word or the answer to a specific question of information given a sentence, or a pargraph (LITERAL COMPREHENSION);
5. identifying the main idea, summary of information and sequence of events in a given paragraph (ORGANIZATION);
6. identifying a correct character interpretation, inference, predicted outcome, fact, fiction, or opinion in a given paragraph or illustrative chart (INTERPRETATION);
7. identifying a piece of information from a glossary, dictionary, table of contents or index; identifying a correct step in the process of using the library, alphabetizing or following directions (STUDY SKILLS).

Mathematics

After completing SIX or more years of school, the student will be able to perform the following behaviors:

1. adding, subtracting, multiplying and dividing WHOLE NUMBERS;
2. adding, subtracting, multiplying and dividing FRACTIONS;
3. adding, subtracting, multiplying and dividing DECIMALS;
4. solving problems involving units of measure, amounts of money, unit conversion, area and perimeter measurement, addition and subtraction of units, and metrics (MEASUREMENT AND DENOMINATE NUMBERS);
5. solving problems involving equations, symbols, rounding, regrouping, rotation, averaging, number properties, principles; identify, factoring and atterns (NUMBER AND OPERATION);
6. solving problems presented as WORD PROBLEMS AND GRAPHS;
7. identifying the correct instance or element of a problem involving GEOMETRY AND PERCENT.

APPENDIX D

NJEAP - Tenth Grade Objectives

Reading

After completing NINE or more years of school, the student will be able to perform the following behaviors:

1. identifying the synonym, antonym, analogy, or meaning of a given word (given a pair of word or sentence; WORD RECOGNITION);
2. identifying the main idea, supporting ideas, inferences, conclusion (obtained by applying information) and cause and effect relationship contained in a paragraph (READING COMPREHENSION);
3. identifying specific information contained in a dictionary, card catalog, reference book, chart, map, index, and table of contents (STUDY SKILLS).

Mathematics

After completing NINE or more years of school, the student will be able to perform the following behaviors:

1. adding, subtracting, multiplying, dividing, factoring, and rounding WHOLE NUMBERS;
2. adding, subtracting, multiplying and dividing FRACTIONS;
3. adding, subtracting, multiplying and dividing DECIMALS and converting decimals to PERCENTS;
4. performing fundamental algebraic operations on numbers* (ALGEBRA);
5. solving problems involving geometrical shapes and measurement (GEOMETRY/MEASUREMENT);
6. solving mathematical word problems involving money, temperature, average, ratio-proportion, graphs, and consumer math (interest, sales tax, discount, comparative buying; PROBLEM SOLVING).

*Includes number line, positive and negative numbers, square roots, exponents, commutative, associative, and distributive principles, identity, inverses, formulas, equations, monomials, translation, word problems, coordinates.