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Special education remediation programs promote HSPA success

Diane L. Garrison
Rowan University

SPECIAL EDUCATION REMEDIATION PROGRAMS

PROMOTE HSPA SUCCESS

by
Diane L. Garrison

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Dr. Ronald Cappasso

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ABSTRACT

Diane L. Garrison
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Dr. Ronald Capasso
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The purpose of this study was to analyze the results of New Jersey's March 2004 High School Proficiency Assessment (HSPA) and the 2001 Grade Eight Proficiency Assessment (GEPA) to recommend remediation opportunities for high school students with special needs. Student demographics and content area scores on the GEPA and HSPA were collected. The population included: special education students who took the March 2004 HSPA test, five mathematics and language arts special education teachers, and five Child Study Team members. An analysis of the test scores and student demographics resulted in extensive correlations and percentages used for comparison. The research revealed that the majority of special education students who sat for the test were partially proficient on the mathematics section, which mirrored the school's overall achievement. It was also discovered that the curriculum in certain math courses was not aligned with the material tested on the HSPA. The focus group questionnaire responses indicated that the mathematics department offered remediation to regular education students, but did little to address those with special needs. Future implications and recommendations for potential remediation in the areas of mathematics and language arts were discussed.

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CHAPTER 1

INTRODUCTION

Focus of the Study

In March 2004, special education students at Mainland Regional High School who took the New Jersey High School Proficiency Assessment (HSPA) earned lower scores than special education students who took the test in previous years. In March 2003, 48.6% of the special education students were partially proficient in mathematics, while in March 2004, that number escalated to 59.0%. In 2003, 51.3% of students with special needs were proficient in math, whereas 41% were proficient in 2004. Language arts literacy scores remained relatively the same, whereby 45.9% were partially proficient in 2003 and 36.8% in 2004. Of special education students, 54.1% were proficient in language arts literacy in 2003, while 63.1% were proficient in 2004. This decline in overall test scores identified the school as "in need of improvement." Table 1.1 showed a three-year trend of HSPA test scores for special education students at Mainland Regional High School (NJ Department of Education, 2002-2004 MRHS Report Cards, n.d.):

Table 1.1. Mainland Regional High School – Special Education Students

	Language Arts Literacy		Mathematics	
	Proficient	Partially Proficient	Proficient	Partially Proficient
2004	63.1%	36.8%	41.0%	59.0%
2003	54.1%	45.9%	51.3%	48.6%
2002	52.3%	47.7%	48.8%	51.2%

Purpose of the Study

The purpose of this study was to research and analyze the results of the March 2004 HSPA scores and the March 2001 New Jersey Grade Eight Proficiency Assessment (GEPA) on high school students with special needs using a school-based action research design. The project resulted in a feasibility study providing information to administrators, educators, parents, and students. The following data was collected and analyzed: content area scores for the mathematics and language arts components of the GEPA and HSPA, individual courses of current senior students, as well as the prediction of HSPA success based upon the eighth grade GEPA scores and the highest level of mathematics or language arts curriculum achieved. This information provided administrators and teachers with valid research to support the recommendation to implement 9th and 10th grade remediation programs for students who earned partial proficiency on the GEPA. The recommendation for remediation programs targeted the areas of mathematics and language for freshmen students with special needs and was expected to help prepare them for the 11th grade New Jersey High School Proficiency Assessment.

Definitions

Americans with Disabilities Act (ADA): The Americans with Disabilities Act gave "civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications" (U.S. Department of Education, Office for Civil Rights: Americans with Disabilities Act, n.d.).

Alternate Proficiency Assessment (APA): A portfolio assessment and collection of work designed to measure the progress of students with disabilities who cannot participate in the NJ ASK-4, GEPA, or HSPA (NJDOE, Students with Disabilities, 2003).

Child Study Team (CST): A group of individuals who were responsible for the development, review, and revision of the student's individualized education program.

Department of Education (DOE): Was established by Congress on May 4, 1980 in the Department of Education Organization Act [Public Law 96-88 of October 1979] (USDOE, Organization Act, n.d.).

English as a Second Language (ESL): "The Bilingual Education Act (N.J.S.A. 18A:35-15 and P.L. 1974, c.197) was enacted to ensure that students of limited English proficiency (LEP), are provided instruction in their native language in order to develop academic skills while acquiring English language skills" (NJDOE, Bilingual Education, n.d.).

Elementary School Proficiency Assessment (ESPA): This test originated in 2001 and was previously administered to New Jersey's fourth graders and included "open-ended items for language arts literacy (LAL) and calculator use and open-ended items for mathematics." The NJ ASK replaced the ESPA in 2003 (NJDOE, New Jersey Assessment of Skills and Knowledge, n.d.).

Early Warning Test (EWT): Served as a benchmark assessment for 8th grade.

*Free, Appropriate Public Education (*FAPE): Ensured that a free, appropriate education was: 1) available to any student with a disability, and 2) in the least restrictive environment. It was guaranteed under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (The Arc, FAPE, n.d.).

Family Educational Rights and Privacy Act (FERPA): Also known as the Buckley Amendment, this was enacted in 1974 to ensure that official and confidential documents in students' records were released for specific and legally defined purposes to maintain the privacy of students' school records (The Arc, FERPA, n.d.).

Grade Eight Proficiency Assessment (GEPA): Measured the achievement of New Jersey eighth grade students. The purpose of this test was "to identify students in need of additional instruction in specific content areas and to assist districts in their review of current curriculum" (New Jersey Professional Education Port, n.d.).

High School Proficiency Assessment (HSPA): Used to determine student achievement in reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards. This test served as the state's graduation test whereby passing both the mathematics and language arts sections was a requirement to earn a high school diploma (NJDOE, High School Students Prepare for HSPA Administration, n.d.).

High School Proficiency Test (HSPT): Now referred to as the High School Proficiency Assessment.

Individualized Education Program (IEP): A written plan that defined: present levels of performance, measurable annual goals, and short-term objectives or benchmarks. The plan was an integrated, sequential program of individually designed instructional activities and related services necessary to achieve the stated goals and objectives for the specific individual (NJDOE, Special Review Assessment, n.d.).

Individuals with Disabilities Education Act (IDEA): Guaranteed that all children with disabilities had access to a free, appropriate public education.

Interstate School Leaders Licensure Consortium (ISLLC): Based on a thorough analysis of what was known about effective educational leadership at the school and district levels. Represented a comprehensive examination of the best thinking about the types of leadership that would be required for tomorrow's schools, and provided a syntheses of the thoughtful work on administrator standards developed by various national organizations, professional associations, and reform commissions. (Missouri Professors of Education Administration, n.d.)

Individual Student Reports (ISRs): Generated by the Department of Education after the results for the statewide assessment were released to the DOE Data website.

Iowa Tests of Basic Skills (ITBS): The Iowa Tests of Basic Skills Achievement Tests were given annually to students enrolled in grades kindergarten through eighth in October. This standardized test was designed to measure growth in the areas of reading, language arts, mathematics, social studies, science, and information sources in achievement, as well as critical thinking skills (Hoover, 2001).

Least Restrictive Environment (LRE): A student with a disability was educated with children who are not disabled to the maximum extent appropriate (NJDOE, NJAC 6A:14, 2003).

Minimum Basic Skills Test (MBST): Students were required to pass this test in order to graduate from high school.

Mainland Regional High School (MRHS): A regional high school located in Linwood, New Jersey, which included the three sending districts of Linwood, Northfield, and Somers Point.

The No Child Left Behind Act (NCLB): Passed to ensure that each child in America was able to meet the high learning standards of the state where he/she resided.

New Jersey Assessment of Knowledge and Skills, Grade 4 (NJ ASK-4): Measured what fourth graders knew and were able to do.

New Jersey Core Curriculum Content Standards (NJ CCCS): Included the following: Visual and Performing Arts, Comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, World Languages, Technological Literacy, Career Education and Consumer, and Family and Life Skills.

New Jersey Department of Education (NJDOE): "The New Jersey State Department of Education will provide leadership for a superior education by utilizing multiple and diverse paths to success for all children in New Jersey" (NJDOE, Mission Statement, n.d.).

Open-Ended: Questions that made it possible for students to compose a written response. These types of questions required either short answer responses, a paragraph, or an essay (NJDOE, Special Review Assessment, n.d.).

Partially proficient: A student who failed to meet the proficiency level on a test (or assessment) and received SRA instruction, retook the HSPA, and (if not successful), retook the SRA.

Proficient: A student who met the proficiency level on a test (or assessment) was considered to have passed that section of the test.

Parent Teacher Organization (PTO): Focused exclusively on the work of K-12 school parent-teacher groups and was founded in 1999 by a former teacher and school administrator (PTOtoday.com, n.d.).

Raw Score: Actual score received by a student on a particular part of a test, such as Mathematics or Language Arts.

Special Review Assessment (SRA): New Jersey's designated alternate assessment for the HSPA for seniors in both general and special education who were found to be partially proficient on the HSPA (NJDOE, Disabilities, 2003). Students who were found to be partially proficient in March of their junior year were required to complete the SRA process during their senior year (NJDOE, HSPA Test Coordinator Manual, March 2005).

Limitations of the Study

This study involved current 12th grade students with special needs enrolled at Mainland Regional High School. Their standardized test scores were evaluated at two different periods of time: as 8th graders who took the Grade Eight Proficiency Assessment in March 2001, and as juniors who took the High School Proficiency Assessment in March 2004.

There were two major limitations of this study. First, the method of data collection was limited to the use of a single technique in gathering material culture, such as the Grade Eight Proficiency Assessment and High School Proficiency Assessment individual score sheets from student files, and the actual courses in mathematics and language arts and corresponding final grades throughout their freshmen, sophomore, and junior years. Second, many of the student files were incomplete. This was due to any/all of the following reasons: a change of schools, student transfer, misfiling of standardized test scores by the Guidance Department, or misplacement of standardized test scores by content area supervisor(s). For these reasons, numerous copies of the individual GEPA

score sheets that provided the breakdowns and clusters of the specific areas of assessment were not available for research purposes.

The second limitation involved the lack of availability of students' standardized test scores in their files. Initially, if GEPA scores were not available, scores from students' seventh grade Iowa Tests of Basic Skills were gathered for material culture and were to be used in lieu of the GEPA scores to compare to the HSPA results. However, due to the inconsistency with the cluster areas for both the mathematics and language arts sections between the Iowa Test of Basic Skills and the HSPA scores, comparisons could not be made. Therefore, standardized test scores were not used for those students whose files were missing the 8th grade GEPA scores. This resulted in a gap for research purposes since many underclassmen's standardized test scores were not available or unable to be located and were, therefore, not able to be compared to the scores achieved on the High School Proficiency Assessment for this study.

Setting of the Study

Mainland Regional High School encompassed grades 9-12 and was an academically oriented four-year public school with an enrollment of approximately 1,650 students. The school was fully accredited by the Middle States Association of Colleges and Schools and the New Jersey Department of Education. In 1997-1998, Mainland was selected as a National Blue Ribbon School of Excellence by the United States Department of Education. It was ranked in the top 1% of high schools in the nation and in *New Jersey Magazine's* September 2002 issue, the school ranked fifth among high schools in Southern New Jersey (Mainland Regional High School Profile, 2004). *Washington Post* writer, Jay Matthews, ranked Mainland sixth in New Jersey and 111th in

the nation in his book, *Class Struggles: What's Wrong (And Right) with America's Best Public High Schools*, based upon the school's emphasis and focus on rigorous and challenging coursework (MRHS Profile, 2004). In September 2004, *New Jersey Monthly Online Magazine* ranked Mainland Regional High School 66th out of the top 75 schools in New Jersey (September 2004).

Mainland Regional High School was a suburban school that comprised the three sending districts of Northfield, Somers Point, and Linwood. The average class size was 19 students, while the number of students per faculty member was 10.6 in 2002-2003. Of the faculty, 49.0% possessed a BA/BS degree; 49.7% held a MA/MS degree, while 1.3% earned a PhD/EdD (NJDOE, 2002-2003 MRHS Report Card, n.d.).

Mainland Regional High School offered an extensive curriculum which included more than 220 diverse course offerings in the areas of: Language Arts Literacy, the Visual and Performing Arts, Mathematics, Science, Social Studies, Business, World Languages, and Health and Physical Education. In addition, the school offered 18 Advanced Placement courses, 27 Honors courses, and 12 Gifted and Talented courses.

Technology was an integral component of the curriculum, as all classrooms were equipped with Internet access. Because of the school's commitment to technology, all students were expected and required to be proficient in this area. Numerous business and technology-related courses were also offered. The passing of a minimum of one technology course was a Mainland Regional requirement for graduation.

Students with special needs and disabilities were also encouraged to participate in the regular education curriculum. Of special education students, 97% were mainstreamed into regular education classes. Mainland also offered programs in English as a Second

Language and Alternative Education. The school utilized share-time programming with the Atlantic County Vocational Technical School, as well as a cooperative education program for students who sought on-the-job-training and employment experience while in high school. This co-op program targeted both regular and special education students (MRHS Profile, 2004).

In 2003, 60% of graduating seniors attended a four-year college/university; 21% attended a two-year college/technical school; 2% attended a vocational/technical school; 3% pursued a military career; 8% joined the workforce, while 6% remained undecided (NJDOE, 2002-2003 MRHS Report Card, n.d.).

The school community was primarily residential, and ranged from lower class (upper echelon) to upper class, which included the following demographics targeting race: white = 80.9%; black = 6.8%; Hispanic = 7%; American Indian/Alaskan Native = .2%; Asian (Middle East, China, Japan, Korea) = 4.1%; Pacific Islander = 1% (MRHS Public School Enrollment Report, 2003).

Each of the three individual sending districts provided economic, political, and social diversity. The first district, Linwood, had a population of 7,132. Of this, 57.1% were employed in the labor force. The majority of Linwood residents were employed in management, professional, and related occupations. The primary industries were education, health, and social services, which comprised 25.6% of the population, and arts, entertainment, recreation, accommodation and food services, with 18.2%. Most of the workers (73.9%) were classified as private wage and salaried employees, while 17.6% were governmental workers. Financially, residents of Linwood earned $60,000 in median household income and $71,415 in median family income, which equated to $32,159 per

capita. According to the 2000 Census Report for Atlantic County, the following groups were reported to be below poverty level: 3.8% of families; 15.3% of families with no husband present, and 3.9% of individuals (New Jersey Department of Labor and Workforce Development, Linwood, 2002).

The second district, Northfield, had a population of 7,725. Of this, 65.7% were employed in the labor force. Most of the Northfield residents were employed in management, professional, and related occupations, service occupations, and sales and office occupations. The primary industries were arts, entertainment, recreation, accommodation and food services, which totaled 30.5%, and education, health, and social services, which included 18.5% of the population. A high majority of the workers (80.0%) were classified as private wage and salaried employees, while 13.1% were governmental workers. Financially, residents of Northfield earned $56,875 in median household income and $62,896 in median family income, which translated to $25,059 per capita. The following groups were reported to be below poverty level: 4.4% of families; 7.7% of families with no husband present, and 5.6% of individuals (New Jersey Department of Labor and Workforce Development, Northfield, 2002).

The third district, Somers Point, was ranked as the most socioeconomically disadvantaged city of the three sending districts. It had a population of 11,614. Of this, 67.5% were employed in the labor force. The predominance of Somers Point residents was employed in service occupations, management, professional, and related occupations, and sales and office occupations. The primary industries were arts, entertainment, recreation, accommodation and food services, which comprised 27.0% of the population, and education, health, and social services, with 22.4%. A large majority

of the workers (81.9%) were considered to be private wage and salaried employees, while 12.2% were listed as governmental workers. Financially, residents of Somers Point earned the lowest income of the three sending districts, with $42,222 in median household income and $51,868 in median family income. This calculated to $22,229 per capita. The following groups were reported to be below poverty level: 5.0% of families; 8.7% of families with no husband present, and 7.0% of individuals (New Jersey Department of Labor and Workforce Development, Somers Point, 2002).

Politically, Mainland Regional High School received much support from its constituent districts. Community members were highly proactive and involved. This support carried over to the polls as voters historically approved the proposed school budgets. The 2004 election marked a turning point in this trend, as the school budget was defeated by a vote of 1,001 to 874 (NJDOE, School Election Results, 2004). Of the three sending districts, only Somers Point approved the budget (309 to188), while both Linwood (213 to 431) and Northfield (352 to 382) defeated it. The primary reason for this result was due to the fact that both Linwood and Northfield proposed significant tax increases, which consequently contained additional spending for the elementary schools. Somers Point's budget, however, did not propose a tax increase, which aided the passing of its budget. Based upon the 2000 Census Report for Atlantic County, voter turnout was as follows: Linwood—8.98%; Northfield—9.50%, and Somers Point—4.28% (2002). As evidenced, both Linwood and Northfield, which were the more affluent school districts, had the highest voter turnout, which ultimately defeated the school budget for the 2004-2005 school year.

Socially, Mainland Regional High School was a proactive, yet conservative school, which focused upon academics. In addition, it offered a diversity of athletic opportunities and extracurricular activities in which students could participate. Historically, the community has shown significant support for both the sports teams and the marching band. Both groups have experienced astounding success, which had raised additional support.

Outside of the school itself, the three communities had a strong Parent Teacher Organization that met regularly. In addition, community recreation leagues, such as football, soccer, baseball, and softball thrived within each district. Groups, such as the local Kiwanis club, supported Mainland through meetings and interactions, as well as financial assistance/in-kind support. Last, the faculty, staff, and education association at Mainland Regional were highly active. Teachers constantly were involved in school events and regularly served as chaperones when needed.

For the purpose of this study, a total population of 12th grade students with special needs was selected. This population included 64 participants.

Significance of the Study

The project impacted students with special needs through the tracking of 8th grade GEPA scores. This research provided early intervention by proposing remediation programs in the areas of mathematics and language arts for those students identified as partially proficient. The goal of this project was to remediate the 9th and 10th grade students in order to increase their chances of achieving success on the New Jersey High School Proficiency Assessment.

Relationship of the Study to the Interstate School Leaders Licensure Consortium

ISLLC Standard 1 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by facilitating the development, articulation, implementation and stewardship of a vision that was shared and communicated by the school community. The district promoted high expectations for all students through its mission, collaboration with staff in evaluating, planning, and effectively implementing new initiatives, and through performance assessments and revisions when required.

ISLLC Standard 2 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The district promoted high expectations and success for all students through the implementation of instructional programs. These programs were designed to meet the needs of the students and provided them with teaching strategies aimed at improving student success and achievement.

ISLLC Standard 3 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. The district promoted high expectations for all students by utilizing a research-based design determined by students' test scores, whereby new programs and initiatives were created to respond to the findings of those studies.

Organization of the Study

The remainder of the study was organized as follows: Chapter 2 provided a Review of the Literature that cited documentation and research supporting the purpose of the study. Chapter 3 covered The Design of the Study, which focused on the methodology and data collection techniques used throughout the research project. Chapter 4 focused upon the Presentation of Research Findings, where data, statistics, and findings were presented to support the study. Chapter 5 contained the Conclusions, Implications, and Further Study, which summarized the data in order to make recommendations regarding the validity and implications of the research.

CHAPTER 2

REVIEW OF THE LITERATURE

Overview of New Jersey's Statewide Testing Program

The goal of the New Jersey statewide assessment system was to determine the level of proficiency for all students in the subject areas tested. Statewide testing results offered schools the opportunity for improvement, which impacted children's education (NJDOE, Disabilities, 2003).

In 1981-1982, students had to demonstrate proficiency on the Minimum Basic Skills Test in order to graduate from high school. If students did not pass the MBS, they were offered retesting opportunities through eleventh grade in order to meet the mandatory proficiency level. In 1983, New Jersey implemented the Grade 9 High School Proficiency Test (HSPT9), which was more comprehensive than the MBS, and targeted the areas of reading, writing, and mathematics (NJDOE, Historical Context, n.d.).

In 1988, the New Jersey Legislature passed a law that transferred the High School Proficiency Test from the ninth grade to the eleventh grade. In addition, the Grade Eight Early Warning Test was added. Initially the EWT was used as a benchmark for student placement for those entering high school. The HSPT11, on the other hand, served as a requirement for graduation for all students who entered 9th grade on or after September 1, 1991 (NJDOE, Historical Context, n.d.).

In May 1996, the New Jersey Board of Education adopted the Core Curriculum Content Standards that specified what knowledge students should have possessed by the

conclusion of the fourth and eighth grades. The implementation of the NJ CCCS resulted in the development of three statewide assessments: the Elementary School Proficiency Test (ESPA), which was replaced by the New Jersey Assessment of Skills and Knowledge (NJ ASK) in 2003, the Grade Eight Proficiency Assessment, known as GEPA, and the High School Proficiency Test, otherwise called the HSPT (NJDOE, Historical Context, n.d.).

In 1998, the GEPA replaced the EWT. The GEPA was designed to measure the achievement of New Jersey eighth grade students. The objective of this assessment was to identify students who required additional instruction in specific content areas (NJPEP, n.d.).

Also in 1998, the New Jersey Legislature passed legislation (18A: 7C-6.2) that required all students who graduated from a public high school in New Jersey to demonstrate mastery of skills ". . . needed to function politically, economically, and socially in a democratic society" (NJDOE, High School Statewide Assessment, n.d.). The Department of Education administered the High School Proficiency Test (HSPT 11) from 1993 to 2001 to all New Jersey eleventh grade students. The department later replaced the HSPT 11 with the High School Proficiency Assessment (HSPA) for students entering the eleventh grade on or before September 1, 2001. The successful passing of this test was a requirement for high school graduation. Students needed to earn a minimum score of 200 on the sections of mathematics and language arts in order to pass the HSPA.

High school students who failed to demonstrate proficiency on one or more sections of the HSPA had the opportunity of participating in the Special Review

Assessment process to demonstrate their attainment of the New Jersey Core Curriculum Content Standards. This was an alternative assessment to the HSPA for seniors enrolled in either regular or special education who were unable to pass the HSPA. This assessment was used to determine student achievement in the areas of reading, writing, and mathematics, which were specified in the New Jersey Core Curriculum Content Standards (NJDOE, Disabilities, 2003).

Students with Disabilities and Special Needs

The No Child Left Behind Act of 2001 mandated that states administer assessment tests to determine the proficiency levels in the core content areas for all students, including those with special needs and disabilities. In accordance with IDEA, students who received special education services were required to participate in the statewide assessment system, which included the NJ ASK, GEPA, HSPA, or SRA, unless the child's IEP team determined that the student was exempt from participation in that assessment. This decision was based upon two factors: 1) whether or not the students had been instructed in any of the knowledge and skills included on the test, and 2) whether or not the student was able to fulfill and respond to the types of test questions (NJDOE, Disabilities, 2003).

Special education students who were unable to participate in the assessment process were provided with an alternative assessment, the APA. According to New Jersey Administrative Code 6A:14-4.11[a]2 (NJDOE, NJAC 6A:14, 2003):

> Students with disabilities shall participate in the Alternate Proficiency Assessment in each content area where the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills

measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications.

This Alternate Proficiency Assessment was designed to measure the progress of students with disabilities through the creation of a portfolio assessment. The portfolio measured student progress and provided an indicator of students' proficiencies on the NJ CCCs. The APA was administered to students with special needs in grades 3, 4, 8, and 11 whose IEPs indicated that they took a statewide alternate assessment. The portfolio was a collection of the student's work and included correlations to the NJ CCCs (NJDOE, Disabilities, 2003).

Accommodations and Modifications

Accommodations and modifications referred to changes in how students were presented with the test or how students responded to test questions. Modifications during the administration of the assessment included: 1) setting accommodations, 2) scheduling accommodations, 3) test material modifications, and 4) test procedure accommodations and modifications (NJDOE, Accommodations and Modifications, n.d.).

State of New Jersey – HSPA Analysis of All Students

According to the New Jersey Department of Education, statewide HSPA scores improved overall. Based upon the "March 2002 High School Proficiency Assessment" scores presented by the Department, the scores of all students (including general education, special education, and limited English proficient students) for Language Arts Literacy decreased to 18.9% for partial proficiency. In addition, 14.8% were advanced

proficient in Language Arts Literacy, which represented an increase from proficient to advanced since 1999 (NJDOE, Comparison of HSPA 02 and GEPA 99 Results, n.d.).

The Mathematics section of the 2002 HSPA also experienced similar success. Of the total number of students who took this section, 31.4% were partially proficient, which represented a decrease in the partially proficient level. In addition, 49.5% earned proficiency status, which marked an increase from partially proficient to proficient in Mathematics since 1999 (NJDOE, Comparison of HSPA 02 and GEPA 99 Results, n.d.).

State of New Jersey – HSPA Analysis of Special Education Students

Students classified in special education also experienced success on the March 2002 HSPA. According to the HSPA 2002 scores from the New Jersey State Department of Education, 62.4% of all special education students who took the test were partially proficient in Language Arts Literacy, which represented a decrease in this level from 1999. Next, 36.3% of these students were proficient, which showed an increase in proficiency since 1999 (NJDOE, Comparison of HSPA 02 and GEPA 99 Results, n.d.).

Of the 11,160 special education students who sat for the Mathematics section of the HSPA in March 2002, 74.2% were partially proficient, which represented a decrease in this level since 1999, while the proficient level encompassed 23.4%, which also demonstrated improvement (NJDOE, Comparison of HSPA 02/GEPA 99 Results, n.d.).

Mainland Regional High School - HSPA Analysis

In 1999, Mainland Regional High School was a solid, academic school which scored in the nineties on the High School Proficiency Test. Results have shown, however, that overall student test scores have declined, especially in the area of mathematics (NJDOE, 2000-2004 HSPA Assessment Reports, n.d.).

Table 2.1. Mainland Regional H.S. – All Students				
	% Passing 2002	% Passing 2000	% Passing 1999	Difference 1999-2002
Language Arts	89.9	90.5	93.2	-3.3
Mathematics	79.6	93.7	95.8	-16.2

Mathematics had witnessed the greatest decrease in test scores. Although Mainland Regional High School still scored above the State level, a downward spiral effect for scores began.

Table 2.2. Mainland Regional H.S. versus the State of NJ (All Students)				
2002 HSPA	Language Arts Literacy		Mathematics	
	MRHS	State of NJ	MRHS	State of NJ
Proficient + Advanced Proficient	89.9%	81.1%	79.6%	68.6%
Partially Proficient	10.2%	18.9%	20.4%	31.4%

Table. 2.3. Mainland Regional H.S. versus the State of NJ (Special Education Students)				
2002 HSPA	Language Arts Literacy		Mathematics	
	MRHS	State of NJ	MRHS	State of NJ
Proficient + Advanced Proficient	52.3%	37.7%	48.8%	25.9%
Partially Proficient	47.7%	62.4%	51.2%	74.2%

As evidenced from the table above which compared 2002 HSPA scores for special education students at MRHS with the overall New Jersey State's scores, students with special needs achieved higher than the state average. However, these students still failed to achieve passing scores. According to the table, approximately half of the special education students who took the March 2002 HSPA at Mainland Regional High School passed the Mathematics section (NJDOE, 2002-2003 MRHS Report Card, n.d.). This lack of proficiency, coupled with the decline in test scores for all students at Mainland Regional High School, especially in the area of Mathematics, categorized the school as a "in need of improvement" school district.

Research of Student Achievement on the High School Proficiency Assessment

According to Linda Perlstein of *The Washington Post*, schools that failed the HSPA did so because of special education students. Perlstein added, "The testing requirements of the federal No Child Left Behind Act are designed so that even if a school's population does well overall, problems in smaller groups won't be masked" (August 26, 2004). Pat Kelly, Montgomery County's acting director of special education, said that:

> One reason many special education students did poorly on the test was their lack of access to the general curriculum...About half of the schools that failed the tests...mostly teach special education students separately and half include them in regular classrooms (qtd. in Perlstein, 2004).

By the year 2014, the federal government believed that every student in the country should score "proficient" on statewide assessments.

In a statement released on June 16, 2004, New Jersey Commissioner of Education, William Librera announced the DOE's plan for a summer pilot program that offered students who had not passed the High School Proficiency Assessment Test during their junior year, the opportunity to receive five weeks of intensive instruction and then retake the HSPA again in late August. According to Commissioner Librera:

> The purpose of the pilot program is to try to cut down on the number of students who fail the HSPA twice and end up graduating from high school via the Special Review Assessment (SRA), the current alternative means for garnering a diploma... These 250 students will receive five weeks of intensive instruction during the summer from some of the best teachers in the state. At the end of the course, the students will take the HSPA again, and we are confident that many of them will achieve better results (NJDOE, Librera, 2004).

Based upon Commissioner Librera's initiative to implement a summer pilot program that was intended to improve statewide assessment scores, the question of the legitimacy of current summer bridging programs was raised. Did current summer school programs aid students' performance on standardized assessment tests?

Chicago Public School implemented a Summer Bridge program in 1996 which targeted students in the 3rd, 6th, and 8th grades. These students were required to earn a pre-determined score on the Iowa Tests of Basic Skills (ITBS). Those who failed to meet this score were required to attend the Summer Bridge program (Summer Bridge, 2004).

Based upon research from the Chicago Bridge program which included more than 21,000 students between the years of 1997 and 2000, students generally made significant gains on the Iowa Test. According to the Melissa Roderick's study:

> Students in Chicago's Summer Bridge program did raise their scores on the ITBS, and approximately half of the students met the minimum score requirement when they were retested at the end of the program (Summer Bridge, 2004).

Despite the fact that students enrolled in the Summer Bridge program experienced gains, only half of those students raised their scores enough to have been promoted. In addition, summer bridging programs, such as the Chicago program, were costly to the school, since additional summer school teachers and transportation were required (Summer Bridge, 2004). Regardless of the costs involved, the bridging program provided students with additional instruction that enabled them to raise their standardized test scores. Program designs, such as Chicago's Summer Bridge, were proposed for possible review and implementation at Mainland Regional High School.

CHAPTER 3

DESIGN OF THE STUDY

Sample Population

Mainland Regional High School was a suburban school that included the three sending districts of Northfield, Somers Point, and Linwood. The community was primarily residential, and ranged from lower class (upper echelon) to upper class, which included the following demographics targeting race: white = 80.9%; black = 6.8%; Hispanic = 7%; American Indian/Alaskan Native = .2%; Asian (Middle East, China, Japan, Korea) = 4.1%; Pacific Islander = 1%.

Mainland Regional High School encompassed grades 9-12, and was an academically oriented four-year public school with an enrollment of approximately 1,650 students. The school was fully accredited by the Middle States Association of Colleges and Schools and the New Jersey Department of Education. It was ranked in the top 1% of high schools in the nation and 5th in New Jersey. In 1997-1998, Mainland was selected as a National Blue Ribbon School of Excellence by the United States Department of Education. In 2003, 60% of graduating seniors attended a four-year college/university; 21% attended a two-year college/technical school; 2% attended a vocational/technical school; 3% pursued a military career; 8% joined the workforce, while 6% remained undecided.

Description of Sampling and Sampling Techniques

For the purpose of this project, a population of: students with special needs who took the HSPA test in March 2004, special education teachers, and Child Study Team members was selected. The population included 74 participants overall.

The first category included 64 special education students who sat for the HSPA test in March 2004. This comprised 50 males and 14 females. These students had all achieved eleventh grade status at the time they sat for the test. According to the New Jersey Department of Education High School Proficiency Assessment March 2005 District/School Test Coordinator Manual:

> The March test administration is for ALL first-time eleventh-grade students, as well as any retained eleventh-grade students, first-time twelfth-grade students, retained twelfth-grade students, returning students, and adult high school students who have not yet passed all sections of the HSPA. (March 2005).

Their educational disabilities included the following classifications: Cognitively Impaired, Communication Impaired, Emotionally Disturbed, Multiply Disabled, Specific Learning Disability, and Other Health Impaired. Their races included: Caucasian, African American, and Hispanic. In addition, the student population hailed from each of the three sending districts of Linwood, Northfield, and Somers Point. Last, the population was examined to determine if a student was economically disadvantaged and was entitled to free or reduced lunch.

The second population included five special education teachers who taught in the content areas of mathematics and language arts. These teachers also served as tutors for the after-school HSPA remediation program. They met with special education students

and tutored in the areas of mathematics and language arts for one hour a day, two days a week for the entire month of February prior to the administration of the HSPA test. In addition, all five of these educators had teaching experience in the regular education, as well as the special education, curricular programs at Mainland Regional High School. This category was divided into four females and one male.

The third population encompassed five members of the Child Study Team. The following was the breakdown of their areas of specialization: 3 – Social Workers, 1 – School Psychologist, and 1 – Learning Disability Teacher/Consultant. Of this group, four members were female, while one was a male.

The intern utilized material culture for the predominance of the research study. The primary comparison involved students' scores on both the New Jersey Grade Eight Proficiency Assessment (GEPA) and the New Jersey High School Proficiency Assessment (HSPA). The New Jersey GEPA was used to measure the achievement of eighth grade students, while the HSPA was used to determine student achievement in the areas of reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards. According to the New Jersey Department of Education High School Proficiency Assessment March 2005 District/School Test Coordinator Manual:

> The mathematics section of the HSPA is administered in one day and consists of multiple choice and open-ended questions. This section of the test utilizes calculators and a Mathematics Reference Sheet that contains formulas, geometric shapes, and a ruler. The language arts literacy section of the HSPA is administered over two days and consists of writing tasks and reading passages

with multiple choice and open-ended questions. This section of the test utilizes a Persuasive Writing Test Folder and a Writer's Checklist/Revising Editing Guide. (March 2005).

The following documentation was reviewed and analyzed from the total population: New Jersey GEPA and HSPA scores of 12th grade special education students and mathematics and language arts courses taken by those same senior students throughout their high school careers. Last, a questionnaire that targeted the appropriateness of course level for mathematics and language arts was distributed to a focus group of Child Study Team members and Special Education teachers.

Development and Design of the Research Instrument

A focus group questionnaire that targeted the members of the Child Study Team and Special Education Department was created. The questionnaire was designed to gather feedback from these two combined focus groups to determine the appropriateness of course level for students enrolled in special education courses for mathematics and language arts. The following questions were asked of this focus group: 1) Did you believe that special education students were adequately prepared for the HSPA in the mathematics classes in which they were enrolled? 2) Did you believe that special education students were adequately prepared for the HSPA in the language arts classes in which they were enrolled? 3) What was the minimum/lowest level of mathematics course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA? 4) What was the minimum/lowest level of language arts course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA? 5) What suggestions do you have for

improvement or remediation in the future? The questions were designed to elicit a response as to whether or not to pursue and recommend additional remediation courses for students in special education. The research instrument results were displayed in Appendix A.

Description of Data Collection Approach

The population for this test study was limited to special education students who took the HSPA in March 2004. From that group, those who were required to take the HSPA and were not exempted were included in the population for this study. Several students were exempted from the HSPA due to severely handicapping conditions such as cognitive impairment or significant learning disability, that prevented them from participating in this standardized assessment test.

The case study design incorporated the following data sources: review of material culture including documentation and archival records, and a questionnaire. During the study, the intern collected and analyzed a variety of documents. These techniques were applied to the students with special needs and a focus group of special education teachers and Child Study Team members, encompassing approximately 74 participants in all, for the time period of September 2004 through March 2005.

The first step of data collection required the intern to obtain a list of special education students who took the HSPA test in March 2004 from the Child Study Team office. Next, the intern reviewed material culture by examining students' records and files. From the list, the intern recorded and photocopied both the students' 8^{th} grade GEPA scores as well as their HSPA scores. When GEPA scores were not available, test scores from the Iowa Test of Basic Skills were used in lieu of the GEPA scores.

The next step in the data collection process targeted the compilation of a comprehensive list of all of the mathematics and language arts classes that were taken by special education students who sat for the HSPA in March 2004. The list was arranged in alphabetical order by student and listed all of the courses in which each student was enrolled throughout their high school careers. In addition to evaluating and analyzing the actual courses, other contributing factors, such as attendance, discipline, and the severity of the handicapping condition were considered.

Last, a focus group questionnaire targeting members of the Child Study Team and Special Education Department was administered to this focus group to gain feedback and confirm findings.

Description of the Data Analysis Plan

Data was analyzed on an on-going basis periodically throughout the study, utilizing a benchmark systematic approach to evaluate the data. The data analysis and research genre incorporated action research methods.

A detailed and structured analysis of the material culture comparing and analyzing the GEPA and HSPA scores, as well as individual courses in both mathematics and language arts was conducted. When students' GEPA scores were not available, the intern gathered test scores from the Iowa Test of Basic Skills to the GEPA test. For the purpose of this analysis, the intern attempted to match similar content areas that were tested on both assessments to calculate the comparable ranges for each. In addition, the analysis for this study also considered external factors such as discipline, attendance, and severity of the handicapping condition that would affect each student's predications for success or potential failure on the HSPA test. Recurring patterns and themes from these

external factors were noted and tested for validity. Findings were also triangulated with data from the various sources of documentation using multiple methods.

Last, based upon the results of the study, a prediction for success or the need for additional remediation was made for those who took the HSPA in 2004. This analysis will then be applied to freshmen special education students who took the GEPA. Based upon their 8th grade standardized test scores, the prediction as to whether they should experience success or should receive additional remediation in the area(s) of mathematics and language arts will be made.

The questionnaire from the focus group of Child Study Team members and Special Education teachers were distributed to gain feedback and validate the research findings. The professionals provided input regarding the appropriateness of the levels of special education classes in mathematics and language arts in adequately preparing students with special needs for the HSPA test.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

Presentation of Data

For this study, a total population of 64-12th grade students with special needs was selected in order to examine and analyze their achievement on New Jersey statewide assessment tests at the eighth and eleventh grade levels. Although the HSPA test results for each of these 64 students was used for the purpose of this study, the State of New Jersey only counted 38 students in its determination of proficiency or partial proficiency. This was due to the fact that the remaining 26 students were exempted from passing the HSPA according to their IEPs. This research was supplemented by an evaluation of the courses taken at Mainland Regional High School, specifically in the areas of mathematics and language arts. In addition, a focus group questionnaire (see Figure A1) was designed and distributed to five members of the Child Study Team, as well as five teachers in the Special Education Department. The focus group responded to five open-ended questions regarding the school's current preparation for the mathematics and language arts sections of the HPSA, as well as recommendations for possible remediation opportunities in the future (see Figure A2). Of the ten questionnaires that were distributed, a total of eight (80%) participated in the survey.

Material culture that included the following areas was gathered: gender, race, special education classification, sending district, and economic status (see Table B1).

In addition, 8th grade GEPA scores from March 2001, 11th grade HSPA scores from March 2004, and mathematics and language arts courses and final course grades were collected for the purposes of this analysis. As shown in Table B2, both the 2001 GEPA scores and 2004 HSPA scores were broken down into the two content areas of language arts literacy and mathematics. In addition, each of these subject areas was further divided into content area clusters. Students whose scores were available are listed in Table B2. For those students whose cluster scores were not available, only the total content area scores for the GEPA and HSPA were listed. Scores listed as "N/A" in this table were not available due to the following reasons: student transfer to/from out-of-district, misfiling of test scores in students' records, and/or inability to obtain test scores from administration.

Figures C1 and C2 illustrated the overall results of the March 2004 HSPA test in the areas of mathematics and language arts. The test scores were categorized into four areas: APA (Alternate Proficiency Assessment), Partially Proficient (with a score of less than 200), Proficient (with a score that ranged between 200-249), and Advanced Proficient (with a score of 250 or higher). According to the data displayed in Figure C1 for the mathematics portion of the March 2004 HSPA test, three students out of the 64-student population earned credit through the Alternate Proficiency Assessment; 3% were Advanced Proficient; 30% were Proficient, and 67% of the special education population who sat for this test failed to meet the State of New Jersey's proficiency standards. Figure C2 illustrated the breakdown of proficiency level for the language arts section of the test. According to the data, three students earned credit through the APA route; 2% achieved Advanced Proficiency status; 52% were Proficient, and 46% were

deemed Partially Proficient and failed to meet the State of New Jersey's minimum requirements for this test.

The first demographic category that was examined was the students' gender in comparison to their level of proficiency on the New Jersey High School Proficiency Assessment. According to Figure C3, two females (13%) and 18 males (39%) were proficient on the mathematics section of the March 2004 HSPA. In addition, ten females (67%) and 23 males (50%) were proficient on the language arts section of the HSPA test, as shown in Figure C4.

Out of the total population of 64 students, three races were represented in this study. They included: African American, Caucasian, and Hispanic. As shown in Figure C5, proficiency earned by students on the mathematics section of the HSPA was broken down as follows: 0-African American (0%), 19-Caucasian (39%), and 1-Hispanic (33%). The language arts literacy section of the test revealed the following breakdowns by race that earned proficiency status: 1-African American (22%), 30-Caucasian (61%), and 1-Hispanic (33%), as shown in Figure C6.

Figures C7 and C8 both target students who were economically disadvantaged. According to the P-20 Coalition's "Just for the Kids", "Students are flagged as economically disadvantaged if they are eligible for the Free & Reduced Price Lunch program" (Just for the Kids, n.d.). As evidenced in Figure C7, one student receiving free lunch (12%) was proficient; 0% of students receiving reduced lunch were proficient, and 19 students required to pay for lunch (36%) were proficient on the mathematics section of the 2004 HSPA test. Figure C8 demonstrated that three students receiving free lunch (38%) were proficient on the language arts section of the HSPA; 0% of students receiving

reduced lunch were proficient, while 30 students required to pay for lunch (57%) achieved proficiency level as mandated by the State of New Jersey.

The next area that was examined in relation to proficiency achievement was the students' classification/disability. According to New Jersey Code Chapter 6A:14-3.5, there were thirteen special education classifications as prescribed by the state of New Jersey (NJDOE, NJAC 6A:14, 2003). Those in the 64-student population were classified in six of these thirteen areas. Those classifications were: Communication Impaired, Cognitively Impaired, Emotionally Disturbed, Multiply Disabled, Other Health Impaired, and Specific Learning Disability. Based upon the results of the mathematics portion of the March 2004 HSPA test, students in the following special education classifications earned proficiency on the test: 0%-Communication Impaired, 0%-Cognitively Impaired, 3-Emotionally Disturbed (38%), 3-Multiply Disabled (23%), 0%-Other Health Impaired, and 14-Specific Learning Disability (41%), as shown in Figure C9. As shown in Figure C10, each of the following number of students in each of the following classifications passed the language arts section of the test: 1-Communication Impaired (33%), 0%-Cognitively Impaired, 7-Emotionally Disturbed (88%), 4-Multiply Disabled (31%), 0%-Other Health Impaired, and 21-Specific Learning Disability (62%).

A fifth demographic component that was considered for this study was the sending district in which the student lived. There were three sending districts at Mainland Regional High School: Linwood, Northfield, and Somers Point. On the mathematics section of the March 2004 HSPA, eight Linwood students (40%), seven Northfield students (58%), and five Somers Point students (17%) were proficient on the test, as

shown in Figure C11. On the language arts portion, however, the following number of students achieved proficiency, as evidenced in Figure C12: 13-Linwood (65%), 9-Northfield (75%), and 11-Somers Point (38%).

Another area that was examined for this study was the highest course level in the content areas of mathematics and language arts in which students were enrolled, along with their corresponding final grades for these classes (see Table A1). The total population of 64 students all sat for the March 2004 HSPA test during their junior year of high school. For this reason, the mathematics and language arts courses taken during their 11^{th} grade year were used for analysis purposes in Figures C13 and C14. Figure C13 illustrated all of the levels of math in which students were enrolled during the academic school year at which time the population took the March 2004 HSPA test. The 2003-2004 school year represented the highest level of math course taken for these students with special needs. According to Figure C13, there were 18 different math levels that were offered by Mainland Regional High School at the time. This figure included the total number of students who participated in the March 2004 HSPA, as well as the number of students who were proficient.

The total number of language arts courses taken by the 64-student population during the 2003-2004 academic school year was shown in Figure C14. As illustrated in this figure, students were enrolled in seven different levels of language arts during this academic year. Each course also listed the total number of students with special needs who participated in the March 2004 HSPA and the number of students who were proficient on the language arts portion of the test.

Tables 4.1 and 4.2 expanded upon Figures C13 and C14 and further examined each of the mathematics and language arts course levels and the percentage of students who were proficient on these sections of the March 2004 HSPA test.

Table 4.1. Highest Level of Mathematics Course Taken 11th Grade	Number Attempted	Number Proficient	Percentage Proficient
Academic Review	1	1	100%
Advanced Algebra	3	2	67%
Applied Algebra A	2	0	0%
Applied Algebra B	1	0	0%
Applied Math I	1	0	0%
Functions, Statistics and Trigonometry	2	2	100%
Geometry	4	2	50%
In-Class Support Math	1	0	0%
In-Class Support Advanced Algebra	7	5	71%
In-Class Support Algebra	1	1	100%
In-Class Support Applied Algebra A	5	1	20%
In-Class Support Geometry	11	5	45%
In-Class Support Transitional Math	2	0	0%
Math	1	0	0%
Placement	1	0	0%
Resource Developmental Math	1	0	0%
Resource Math	16	1	6%
Transitional Math	1	0	0%

Table 4.2. Highest Level of Language Arts Course Taken 11th Grade	Number Attempted	Number Proficient	Percentage Proficient
AP	1	1	100%
English	25	20	80%
Honors	1	1	100%
In-Class Support Reading	16	7	44%
Placement	1	1	100%
Resource	16	3	19%
Resource Developmental	1	0	0%

Interpretation of Data

This study was designed to determine the present proficiency levels of incoming freshmen students based upon their Grade Eight Proficiency Assessment scores, and track their progress through mathematics and language arts courses taken at Mainland Regional High School throughout their freshmen, sophomore, and junior years. Courses in these content areas were evaluated to see if students with special needs were presented with sufficient information that would empower them to pass the High School Proficiency Assessment test as required by the State of New Jersey. This study also explored the possibility of implementing remediation programs in the areas of mathematics and language arts for those students identified as partially proficient according to their 8th grade GEPA scores. The goal of this project was to remediate the 9th and 10th grade students in order to increase their chances of achieving success on the New Jersey High School Proficiency Assessment.

The data from this study suggested that students with special needs at Mainland Regional High School were deficient in the content area of mathematics. It was reported

that 67% of the students who took the March 2004 HSPA test for math failed to meet the State of New Jersey's minimum proficiency requirement score of 200. This translated to a mere 33% out of the 64-student population who were Proficient or Advanced Proficient in mathematics. Furthermore, research indicated that the special education students' performance in the content area of language arts was only slightly higher than in math. According to the data, only 52% of the population for this study demonstrated proficiency on the language arts portion of the test. This can be equated to nearly one out of every two students who took the HSPA test failed the language arts section.

Based upon the content covered on the New Jersey High School Proficiency Assessment test, students with special needs should have been exposed to and presented with material in at least the following three courses: Applied Algebra A, Applied Algebra B, and Geometry. The research indicated that 36 special education students (44%) had either taken/passed Algebra and Geometry by their junior year. Of the 28 students who took the combination of Algebra/Geometry, 18, or 64%, were found to be proficient on the mathematics portion of the HSPA. This supported the theory that both of these areas were necessary since they were tested on the HSPA. Twenty-eight students, or 56%, of the chosen population, however, were required to either take lower level mathematics courses or were required to repeat a failed course, and were not able to attain the minimum courses of Algebra and Geometry needed to pass the HSPA by grade 11. This was due to factors such as: remediation opportunities, student transfer, significant learning disability preventing passing performance in mathematics calculations, etc. This percentage confirmed the fact that the majority of students who sat for the March 2004 HSPA for mathematics were not adequately prepared or exposed to

the material to earn proficiency on the test. This supported the high percentage of students who failed to meet the State's minimum requirement for passing. Students who were able to complete Algebra I, Geometry, and Advanced Algebra demonstrated greater success on passing the HSPA, as 77% of were proficient.

The results from the focus group questionnaire proved consistent among the participants. The majority of the special education department teaching staff indicated that they felt that the students were adequately prepared for the language arts portion of the HSPA test, since the language arts department utilized the Kaplan HSPA Series for review, preparation, and remediation. This department began its remediation opportunities in September 2003 in order to have prepared its students for the type of material that was tested on the HSPA.

The respondents indicated that special education students enrolled in math courses, however, were not sufficiently prepared for the content material tested on the HSPA. According to the questionnaire responses, math teachers were not notified of the special education students who needed to sit for the March 2004 test until two months prior to the test date. Therefore, these faculty members did not have the opportunity to offer sufficient remediation opportunities or review for preparation purposes prior to the test.

According to the P-20 Coalition's, "Just for the Kids" Multi-Year Summary Chart for Grade 11 Mathematics (Just for the Kids, n.d.) as shown in Figure C15, Mainland Regional High School ranked even with top comparable schools in 2002 for HSPA proficiency and advanced proficiency; was above similar schools in 2003, and fell below the other schools to the 80% proficiency mark in 2004. This figure illustrated a decline in

mathematics scores on the HSPA, which required the State to label the school district as "in need of improvement" in 2004. In addition, the P-20 Coalition's "Just for the Kids" 2004 Opportunity Gap Bar Chart for Grade 11 Mathematics (n.d.) reported that Mainland Regional High School fell 3.1% below the top comparable schools with a 77.6% proficiency level, as compared to 80.7% for other schools, as shown in Figure C16.

The 2004 Top Comparable Schools for Grade 11 Mathematics (see Figure C17) by the P-20 Coalition's "Just for the Kids" listed the top five school districts that were most comparable to Mainland Regional High School. This chart demonstrated that Mainland ranked extremely high with 35.7% of the students earning advanced proficiency on the mathematics section of the March 2004 HSPA test. This calculated to 2.1% below the highest comparable school. Despite the school's high rating for advanced proficiency, Mainland also had the lowest percentage of economically disadvantaged students among the other schools, with only 11.7% (Just for the Kids, n.d.).

Despite the fact that Mainland Regional High School's HSPA scores for language arts were higher than in mathematics, a similar pattern of decline resulted, as shown in the P-20 Coalition's "Just for the Kids" Multi-Year Summary Chart for Grade 11 Language Arts (n.d.) in Figure C18. Once again, the school district's scores were even with top comparable schools in 2002; rose above other schools in 2003, and dropped slightly below in 2004. As evidenced throughout this study, the decline and poor performance on the High School Proficiency Assessment test taken in March 2004 was indicative for the entire school district, as shown in Figures C15 and C16.

The P-20 Coalition's "Just for the Kids" 2004 Opportunity Gap Bar Chart for Grade 11 Language Arts (Just for the Kids, n.d.) reported that Mainland Regional High

School scored only .2% below the top comparable schools with a 90.1% proficiency level, as compared to 90.3% for other schools, as shown in Figure C19. In addition, Mainland scored 3.5% higher with a score of 24.2% on the advanced proficiency level than did students in comparable schools on the language arts section.

The 2004 Top Comparable Schools for Grade 11 Language Arts (see Figure C20) by the P-20 Coalition's "Just for the Kids" listed the top five school districts that were most comparable to Mainland Regional High School. This chart showed that Mainland scored high on the language arts section of the March 2004 HSPA test, as 24.2% were advanced proficient. Once again, however, Mainland was the lowest among the top five comparable scores with a 11.7% for economically disadvantaged students (n.d.).

This study also examined the DFG (District Factor Grouping), which represented a measure of the community's socioeconomic status. The DFG facilitated comparisons to be made with other, similar schools, based upon six established criteria. In order to calculate the DFG for a school, six variables were used: 1) Percent of adults with no high school diploma, 2) Percent of adults with some college education, 3) Occupational status—The type of work a person performs; 4) Unemployment rate —The percent of workers who received unemployment compensation at some point in the previous year; 5) Percent of individuals in poverty, and 6) Median family income (NJDOE, District Factor Groups, n.d.).

The following table listed the corresponding district factor grouping for each of Mainland's three sending districts from the 1990 and 2000 Censuses (Just for the Kids, n.d.). School districts were rated on the following scale: A, B, CD, DE, FG, GH, I, or J, with "J" ratings representing socioeconomic advantage, and "A" ratings indicating socioeconomic disadvantage and poverty.

Table 4.3. District Factor Grouping

Sending District	1990	2000
Linwood	GH	GH
Northfield	FG	DE
Somers Point	CD	CD

According to the district factor groupings of the three sending districts, Mainland was comprised of a broad range of family incomes. Somers Point, with a district factor grouping of CD, was considered the most socially and economically disadvantaged district of the three. The majority of special education students receiving free lunch (75%) hailed from Somers Point (see Table B1). Linwood, on the other hand, was the most affluent and socioeconomically advantaged district.

In addition, students on either free or reduced lunch have experienced greater difficulty in passing the HSPA than did students who were required to pay for lunch. Based upon the data shown in Figure C7, the following categories earned proficiency on the mathematics section of the March 2004 HSPA: 12%-free lunch; 0%-reduced lunch,

and 36%-pay for lunch. Figure C8 showed the following statistics: 38%-free lunch; 0%-reduced lunch, and 57%-pay for lunch achieved proficiency level on the language arts section of the HSPA test. This research correlated to the P-20 Coalition's "Just for the Kids" theory of economic disadvantage, whereby students in a lower income bracket were often more difficult to educate.

Another factor that contributed to the Mainland Regional High School's decline in HSPA test scores in the areas of mathematics and language arts was out-of-district placement. The student data collected revealed that four students out of the 64-student population used for the study were placed out-of-district. Of the four students, three, or 75%, were from Somers Point. Two of the students were placed into a drug rehabilitation center and two were placed in correctional facilities. All four of these cases were court or state agency appointed. The decision to remove these students from the school was that of the court. Although these students continued to receive an education that was funded by the school, they did not receive the caliber of education that they would have received if they had remained in school. The research also showed that of the four cases, 25% were proficient in mathematics, while 50% were proficient in the language arts section of the March 2004 HSPA. The fact that 75% of the students sent out-of-district were from Somers Point, supported the theory that students who came from families and areas that were considered to be socioeconomically disadvantaged were more difficult to educate, since they lacked financial, social, and economic support.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, AND FURTHER STUDY

Conclusions

After conducting this study and analyzing the research, it was not possible to definitively conclude that students who were partially proficient on the Grade Eight Proficiency Assessment test as incoming freshmen also scored as partially proficient on the High School Proficiency Assessment test. This was due to the fact that 17 of 64 students', or 27%, GEPA scores needed for this comparative study were not available. Therefore, the progression comparison from eighth grade to eleventh grade was unable to be completed. Since such a large number of students' records were not filed in their appropriate, individual files, it was recommended that all standardized test scores should be kept in one universal location, such as the Guidance Department. There, the necessary parties could easily access the files. In addition, guidance counselors could utilize this information to assist with future course selections for students.

In reviewing the data collected from administrators, department supervisors, the Guidance Department, and individual student records, it was concluded that 67% of students with special needs who sat for the March 2004 HSPA test were partially proficient on the mathematics section. This is consistent with the results of the overall school, as math scores have dropped, which required the State of New Jersey to classify Mainland Regional High School as a "in need of improvement" school district. In addition, through the analysis of the highest level of mathematics course achieved by the

eleventh grade, it was discovered that 0% of students enrolled in Applied Algebra A and/or B were proficient on the mathematics section of the HSPA test. This suggested that the curriculum offered in the Applied Algebra courses was not aligned with the material tested on the HSPA math test, since no student passed the math section who took these courses.

Through the focus group questionnaire responses, it was determined that the language arts department had implemented a remediation program that was initiated in September 2003. This program provided all students (regular and special education) with additional review in the cluster content areas in which they were not proficient. The mathematics department offered remediation opportunities and additional tutoring during study hall periods throughout the school year to regular education students, but did little to address the special education students. After-school remediation and tutoring in math began one month prior to the March 2004. This started when the Child Study Team Director and Supervisor of Special Education realized the severity of the math scores of students with special needs and the fact that the Math Department Supervisor had implemented little to no remediation opportunities for them. The Child Study Team Director then took the initiative to offer after-school tutoring sessions to students on a volunteer basis.

Implications

The Interstate School Leaders Licensure Consortium (ISLLC) Standards were designed to recommend practices for educational leaders. These six standards focused on the areas of knowledge, dispositions, and performances. The conceptual framework, design of the study, research findings, and conclusions and implications all related

directly to these ISLLC Standards. In the following paragraphs, the ISLLC Standard and specific area of focus were outlined. In addition, a brief explanation of the relationship between the ISLLC Standard and the objective and goals of this study were provided.

ISLLC Standard 1 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by facilitating the development, articulation, implementation and stewardship of a vision that was shared and communicated by the school community. In this research study, the district promoted high expectations for all students through its mission, collaboration with staff in evaluating, planning, and effectively implementing new initiatives, and through performance assessments and revisions when required. This was accomplished in two areas: 1) through the Kaplan Series year-long remediation provided to students by the language arts department that was integrated into the curriculum, and 2) through the after-school tutoring program for mathematics offered by the special education department during the month of February 2004. In addition, several members of the special education department and Child Study Team, as well as the intern, formed the HSPA Committee at Mainland Regional High School. The purpose of this committee was to evaluate the S-Test scores of students with special needs to determine the breakdown by cluster in the content areas of mathematics and language arts. This information was then provided to the Special Education Department and regular education language arts and mathematics teachers to apprise them of the specific content areas that needed reinforcement.

ISLLC Standard 2 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by advocating, nurturing and

sustaining a school culture and instructional program conducive to student learning and staff professional growth. The district promoted high expectations and success for all students through the implementation of the Kaplan Series for review and enrichment to prepare the students for the language arts section of the HSPA. These programs were designed to meet the needs of the students and provided them with testing strategies aimed at improving their chances of success and achievement on the HSPA. Certified special education teachers in the areas of mathematics and language arts presented and taught the tutoring sessions. Students were divided into small group settings, with a maximum of five to seven students per group. The assigned groups were also hand-selected in order to promote familiarity and positive personality combinations between teacher and student. In addition, the after-school math tutoring program solicited 24 students on a volunteer basis. They were offered pizza and soda during their hour of math remediation that met two times per week in the school library. This promoted a relaxed and non-stigmatizing atmosphere that was conducive to student learning. In addition, the faculty tutors reinforced their support and encouragement throughout the sessions.

ISLLC Standard 3 was applied, which stated that a school administrator was an educational leader who promoted the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. In this study, exhaustive research was conducted in an effort to analyze the results of the March 2004 HSPA test, as well as evaluate the school's current remediation opportunities, and to recommend additional programs to help improve standardized test scores. The district promoted high expectations and safety for its students by providing language arts remediation that was incorporated into the curriculum. In addition,

mathematics tutoring was offered to students using the library, which is a safe and central location for students to meet. The Director of the Child Study Team and Special Education Department served as a constant advocate for her students with special needs and solicited the Board of Education for additional funding to sponsor the refreshments that were served, in addition to the stipends paid to the after-school faculty tutors.

Further Study

The findings from this research study provoke several questions and recommendations for improvement in the future. First, the question as to why students with special needs were not offered or provided with remediation opportunities in the area of mathematics was raised, considering the fact that 67% of them failed to meet the State of New Jersey's minimum standards for proficiency. These students should have been the first to be addressed for tutoring or to receive in-class supplemental review.

The area of mathematics has experienced the greatest decline in HSPA test scores over the past two years at Mainland Regional High School. In 2003, 60% of the overall school was proficient in math. However, in 2004, that percentage plummeted to a mere 35.9% of students who were proficient (NJDOE, 2003-2004 MRHS Report Card, n.d.). Since mathematics was the area in which the entire school scored the lowest, drastic measures need to be taken to improve HSPA scores in the future. One suggestion that was offered in the completed HSPA Remediation Questionnaire was for the mathematics department to implement the Kaplan Series for math into the curriculum. The language arts department presently utilizes the Kaplan Series and has experienced success in using it in preparation for the HSPA test, as 60.5% of the overall school was proficient on the language arts section of the HSPA test in 2004. This number also incorporated 54% of

the special education students who took the language arts section of the test and were proficient (52%) or advanced proficient (2%).

A second teacher recommendation was for the mathematics and language arts department supervisors to compile the results of the S-Test, which is taken by all sophomores, and distribute the results to faculty members in both of these content areas. The S-Test is a pre-test for the HSPA, where the results serve as an early warning indicator and measure of student performance. If teachers received a compilation and breakdown of the results by content cluster areas, they would be cognizant of which students were partially proficient as 10^{th} graders, and specifically which areas/clusters needed attention for those individual students.

A third suggestion for improvement of remediation in the content area of mathematics was to introduce HSPA style problems as an integral component of the curriculum on a regular, if not daily, basis. This way, the students could be inundated with the format and style of questions that they would encounter on the actual standardized test. This type of course would strictly teach to the test.

Another area that should be addressed for further study is students who come from socioeconomically disadvantaged families or sending districts. According to the data collected, 45% of the students with special needs who sat for the March 2004 HSPA test were from Somers Point. Somers Point was the sending district with the lowest district factor grouping of CD. In addition, the research confirmed that the Somers Point students earned the lowest scores on both the mathematics (17% proficient) and the language arts (38% proficient) sections of the HSPA test. It has been suggested that students who are considered to be socioeconomically disadvantaged are more difficult to

educate, which these statistics support. Perhaps an evaluation of top comparable schools offered by the P-20 Coalition's "Just for the Kids" would offer some insight into what schools that are experiencing greater success on standardized tests are doing.

An additional area that needs to be evaluated is the implementation of a new mathematics course, Integrated Math, and the elimination of the Transition Mathematics course for the 2004-2005 school year. This Integrated Math course replaced both Applied Algebra A and B and combined two years of algebra into a single academic school year. It incorporated "basic math skills with higher order of thinking processes. Students will learn and understand both basic algebraic operations and complex problem-solving skills" (MRHS, Program of Studies, 2004-2005). This course met with teacher resistance since it created a greater learning gap in the level of difficulty in moving from this course to the next level of Geometry. In the past, students had two years of Applied Algebra (A and B) before advancing to Geometry. With the implementation of Integrated Math, that middle step has been eliminated. Through this decision, the administration failed to consider the possible effects associated with the termination of the second year course, especially for students with special needs who may require a second year of reinforcement of learned concepts at a slower pace.

The second change that took place was the elimination of the Transition Mathematics course altogether. This course "was designed to immediately proceed first-year algebra. Its content and exercises are carefully sequenced and designed as a preparation for algebra and geometry (MRHS, Program of Studies, 2003-2004). Through the removal of this course from the mathematics curriculum, the administration did not take into account the pace at which students with special needs learn. Students who need

additional reinforcement as a prerequisite to Algebra no longer have this option. It is recommended that the long-term effects of this change, in addition to the implementation of Integrated Math, be evaluated for both regular education and special education students to determine if transitional courses should be reinstated into the mathematics curriculum.

The final area of this study targets remediation. The research from this study suggested that remediation opportunities for both regular education and special education students at Mainland Regional High School are necessary to improve HSPA scores. According to Linda Perlstein of *The Washington*, schools that failed the HSPA did so because of special education students. "The testing requirements of the federal No Child Left Behind Act are designed so that even if a school's population does well overall, problems in smaller groups won't be masked" (2004). Perlstein's statement is indicative for Mainland Regional High School since 67% of students with special needs failed to meet the State of New Jersey's proficiency requirement for the HSPA, thus lowering the overall school's proficiency percentage.

In a review of relevant literature, the intern discovered that New Jersey Commissioner of Education, William Librera, and the Department of Education plan to implement a summer pilot program. This program will offer students who have not passed the High School Proficiency Assessment Test during their junior year, the opportunity to receive five weeks of intensive instruction and then retake the HSPA again in late August (NJDOE, Librera, 2004). This initiative by Commissioner Librera and the New Jersey Department of Education illustrates the urgency of remediating students in

order for high schools to comply with the No Child Left Behind Act. The summer pilot program recommended is one of several remediation options that many high schools are considering.

Based upon the research from this study and from focus group responses on the HSPA Remediation Questionnaire, Mainland Regional High School needs to explore the possibility of implementing a remediation program to students who are partially proficient in the areas of mathematics and language arts. Several options regarding the actual implementation of such a bridging program exist. First, a bridging program could be offered in the summer and would be mandatory for all incoming freshmen who scored as partially proficient on the Grade Eight Proficiency Assessment test. The summer bridge could either offer credits to students who successfully complete the program, or simply make it a mandatory requirement if GEPA proficiency was not attained. The earning of credits could be an incentive or reward for students upon successful completion of the program. Another option would be to offer after-school tutoring sessions for the entire school year. A third option would be to provide tutoring to students during their study hall periods. This tutoring could be performed by either teachers or by utilizing peer mentors/tutors, such as honors students or those in the National Honor Society.

One such school that has already implemented a summer bridging program is Cape May County Technical High School in Cape May Court House, New Jersey. According to Cape May's Summer Bridging Program Guidelines (2004 & 2005), the program was implemented in the summer of 2003. The program targets all full-time,

9th grade students who were accepted into Cape May County Technical High School. According to the guidelines, the Summer Bridging Program is mandatory for any student who is accepted into the school and either scored as partially proficient or scored poorly on the Grade Eight Proficiency Assessment test. Since some of the school's sending districts do not use the GEPA test, then the Iowa Test of Basic Skills, taken at the eighth grade level, was used instead.

Since this is a mandatory program at Cape May County Technical High School, students who fail to attend have three options: 1) revocation of acceptance into the school, 2) mandatory tutoring from a certified tutor or teacher, or 3) attendance at the Sylvan Learning Center.

The school's bridging program is a three-week course offered during the summer. Its purpose is to provide a support aid and reinforcement strategies for those students who have limited or partial proficiency in the areas of mathematics and language arts. The program includes the following four areas: language arts literacy, mathematics, writing skills, and study skills. At the conclusion of the three-week program, students are given an exit exam to determine if improvement was made. In addition to the mandatory attendance during the summer, students enrolled in the bridging program are also required to attend after-school tutoring sessions during the first marking period. At the end of this marking period, students are assessed by their performance on their school report cards (Cape May County Technical High School, 2004 & 2005).

Programs such as the Summer Bridging Program implemented at Cape May County Technical High School are becoming more common as pressure from the State to

perform and achieve proficiency on the New Jersey High School Proficiency Assessment test grows more intense with each passing year. Cape May's bridging program is an innovative and structured initiative. This type of program should be observed, evaluated, and considered by the administration at Mainland Regional High School as a potential model for this school district in the future.

Mainland Regional High School has always prided itself as an academic school due largely to its emphasis and focus on rigorous and challenging coursework. In 1997-1998, it was selected as a National Blue Ribbon School of Excellence by the United States Department of Education. In addition, it was ranked in the top 1% of high schools in the nation. With this type of reputation, the school needs to take immediate measures to address the ever-growing crisis of partially proficient test scores on the New Jersey High School Proficiency Assessment test. Based upon the results of the March 2004 test, Mainland was labeled as "in need of improvement." It is the responsibility of the Board of Education and Administration of the school district to implement innovative and aggressive remediation programs that will "challenge all students to reach their maximum potential" (Kunz, n.d.). The school can no longer rely on mere tutoring opportunities to raise student test scores, especially in the area of mathematics where only 35.9% of the students were proficient in 2004.

Mainland Regional High School is extremely selective in making hiring decisions and is able to attract highly qualified educators. With attainable goals and objectives for remediation programs, the faculty, administration, parents, and community can work together to improve standardized test scores and return Mainland Regional High School once again to an academic school of excellence.

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APPENDIX A

INSTRUMENTATION

Figure 1

HSPA IMPLICATIONS FOR REMEDIATION
QUESTIONNAIRE

1. Did you believe that special education students were adequately prepared for the HSPA in the mathematics classes in which they were enrolled? Explain.

2. Did you believe that special education students were adequately prepared for the HSPA in the language arts classes in which they were enrolled? Explain.

3. What was the minimum/lowest level of mathematics course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA?

4. What was the minimum/lowest level of language arts course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA?

5. What suggestions do you have for improvement or remediation in the future?

Figure 2

HSPA IMPLICATIONS FOR REMEDIATION
QUESTIONNAIRE RESPONSES

1. Did you believe that special education students were adequately prepared for the HSPA in the mathematics classes in which they were enrolled? Explain.

- It depends on which math courses the S.E. students have taken. If they've only taken R.R. math classes, they were probably not adequately prepared.
- I do not teach any math classes, but I do know that the prep. course offered after-school was a great addition; very beneficial.
- Generally no. They were exposed to the HSPA content in a fundamental way. The problems in the HSPA were too sophisticated for many students.
- It depends on the level of the class and student. Some students with low math scores (based on standard. tests) will never be adequately prepared, yet can pass regular ed. math due to study skills (HW completion, good notebook, etc.).
- Special education students did very poorly on the mathematics section of the HSPA. It is very concerning that for the section which needed the most attention and remediation, we did the least.
- I am not a math teacher, however, I believe the students who participated in the after-school remedial help found it beneficial.

2. Did you believe that special education students were adequately prepared for the HSPA in the language arts classes in which they were enrolled? Explain.

- Same as above.
- The English classes for juniors prepared the students by doing the Kaplan HSPA Series.
- Yes, I believe that they were adequately prepared for the HSPA.
- Unknown.
- The Language Arts Department began its HSPA remediation in the onset of September. Cluster area scores from the S-Test were used to determine the specific areas that required additional remediation opportunities. In addition, this department utilized the Kaplan Series to incorporate HSPA language arts review into its daily lessons.

3. What was the minimum/lowest level of mathematics course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA?

- Not sure. The State of NJ Department of Education could probably tell us that.
- I am now aware of this because I do not teach in the Math Department.
- At present, Math III, which should include Algebra and Geometry.
- In "Pre-Alg.", we've started using CPM curriculum which will definitely help prepare our students because it's a spiral curriculum. Next year this same curriculum will be used in Alg. I, too.
- Geometry and Advanced Algebra, since many of the skills and concepts assessed on the HSPA are incorporated into these courses.

4. What was the minimum/lowest level of language arts course that a student with special needs should have completed in order to be presented with the material assessed on the HSPA?

- Same as above.
- Academic, Transitional, Honors, etc. Junior level English class - A resource room setting could be applicable as long as the HSPA preparation is part of the curriculum.
- Unknown.
- 11th Grade Academic English, since this course encompasses the needed skills and practice required for the HSPA.

5. What suggestions do you have for improvement or remediation in the future?

- Informing the English and Math teachers of their students' scores on the prep. test taken their sophomore year, so these teachers have the areas of need to work on with each individual student. The Math Department should invest into a HSPA prep. curriculum to supplement their current curriculum.
- Beginning in 9th grade (Math I), introduce HSPA style problems as part of the curriculum on a regular basis. HSPA prep. materials (like Kaplan) should be integrated actively into the lessons presented.
- I absolutely feel that the test is an unrealistic measure. It is very difficult, in both wording and content, as an accurate measure of high school proficiency, especially for our special education population.
- Summer packets so that parents can become involved in their child's progress. In addition, before, during, or after-school tutoring should be offered. Research other schools who are meeting with success. Why re-invent the wheel?
- Earlier planning and organization. Other than that, I believe the teachers, administrators, and staff worked very hard to make the process run smoothly.

APPENDIX B

TABLES

Table 1

MAINLAND REGIONAL HIGH SCHOOL SPECIAL EDUCATION DEPARTMENT
STUDENT DEMOGRAPHICS AND MATHEMATICS AND LANGUAGE ARTS COURSES TAKEN
2002-2004

CI=Communication Impaired
Cog. Impair=Cognitively Impaired
ED=Emotionally Disturbed
MD=Multiply Disabled
OHI=Other Health Impaired
SLD=Specific Learning Disability

MATHEMATICS
R = Resource Center
ICS = In-Class Support

LANGUAGE ARTS
R = Resource Center
ICS = In-Class Support

STUDENT NAME	M or F	RACE	CLASS.	SENDING DISTRICT	FREE/ REDUC. LUNCH	HSPA MATH SCORE	9th	GRADE	10th	GRADE	11th	GRADE	HSPA L.A. SCORE	9th	GRADE	10th	GRADE	11th	GRADE
J.Ba.	M	Hispanic	CI	Northfield	Free	162	Math	80	Math	80	ICS Math	83	186	Eng.	80	Eng.	88	R	86
J.Bi.	F	Caucasian	SLD	Linwood		184	App. Alg. A	82	App. Alg. B	70	ICS Geomet.	75	228	Eng.	77	Eng.	75	ICS	80
J.Br.	M	Caucasian	SLD	Somers Point		184	R Math	88	R Math	95	R Math	94	186	ICS	80	ICS	71	R	61
B.B.	M	African Am	SLD	Somers Point		152	R Math	85	R Math	96	R Math	91	151	R	76	R	74	R	72
A.C.	M	Hispanic	SLD	Northfield	Free	216	ICS App Alg A	76	ICS App Alg B	82	ICS Geomet.	77	212	ICS	79	ICS	78	ICS & Read	80
G.C.	F	Caucasian	SLD	Somers Point		188	ICS App Alg A	80	ICS App Alg B	83	ICS Geomet.	72	203	Eng.	82	Eng.	78	Eng.	82
R.C.	M	Caucasian	SLD	Linwood		212	ICS Algebra I	85	ICS Geometry	82	ICS Ad. Alg.	75	218	ICS	94	ICS	89	ICS	77
J.Co.	M	Caucasian	SLD	Northfield		209	ICS Algebra I	69	ICS Geometry	75	Adv. Alg.	85	212	ICS	94	ICS	89	ICS	91
V.C.	F	Caucasian	SLD	Somers Point		173	ICS App Alg A	73	ICS App Alg B	74	ICS Geomet.	74	212	Eng.	86	Eng.	78	Eng.	82
A.C.	F	Caucasian	OHI	Linwood		160	R Math	80	Math	80	R Math	81	188	R	72	Eng.	88	R	79
J.Cu.	M	Caucasian	SLD	Somers Point		180	ICS App Alg A	65	Trans. Math	86	App. Alg. A	86	188	ICS	67	ICS	80	ICS	69
Z.C.	M	Caucasian	SLD/ED	Somers Point		164	R Math	82	R Math	91	R Math	88	175	R	82	R	85	R	86
E.D.	F	African Am	SLD/ED	Somers Point	Free	169	ICS App Alg A	88	ICS App Alg B	79	ICS Geomet.	73	186	ICS	82	ICS	86	R	86
R.Da.	M	Caucasian	SLD	Northfield		212	ICS Geometry	76	Adv. Algebra	75	FST	71	216	ICS	86	ICS	88	Eng.	71
B.D.	M	Caucasian	SLD	Linwood		180	R Math	92	R Math	95	R Math	93	180	R	88	R	85	R	94
D.D.	F	Caucasian	Cog. Impair.	Northfield		173	R Math	68	R Math	68	R Dev. Math	77	124	R	60	R	76	R	79
C.D.	M	Caucasian	Cog. Impair.	Northfield		APA	R Devel. Math	90	R Devel. Math	91	R Dev. Math	93	APA	R Dv.	96	R Dv.	85	R Dv.	94
K.D.	M	Caucasian	SLD	Linwood		166	R Math	90	R Math	96	R Math	86	122	R	85	R	87	ICS	68
R.Du.	M	Caucasian	SLD	Linwood		212	ICS Algebra I	84	ICS Geometry	82	ICS Ad. Alg.	85	226	Eng.	88	Eng.	92	Eng.	91
L.F.	F	Caucasian	ED	Somers Point	Free	149	R Math	69	R Math	75	R Math	73	209	R	75	R	78	R	75
C.F.	M	Caucasian	SLD	Northfield		265	Hon. Geometry	80	Adv. Algebra	79	FST	82	250	Eng.	86	Eng.	84	Eng.	90

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STUDENT NAME	M or F	RACE	CLASS.	SENDING DISTRICT	FREE/ REDUC. LUNCH	HSPA MATH SCORE	9th	GRADE	10th	GRADE	11th	GRADE	HSPA L.A. SCORE	9th	GRADE	10th	GRADE	11th	GRADE
B.F.	M	Caucasian	SLD	Northfield		201	ICS App Alg A	71	ICS App Alg B	73	ICS Geomet.	69	212	ICS	82	ICS	77	ICS	76
I.F.	M	Caucasian	SLD	Linwood		223	ICS Tran. Math	87	ICS Algebra I	83	ICS Geomet.	82	245	Eng.	88	Eng.	83	Eng.	91
A.F.	F	Caucasian	SLD	Linwood		169	V-Tch Ap Math	87	R Math	96	R Math	98	218	Eng.	81	Eng.	93	Eng.	78
D.G.	M	Caucasian	SLD/ED	Linwood		238	ICS App Alg A	52	ICS App Alg A	88	R Math	78	190	ICS	69	R	83	ICS	76
N.G.	M	Caucasian	SLD	Somers Point		188	App. Math I	95	App. Math II	93	App. Math I	85	180	ICS	78	ICS	78	ICS	83
A.G.	M	Caucasian	Cog. Impair.	Northfield		APA	R Devel. Math	87	R Devel. Math	85	R Dev. Math	88	APA	R Dv.	84	R Dv.	84	R Dv.	80
T.G.	F	African Am	CI	Linwood		166	Trans. Math	89	ICS Algebra I	77	ICS Geomet.	71	218	Eng.	87	Eng.	84	Eng.	88
A.G.	M	Caucasian	SLD	Northfield		234	ICS App Alg A	78	ICS App Alg B	82	ICS Geomet.	78	209	ICS	89	Eng.	83	Eng.	73
W.H.	M	Caucasian	ED	Linwood		203	Geometry	88	Adv. Algebra	71	Acad. Review	85	224	Eng.	90	Eng.	87	Eng.	77
J.Han.	M	African Am	Cog. Impair.	Somers Point		159	ICS App Alg A	75	ICS App Alg B	68	ICS Trn Math	76	173	ICS	81	ICS	71	ICS	70
J.Har.	F	African Am	SLD/ED	Somers Point	Free	166	R Math	73	R Math	87	R Math	70	141	ICS	76	R	82	R	81
A.H.	M	Caucasian	SLD/ED	Linwood		169	R Math	85	R Math	79	R Math	81	129	R	74	R	82	R	83
N.H.	M	Caucasian	SLD	Somers Point		205	Algebra I	71	ICS Geometry	76	ICS Ad. Alg.	79	209	ICS	91	Eng.	83	Eng.	84
A.L.	M	Caucasian	SLD	Linwood		232	Algebra I	89	Geometry	91	Adv. Alg.	84	214	Eng.	92	Honor	81	Honor	84
T.L.	M	Caucasian	SLD	Linwood		178	Algebra I	86	ICS Geometry	89	ICS Ad. Alg.	90	245	Eng.	90	Honor	89	AP	87
S.Mc.	M	African Am	SLD	Somers Point	Free	149	ICS Algebra I	70	ICS Geometry	75	ICS Ad. Alg.	78	188	ICS	80	Eng.	80	ICS	78
M.M.	M	Caucasian	SLD	Somers Point		169	App. Math I	88	App. Math II	74	R Math	93	156	R	80	R	74	R	76
D.M.	M	Hispanic	SLD/ED	Somers Point		167	ICS Tran. Math	77	R Math	77	R Math	88	190	ICS	80	R	80	R	83
K.Ne.	M	Caucasian	SLD	Northfield		195	Geometry	74	Acad. Review	82	Adv. Alg.	76	205	Eng.	79	Eng.	84	Eng.	77
M.N.	F	Caucasian	SLD/ED	Northfield		189	Algebra I	79	Geometry	68	R Math	83	212	Eng.	79	Eng.	70	Eng.	68
K.No.	M	Caucasian	SLD	Somers Point		169	R Math	85	ICS Trans Math	75	ICS Ap Alg A	78	161	ICS	81	ICS	84	ICS	88

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STUDENT NAME	M or F	RACE	CLASS.	SENDING DISTRICT	FREE/ REDUC. LUNCH	HSPA MATH SCORE	9th	GRADE	10th	GRADE	11th	GRADE	HSPA L.A. SCORE	9th	GRADE	10th	GRADE	11th	GRADE
R.P.	M	African Am	SLD/ED	Somers Point		149	Math	88	Math	88	Trans. Math	75	151	Eng.	80	Eng.	80	Eng.	73
L.P.	M	Caucasian	SLD/ED	Somers Point		142	Math	84	Math	85	Math	78	144	Eng.	85	Eng.	88	R Dv. Read	74
C.R.	M	Caucasian	SLD	Linwood		159	R Math	91	R Math	83	R Math	89	207	R	84	R	82	R	77
R.R.	M	Caucasian	ED	Somers Point		178	Placement		R Math	95	Placement	N/A	200	Place	N/A	R	87	Place	N/A
S.R.	M	Caucasian	ED	Somers Point		177	Algebra I	72	Geometry	62	Geometry	81	203	Eng.	74	Eng.	79	Eng.	60
D.S.	M	Caucasian	SLD	Linwood		257	Algebra I	67	Algebra I	78	Geometry	77	220	ICS	77	Eng.	91	Eng.	83
T.S.	M	Caucasian	CI	Linwood		169	Trans. Math	79	Basic Math	80	ICS Ap Alg A	78	190	Eng.	75	ICS	84	ICS	79
S.S.	F	Caucasian	ED	Northfield		209	Algebra I	94	Geometry Hon.	81	ICS Ad. Alg.	92	239	Eng.	96	Eng.	97	Eng.	91
J.S.	F	Caucasian	SLD/ED	Somers Point		227	Geometry	70	Geometry	72	ICS Ad. Alg.	74	224	Eng.	79	Lit.	80	Eng.	79
E.Sta.	M	Caucasian	SLD	Linwood		184	R Math	91	ICS App Alg A	58	ICS Ap Alg A	77	188	ICS	79	ICS	74	ICS	79
E.Ste.	M	Caucasian	SLD	Somers Point		212	App. Alg. A	93	App. Alg. B	94	Geometry	74	154	ICS	91	Eng.	88	Eng.	73
R.S.	M	Caucasian	SLD	Somers Point		205	ICS Tran. Math	93	ICS Algebra I	88	ICS Geomet.	84	211	ICS	86	ICS	91	ICS	90
C.S.	M	Caucasian	SLD	Somers Point		192	Algebra I	67	Algebra I	72	Geometry	67	177	Lit.	72	Eng.	72	Eng.	67
R.T.	M	African Am	SLD	Somers Point	Free	159	Math	84	ICS Trans Math	81	ICS Ap Alg A	80	216	Eng.	83	ICS	79	ICS	82
J.T.	M	Caucasian	SLD/CI	Northfield	Reduced	APA	R Devel. Math	93	R Devel. Math	77	R Dev. Math	76	APA	R Dv.	82	R Dv.	77	R Dv.	71
J.Wag.	F	Caucasian	SLD/ED	Somers Point		166	R Math	85	R Math	90	R Math	92	218	R	85	R	94	R	93
Z.W.	M	Caucasian	SLD/ED	Northfield		177	Trans. Math	85	App. Alg. A	60	App. Alg. A	78	182	Eng.	87	Eng.	76	Eng.	76
J.Wah	F	African Am	SLD	Somers Point	Free	155	R Math	82	Basic Math	88	ICS Trn Math	82	113	R	78	R	81	R	76
I.W.	M	Caucasian	ED	Linwood		171	App. Alg. A	86	Basic Math	96	App. Alg. B	80	203	Eng.	82	Eng.	85	Eng.	79
J.We.	M	Caucasian	ED	Somers Point		229	Algebra I	44	App. Alg. A	88	ICS Ap Alg A	77	230	Eng.	56	Eng.	96	Eng.	89
M.W.	M	Caucasian	ED	Somers Point		193	Algebra I	61	Algebra I	94	ICS Geomet.	55	197	Eng.	69	Eng.	96	Eng.	56
S.W.	M	Caucasian	SLD/OHI	Linwood		220	Geometry	55	Geometry	73	ICS Algebra	75	216	Eng.	72	Eng.	77	Eng.	70

Table 2

MAINLAND REGIONAL HIGH SCHOOL SPECIAL EDUCATION DEPARTMENT
COMPARISON OF GEPA & HSPA CONTENT AREA SCORES FOR MATHEMATICS AND LANGUAGE ARTS
GEPA TEST MARCH 2001 AND HSPA TEST MARCH 2004

STUDENT NAME			J.Ba.	J.Ba.	J.Bi.	J.Bi.	J.Br.	J.Br.	B.B.	B.B.	A.C.	A.C.	G.C.	G.C.	R.C.	R.C.	J.Co.	J.Co.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18		9.0		10.0		7.0		6.0	7.0	10.0		12.0	10.0	10.5	7.0	10.0
Reading	36	36		15.5		25.0		17.5		11.0	17.5	21.0		16.5	18.5	22.0	25.0	21.0
Interpreting Text	12	9		3.0		8.0		5.0		2.0	7.0	7.0		6.0	9.0	6.0	11.0	7.0
Analyzing/Critiquing Text	24	27		12.5		17.0		12.5		9.0	10.5	14.0		10.5	9.5	16.0	14.0	14.0
Lang. Arts Content Area Score			**N/A**	**186**	**214**	**228**	**167**	**186**	**N/A**	**151**	**184**	**212**	**198**	**203**	**196**	**218**	**208**	**212**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10		4.0		4.0		4.0		2.0	3.0	7.0		4.0	4.5	5.0	3.0	4.5
Spacial Sense & Geometry	12	11		2.0		5.0		2.0		1.0	5.0	4.0		2.0	6.0	5.0	7.0	4.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12		3.0		2.0		4.0		2.0	1.5	7.0		6.0	4.5	5.0	2.5	6.0
Patterns, Functions & Algebra	12	14		1.0		5.0		6.0		2.0	5.0	6.5		5.0	10.0	8.5	3.0	8.0
Knowledge	48	47		10.0		16.0		16.0		7.0	14.5	24.5		17.0	25.0	23.5	15.5	22.5
Problem-Solving Skills	26	31		6.0		8.0		8.0		3.0	10.5	16.5		11.0	10.0	12.0	7.5	14.5
Math Content Area Score			**N/A**	**162**	**193**	**184**	**153**	**184**	**N/A**	**152**	**176**	**216**	**175**	**188**	**206**	**212**	**179**	**209**
SCIENCE:																		
Life Science	19	N/A									6.0				13.5		12.0	
Physical Science	19	N/A									7.0				10.5		10.0	
Earth Science	16	N/A									11.5				14.0		10.0	
Cognitive Skills	27	N/A									13.5				21.5		12.0	
Process Skills	27	N/A									11.0				16.5		20.0	
Science Content Area Score			**N/A**		**197**		**207**		**N/A**		**204**		**172**		**242**		**225**	

STUDENT NAME			V.C.	V.C.	A.C.	A.C.	J.Cu.	J.Cu.	Z.C.	Z.C.	E.D.	E.D.	R.Da.	R.Da.	B.D.	B.D.	D.D.	D.D.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18		14.0		9.0		9.0		6.0		9.0	10.0	11.0		6.0		6.0
Reading	36	36		17.0		16.0		16.0		16.0		15.5	18.5	21.0		14.5		5.5
Interpreting Text	12	9		4.0		5.0		5.0		4.0		4.0	9.0	6.0		5.0		3.0
Analyzing/Critiquing Text	24	27		13.0		11.0		11.0		12.0		11.5	9.5	15.0		9.5		2.5
Lang. Arts Content Area Score			**194**	**212**	**228**	**188**	**186**	**188**	**145**	**175**	**170**	**186**	**196**	**216**	**146**	**180**	**N/A**	**124**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10		3.0		1.0		4.0		5.0		5.0	7.5	6.0		5.0		3.0
Spacial Sense & Geometry	12	11		4.0		3.0		3.0		1.0		3.0	5.0	5.0		2.0		1.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12		3.0		2.0		4.0		1.0		2.0	4.0	3.0		4.0		4.0
Patterns, Functions & Algebra	12	14		3.0		3.5		4.0		3.5		2.0	2.0	9.5		4.0		5.0
Knowledge	48	47		13.0		9.5		15.0		10.5		12.0	18.5	23.5		15.0		13.0
Problem-Solving Skills	26	31		5.0		6.5		8.0		5.5		7.0	7.5	15.0		10.0		7.0
Math Content Area Score			**166**	**173**	**209**	**160**	**181**	**180**	**164**	**164**	**181**	**169**	**188**	**212**	**176**	**180**	**N/A**	**173**
SCIENCE:																		
Life Science	19	N/A											12.0					
Physical Science	19	N/A											11.0					
Earth Science	16	N/A											9.5					
Cognitive Skills	27	N/A											15.5					
Process Skills	27	N/A											17.0					
Science Content Area Score			**191**		**198**		**N/A**		**189**		**205**		**227**		**225**		**N/A**	

STUDENT NAME			C.D.	C.D.	K.D.	K.D.	R.Du.	R.Du.	L.F.	L.F.	C.F.	C.F.	B.F.	B.F.	I.F.	I.F.	A.F.	A.F.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18				6.0	10.5	11.0		7.0	12.0	12.0	7.0	9.5	13.5	13.0	7.0	10.0
Reading	36	36				5.0	23.5	23.5		23.0	23.0	28.5	20.5	21.5	26.5	26.5	21.0	22.5
Interpreting Text	12	9				2.0	12.0	8.0		7.0	11.0	9.0	11.0	6.0	12.0	8.0	10.0	5.0
Analyzing/Critiquing Text	24	27				3.0	11.5	15.5		16.0	12.0	19.5	9.5	15.5	14.5	18.5	11.0	17.5
Lang. Arts Content Area Score			**V4**	**APA**	**N/A**	**122**	**214**	**226**	**201**	**209**	**218**	**250**	**193**	**212**	**235**	**245**	**194**	**218**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10				4.0	6.0	7.0		2.0	10.5	10.0	4.0	3.0	8.0	6.0	3.0	4.0
Spacial Sense & Geometry	12	11				2.0	5.0	5.0		0.0	12.0	8.0	5.0	5.0	2.0	4.0	1.0	1.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12				4.0	5.0	6.0		3.0	12.0	10.0	6.5	7.0	3.0	8.0	4.0	3.0
Patterns, Functions & Algebra	12	14				1.0	7.0	5.5		1.0	10.0	14.5	3.0	5.5	4.0	8.5	2.0	4.0
Knowledge	48	47				11.0	23.0	23.5		6.0	44.5	42.0	18.5	20.5	17.0	26.5	10.0	12.0
Problem-Solving Skills	26	31				7.0	8.0	14.0		4.0	24.5	26.0	7.5	13.0	9.0	18.5	7.0	6.0
Math Content Area Score			**V4**	**APA**	**N/A**	**166**	**200**	**212**	**185**	**149**	**271**	**265**	**188**	**201**	**183**	**223**	**164**	**169**
SCIENCE:																		
Life Science	19	N/A					17.0				17.5		14.0		8.0		7.0	
Physical Science	19	N/A					17.0				16.0		12.0		9.0		5.0	
Earth Science	16	N/A					12.5				12.0		11.0		7.5		4.0	
Cognitive Skills	27	N/A					23.5				23.5		19.0		11.5		7.0	
Process Skills	27	N/A					23.0				22.0		18.0		13.0		9.0	
Science Content Area Score			**V4**	**APA**	**N/A**		**266**		**200**		**263**		**239**		**204**		**178**	

STUDENT NAME			D.G.	D.G.	N.G.	N.G.	A.G.	A.G.	T.G.	T.G.	A.G.	A.G.	W.H.	W.H.	J.Han.	J.Han.	J.Har.	J.Har.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18		10.0		9.0			10.0	9.5	8.5	9.0		11.0		9.0		5.0
Reading	36	36		15.5		14.0			25.0	23.0	12.0	21.0		23.0		12.5		10.0
Interpreting Text	12	9		6.0		4.0			11.0	7.0	7.0	7.0		9.0		5.0		2.0
Analyzing/Critiquing Text	24	27		9.5		10.0			14.0	16.0	5.0	14.0		14.0		7.5		8.0
Lang. Arts Content Area Score			**178**	**190**	**161**	**180**	**V4**	**APA**	**218**	**218**	**172**	**209**	**N/A**	**224**	**190**	**173**	**173**	**141**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10		6.0		6.0			3.0	3.0	5.0	7.0		5.0		3.0		3.0
Spacial Sense & Geometry	12	11		7.0		2.0			1.0	1.0	7.0	8.0		3.5		2.0		3.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12		11.0		5.0			3.0	4.0	2.0	6.0		6.0		1.0		3.0
Patterns, Functions & Algebra	12	14		7.0		4.0			4.0	3.0	2.5	8.5		6.5		3.0		2.0
Knowledge	48	47		31.0		17.0			11.0	11.0	16.5	29.5		21.0		9.0		11.0
Problem-Solving Skills	26	31		21.0		12.0			6.0	7.0	8.0	19.5		12.5		5.0		5.0
Math Content Area Score			**178**	**238**	**176**	**188**	**V4**	**APA**	**166**	**166**	**182**	**234**	**N/A**	**203**	**164**	**159**	**166**	**166**
SCIENCE:																		
Life Science	19	N/A							12.0		9.0							
Physical Science	19	N/A							7.5		7.5							
Earth Science	16	N/A							10.5		6.0							
Cognitive Skills	27	N/A							14.5		13.0							
Process Skills	27	N/A							15.5		9.5							
Science Content Area Score			**224**		**183**		**V4**	**APA**	**220**		**198**		**N/A**		**195**		**169**	

STUDENT NAME			A.L.	A.L.	T.L.	T.L.	S.Mc.	S.Mc.	M.M.	M.M.	D.M.	D.M.	K.Ne.	K.Ne.	M.N.	M.N.	K.No.	K.No.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18	12.0	9.5	20.5	14.0		9.5		6.0		7.0	10.0	9.0	12.0	9.0		8.0
Reading	36	36	24.5	22.0	18.5	25.5		15.5		12.0		18.5	19.0	20.0	22.0	22.5		11.0
Interpreting Text	12	9	12.0	6.0	8.0	8.0		4.0		4.0		4.0	10.0	4.0	9.0	10.5		2.0
Analyzing/Critiquing Text	24	27	12.5	16.0	10.5	17.5		11.5		8.0		14.5	9.0	16.0	13.0	12.0		9.0
Lang. Arts Content Area Score			**223**	**214**	**232**	**245**	**170**	**188**	**143**	**156**	**214**	**190**	**198**	**205**	**217**	**212**	**188**	**161**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10	7.0	5.0	2.5	3.0		1.0		4.0		2.0	3.0	4.0	7.0	3.0		5.0
Spacial Sense & Geometry	12	11	10.0	8.0	9.0	3.5		2.0		1.0		1.5	5.0	5.0	4.0	2.0		2.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12	9.0	7.0	3.5	3.5		2.0		2.0		4.0	1.5	3.0	8.0	7.5		4.0
Patterns, Functions & Algebra	12	14	8.0	9.0	6.0	4.5		1.0		5.0		4.0	4.0	7.0	8.0	4.0		1.0
Knowledge	48	47	34.0	29.0	21.0	14.5		6.0		12.0		11.5	13.5	19.0	27.0	16.5		12.0
Problem-Solving Skills	26	31	16.0	16.0	6.0	9.5		3.0		7.0		6.0	4.5	11.0	16.0	10.5		6.0
Math Content Area Score			**233**	**232**	**195**	**178**	**178**	**149**	**157**	**169**	**155**	**167**	**173**	**195**	**215**	**189**	**176**	**169**
SCIENCE:																		
Life Science	19	N/A	14.5		8.0								8.5					
Physical Science	19	N/A	11.0		10.0								13.0					
Earth Science	16	N/A	12.0		8.0								8.0					
Cognitive Skills	27	N/A	18.5		11.0								12.5					
Process Skills	27	N/A	19.0		15.0								17.0					
Science Content Area Score			**241**		**208**		**181**		**197**		**191**		**218**		**N/A**		**180**	

STUDENT NAME			L.P.	C.R.	C.R.	R.R.	R.R.	S.R.	S.R.	D.S.	D.S.	T.S.	T.S.	S.S.	S.S.	J.S.	J.S.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																	
Writing	26	18	6.0		7.0		6.0		11.0	12.5	9.0	11.5	9.0		10.0		11.0
Reading	36	36	9.5		22.5		21.5		17.5	24.0	24.0	19.0	16.5		28.0		23.0
Interpreting Text	12	9	3.0		7.0		8.0		5.0	12.0	8.0	9.0	3.0		9.0		7.0
Analyzing/Critiquing Text	24	27	6.5		15.5		13.5		12.5	12.0	16.0	10.0	13.5		19.0		16.0
Lang. Arts Content Area Score			**144**	**167**	**207**	**167**	**200**	**N/A**	**203**	**223**	**220**	**203**	**190**	**N/A**	**239**	**N/A**	**224**
MATHEMATICS:																	
Number Sense, Concepts & Apps.	12	10	0.0		4.0		3.0		3.0	7.5	8.0	5.0	3.0		6.0		7.5
Spacial Sense & Geometry	12	11	1.0		1.0		3.0		3.0	7.0	8.5	0.0	2.0		2.0		5.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12	1.0		2.0		4.0		4.0	7.5	8.5	1.5	4.0		7.0		9.0
Patterns, Functions & Algebra	12	14	2.0		2.0		4.5		4.0	7.0	13.0	3.0	3.0		7.5		6.0
Knowledge	48	47	4.0		9.0		14.5		14.0	29.0	38.0	9.5	12.0		22.5		27.5
Problem-Solving Skills	26	31	2.0		6.0		6.5		8.0	19.0	27.5	4.5	6.0		14.0		18.5
Math Content Area Score			**142**	**171**	**159**	**153**	**178**	**N/A**	**177**	**218**	**257**	**162**	**169**	**N/A**	**209**	**N/A**	**227**
SCIENCE:																	
Life Science	19	N/A								17.5		5.0					
Physical Science	19	N/A								14.0		9.0					
Earth Science	16	N/A								13.0		6.0					
Cognitive Skills	27	N/A								20.5		11.0					
Process Skills	27	N/A								24.0		9.0					
Science Content Area Score				**224**		**197**		**N/A**		**259**		**191**		**N/A**		**N/A**	

STUDENT NAME			E.Sta.	E.Sta.	E.Ste.	E.Ste.	R.S.	R.S.	C.S.	C.S.	R.T.	R.T.	J.T.	J.T.	J.Wag.	J.Wag.	Z.W.	Z.W.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:																		
Writing	26	18	11.5	10.0		9.0		9.0		6.0		10.0	4.0			7.0	9.0	7.0
Reading	36	36	15.5	15.0		8.6		21.5		16.5		22.0	5.0			25.5	11.0	16.5
Interpreting Text	12	9	9.0	7.0		3.0		7.0		4.0		7.0	1.0			8.0	7.0	5.0
Analyzing/Critiquing Text	24	27	6.5	8.0		5.5		14.5		12.5		15.0	4.0			17.5	4.0	11.5
Lang. Arts Content Area Score			**191**	**188**	**194**	**154**	**N/A**	**211**	**N/A**	**177**	**N/A**	**216**	**133**	**APA**	**N/A**	**218**	**170**	**182**
MATHEMATICS:																		
Number Sense, Concepts & Apps.	12	10	2.5	3.0		7.0		4.5		6.0		1.5	4.0			4.0	3.0	2.0
Spacial Sense & Geometry	12	11	1.0	0.0		5.0		5.0		4.0		2.5	5.0			1.0	6.0	4.0
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12	0.0	4.0		7.0		5.0		4.0		1.0	3.5			3.0	5.0	3.0
Patterns, Functions & Algebra	12	14	3.0	9.0		4.5		7.0		4.0		4.0	4.0			3.0	3.5	5.0
Knowledge	48	47	6.5	16.0		23.5		21.5		18.0		9.0	16.5			11.0	17.5	14.0
Problem-Solving Skills	26	31	3.5	8.0		12.5		12.5		12.0		3.5	12.5			5.0	7.0	9.0
Math Content Area Score			**154**	**184**	**233**	**212**	**N/A**	**205**	**N/A**	**192**	**N/A**	**159**	**182**	**APA**	**N/A**	**166**	**185**	**177**
SCIENCE:																		
Life Science	19	N/A	12.0										6.5				5.0	
Physical Science	19	N/A	7.0										5.0				11.0	
Earth Science	16	N/A	7.5										1.0				4.0	
Cognitive Skills	27	N/A	10.5										8.5				6.0	
Process Skills	27	N/A	16.0										4.0				14.0	
Science Content Area Score			**209**		**225**		**N/A**		**N/A**		**N/A**		**167**	**APA**	**N/A**		**191**	

STUDENT NAME			J.Wah	J.Wah	I.W.	I.W.	J.We.	J.We.	M.W.	M.W.	S.W.	S.W.
0-199 = Partially; 200-249 = Proficient; 250+ = Advanced; V4 = Exempt	(G) GEPA	(H) HSPA	G	H	G	H	G	H	G	H	G	H
LANGUAGE ARTS LITERACY:												
Writing	26	18		5.5		9.0		11.0		7.0		9.0
Reading	36	36		3.0		19.5		24.5		20.0		23.0
Interpreting Text	12	9		1.0		6.0		8.0		8.0		7.0
Analyzing/Critiquing Text	24	27		2.0		13.5		16.5		12.0		16.0
Lang. Arts Content Area Score			**N/A**	**113**	**N/A**	**203**	**N/A**	**230**	**N/A**	**197**	**N/A**	**216**
MATHEMATICS:												
Number Sense, Concepts & Apps.	12	10		2.0		2.0		8.0		6.0		4.0
Spacial Sense & Geometry	12	11		2.0		3.0		5.0		2.5		6.5
Data Analysis, Probability, Statistics & Discrete Mathematics	12	12		3.0		4.0		7.0		3.0		9.0
Patterns, Functions & Algebra	12	14		1.0		3.5		8.0		7.0		6.0
Knowledge	48	47		8.0		4.5		28.0		18.5		25.5
Problem-Solving Skills	26	31		4.0		8.5		20.0		10.0		18.0
Math Content Area Score			**N/A**	**155**	**N/A**	**171**	**N/A**	**229**	**N/A**	**193**	**N/A**	**220**
SCIENCE:												
Life Science	19	N/A										
Physical Science	19	N/A										
Earth Science	16	N/A										
Cognitive Skills	27	N/A										
Process Skills	27	N/A										
Science Content Area Score			**N/A**		**N/A**		**N/A**		**N/A**		**N/A**	

APPENDIX C

FIGURES

Figure 1

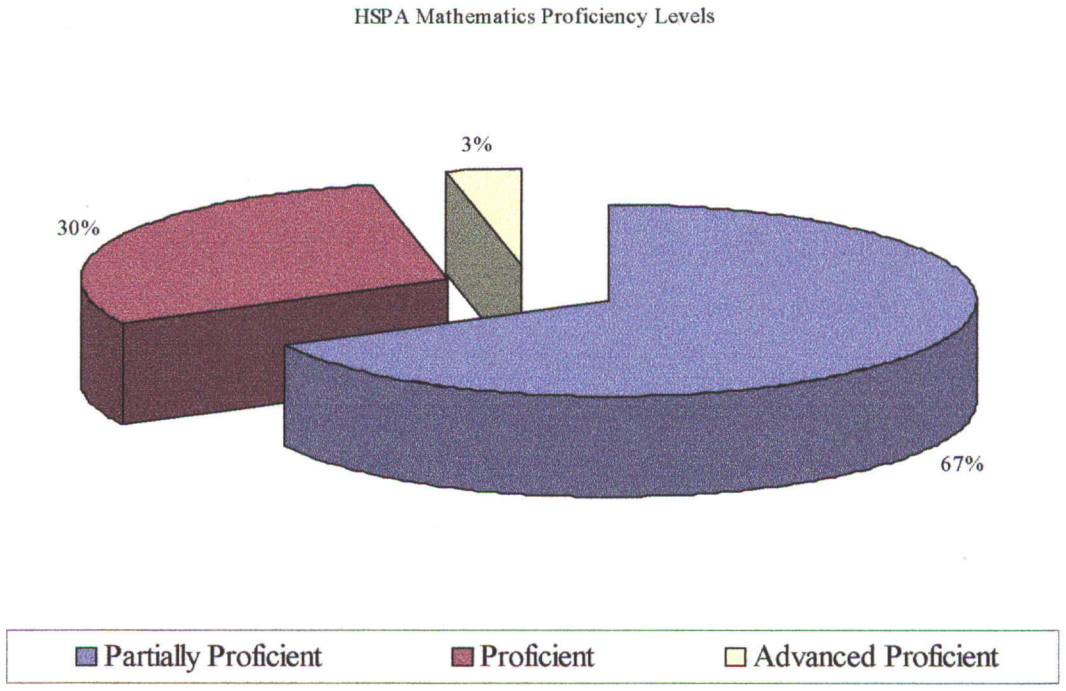


Figure 2

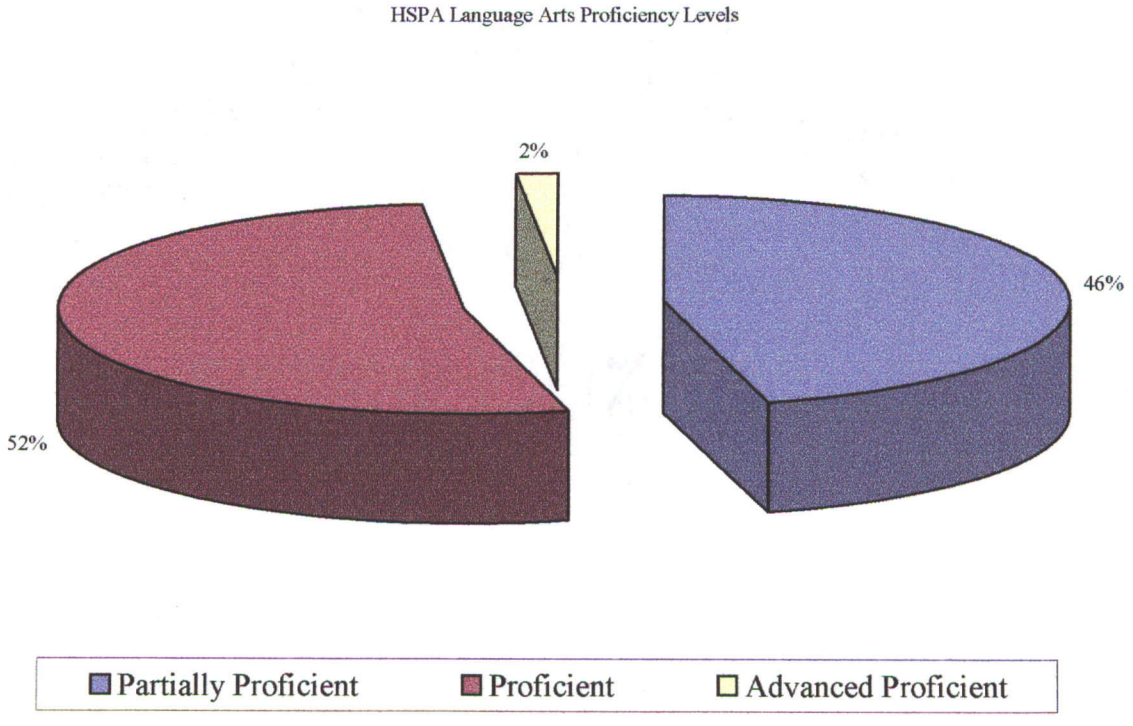


Figure 3

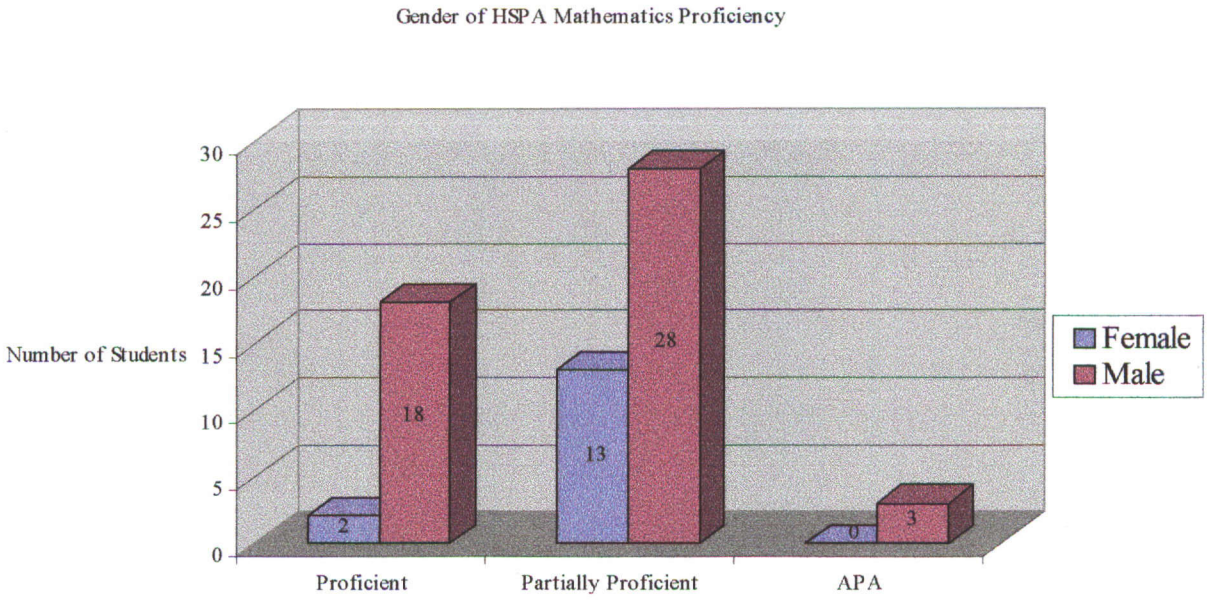


Figure 4

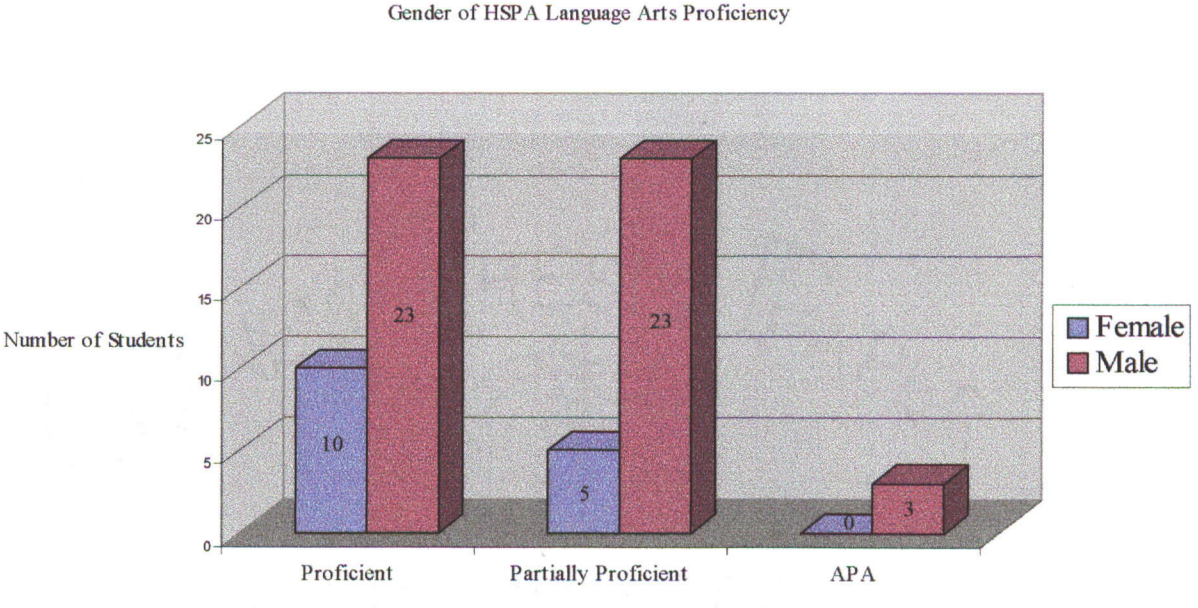


Figure 5

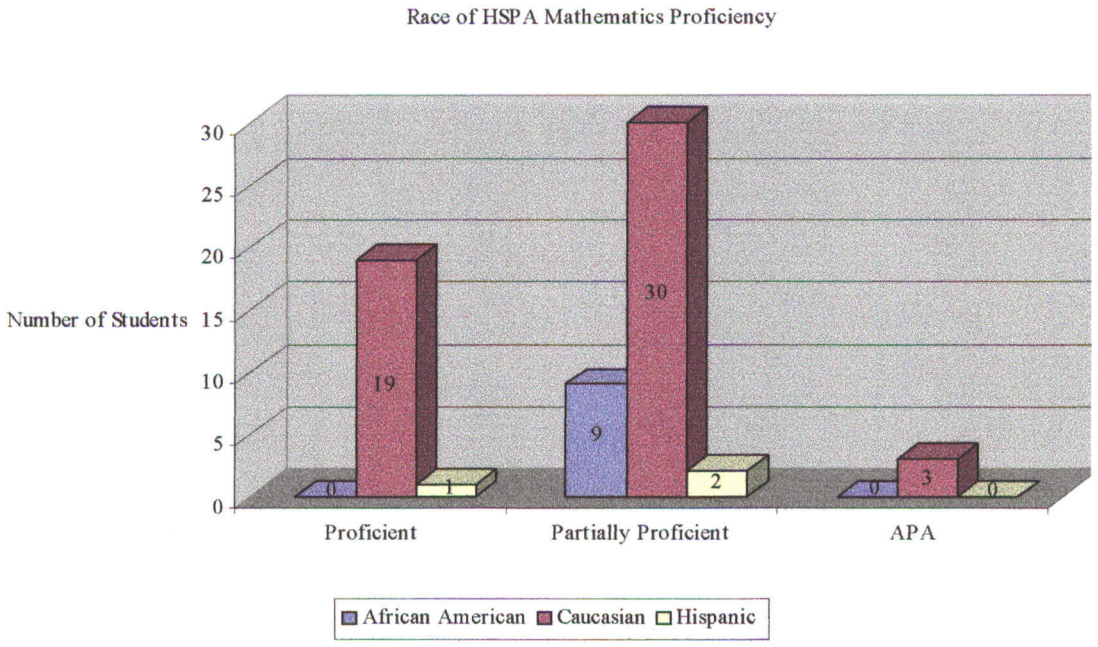


Figure 6

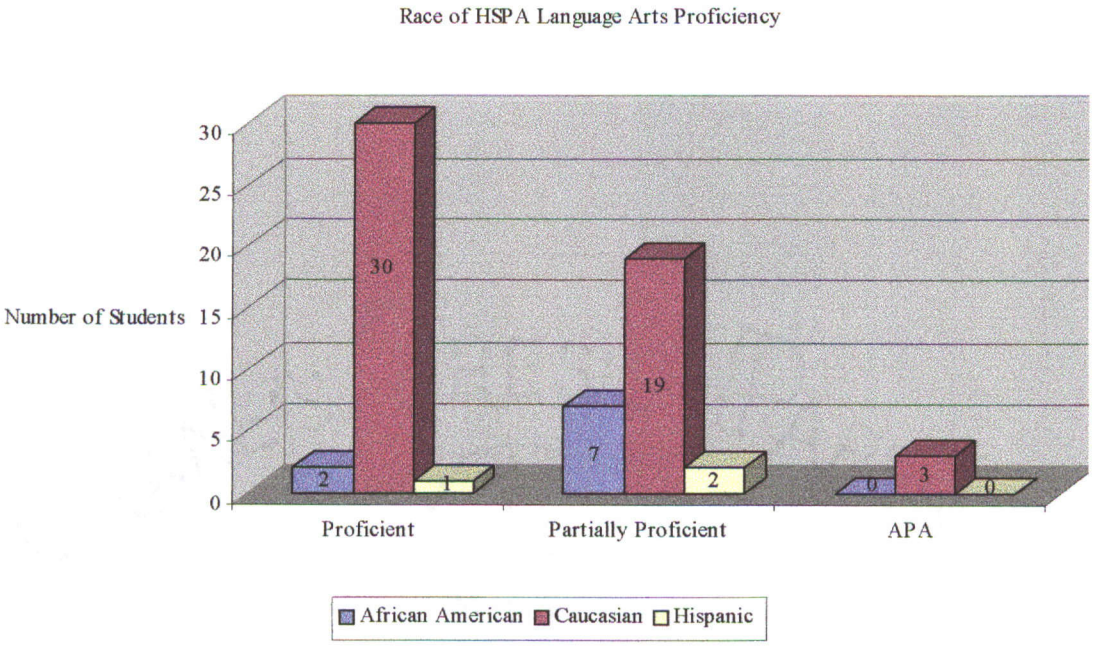


Figure 7

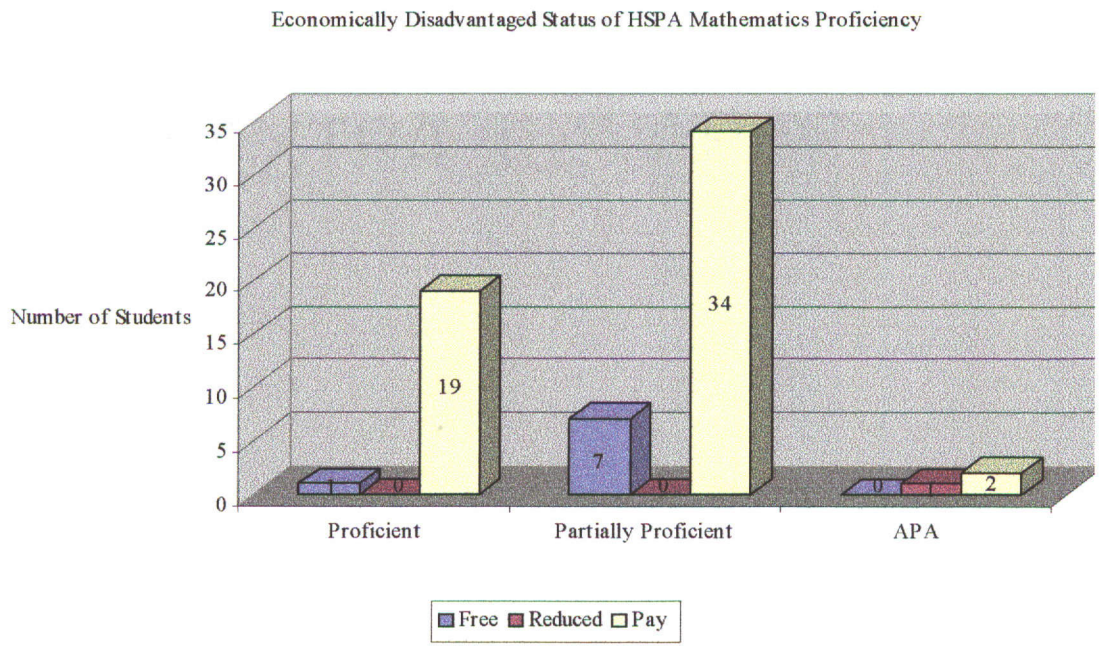


Figure 8

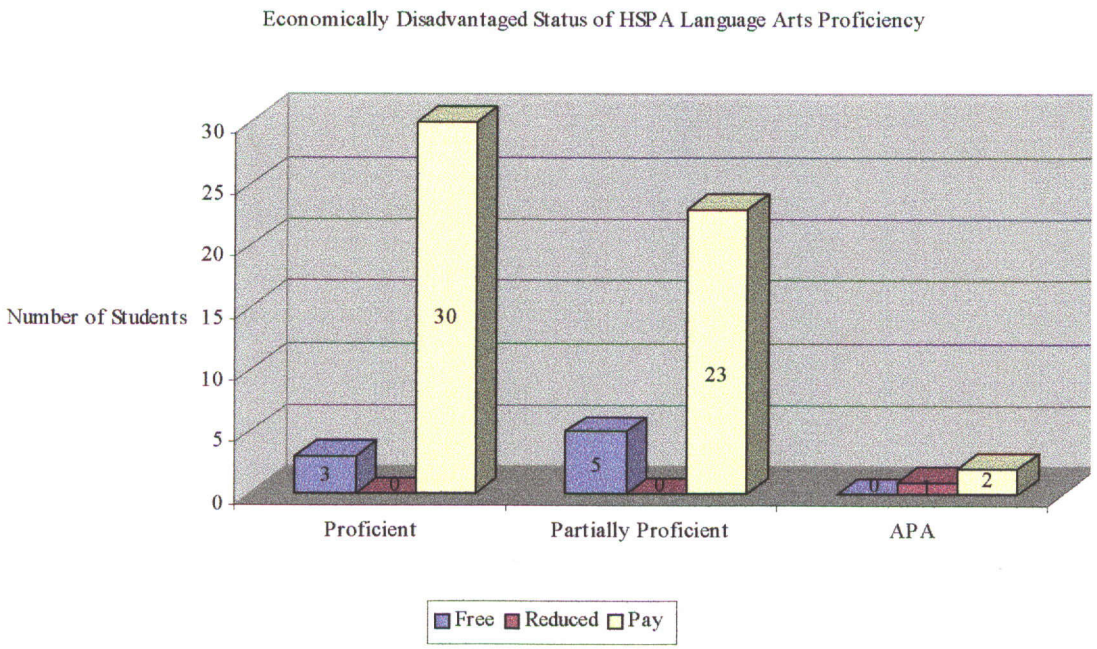


Figure 9

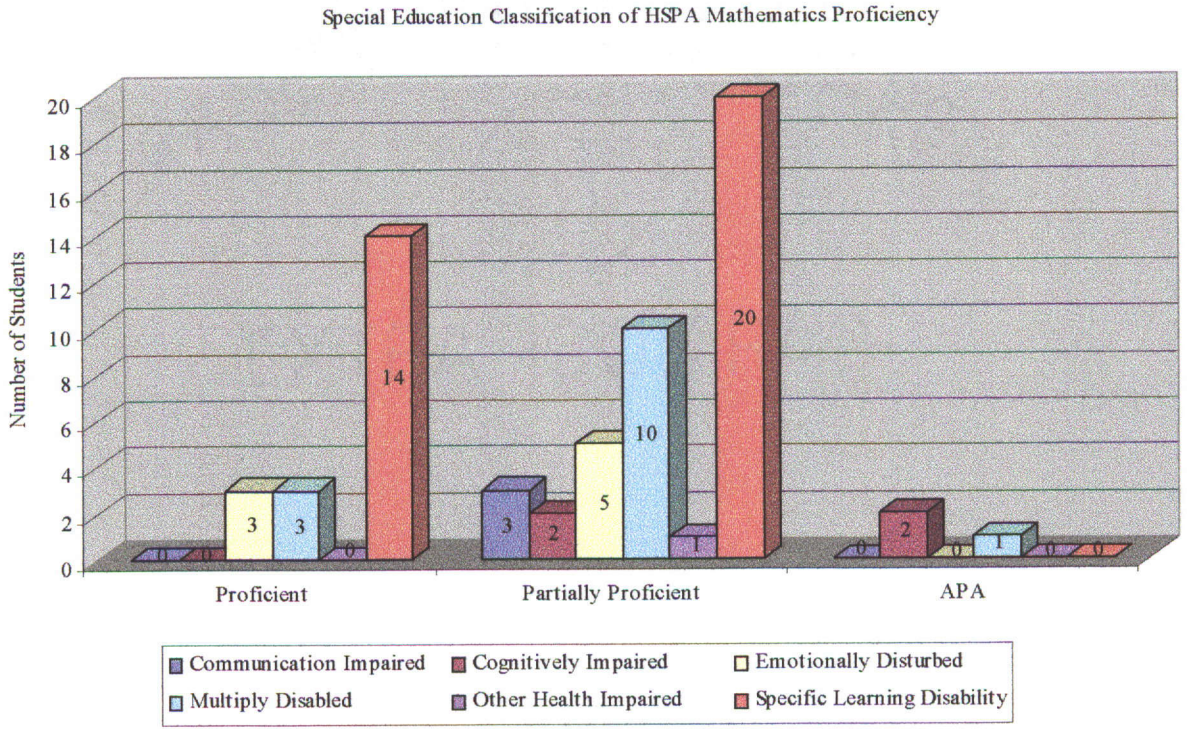


Figure 10

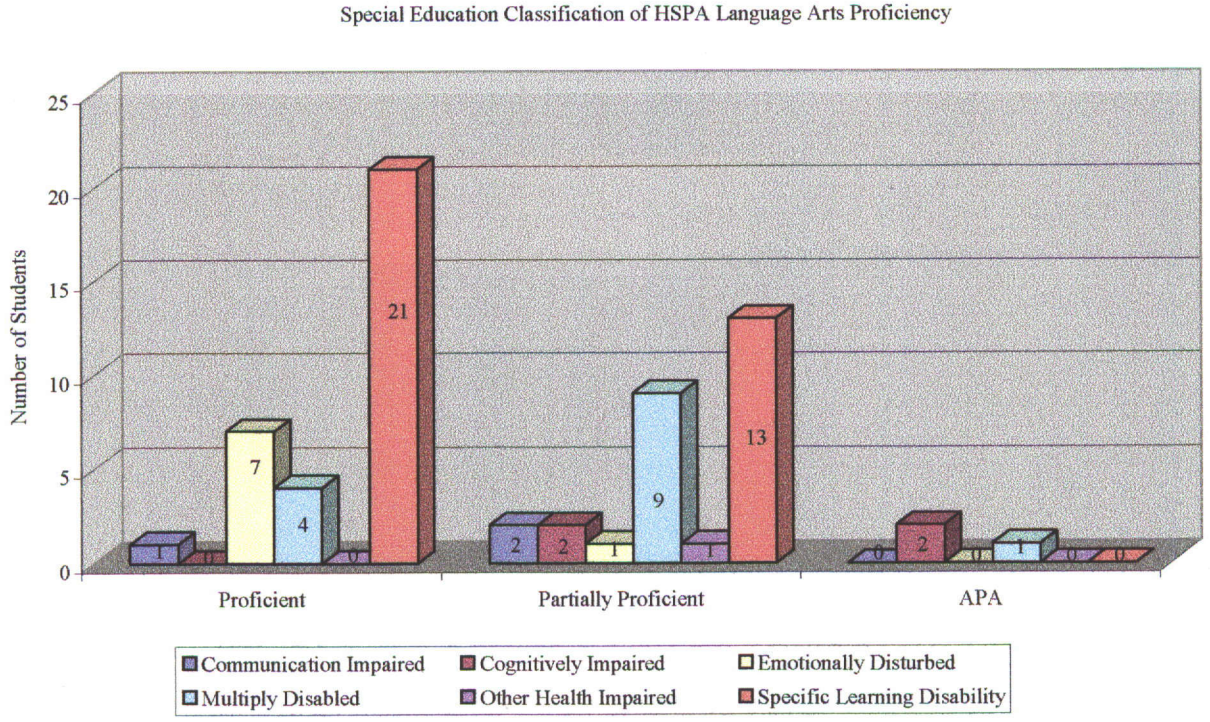


Figure 11

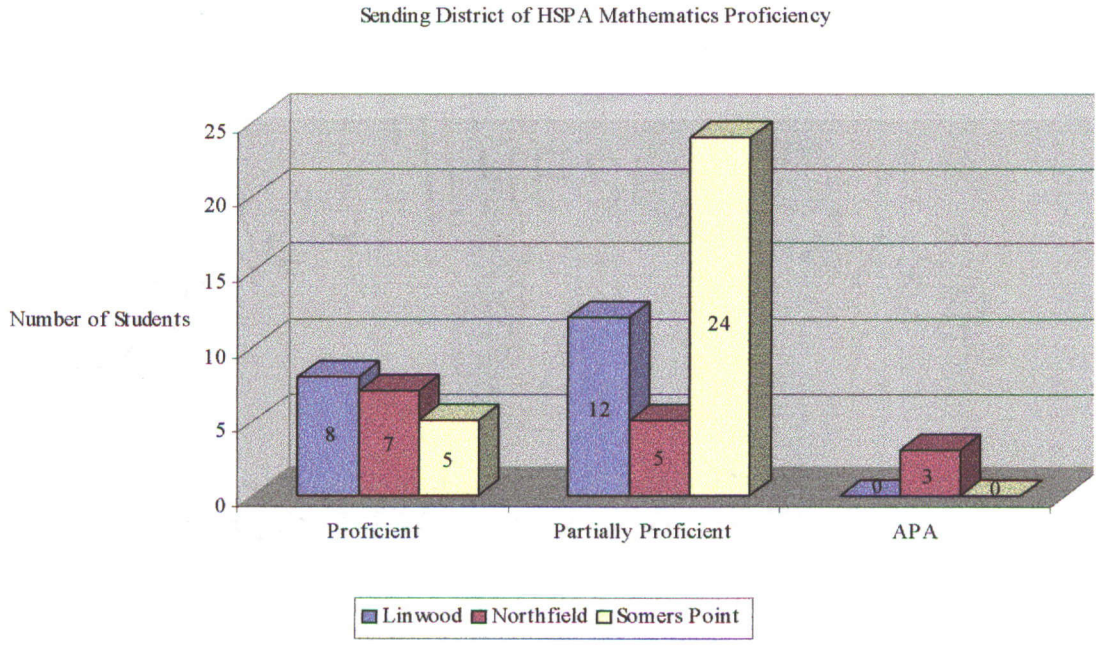


Figure 12

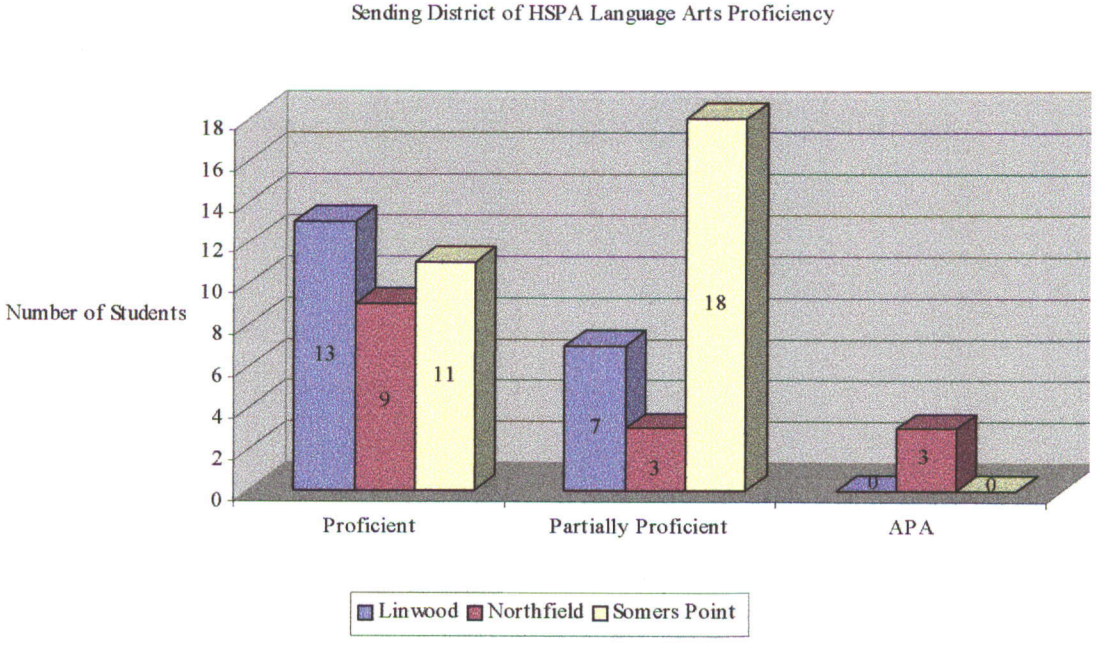


Figure 13

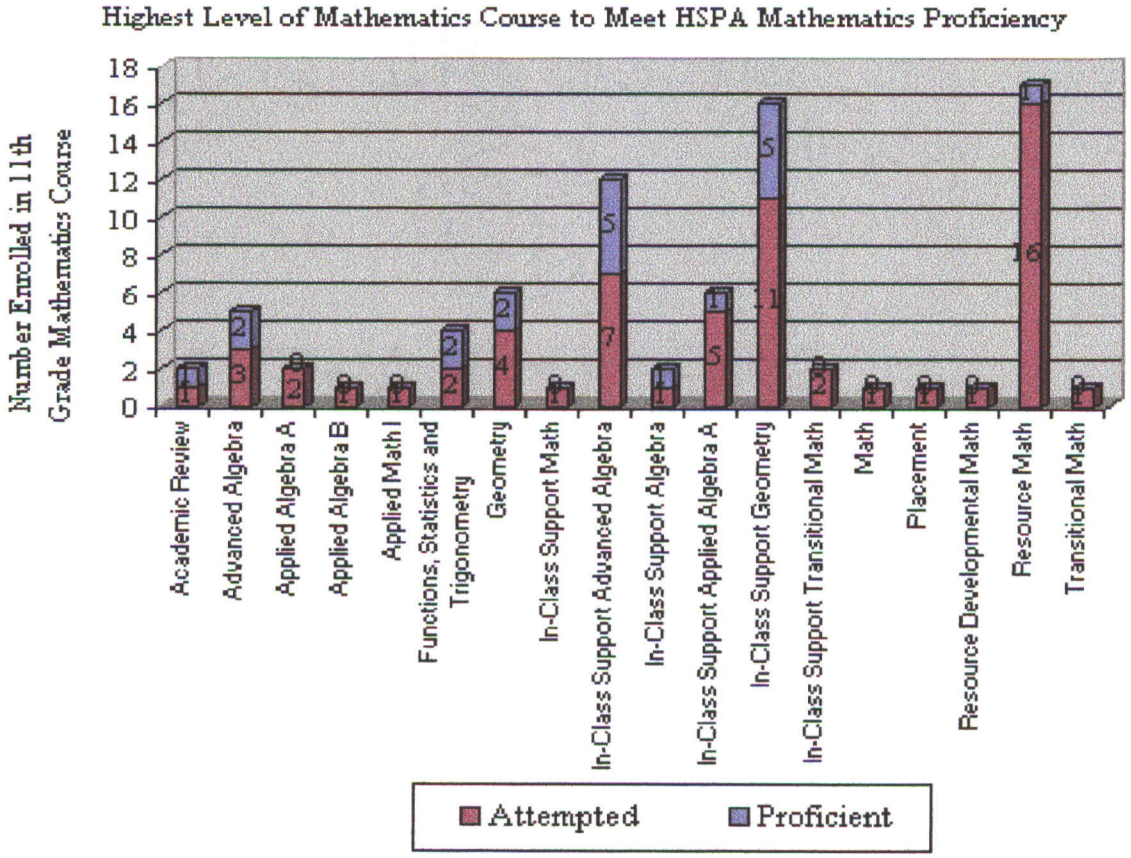


Figure 14

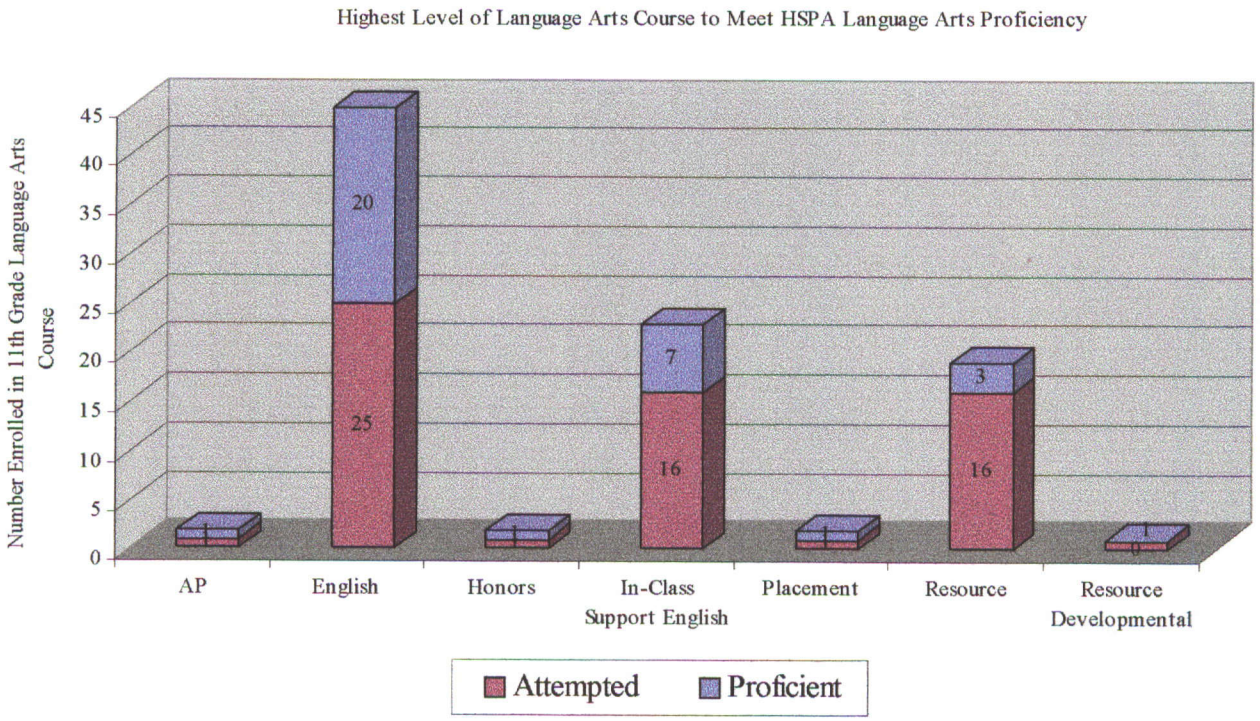
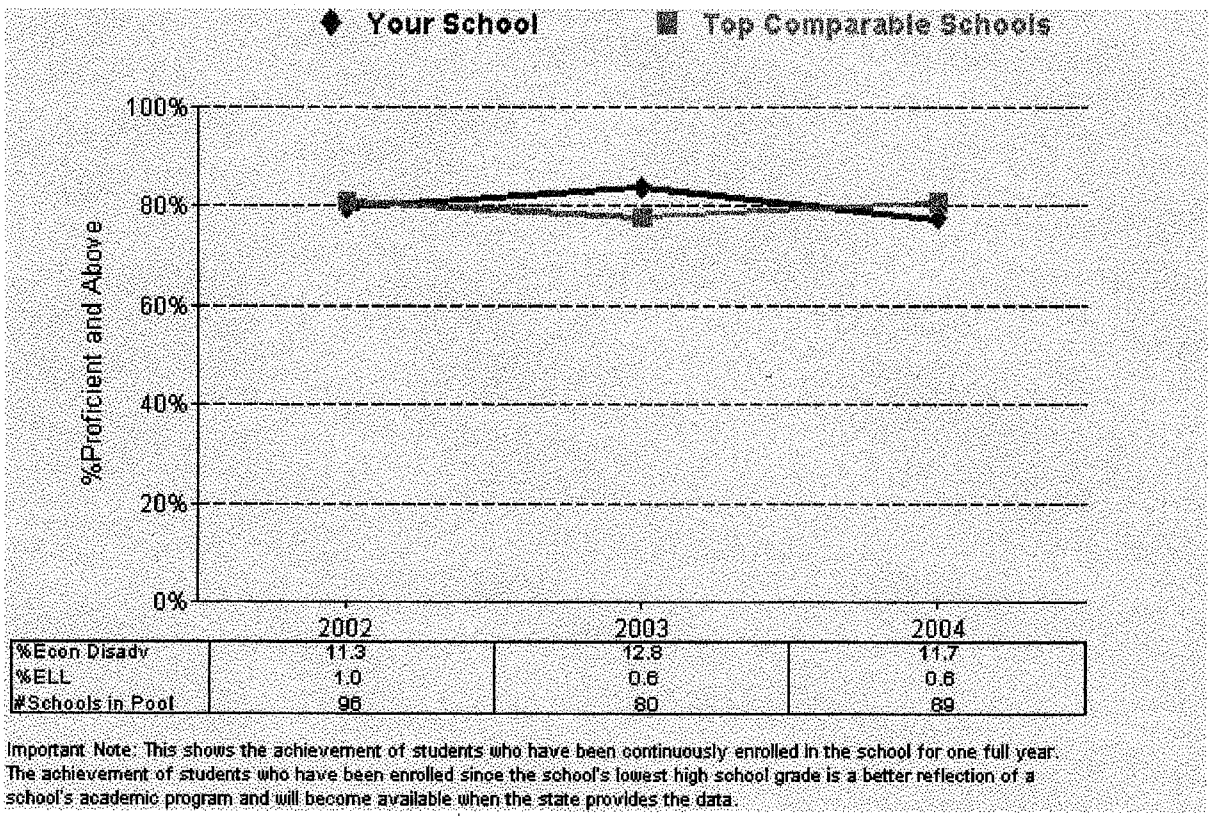


Figure 15

Mainland Regional High School

Multi-Year Summary Chart for Grade 11 Mathematics



Note. From "Just for the Kids," by the P-20 Coalition, 2005, http://www.just4kids.org/.

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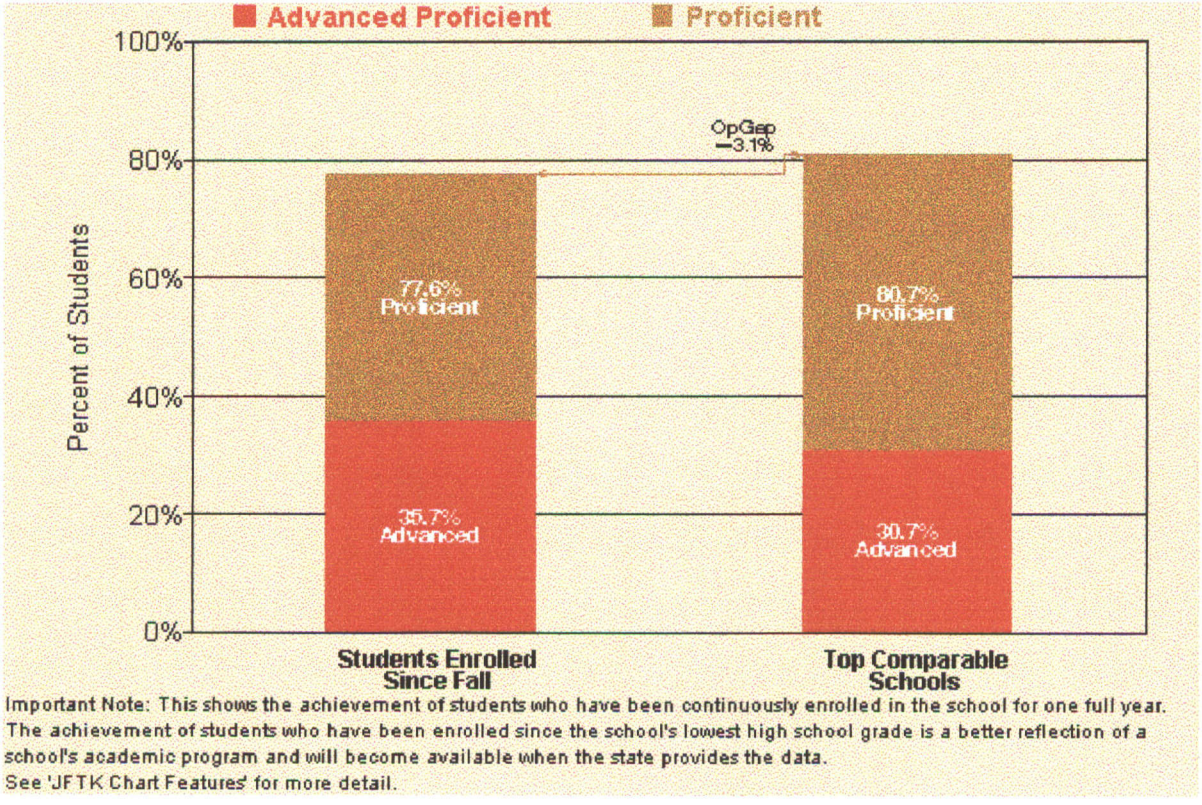
Figure 16

Mainland Regional High School

2004 Opportunity Gap Bar Chart for Grade 11 Mathematics



Note. From "Just for the Kids," by the P-20 Coalition, 2005, http://www.just4kids.org/.

Reprinted with permission.

Figure 17

Mainland Regional High School

2004 Top Comparable Schools for Grade 11 Mathematics

	Tested Students Enrolled Since Fall(1)				School-Wide	
School Name (Grade Span) District Name	**%Proficient and Above**	**%Advanced Proficient**	**Average 8th Grade Test Score(2)**	**# of Students**	**%Economically Disadvantaged**	**%English Language Learners**
MAINLAND REGIONAL H.S. (09-12) MAINLAND REGIONAL	77.6	35.7	n/a	384	11.7	0.6
J. F. KENNEDY MEMORIAL H.S. (09-12) WOODBRIDGE TOWNSHIP	88.3	27.3	n/a	205	15.2	7.0
SOMERVILLE H.S. (09-12) SOMERVILLE BOROUGH	84.5	37.8	n/a	251	12.2	2.1
NORTH BRUNSWICK TOWNSHIP H.S. (09-12) NORTH BRUNSWICK TOWNSHIP	78.5	31.5	n/a	368	13.6	1.9
PINELANDS REGIONAL H.S. (10-12) PINELANDS REGIONAL	78.4	20.9	n/a	278	23.8	0.0
MONTCLAIR H.S. (09-12) MONTCLAIR	78.3	33.8	n/a	414	13.3	1.3
Average of Top Comparable Schools	**80.7**	**30.7**				
Opportunity Gap	**-3.1**	**5.0**				
Number of Schools in Pool	**89**					

(1) See 'More Detail' tab for additional information on tested students.
(2) The standard JFTK reports contain information on students` performance in the grade before they entered high school. This information will be available in New Jersey when the state can match individual student test score records across years.

Note. From "Just for the Kids," by the P-20 Coalition, 2005, http://www.just4kids.org/.

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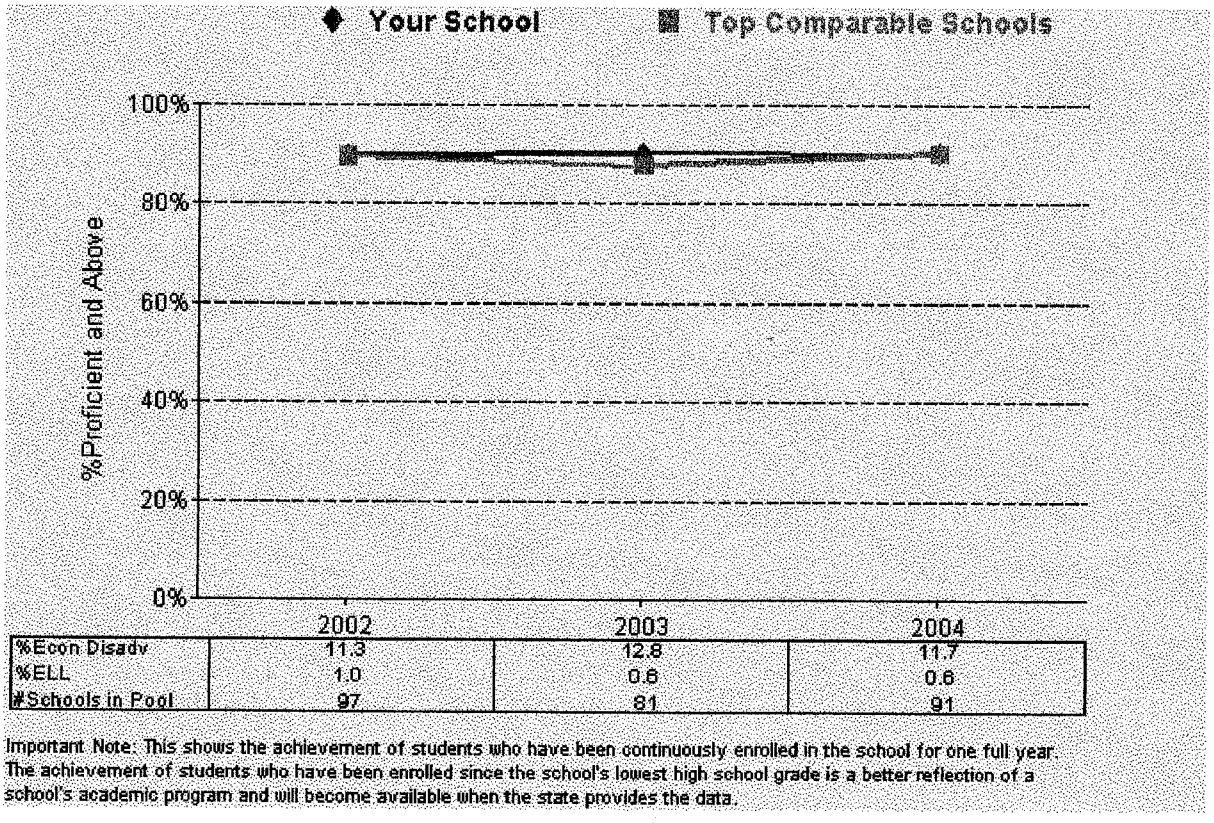
Figure 18

Mainland Regional High School

Multi-Year Summary Chart for Grade 11 Language Arts



Note. From "Just for the Kids," by the P-20 Coalition, 2005, http://www.just4kids.org/.

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Figure 20

Mainland Regional High School

2004 Top Comparable Schools for Grade 11 Language Arts

	Tested Students Enrolled Since Fall(1)				School-Wide	
School Name (Grade Span) District Name	**%Proficient and Above**	**%Advanced Proficient**	**Average 8th Grade Test Score(2)**	**# of Students**	**%Economically Disadvantaged**	**%English Language Learners**
MAINLAND REGIONAL H.S. (09-12) MAINLAND REGIONAL	90.1	24.2	n/a	385	11.7	0.6
SOMERVILLE H.S. (09-12) SOMERVILLE BOROUGH	92.0	27.5	n/a	251	12.2	2.1
HIGHLAND H.S. (09-12) BLACK HORSE PIKE REGIONAL	90.9	10.2	n/a	254	14.4	0.0
MAINLAND REGIONAL H.S. (09-12) MAINLAND REGIONAL	90.1	24.2	n/a	385	11.7	0.6
NORTH BRUNSWICK TOWNSHIP H.S. (09-12) NORTH BRUNSWICK TOWNSHIP	89.7	23.8	n/a	369	13.6	1.9
MATAWAN REGIONAL H.S. (09-12) MATAWAN-ABERDEEN REGIONAL	89.0	14.3	n/a	245	13.0	1.8
Average of Top Comparable Schools	**90.3**	**20.7**				
Opportunity Gap	**-0.2**	**3.5**				
Number of Schools in Pool	**91**					

(1) See 'More Detail' tab for additional information on tested students.
(2) The standard JFTK reports contain information on students` performance in the grade before they entered high school. This information will be available in New Jersey when the state can match individual student test score records across years.

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