

Bernards Township Schools District Testing Report Fall 2009

The Fall 2009 Testing Report includes the New Jersey Department of Education assessments and tests administered by the College Board to include the SAT Reasoning Test, the SAT Subject Tests, and the Advanced Placement Tests. All the tests for the statistical analysis were run for the “Total Students” category, but not for any of the subgroups. Upon recommendation of the New Jersey Department of Education, this report shows scores for large subgroups of students only, (n greater than or equal to 40).

Sean Siet
Director of Curriculum & Instruction
Summary of statistics by Mike Gilmore
November 2009

New Jersey Department of Education Assessments

The New Jersey Department of Education administers assessments to all students in Grades 3, 4, 5, 6, 7, 8 and 11. The scores on all state assessments range from 100 to 300 as follows. Under the No Child Left Behind Act, all students scoring 200 or above are meeting or exceeding state standards.

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

Unless otherwise stated, the charts for the New Jersey assessments display the results for 2009. The following legend is helpful to reference acronyms within the charts.

Chart Legends

NJASK – New Jersey Assessment of Skills and Knowledge – administered in Grades 3-8

HSPA – High School Proficiency Assessment – administered in Grade 11

GE – General education students

SE – Special education students

DFG – District Factor Group – Bernards Township is in the highest DFG (J)

LA – Language Arts Literacy

EOC – End of Course Assessment

AP – Advanced Placement

NJ ASK 3 (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	86.7	86.0	225.2	222.6
LA (GE)	89.4	90.5	228.2	225.9
LA (SE)	77.9	58.0	213.4	202.9
Math (Total Students)	91.5	92.1	252.0	249.9
Math (GE)	93.5	94.7	256.3	253.7
Math (SE)	84.4	75.7	235.7	226.2

NJ ASK 3 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	81.4	91.7
Math (Total Students)	91.3	91.8

NJASK 3 – District Mean Scale Scores By Year

Student Population	2006	2007	2008	2009
LA (Total Students)	231.1	231.5	232.4	225.2
LA (GE)	233.1	234.0	234.5	228.2
LA (SE)	222.3	220.3	223.6	213.4
Math (Total Students)	249.1	249.4	251.9	252.0
Math (GE)	250.4	252.2	254.3	256.3
Math (SE)	243.2	236.9	242.5	235.7

NJ ASK 3 District Mean Scale Scores By Subgroup*

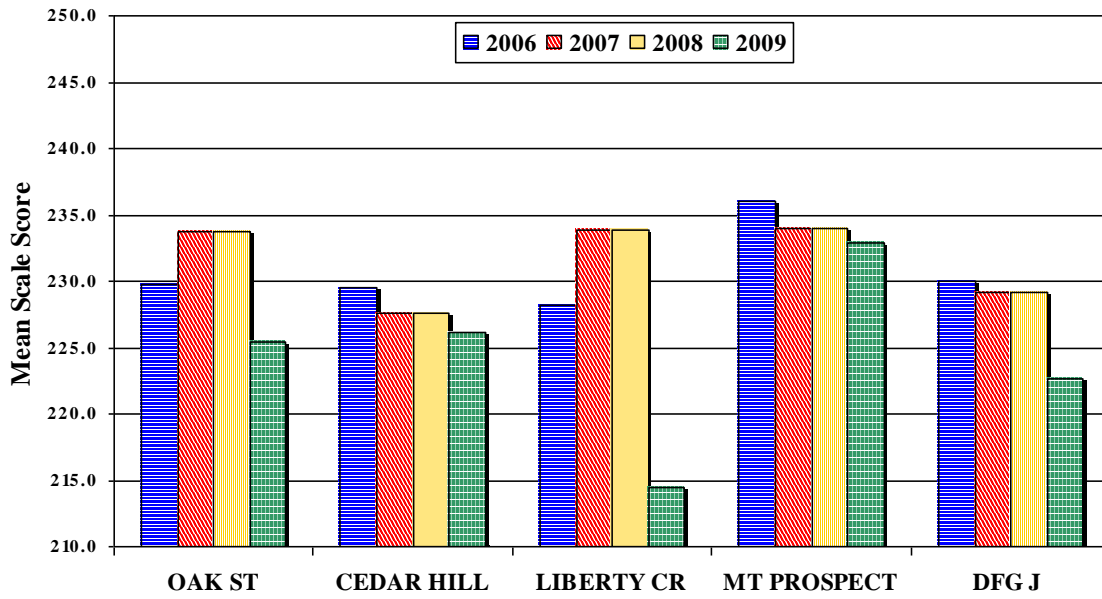
Student Population	Male	Female	Asian	White
LA (Total Students)	217.7	232.2	236.2	223.7
Math (Total Students)	251.6	252.5	272.5	249.4

*Only reported for subgroups with n>40

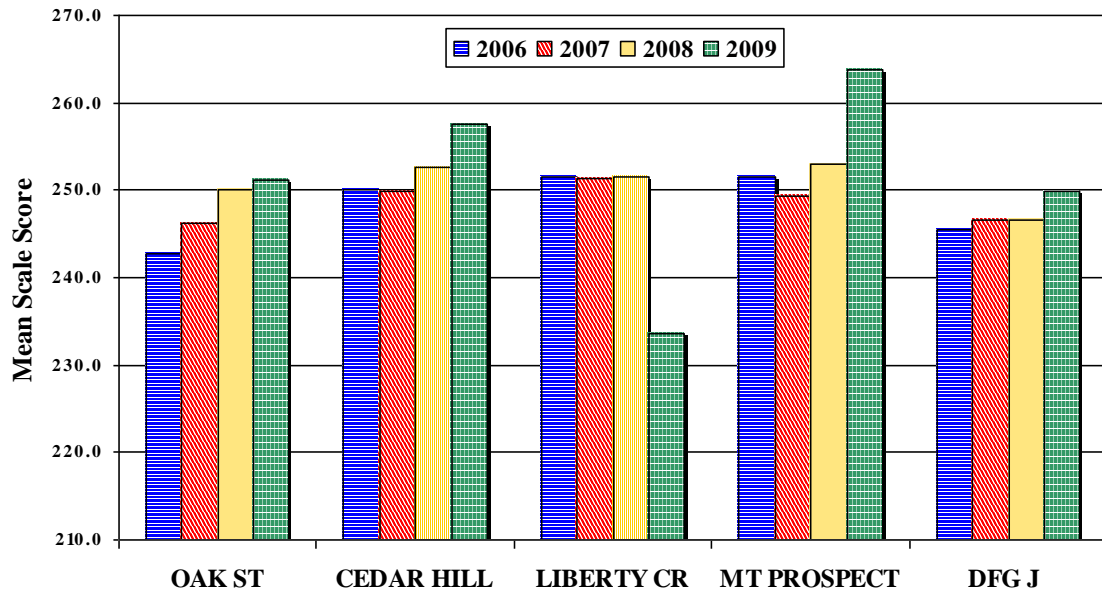
NJ ASK 3 Mean Scale Scores by School

	OS	CH	LC	MP
LA (Total Students)	225.4	226.2	214.5	232.9
LA (GE)	227.8	229.1	217.3	237.2
LA (SE)	210.4	213.4	206.6	219.5
Math (Total Students)	251.1	257.5	233.6	263.7
Math (GE)	253.7	261.6	239.9	268.2
Math (SE)	234.4	239.1	213.3	249.4

ASK-3 Lang. Arts Mean Scale Scores by School and DFG J (2006-09)



ASK-3 Math Mean Scale Scores by School and DFG J (2006-09)



NJ ASK 3 – Summary of Statistics

Language Arts Literacy

- An ANOVA test on NJASK3 Language Arts scale scores of the elementary schools shows there is a significant difference among the buildings.
- Liberty Corner NJASK3 scores decreased significantly.
- Males scored significantly lower than females on Language Arts Literacy.
- All cluster means are at or above the DFG J mean and above the state mean.

Mathematics

- An ANOVA test on NJASK3 Math scale scores of the elementary schools shows there is a significant difference among the buildings.
- Liberty Corner NJASK3 scores decreased significantly.
- All cluster means are at or above the DFG J mean and above the state mean.

Recommendations

- Provide Reading Recovery training for two Reading Specialists not already trained to assist in the identification of effective reading strategies.
- Develop the Response to Intervention program to allow for early intervention and reduce referrals.
- Professional Development for special education and general education
- Job embedded training through the literacy coach and supervisors
- Systematic staff development to increase teachers' understanding of test format and response construction, particularly in writing
- Analysis of test scores with instructional support staff and reading specialists

NJ ASK 4 (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	89.8	85.5	226.8	223.9
LA (GE)	93.4	90.5	229.8	227.6
LA (SE)	71.2	55.1	210.7	201.5
Math (Total Students)	93.2	90.1	251.2	245.8
Math (GE)	96.5	93.2	255.6	249.9
Math (SE)	75.3	71.0	227.7	221.1

NJ ASK 4 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	87.7	91.8
Math (Total Students)	92.5	93.8

NJASK 4 – District Mean Scale Scores By Year

Student Population	2006	2007	2008	2009
LA (Total Students)	228.9	230.4	230.2	226.8
LA (GE)	232.1	232.1	233.6	229.8
LA (SE)	213.9	220.5	215.1	210.7
Math (Total Students)	254.2	255.4	256.1	251.2
Math (GE)	257.8	258.0	260.1	255.6
Math (SE)	236.9	239.7	239.2	227.7

NJ ASK 4 District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
LA (Total Students)	223.8	229.6	236.9	224.3
Math (Total Students)	251.0	251.4	268.1	247.4

*Only reported for subgroups with n>40

NJ ASK 4 Mean Scale Scores by School

	OS	CH	LC	MP
LA (Total Students)	225.5	221.5	227.3	230.9
LA (GE)	226.0	225.5	230.1	235.4
LA (SE)	222.2	200.9	210.6	211.8
Math (Total Students)	244.3	251.4	249.8	256.7
Math (GE)	247.9	256.9	254.6	261.0
Math (SE)	218.4	223.8	220.8	238.0

NJ ASK 4 Science (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
Science (Total Students)	98.9	98.5	252.7	253.4
Science (GE)	99.5	99.5	254.7	255.8
Science (SE)	95.9	92.7	241.6	239.9

NJ ASK 4 Science - Percent At or Above State Standards by Gender

Student Population	Male	Female
Science (Total Students)	98.7	99.2

NJ ASK 4 Science – District Mean Scale Scores By Year

Student Population	2006	2007	2008	2009
Science (Total Students)	N/A ¹	247.3	247.0	252.7
Science (GE)		259.7	250.9	254.7
Science (SE)		233.5	231.7	241.6

NJ ASK 4 Science - District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
Science (Total Students)	254.0	251.4	256.1	251.7

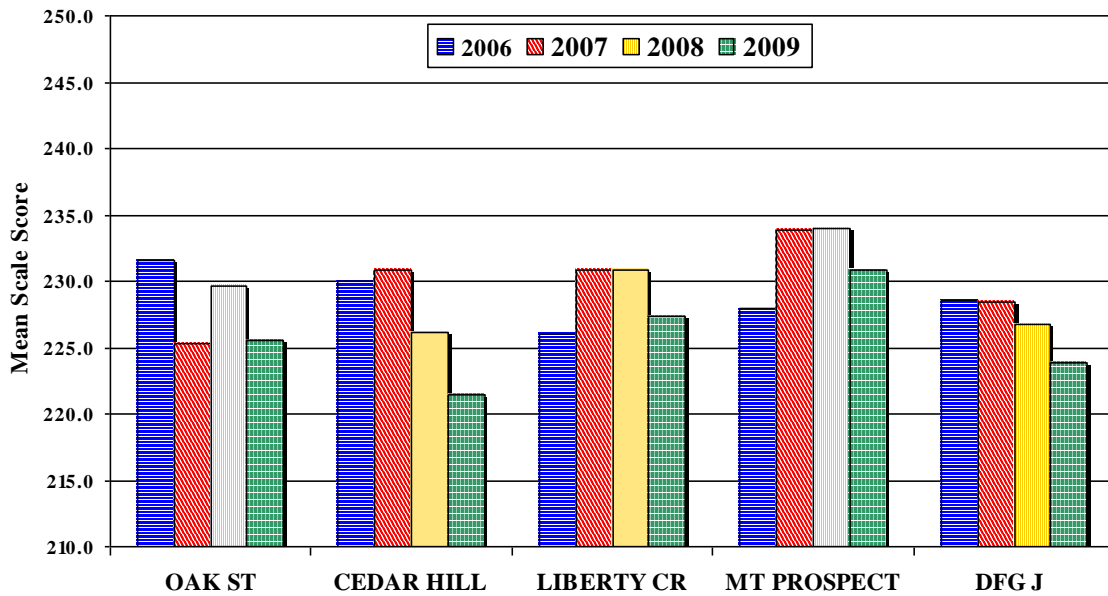
*Only reported for subgroups with n>40

NJ ASK 4 Science - Mean Scale Scores by School

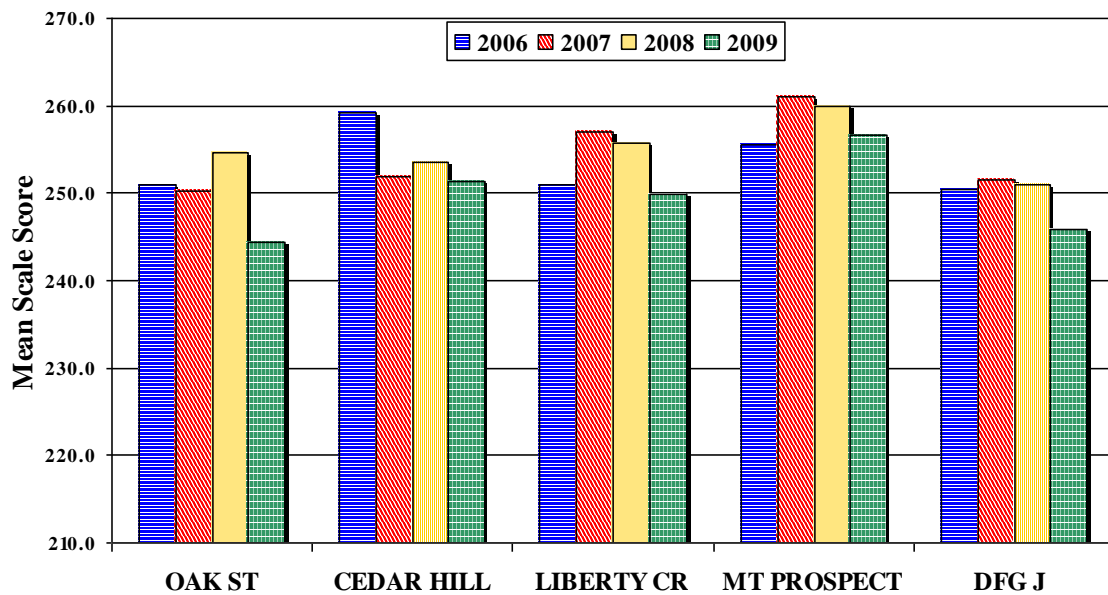
	OS	CH	LC	MP
Science (Total Students)	251.9	253.5	254.4	251.5
Science (GE)	252.5	256.5	257.1	253.4
Science (SE)	247.5	238.1	238.4	242.7

¹ The NJ-ASK4 Science test was first given in 2007.

ASK-4 Lang. Arts Mean Scale Scores by School and DFG J (2006-09)



ASK-4 Math Mean Scale Scores by School and DFG J (2006-09)



NJ ASK 4 – Summary of Statistics

Language Arts Literacy

- All cluster means are at or above the DFG J mean and above the state mean.
- An ANOVA test on NJASK-4 Language Arts scale scores of the elementary schools shows there is a significant difference among the buildings.
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Mathematics

- All cluster means are at or above the DFG J mean and above the state mean.
- An ANOVA test on NJASK-4 Math scale scores of the elementary schools shows there is a significant difference among the buildings.
- Cedar Hill's mean scale score dropped the least compared to the other Bernards elementary schools, and the J district mean.

Science

- All cluster means are at or above the DFG J mean and above the state mean.
- An ANOVA test on NJASK-4 Science scale scores of the elementary schools shows there is NO significant difference among the buildings.

Recommendations

- Provide Reading Recovery training for two Reading Specialists not already trained to assist in the identification of effective reading strategies.
- Develop the Response to Intervention program to allow for early intervention and reduce referrals.
- Increased use of formative assessments
- Systematic staff development to increase teachers' understanding of test format and response construction, particularly in writing
- Analysis of test scores with instructional support staff and reading specialists

NJ ASK 5 (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	91.6	88.5	233.5	227.5
LA (GE)	96.9	94.1	238.0	231.6
LA (SE)	61.4	54.9	208.6	202.7
Math (Total Students)	96.6	93.0	262.3	251.9
Math (GE)	99.7	96.6	267.1	256.7
Math (SE)	78.6	71.3	235.7	223.0

NJ ASK 5 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	89.4	94.3
Math (Total Students)	96.1	97.2

NJASK 5 – District Mean Scale Scores By Year²

Student Population	2006	2007	2008	2009
LA (Total Students)	237.0	240.9	232.2	233.5
LA (GE)	239.7	244.4	234.8	238.0
LA (SE)	220.5	223.0	211.9	208.6
Math (Total Students)	254.6	253.0	254.5	262.3
Math (GE)	257.8	257.4	258.2	267.1
Math (SE)	236.6	253.0	228.5	235.7

NJ ASK 5 District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
LA (Total Students)	230.1	237.6	247.2	231.6
Math (Total Students)	262.0	262.8	280.6	259.5

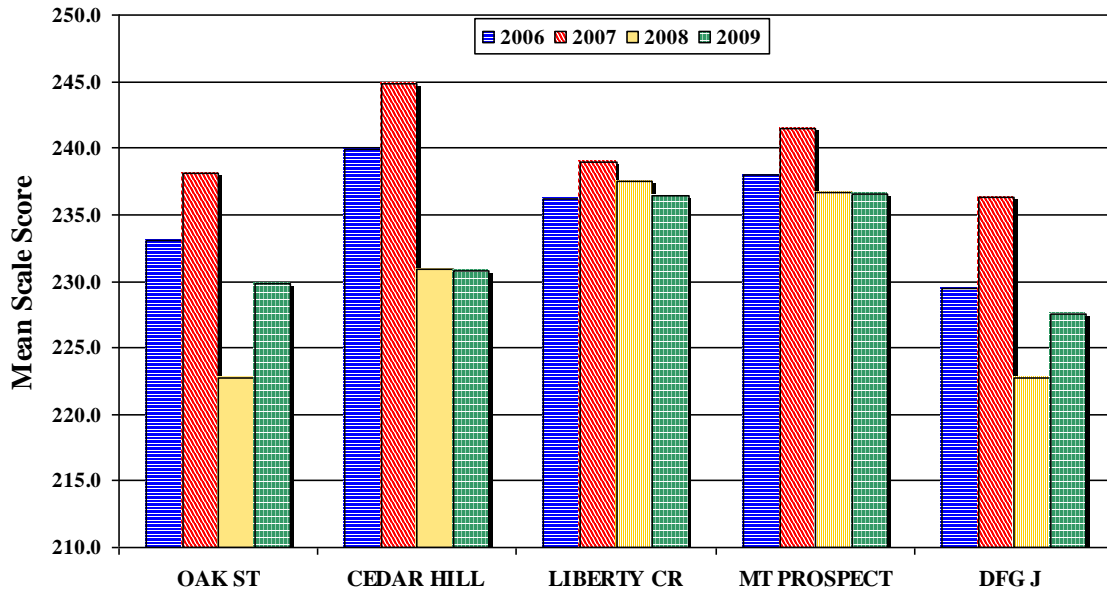
*Only reported for subgroups with n>40

NJ ASK 5 Mean Scale Scores by School

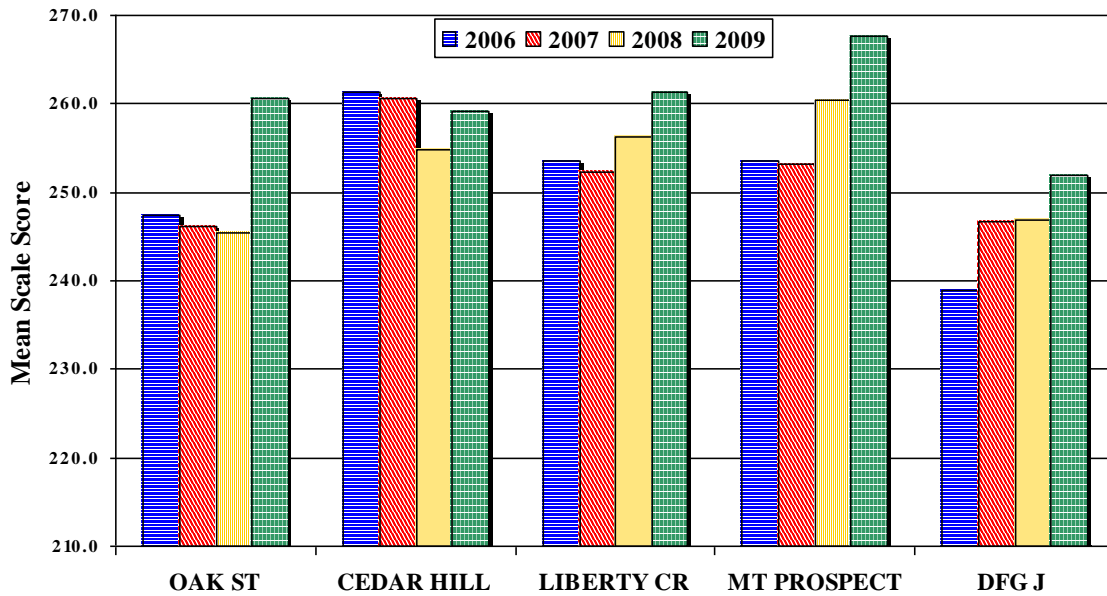
	OS	CH	LC	MP
LA (Total Students)	229.8	230.8	236.4	236.6
LA (GE)	235.3	235.4	241.4	239.7
LA (SE)	193.9	201.1	217.7	215.7
Math (Total Students)	260.6	259.1	261.4	267.7
Math (GE)	263.9	263.9	267.9	272.1
Math (SE)	239.3	227.7	237.0	238.1

² The NJ-ASK 5-8 tests were redesigned in 2008 which included changes in test time, item type and passage length. Therefore, comparison between NJ ASK scores prior to and after 2008 is not warranted.

ASK-5 Lang. Arts Mean Scale Scores by School and DFG J (2006-09)



ASK-5 Math Mean Scale Scores by School and DFG J (2006-09)



NJ ASK 5 – Summary of Statistics

Language Arts Literacy

- An ANOVA test on NJASK-5 Language Arts scale scores of the elementary schools shows there is NO significant difference among the buildings.
- Oak Street significantly improved test scores.
- All cluster means are at or above the DFG J mean and above the state mean.

Mathematics

- An ANOVA test on NJASK-5 Math scale scores of the elementary schools shows there is NO significant difference among the buildings.
- From 2008 to 2009, the DFG J mean increased by 5.1; Oak Street's scores increased by 15.1 and Mount Prospect's by 7.3.
- All cluster means are at or above the DFG J mean and above the state mean.

Recommendations

- Analysis of test scores with instructional support staff and reading specialists

NJ ASK 6 (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	91.4	91.5	228.5	227.1
LA (GE)	97.0	95.8	232.7	230.6
LA (SE)	54.5	62.8	201.6	204.1
Math (Total Students)	91.0	91.7	247.2	244.9
Math (GE)	96.5	96.2	252.7	249.8
Math (SE)	56.4	62.3	210.7	211.9

NJ ASK 6 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	88.3	94.2
Math (Total Students)	90.6	91.2

NJASK 6 – District Mean Scale Scores By Year³

Student Population	2006	2007	2008	2009
LA (Total Students)	230.8	231.6	219.7	228.5
LA (GE)	234.0	235.2	223.3	232.7
LA (SE)	211.0	209.5	195.5	201.6
Math (Total Students)	246.9	246.0	250.2	247.2
Math (GE)	251.0	250.1	254.4	252.7
Math (SE)	220.4	221.2	219.9	210.7

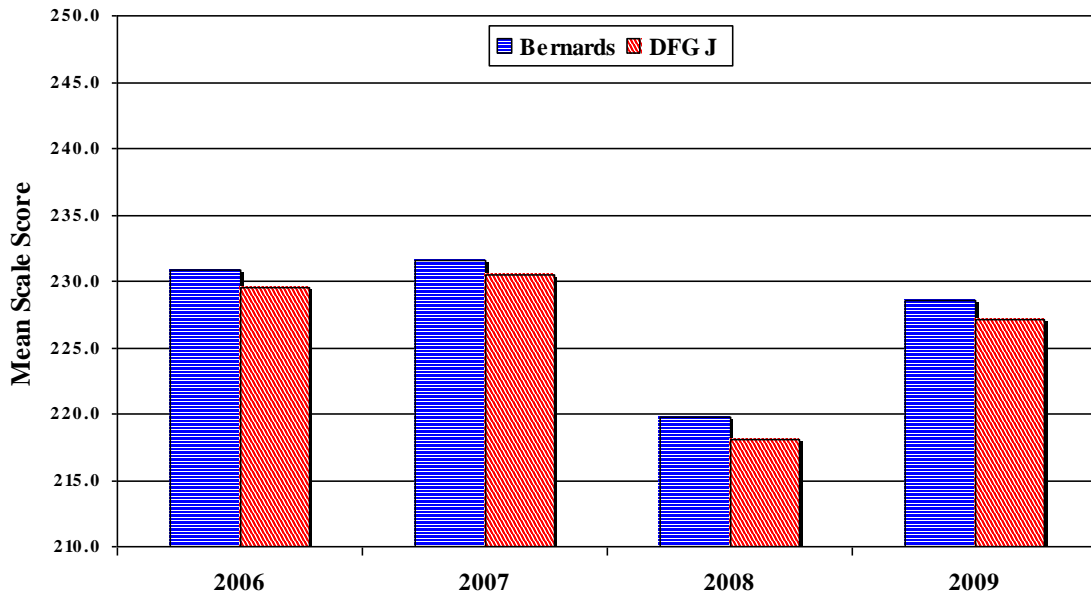
NJ ASK 6 District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
LA (Total Students)	224.8	231.9	240.2	227.0
Math (Total Students)	248.4	246.2	273.7	243.2

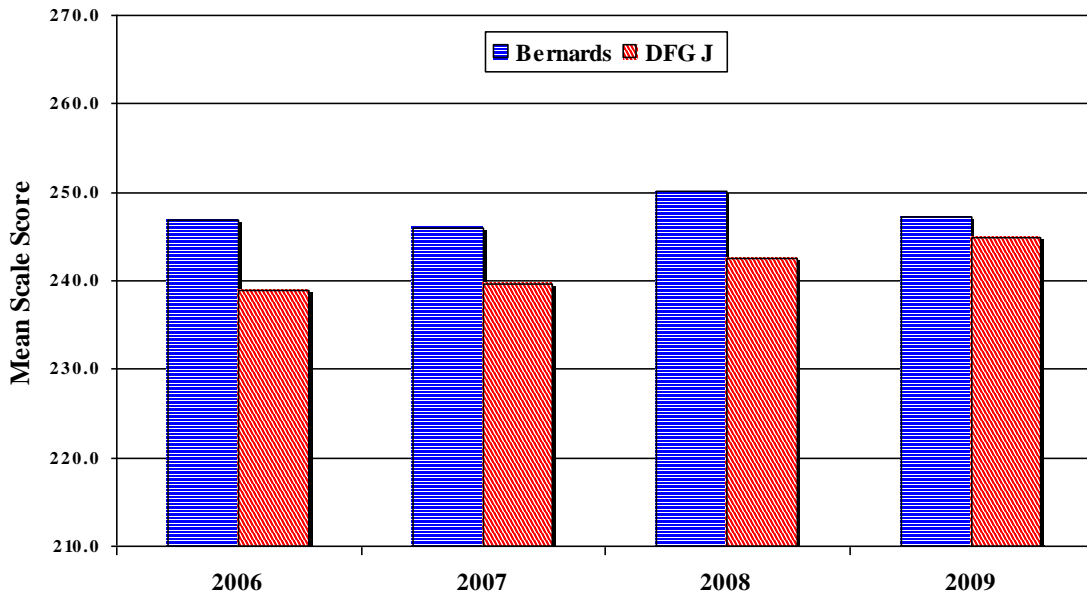
*Only reported for subgroups with n>40

³ The NJ-ASK 5-8 tests were redesigned in 2008 which included changes in test time, item type and passage length. Therefore comparison between NJ ASK scores prior to and after 2008 is not warranted.

ASK-6 Lang. Arts Mean Scale Scores vs. DFG J (2006-09)



ASK-6 Math Mean Scale Scores vs. DFG J (2006-09)



NJ ASK 6 – Summary of Statistics

Language Arts Literacy

- All cluster means are at or above the DFG J mean and above the state mean.
- There was a significant increase in the mean score from 2008 to 2009.

Mathematics

- All cluster means are at or above the DFG J mean and above the state mean.
- There was no significant difference in the mean score from 2008 to 2009.

Recommendations:

- Implementation of a 6th grade instructional support program to address those “at risk” students identified based on the 5th grade NJASK scores.

NJ ASK 7 (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	94.4	93.1	237.7	238.9
LA (GE)	97.3	97.5	242.1	244.0
LA (SE)	76.8	67.5	207.6	207.6
Math (Total Students)	93.3	88.4	242.4	242.4
Math (GE)	97.0	93.7	247.3	248.3
Math (SE)	66.1	54.6	208.0	204.8

NJ ASK 7 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	93.4	95.4
Math (Total Students)	95.1	91.3

NJASK 7 – District Mean Scale Scores By Year⁴

Student Population	2006	2007	2008	2009
LA (Total Students)	234.0	231.6	241.5	237.7
LA (GE)	236.1	234.8	245.9	242.1
LA (SE)	214.3	211.0	212.3	207.6
Math (Total Students)	243.2	235.2	245.3	242.4
Math (GE)	246.6	240.4	250.5	247.3
Math (SE)	212.2	203.3	211.3	208.0

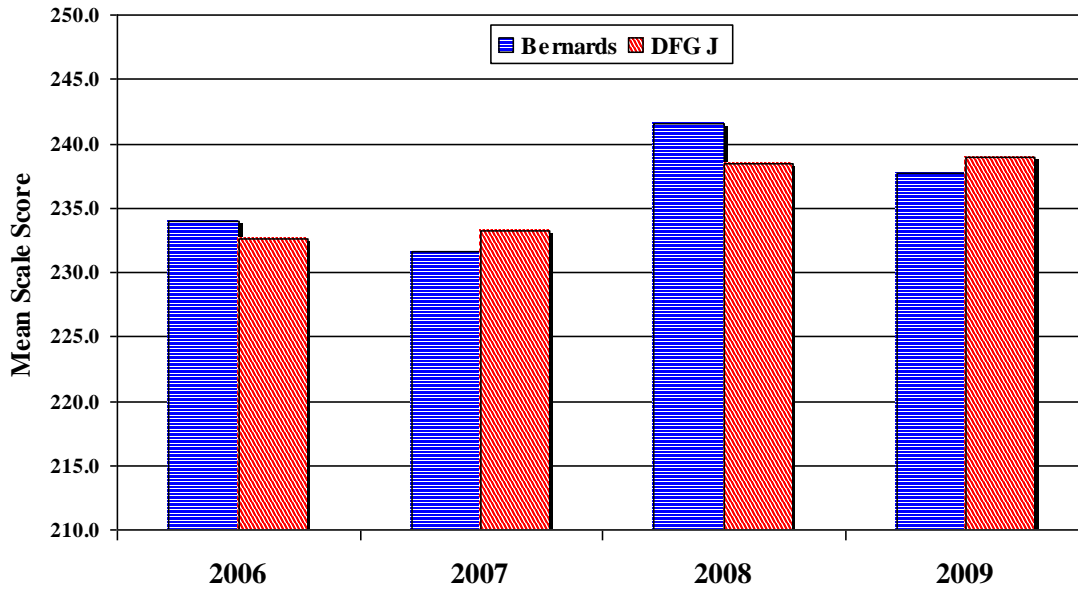
NJ ASK 7 District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
LA (Total Students)	237.3	238.1	255.5	234.9
Math (Total Students)	248.7	235.4	268.2	238.5

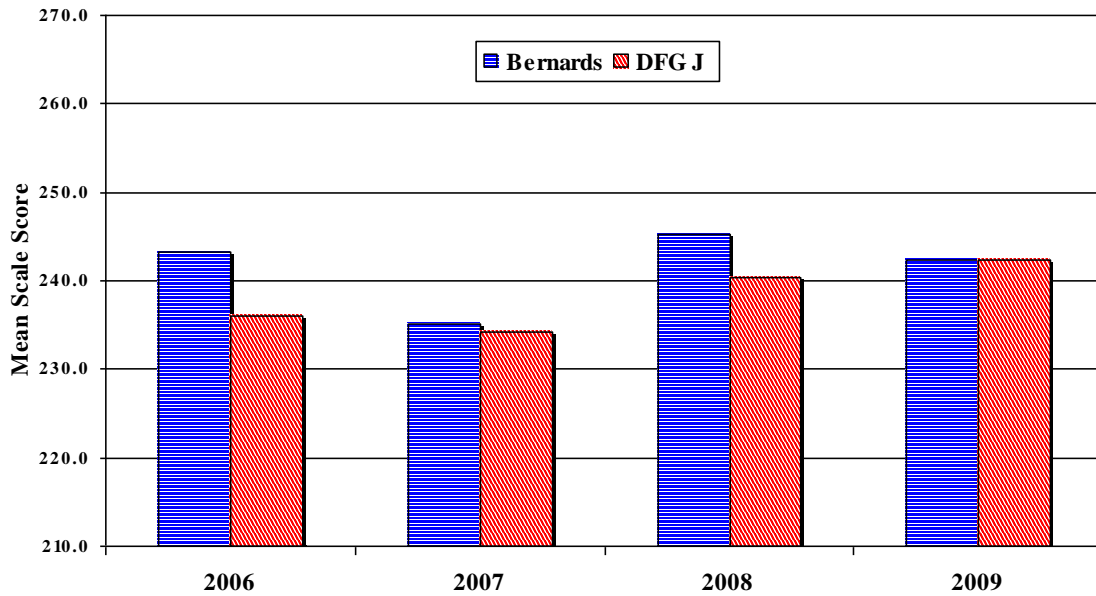
*Only reported for subgroups with n>40

⁴ The NJ-ASK 5-8 tests were redesigned in 2008 which included changes in test time, item type and passage length. Therefore comparison between NJ ASK scores prior to and after 2008 is not warranted.

ASK-7 Lang. Arts Mean Scale Scores vs. DFG J (2006-09)



ASK-7 Math Mean Scale Scores vs. DFG J (2006-09)



NJ ASK 7 – Summary of Statistics

Language Arts Literacy

- There was a significant decrease in the mean score from 2008 to 2009. The district average is below the J District mean.
- Writing cluster is below the DFG mean for general education students as well as special education students.

Mathematics

- There was a significant decrease in the mean score from 2008 to 2009. In 2008, the district average was 4.9 points above the DFG J average. In 2009, the means are identical.
- All cluster means are at or above the DFG J mean except geometry and measurement.

Recommendations:

- Increased test preparation as part of the Basic Skills classes at William Annin.
- Systematic staff development to increase teachers' understanding of test format and response construction, particularly in writing

NJ ASK 8 (2009)⁵

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	97.4	96.4	236.3	237.2
LA (GE)	99.2	98.9	239.2	240.9
LA (SE)	86.8	82.3	217.2	215.5
Math (Total Students)	92.3	90.5	243.0	248.5
Math (GE)	97.8	96.0	248.5	255.5
Math (SE)	54.7	55.9	207.5	205.7

NJ ASK 8 Percent At or Above State Standards by Gender

Student Population	Male	Female
LA (Total Students)	95.9	99.0
Math (Total Students)	92.3	92.2

NJASK 8 – District Mean Scale Scores By Year⁶

Student Population	2006	2007	2008	2009
LA (Total Students)	234.5	235.3	235.2	236.3
LA (GE)	238.2	237.3	238.8	239.2
LA (SE)	206.0	214.9	213.9	217.2
Math (Total Students)	238.5	239.7	250.5	243.0
Math (GE)	243.7	242.8	257.0	248.5
Math (SE)	198.6	210.5	209.8	207.5

NJ ASK 8 District Mean Scale Scores By Subgroup*

Student Population	Male	Female	Asian	White
LA (Total Students)	232.5	240.3	241.9	235.6
Math (Total Students)	246.1	239.7	259.0	240.6

*Only reported for subgroups with n>40

⁵ The ASK-8 test replaced the Grade Eight Proficient Assessment, or GEPA, in 2008.

⁶ The NJ-ASK 5-8 tests were redesigned in 2008 which included changes in test time, item type and passage length. Therefore comparison between NJ ASK scores prior to and after 2008 is not warranted.

NJ ASK 8 Science (2009)⁷

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
Science (Total Students)	98.1	96.8	249.4	252.9
Science (GE)	99.5	99.1	252.3	257.4
Science (SE)	88.7	83.8	230.5	227.1

NJ ASK 8 Science - Percent At or Above State Standards by Gender

Student Population	Male	Female
Science (Total Students)	97.7	98.5

NJ ASK 8 Science – District Mean Scale Scores By Year⁸

Student Population	2006	2007	2008	2009
Science (Total Students)	244.1	245.4	257.8	249.4
Science (GE)	247.0	247.3	262.6	252.3
Science (SE)	221.0	226.9	230.4	230.5

NJ ASK 8 Science - District Mean Scale Scores By Subgroup*

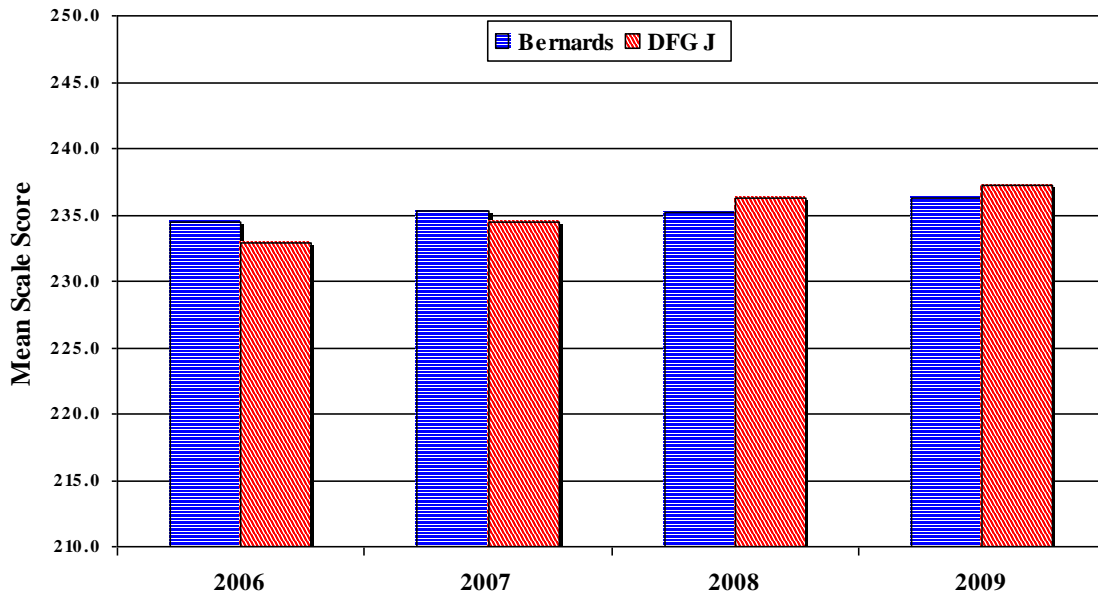
Student Population	Male	Female	Asian	White
Science (Total Students)	252.2	246.4	258.3	248.2

*Only reported for subgroups with n>40

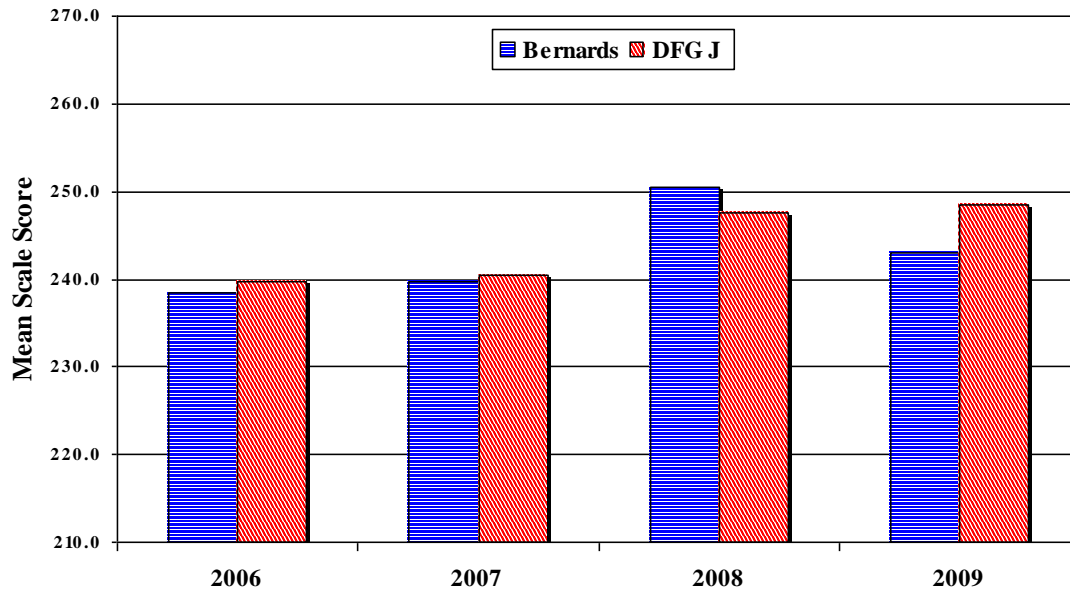
⁷ In 2008 the GEPA Science exam was replaced by the NJ-ASK 8 Science test.

⁸ Even though the test name changed from NJ GEPA to NJ-ASK 8 Science exam, the test's criteria and design were NOT changed, so comparisons from prior years are acceptable.

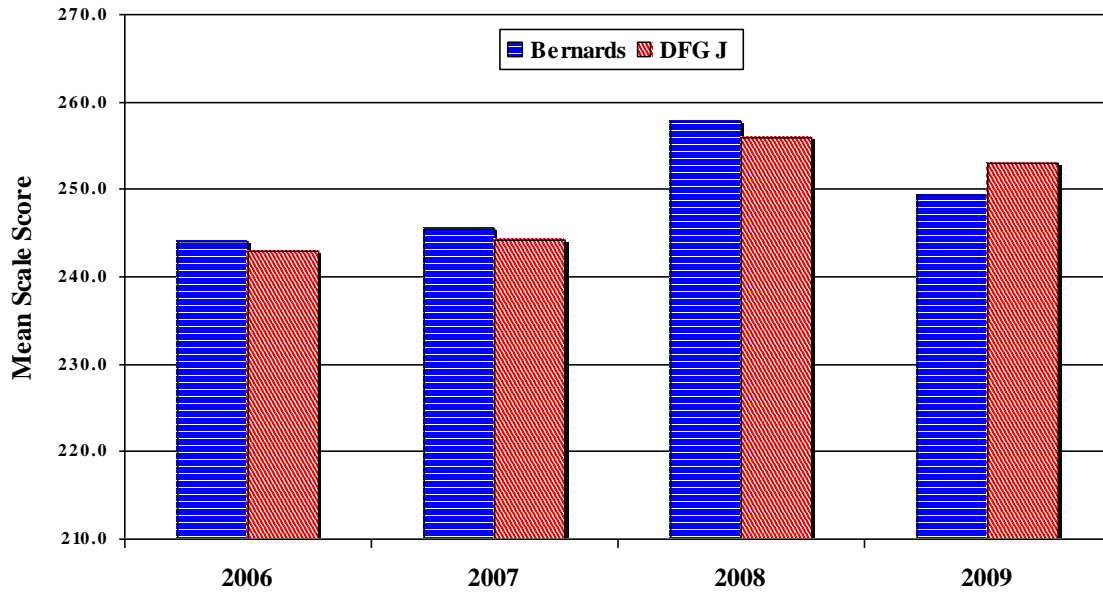
ASK-8 Lang. Arts Mean Scale Scores vs. DFG J (2006-09)



ASK-8 Math Mean Scale Scores vs. DFG J (2006-09)



ASK-8 Science Mean Scale Scores vs. DFG J (2006-09)



NJ ASK 8 – Summary of Statistics

Language Arts Literacy

- There was a NO significant change in the mean score from 2008 to 2009.
- 99% of females are proficient in Language Arts.
- The district mean for writing and persuasive tasks are slightly below the DFG J mean.

Mathematics

- There was a significant decrease in the mean score from 2008 to 2009. In 2008, the Bernards mean was 2.9 points higher than the J district mean. In 2009, the J district mean is 5.5 points higher.
- Several areas had means that were below the DFG J mean: Numbers & Numerical Operations, Data Analysis, and Problem Solving.

Science

- There was a significant decrease in the mean scores from 2008 to 2009. The DFG J average declined as well, but not as much.
- Several clusters had means that were below the DFG J mean: life sciences, physical science, and application.

Recommendations

- Analysis of test scores with instructional support staff and reading specialists

HSPA (2009)

Student Population	Percent at or Above State Standards		Mean Scale Score	
	Bernards	DFG J	Bernards	DFG J
LA (Total Students)	96.0	96.0	242.2	238.6
LA (GE)	99.7	99.3	247.0	242.5
LA (SE)	75.0	76.4	212.9	214.5
LA (IEP Exempt from Passing)	38.9	43.2	180.9	189.0
Math (Total Students)	93.9	92.3	245.2	244.1
Math (GE)	98.9	97.3	250.6	249.5
Math (SE)	59.3	59.5	208.1	208.9
Math (IEP Exempt from Passing)	28.6	25.9	188.9	183.5

HSPA Percent At or Above State Standards By Gender

Student Population	Male	Female
LA (Total Students)	93.4	99.0
Math (Total Students)	91.6	96.5

HSPA District Mean Scale Scores By Year

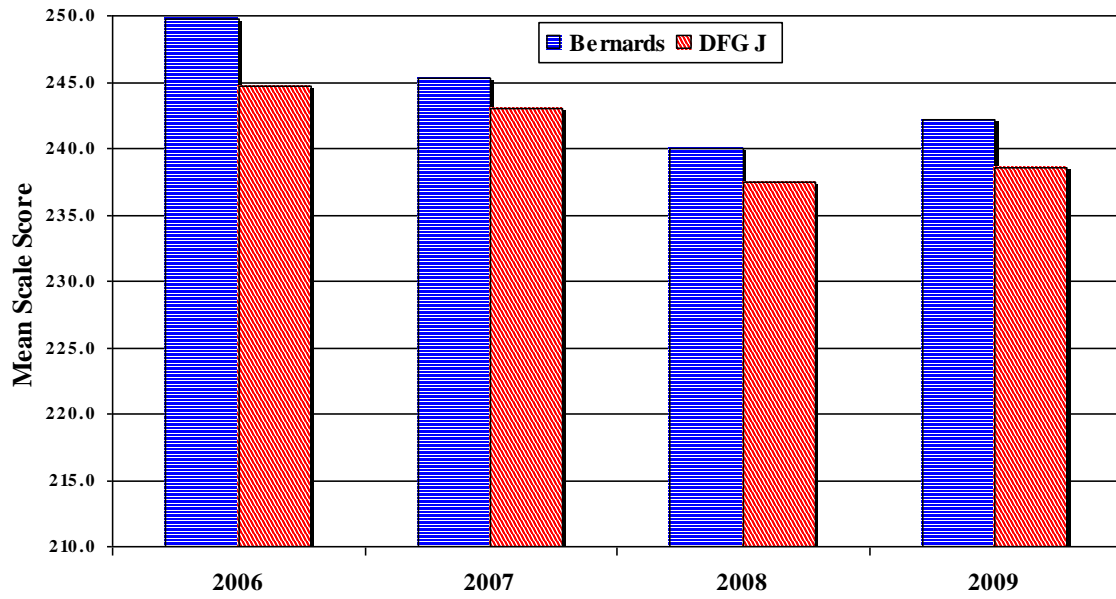
Student Population	2006	2007	2008	2009
LA (Total Students)	249.7	245.3	240.0	242.2
LA (GE)	252.7	248.3	242.7	247.0
LA (SE)	228.3	223.5	216.8	212.9
LA (IEP Exempt from Passing)	199.1	206.6	202.3	180.9
Math (Total Students)	246.7	245.6	245.4	245.2
Math (GE)	251.2	250.1	249.0	250.6
Math (SE)	213.9	211.4	213.0	208.1
Math (IEP Exempt from Passing)	188.8	184.7	193.5	188.9

HSPA District Mean Scale Scores By Subgroup*

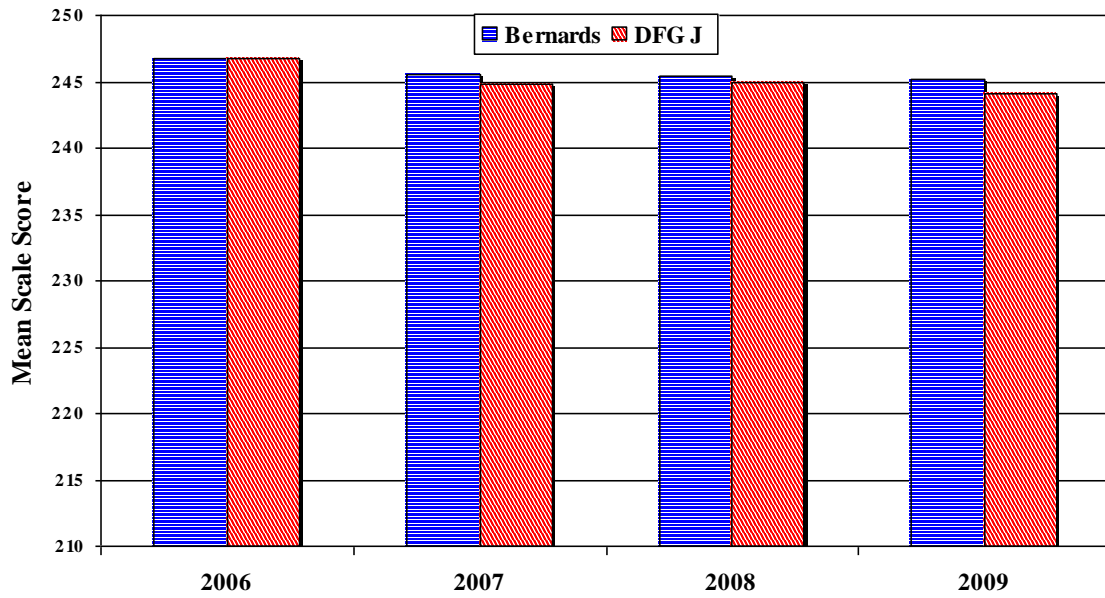
Student Population	Male	Female	Asian	White
LA (Total Students)	238.1	246.9	251.7	240.7
Math (Total Students)	245.4	244.9	260.0	243.2

*Only reported for subgroups with n>40

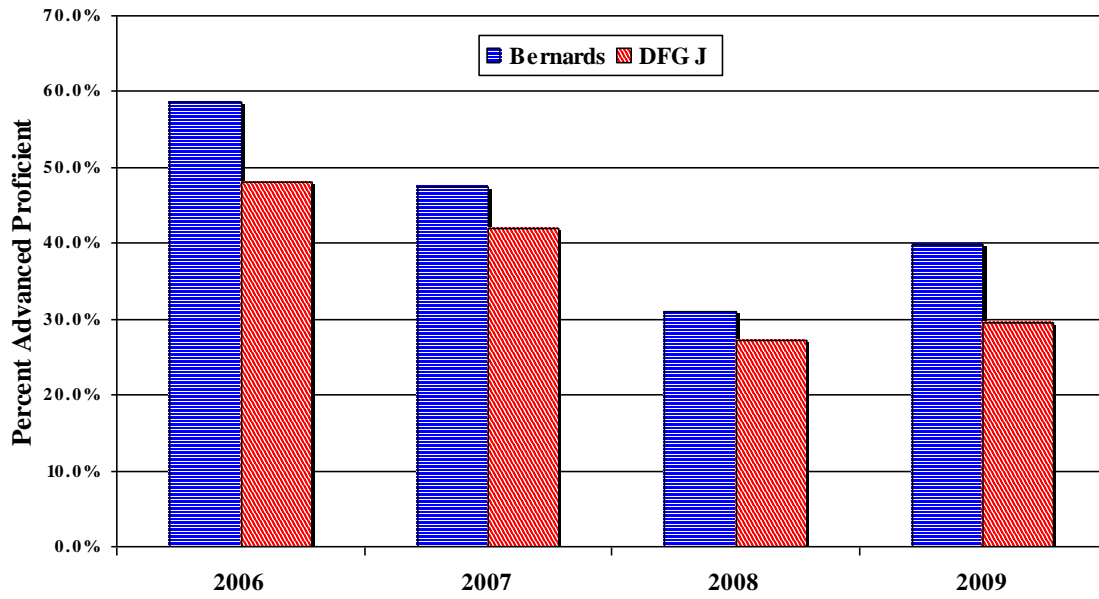
HSPA Lang. Arts Mean Scale Scores vs. DFG J (2006-09)



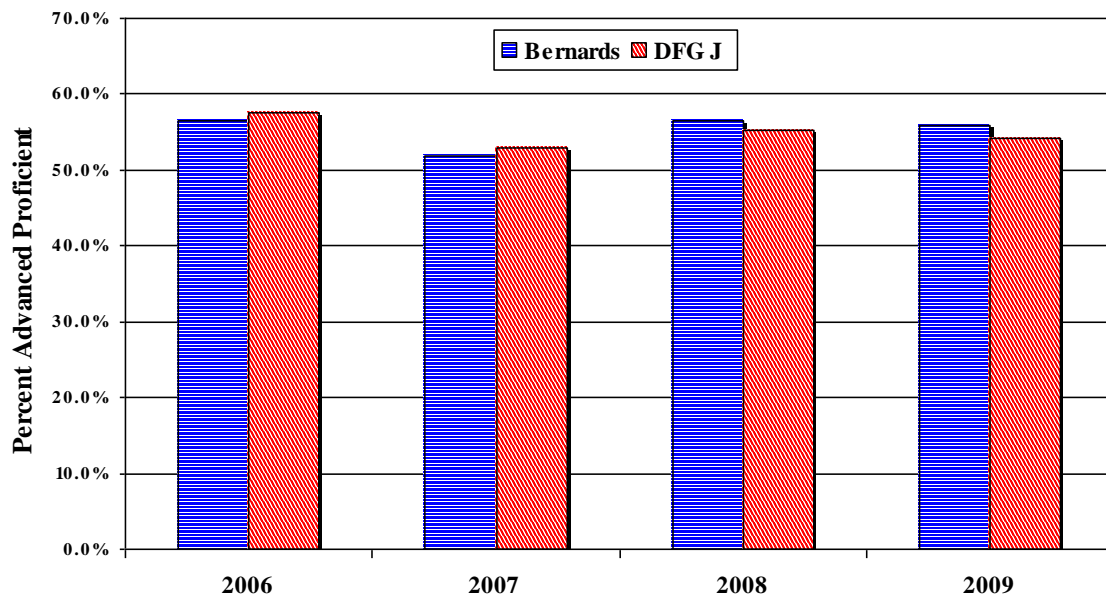
HSPA Math Mean Scale Scores vs. DFG J (2006-09)



HSPA Lang. Arts Percent Advanced Proficient vs. DFG J (2006-09)



HSPA Math Percent Advanced Proficient vs. DFG J (2006-09)



Summary of Statistics – HSPA

Language Arts Literacy

- The mean score for 2009 is significantly higher than the mean score for 2008.
- The percentage of students at Advanced Proficient increased from 30.9% to 39.9%, a 9.0 % increase.
- Bernards Township students performed significantly better than the DFG J mean in writing.

Mathematics

- There was no significant difference in the mean scores or the percentage Advanced Proficient from 2008 to 2009.
- All cluster means are at or above the DFG J mean and above the state mean.

End of the Course Exam in Biology

- All cluster means are at or above the DFG J mean and above the state mean.
- There were no break-downs of partial proficient, proficient, and advanced proficient for the EOC Biology exam. The district's total raw score mean is 39.1, exactly matching the DFG J mean.

Recommendations

- Identification of students performing at Partially Proficient levels and schedule in Essential Elements of Language Arts.
- Systematic staff development to increase teachers' understanding of test format and response construction, particularly in writing.
- Implementation of a reading and math support class for 9th grade students based on 8th grade NJASK scores.

SAT Reasoning Test

The new SAT Reasoning Test was introduced in 2005 and was first reported for the Class of 2006. It differed from the old SAT-I exam in many ways making comparisons difficult. The new SAT Reasoning Test has three sections: Math, Critical Reading, and Writing. The data provided by the College Board includes the latest SAT Reasoning scores for Ridge High School students in the graduating class of 2009.

In 2009, the SAT Critical Reading mean score for RHS was **567**, while the state mean was **496** and the national mean was **501**. In 2009, the SAT Math mean score for RHS was **598**, while the state mean was **513** and the national mean was **515**. The SAT Writing mean score for RHS was **568**, while the state mean was **496** and the national mean was **493**.

Critical Reading Section Mean Scores by Subgroup (2006-2009)

Class of	Mean SAT score	25 th Percentile Score	75 th Percentile Score	Male	Female	Asian	White
2006	570	500	640	571	570	596	568
2007	570	500	640	578	563	637	560
2008	561	490	630	556	566	598	553
2009	567	500	640	572	562	630	558

Math Section Mean Scores by Subgroup (2006-2009)

Class of	Mean SAT score	25 th Percentile Score	75 th Percentile Score	Male	Female	Asian	White
2006	597	540	660	612	585	658	589
2007	594	520	660	618	574	692	581
2008	595	530	670	603	585	681	580
2009	598	530	670	609	584	693	585

Writing Section Mean Scores by Subgroup (2006-2009)

Class of	Mean SAT score	25 th Percentile Score	75 th Percentile Score	Male	Female	Asian	White
2006	567	490	640	560	572	587	564
2007	567	490	650	565	568	630	558
2008	559	490	630	542	579	595	552
2009	568	490	630	564	574	649	555

SAT Subject Tests – Mean Scores 2003 – 2009

	Literature	United States History	Mathematics Level IC	Mathematics Level IIC	Biology	Chemistry	Physics
2003	576	606	631	694	621	591	696
2004	658	585	634	689	600	602	709
2005	661	597	632	699	624	628	692
2006	658	615	642	692	613	645	678
2007	652	631	644	717	663	640	720
2008	631	633	655	678	635	635	688
2009	662	608	660	705	655	598	686

Summary of Statistics – SAT

Critical Reading

- In 2009 for the first time in over 5 years, there was a drop in the number of SAT tests taken by graduating students.
- There was a significant increase in the mean score from 2008 to 2009, but compared to 2006 or 2007, there was no change.
- There was no significant difference between the mean scores of males and females.

Mathematics

- There was no significant difference between the mean score from 2008 to 2009.
- There is a significant difference between the mean scores of males and females.

Writing

- There was a significant increase in the mean score from 2008 to 2009, but compared to 2006 and 2007, there was no change.
- There was a significant difference between the mean scores of males and females.

Subject Tests

- There was a significant decrease in the number of students taking SAT Subject tests from 2005 to 2009. The Mathematics Level I Subject Test has seen the greatest decrease.
- The most popular SAT Subject Tests in order are: Biology, Math Level 2, Math Level 1, Chemistry, Physics, Literature and US History. Twenty-two students took seven different language examinations.

College Plans Survey

- The most chosen intended major in college is “Business, Commerce or Related Field” followed by “Social Science or Related Area”.
- 46% reported that they are applying for financial aid versus the state average of 70%.
- More than 20% of graduating seniors plan on receiving advanced standing in college courses in the following fields: mathematics, social studies, and English.

Recommendations

- During the 2008-2009 school year an online SAT program will be offered to all students and will enable 9th, 10th and 11th grade students to utilize the program at their own pace. This will be the first year the program is offered the 9th graders, allowing them to begin preparation a year earlier than in the past.

Advanced Placement Test Data (2007-09)

SUBJECT	Students in course			Tests Taken		
	2007	2008	2009	2007	2008	2009
BIOLOGY	28	45	33	27	45	31
CALCULUS AB	91	93	110	89	90	106
CALCULUS BC	37	28	30	38	28	29
CHEMISTRY	26	14	23	23	13	20
CHINESE	*	*	*	0	0	4
COMP SCI A	13	8	6	13	7	6
ECON-MAC	123	119	145	117	112	139
ECON-MIC	*	*	*	5	1	4
ENG LANG/COMP	91	80	102	89	78	101
ENG LIT/COMP	103	95	76	98	87	70
ENV SCIENCE	92	100	66	69	58	56
EUROPEAN HIST	50	40	53	47	36	49
FRENCH LANG	9	10	19	6	3	9
GOVT&POL US	123	119	145	120	114	143
ITALIAN LANG	5	16	10	4	15	8
JAPANESE	11	7	11	3	2	8
LATIN ⁹	16	20	31	16	19	25
MUSIC THEORY	*	*	*	1	0	1
PHYSICS B	83	97	80	82	91	79
PHYSICS C-MECH	32	20	28	32	20	27
PHYSICS C-E&M	32	20	28	32	20	28
PSYCHOLOGY	164	152	232	155	146	218
SPANISH LANG	20	20	18	16	9	12
STATISTICS	49	59	59	48	58	56
STUDIO ART - DRAWING ¹⁰	18	29	25	18	16	21
STUDIO ART 2D	*	*	*	*	8	3
STUDIO ART 3D	*	*	*	*	1	0
US HISTORY	46	52	57	42	51	55

The AP tests were administered in May 2009. Students receive a score from 1 to 5 on each test and a score of 3 or higher is a passing score. In 2009, 466 students took one or more AP tests, 1308 tests were administered in 28 subjects, and of the scores reported, 1151 were a grade of 3 or higher (88%).

⁹ Latin Exam alternates each year from literature and Vergil. In 2009 the Latin Literature exam was taken.

¹⁰ Students in AP Studio Art decide which AP Studio Art assessment to take. Drawing is the most popular.

SUBJECT	3 OR HIGHER (%)	3 OR HIGHER (%)	3 OR HIGHER (%)
	2007	2008	2009
BIOLOGY	93	84	81
CALCULUS AB	76	78	75
CALCULUS BC	92	100	79
CHEMISTRY	83	77	60
COMP SCI A	92	100	100
ECON-MAC	96	89	95
ECON-MIC	♦	♦	♦
ENG LANG/COMP	91	96	98
ENG LIT/COMP	96	98	96
ENV SCIENCE	57	71	57
EUROPEAN HIST	100	97	98
FRENCH LANG	50	67	22
GOVT&POL US	82	86	90
ITALIAN LANG	♦	87	75
JAPANESE	♦	♦	13
LATIN	100	100	96
MUSIC THEORY	♦	♦	♦
PHYSICS B	93	90	97
PHYSICS C-MECH	97	100	89
PHYSICS C-E&M	91	100	74
PSYCHOLOGY	96	93	97
SPANISH LANG	100	100	67
STATISTICS	92	97	86
STUDIO ART -DRAWING	94	100	100
STUDIO ART 2D	♦	100	♦
STUDIO ART 3D	♦	100	♦
US HISTORY	88	86	80

♦ Results of examinations with five or fewer students are omitted from this report.

AP Participation by Year

Year	Tests Administered	Students who took 1 or more AP test	% 3 or higher	Ratio of AP students to students in grades 11 & 12
2009	1308	466	88%	0.56
2008	1128	430	90%	0.55
2007	1190	400	88%	0.54
2006	1137	385	89%	0.54

Summary of Statistics – AP Exams

- In the previous years, correlation between midterm grades and AP Scores is significant in most classes, indicating that midterm grades are good predictors of AP Scores.
- In the previous years, correlation between final grade in class and AP Score is significant in all classes except Computer Science, Physics C Mechanics and Studio Art 2D Design, indicating that AP Test is a fair evaluation of our curriculum.
- From 2007 to 2009, there was a significant increase in the number tests taken for the following examinations: Calculus AB, Economics-Micro, English Lang & Composition, US Government & Politics, Latin, Psychology, and US History.
- From 2007 to 2009, there was a significant decrease in the number tests taken for the following examinations: Computer Science A, English Literature & Composition and Environmental Science.
- There was a significant decrease in the percentage of students scoring a 3 or higher on the following examinations: Calculus BC, Chemistry, Physics-E&M, and Spanish Language.
- There was limited success on the Japanese and French AP exams although more students signed up for the exam.
- AP participation increased by 36 students while the percentage of juniors and seniors who took at least one test has remained stable.

Comparison of Magnificent Seven School Districts

The data for this analysis was taken from the 2007 and 2008 NJ School Report Cards. The 2009 Report Cards are due out in January-February 2010. The top three statistics in certain categories have been shaded.

2008 Advanced Placement Data

	D F G	# of AP courses taken by students	# of AP Tests Administ- ered	% of enrolled students taking AP Test ¹¹	AP grades 3 or higher	School Enroll- ment in grades 11 and 12	Ratio of AP score of 3 or higher to enroll- ment	AP Participa- tion for Grades 11 and 12
Bernards ¹²	J	1201	1143	95.2%	1029	783	1.31	47.3%
Chatham	J	434	397	91.5	329	454	0.72	44.5
Hillsborough	I	599	346	57.8	281	1159.5	0.24	16.0
Holmdel	I	792	523	66.0	469	563.5	0.83	38.3
Livingston	I	769	697	90.6	630	807	0.78	33.5
Millburn	J	1002	997	99.5	928	668	1.39	52.2
Montgomery	J	1078	811	75.2	747	821.5	0.91	42.4
Princeton	I	1315	927	70.4	863	603	1.43	52.9

2007 Advanced Placement Data

	D F G	# of AP courses taken by students	# of AP Tests Administ- ered	% of enrolled students taking AP Test	AP grades 3 or higher	School Enroll- ment in grades 11 and 12	Ratio of AP score of 3 or higher to enroll- ment	AP Participa- tion for Grades 11 and 12
Bernards ¹³	J	1236	1207	97.7%	1074	739.5	1.45	49.5%
Chatham	J	490	409	83.5	334	460.5	0.73	44.3
Hillsborough	I	669	406	60.7	332	1144	0.29	18.7
Holmdel	I	611	611	100	550	566.5	0.97	41.8
Livingston	I	700	630	90.0	613	840.5	0.73	32.6
Millburn	J	959	963	100	875	630.5	1.39	46.9
Montgomery	J	1018	775	76.1	694	782.5	0.89	43.6
Princeton	I	1151	993	86.3	905	630.5	1.44	51.2

¹¹ This was calculated by dividing the # of AP tests administered by the number of AP courses taken by students. Since some students could have taken an exam for a course they were not enrolled in, this number is only an estimate.

¹² For Bernards, I used the School Report Card data.

¹³ For Bernards, I used the School Report Card data.

2008 NJ Testing Data

	D F G	ASK-4 LAL % Adv. proficient	ASK-4 MATH % Adv. proficient	ASK-8 LAL % Adv. proficient	ASK-8 MATH % Adv. proficient	ASK-8 Sci % Adv. proficient	HSPA – LAL % Adv. proficient	HSPA – MATH % Adv. proficient
Bernards	J	15.2	70.5	20.4	52.0	64.6	30.9	56.5
Chatham	J	9.0	58.2	40.6	56.2	67.2	34.6	60.7
Hillsborough	I	4.7	58.8	20.0	32.0	45.3	24.3	37.6
Holmdel	I	8.3	61.4	11.6	49.8	59.3	26.0	55.5
Livingston	I	12.3	47.8	23.1	46.4	57.8	21.7	50.5
Millburn	J	8.5	69.8	33.4	55.6	64.8	27.6	69.7
Montgomery	J	3.5	60.8	20.5	46.0	63.0	28.3	54.5
Princeton	I	18.9	61.0	31.4	53.1	69.2	39.7	60.4

2007 NJ Testing Data

	D F G	ASK-4 LAL % Adv. proficient	ASK-4 MATH % Adv. proficient	ASK-8 LAL % Adv. proficient	ASK-8 MATH % Adv. proficient	ASK-8 Sci % Adv. proficient	HSPA – LAL % Adv. proficient	HSPA – MATH % Adv. proficient
Bernards	J	12.9	71.0	26.0	47.5	52.3	47.4	51.8
Chatham	J	17.4	61.3	33.1	46.5	47.8	51.9	57.3
Hillsborough	I	10.7	63.8	20.1	33.2	37.8	36.3	35.6
Holmdel	I	9.7	56.4	21.4	48.4	45.5	35.2	50.4
Livingston	I	12.5	60.5	21.0	49.5	47.6	33.7	47.4
Millburn	J	10.6	76.3	26.2	53.9	55.6	51.8	64.5
Montgomery	J	7.5	65.8	26.7	40.8	48.2	46.1	54.1
Princeton	I	15.6	66.3	40.8	51.1	55.6	50.6	58.3

Summary of Statistics – Magnificent Seven Comparisons

- Bernards, Millburn and Princeton have a significantly higher AP participation rate than the rest of the schools on the list.
- Over 95% of Bernards students voluntarily take the AP for the course that they are enrolled in.
- In 2008, Bernards had the highest percentage of advanced proficient students on the ASK-4 Lang. Arts and Math examinations. Ridge's HSPA-Lang Arts score is among the top three. Five magnificent schools placed ahead of Bernards' ASK-8 Lang Arts percentage with advanced proficiency.