

Statement of Gordon MacInnes
Assistant Commissioner for Abbott Implementation
New Jersey Senate Education Committee
February 3, 2005
Student Achievement in the Abbott Districts

Good morning Senator Turner and members of the Committee. I welcome your curiosity about Abbott, the largest investment New Jersey makes in a single program. I have prepared these remarks to give perspective on where we've been and where we're going.

Celebrating great progress

New Jersey has a lot to celebrate about Abbott:

- New Jersey provides a high quality preschool education to a higher proportion of the disadvantaged children who need one than any other state. We now reach about two-thirds of such children (about 80% in Abbott districts). No state comes close to New Jersey in assuring them well-trained teachers in small class sizes with the instructional resources that will make such a huge difference as these three- and four year-old children move up to kindergarten and beyond.
- New Jersey has the resources and agreement on the policies and practices to greatly increase early literacy. Other states are still arguing about the ideology of reading instruction or the appropriate class size—we have a unified set of policies and the funding to make sure that 90 percent or more of all third graders are strong readers and writers of English.
- We have gone further than any other state in providing poor school districts with the funds they need to educate concentrations of children from economically disadvantaged homes. Last year, the average spending per pupil in the Abbott districts

(\$13,258) was higher than the average spending in the most affluent (I and J) districts.

All these achievements, plus the undertaking of the most ambitious public construction program in the state's history, we owe to the Abbott decisions and to the bi-partisan support of successive governors and legislatures to provide disadvantaged children with an education that gives them the same chances in life as their affluent peers. As a former member of both houses of the Legislature, I might prefer that the agreement on these policies and resources had emerged from the legislative process, but I salute the vision of the Court to give all New Jersey students a fair chance.

An Abbott snapshot

Let's put our discussion in context. There are 31 Abbott districts, 28 of which were determined by the Supreme Court from a list appended to a decision in 1977 of low-income, property-poor, low-performing K-12 school districts that were eligible for state "urban aid." The legislature added Neptune and Plainfield in 1998 and Salem City in 2004. Together these districts enroll 274,336 K-12 students (42.3% of whom are African-American and 41.9% are Latino) and 40,000 preschool students. While representing roughly 20% of all students (19.9% of New Jersey's 1,380,882), Abbott districts educate 51% of all New Jersey students eligible for free and reduced lunches, half of all Latino students statewide and nearly half of all African American students.

In the 2004 fiscal year, Abbott districts spent an average of \$13,258 per K-12 student and \$9,637 for each preschool student. With total Abbott district spending of \$5.4 billion, 82% came from State aid, 7% from federal assistance, and the balance from local property taxes. The state aid comprised \$2.6 billion in Comprehensive Educational Improvement and Financing Act (CEIFA) formula aid, \$900 million in

Abbott parity formula aid, \$450 million in supplemental funding, and \$440 million in Early Childhood Program Aid (ECPA) and preschool expansion funding.

I've attached tables and graphs depicting the academic performance of Abbott students in the 4th and 8th grades. Two preliminary findings leap out: first, the goal of universal literacy in Abbott elementary schools is realizable; and, second, when students go onto the middle and high school years with limited literacy, they cannot pass New Jersey's rigorous 8th and 11th grade standards. Consider that when the first state 4th grade test was given in language arts in 1999, only 33% of Abbott students were proficient; last year, 75% were proficient or advanced proficient. This is dramatic (but still insufficient) progress and confirms that the focus on early literacy is not only essential, but realistic. The goal is to ensure that 90% of all Abbott students are strong readers by 4th grade.

The second finding grows from the first: if we don't teach young children to be strong readers by 3rd or 4th grade, their chances of being able to "read to learn" later are greatly diminished. This is documented in some of the woeful results on the GEPA tests. Where districts emphasized early literacy, their 8th graders perform better, in some cases like West New York, better than the state average. We are moving the emphasis on literacy into the middle grades, basing our policies and practices on the best research available.

The setting for Abbott

There's another context beyond the numbers that will help our discussion today. Abbott isn't the only set of mandates affecting the Abbott districts, and it is important to note that some of the Court's specific prescriptions are inconsistent with other

requirements and expectations set down for all New Jersey schools.

In the last ten years, the setting for public schools in general and Abbott schools in particular, has been dramatically altered. No discussion of Abbott's progress can ignore these other forces impinging on our ability to realize the lofty goals set by the Court. Think back to New Jersey's schools in 1995:

- New Jersey's 617 local school boards alone decided what would be taught in their schools. In 1995, New Jersey was yet to join the national push for "standards-based reform."
- In 1995, there were two state tests to warn 8th graders whether or not they had the basic skills to graduate high school and the high school test to decide.
- In 1995, the Abbott litigation had yielded three decisions in fourteen years that dealt exclusively with the equity in school finance laws, most recently having struck down the Quality Education Act II of 1991.
- In 1995, the federal government was in its 30th year of providing (Title I) funding for remedial programs in schools with concentrations of poor children picking up about 5% of all costs in the state.

Within the next five years, all these conditions would change in important ways for all public schools in New Jersey, but even more for the Abbott schools. Consider:

- In 1997, the State Board promulgated new compulsory curricular standards for eight disciplines comprising more than 850 "indicators of progress" for just the 4th, 8th, and 11th grades. Among the more noticeable changes was the advent of world languages in the primary grades, the

replacement of arithmetic with national math standards in K-8, and a strong emphasis on writing in language arts.

- By 1999, the State had mandated state tests to determine mastery of the Core standards in grades 4, 8, and 11 (the 3rd grade test is "official" this spring). The tests demonstrated that the new standards were rigorous and exceeded local expectations in most districts, but certainly in the Abbotts. After less than half of New Jersey 4th graders were found not proficient in language arts, the state lowered the cut score to increase the percentage proficient by 20 points.
- In 1998, the Supreme Court in Abbott V recognized the new Core standards as an appropriate measure of a constitutional education, but went on to mandate the most specific and prescriptive set of instructional measures ever handed down by a high court. In addition to requiring a high quality preschool and small class sizes, each of the 300 Abbott elementary schools was mandated to adopt an approved national model of "Whole School Reform."
- In 2001, the President signed the "No Child Left Behind" law that zeroed in on state standards, mandated that all states annually test students in grades 3 through 8, and established penalties and sanctions for schools and districts in which students underperformed. Importantly, NCLB requires all students to take the state tests, including those classified disabled (SPED) and those still learning English (English language learners, or ELL).

For a discussion of Abbott's progress, two quick observations are needed. First, at precisely the time non-Abbott districts were focused on adapting their instruction to new state standards by revising the district curriculum, buying new instructional materials, and hiring new subject-specialized teachers, the Abbott districts were focused just as

intently on implementing models of WSR and other Court mandates all at the individual school level.

Second, with the advent of NCLB and its commendable focus on the performance of special education and ELL students, the Abbott districts were implementing Court remedies that did not address either subgroup, even though they now represent about 35 percent of all Abbott students. Moreover, not one of the models approved by the Commissioner gave specific attention to either subgroup. It is no wonder, then, that most of the schools "in need of improvement" as defined by NCLB are in Abbott districts.

Abbott V (May 1998) and the Whitman Administration

With that context, let us consider the situation in 2002 when the present administration assumed office. In a climate of persistent litigation it may not surprise that the Whitman administration concentrated on implementation of the Abbott decisions and on budgeting. School-level reports and budgets were approved directly by the Department (circumventing the district central offices) following a checklist of compliance with the Court's very specific mandates, with most attention given to the implementation of WSR models. Virtually no attention was given to whether Abbott districts had realigned their instruction to meet the Core standards.

To further confuse these issues, the responsibility for Abbott implementation was spread across five divisions of the DOE with no central overview.

Abbott's second phase beginning January 2002

The new administration adopted a simple, two-goal approach to Abbott reflected in four fundamental changes that were announced in 2002 and remain unchanged:

- The first goal of Abbott is to close the achievement gap between the poor and affluent and between Abbott and non-Abbott. Student achievement, thus, with a particular focus on early literacy, is the measure of Abbott's success or failure. A single division that combines program, budgeting, the state-operated districts, and preschool was created to simplify and give focus to teaching and learning. (Abbott facilities remain the responsibility of another division).
- The focus on achievement requires the Division to shift from dealing with over 450 schools to the district central offices. It is impossible and wasteful for each Abbott school to review the Core standards to create its own and it is impossible for the department to work effectively with schools directly. All of this must be done centrally. We have shifted the DOE-district relationship from compliance with myriad mandates to cooperation on instructional priorities.
- The great advantage NJ has been given with the mandate for school beginning at age three will mean nothing unless the quality of teaching is greatly improved and a high quality curriculum implemented in all pre-k classrooms. This means working with 31 districts, 450 contracted community providers, and approximately 3,000 classroom teachers. The pace of improvement is impressive with preschool students showing much better preparation for kindergarten and 94% of all preschool teachers now college graduates.
- The second goal is to increase efficiency. The budget review for 2005-06 will be the first in which the comparative spending standards developed in cooperation with McKinsey & Co. will be used to identify areas for potential savings and reallocation. This is the first year when we can review proposed budgets before they are submitted and work with districts to reach agreement (in the

first three years, the process and standards for budget review had to be decided by the Court).

What results and preliminary conclusions can we point to for these three years of effort? Improving academic achievement in schools that have underperformed their suburban peers is complicated work, but this is what we have learned: we can teach all primary students to read and write well. I say this because we have two Abbott districts—West New York and Garfield—where more than 90% of their fourth grade general education students were at least proficient on the 2004 NJASK4 language arts test. No one argues with the assertion that reading is the doorway to a good education and we now have evidence from West New York that more than 85% of unclassified students can master 8th grade English, math, and science! These are not theories or hypotheses, but sustained and consistent results from districts with high poverty rates, evidence that New Jersey can indeed close the achievement gap.

We have the resources and we know how to make sure that young Abbott students are readers. Last year we concentrated on districts with high proportions of non-readers. In the three where we were able to get started early enough to influence the March state assessment (Orange, Asbury Park, and Pleasantville), we saw the percentage of proficient general education 4th graders grow from 18 - 20 percentage points over 2003! Overall, the percentage of proficient 4th graders in the Abbott schools increased by a respectable 8.2%. True, this is one year and one test, but because we were using New Jersey's Intensive Early Literacy standards as our guide, we have every confidence that such improvements can and must take place across the board.

The problem in the Abbott districts is not one of students or teachers. Of course, our job would be easier if more Abbott students came to kindergarten with the same vocabularies and rich experiences their

affluent peers bring (children from poor families have about one-fourth the vocabulary of children from families with professional parents). As more students complete preschool, even this gap will close. But we know from Orange, Pleasantville and other districts that these students can read if they're given the appropriate instruction. Teachers need to be shown what works and given the support and training to implement those practices in their classrooms. For the first time, the department is working cooperatively in about half the Abbott districts—those with the lowest literacy rates—to help align their curricula and demonstrate how to implement classroom practices that work.

The most likely explanation for why Abbott students do not perform as well as their suburban peers is that they are not taught what they are expected to learn and what they are tested on in the state assessments. Most Abbott districts have not yet caught up with the changes introduced by the Core standards. They need to work with teachers, specialists and principals to design a district curriculum that captures the content and skills specified by the CCCS and use that curriculum to select instructional materials and software and to determine what professional development their teachers require to master the content and to work with struggling students. This is the basic foundational work that was overlooked in the rush to implement Abbott.

Finally, note the important demographic shift that continues to characterize the Abbott districts: the growth in the numbers and percentage of students for whom English is a second language. Latinos will become the majority minority this year. The rapid growth in newly-arrived immigrants presents instructional challenges that are not easily or quickly surmounted. Too many districts have failed to provide the trained teachers or instructional materials to give these students an effective

transition to English mastery. Again, we are confident that these students can learn to speak, read, and write English well, in part because of the results from districts like West New York, Union City, and Perth Amboy and from individual schools in other districts.

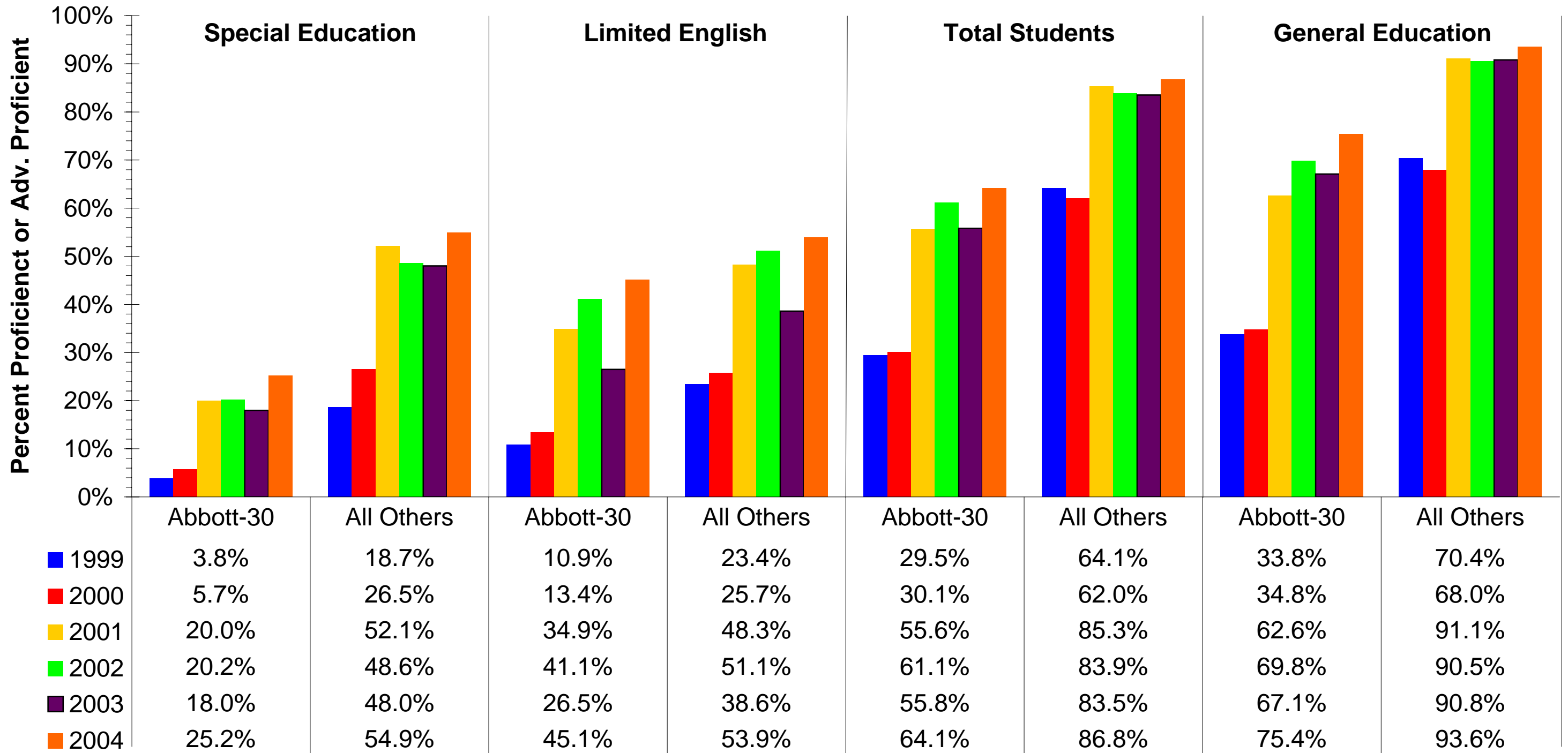
Abbott prospects

The advent of the new administration in 2002 marked the first effort at collaboration between the plaintiffs and defendants in Abbott's 24 year history. A joint application was made to the Court for a "time out" from annual budget appeals so that we could sort through what was working and what wasn't. Since the plaintiffs, the department and administration, and the Abbott districts agree on the urgent need to uplift student learning as the primary goal of the Court, we are hopeful that a shared spirit of collaboration and close cooperation on instructional practices and efficiency will prevail prospectively.

Abbott's success rests on a relentless focus on student learning, starting with early literacy, and on the efficient delivery of effective instruction. We have the resources to get the job done. Otherwise, we fail New Jersey's most disadvantaged students and the citizens who are asked to make this crucial investment.

» [State Assessment Results Charts](#)

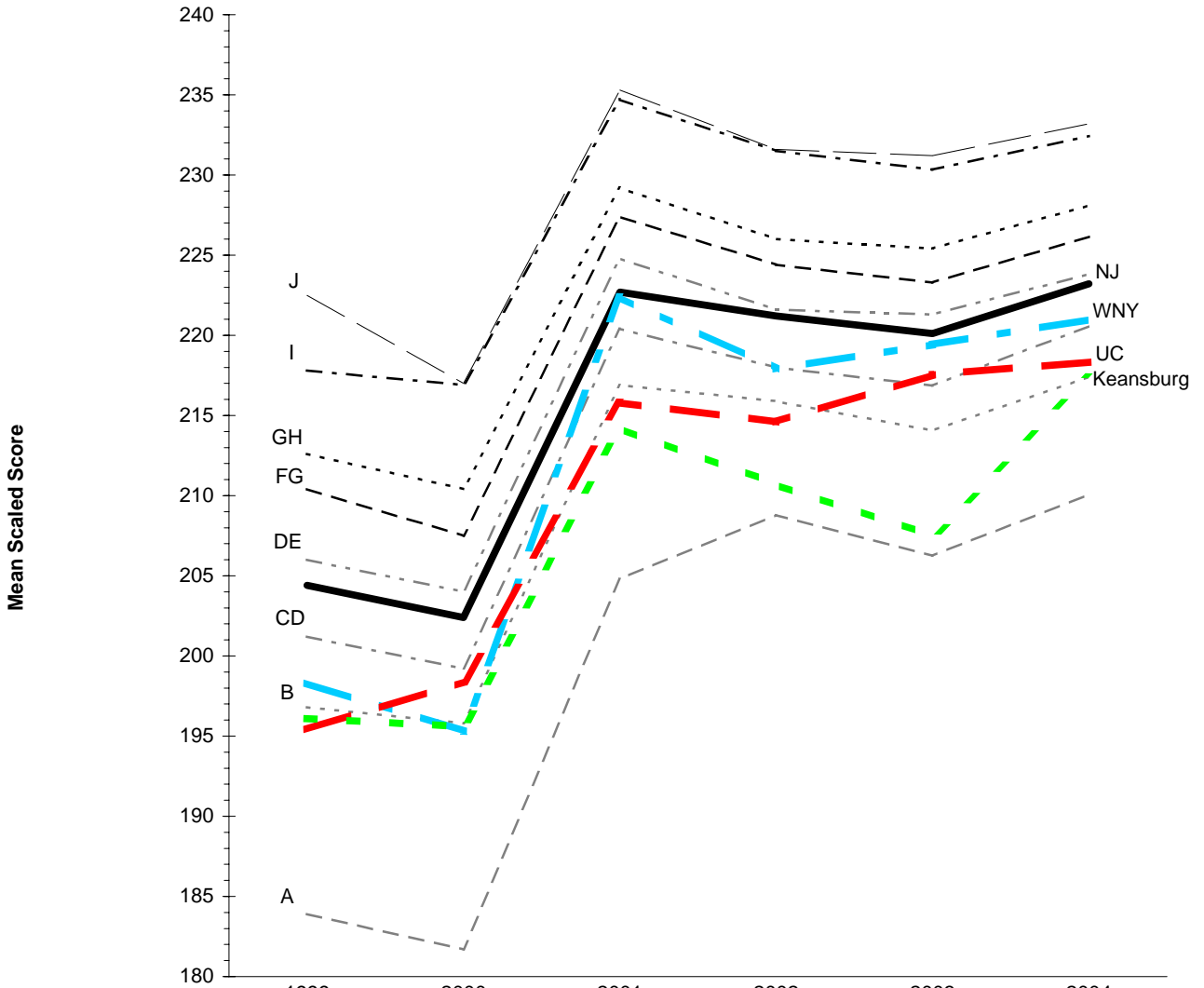
Percent Proficient or Advanced Proficient on the Fourth Grade Assessment
Language Arts Section by Group by District Type by Year



Abbotts vs DFG1990s

4th Gr GE LA Mean SS

Select Abbott Districts vs. 1990 DFG Groups General Education Students Fourth Grade Language Arts Mean Scaled Score by Year



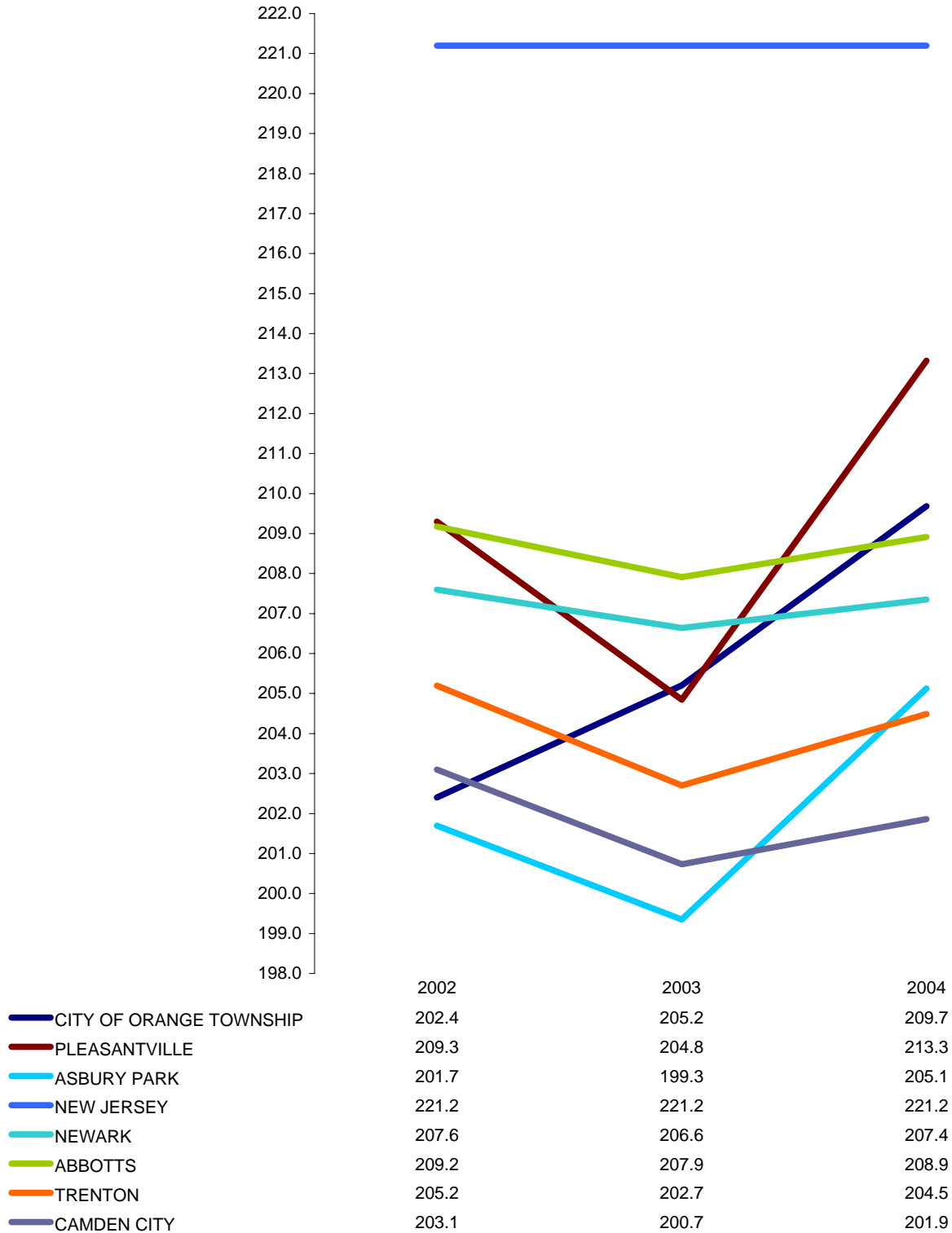
	1999	2000	2001	2002	2003	2004
— DFG-J	222.5	217.0	235.3	231.6	231.2	233.2
- - - DFG-I	217.8	216.9	234.7	231.5	230.3	232.4
..... DFG-GH	212.6	210.4	229.2	226.0	225.4	228.1
- · - · DFG-FG	210.4	207.5	227.4	224.4	223.3	226.2
- - - - DFG-DE	206.0	204.0	224.8	221.6	221.3	223.8
- - - - DFG-CD	201.2	199.2	220.4	218.0	216.9	220.6
..... DFG-B	196.8	195.8	216.9	215.9	214.1	217.4
- - - - DFG-A	183.9	181.7	204.8	208.8	206.3	210.1
— NEW JERSEY	204.4	202.4	222.7	221.2	220.1	223.2
— WEST NEW YORK	198.3	195.3	222.4	217.9	219.4	221.0
— UNION CITY	195.4	198.4	215.8	214.6	217.5	218.3
- - - KEANSBURG	196.1	195.6	214.2	210.7	207.5	217.4

Prepared by Peter Noehrenberg, NJDOE 7/20/2004

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4th Grade LA GE Adj. Mean SS 2002-2004

Highlighting Select Districts



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Abbott Districts

GE Proficiency Levels

2004 GEPA LA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
2210 HOBOKEN	231.4	100	1	91	8	1.0%	91.0%	8.0%
5670 WEST NEW YORK	223.9	258	19	227	12	7.4%	88.0%	4.7%
5240 UNION CITY	223.5	465	35	402	28	7.5%	86.5%	6.0%
NEW JERSEY	219.4	87787	15360	66538	5889	17.5%	75.8%	6.7%
0600 BURLINGTON CITY	218.1	83	21	53	9	25.3%	63.9%	10.8%
4050 PEMBERTON TOWNSHIP	215.6	338	75	246	17	22.2%	72.8%	5.0%
1700 GARFIELD	215.4	257	39	215	3	15.2%	83.7%	1.2%
4100 PHILLIPSBURG	211.6	182	43	136	3	23.6%	74.7%	1.6%
2060 HARRISON	211.0	101	27	71	3	26.7%	70.3%	3.0%
2400 KEANSBURG	209.4	118	34	83	1	28.8%	70.3%	0.8%
2390 JERSEY CITY	209.0	1552	476	1051	25	30.7%	67.7%	1.6%
2770 LONG BRANCH	206.6	272	108	162	2	39.7%	59.6%	0.7%
5390 VINELAND	206.5	588	205	373	10	34.9%	63.4%	1.7%
1770 GLOUCESTER CITY	206.0	127	41	85	1	32.3%	66.9%	0.8%
3510 NEPTUNE TOWNSHIP	206.0	241	88	152	1	36.5%	63.1%	0.4%
4010 PATERSON	204.3	1565	603	945	17	38.5%	60.4%	1.1%
3230 MILLVILLE	204.0	306	118	186	2	38.6%	60.8%	0.7%
3530 NEW BRUNSWICK	203.5	283	110	172	1	38.9%	60.8%	0.4%
ABBOTT-31	202.8	15408	6524	8666	218	42.3%	56.2%	1.4%
1320 ELIZABETH	202.7	1072	463	598	11	43.2%	55.8%	1.0%
4160 PLAINFIELD	201.7	398	167	227	4	42.0%	57.0%	1.0%
3570 NEWARK	200.8	2630	1196	1396	38	45.5%	53.1%	1.4%
4090 PERTH AMBOY	200.8	428	210	212	6	49.1%	49.5%	1.4%
4180 PLEASANTVILLE	200.2	153	71	82		46.4%	53.6%	0.0%
0540 BRIDGETON	199.3	214	113	99	2	52.8%	46.3%	0.9%
3970 PASSAIC CITY	198.1	455	234	218	3	51.4%	47.9%	0.7%
0100 ASBURY PARK	194.2	159	100	59		62.9%	37.1%	0.0%
2330 IRVINGTON TOWNSHIP	194.0	562	327	234	1	58.2%	41.6%	0.2%
1210 EAST ORANGE	193.9	702	417	281	4	59.4%	40.0%	0.6%
3880 CITY OF ORANGE TOWNSHIP	193.3	233	139	94		59.7%	40.3%	0.0%
0680 CAMDEN CITY	191.0	886	556	325	5	62.8%	36.7%	0.6%
5210 TRENTON	186.1	619	438	180	1	70.8%	29.1%	0.2%
4630 SALEM CITY	179.7	61	50	11		82.0%	18.0%	0.0%

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Abbott Districts

Total Proficiency Levels

2004 GEPA LA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
2210 HOBOKEN	218.5	132	26	98	8	19.7%	74.2%	6.1%
NEW JERSEY	211.9	108425	30647	71844	5934	28.3%	66.3%	5.5%
5670 WEST NEW YORK	208.9	380	111	257	12	29.2%	67.6%	3.2%
5240 UNION CITY	207.3	776	246	502	28	31.7%	64.7%	3.6%
4050 PEMBERTON TOWNSHIP	205.5	458	173	268	17	37.8%	58.5%	3.7%
0600 BURLINGTON CITY	205.0	121	49	63	9	40.5%	52.1%	7.4%
1700 GARFIELD	203.8	361	132	226	3	36.6%	62.6%	0.8%
2060 HARRISON	201.9	129	55	71	3	42.6%	55.0%	2.3%
2400 KEANSBURG	200.2	162	69	92	1	42.6%	56.8%	0.6%
4100 PHILLIPSBURG	199.6	248	100	145	3	40.3%	58.5%	1.2%
1770 GLOUCESTER CITY	198.8	159	69	89	1	43.4%	56.0%	0.6%
5390 VINELAND	196.7	778	380	388	10	48.8%	49.9%	1.3%
2770 LONG BRANCH	196.6	368	195	171	2	53.0%	46.5%	0.5%
3510 NEPTUNE TOWNSHIP	196.2	314	155	158	1	49.4%	50.3%	0.3%
2390 JERSEY CITY	195.6	2340	1173	1142	25	50.1%	48.8%	1.1%
3230 MILLVILLE	194.0	399	209	188	2	52.4%	47.1%	0.5%
4160 PLAINFIELD	193.6	511	272	235	4	53.2%	46.0%	0.8%
4010 PATERSON	192.7	2260	1229	1014	17	54.4%	44.9%	0.8%
ABBOTT-31	192.6	21470	11910	9342	218	55.5%	43.5%	1.0%
3570 NEWARK	192.5	3483	1930	1515	38	55.4%	43.5%	1.1%
1320 ELIZABETH	192.2	1518	852	655	11	56.1%	43.1%	0.7%
4180 PLEASANTVILLE	190.2	231	138	93		59.7%	40.3%	0.0%
3530 NEW BRUNSWICK	190.0	459	263	195	1	57.3%	42.5%	0.2%
4090 PERTH AMBOY	189.4	634	392	236	6	61.8%	37.2%	0.9%
0540 BRIDGETON	188.0	299	197	100	2	65.9%	33.4%	0.7%
1210 EAST ORANGE	187.8	857	565	288	4	65.9%	33.6%	0.5%
2330 IRVINGTON TOWNSHIP	187.6	669	433	235	1	64.7%	35.1%	0.1%
3880 CITY OF ORANGE TOWNSHIP	186.2	298	203	95		68.1%	31.9%	0.0%
0100 ASBURY PARK	184.5	222	159	63		71.6%	28.4%	0.0%
3970 PASSAIC CITY	183.0	795	555	237	3	69.8%	29.8%	0.4%
0680 CAMDEN CITY	181.5	1189	856	328	5	72.0%	27.6%	0.4%
5210 TRENTON	177.5	842	657	184	1	78.0%	21.9%	0.1%
4630 SALEM CITY	174.6	78	67	11		85.9%	14.1%	0.0%

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Abbott Districts

GE Proficiency Levels

2004 GEPA MA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
5670 WEST NEW YORK	230.5	258	24	163	71	9.3%	63.2%	27.5%
5240 UNION CITY	223.6	465	90	273	102	19.4%	58.7%	21.9%
2210 HOBOKEN	222.2	101	17	63	21	16.8%	62.4%	20.8%
NEW JERSEY	220.2	88043	25337	41462	21244	28.8%	47.1%	24.1%
1700 GARFIELD	216.0	258	68	160	30	26.4%	62.0%	11.6%
2400 KEANSBURG	215.9	118	36	63	19	30.5%	53.4%	16.1%
0600 BURLINGTON CITY	211.4	83	36	30	17	43.4%	36.1%	20.5%
2390 JERSEY CITY	209.1	1557	658	679	220	42.3%	43.6%	14.1%
2060 HARRISON	208.2	101	44	42	15	43.6%	41.6%	14.9%
1770 GLOUCESTER CITY	207.8	127	56	60	11	44.1%	47.2%	8.7%
3530 NEW BRUNSWICK	206.9	283	126	125	32	44.5%	44.2%	11.3%
4100 PHILLIPSBURG	205.8	185	80	86	19	43.2%	46.5%	10.3%
4050 PEMBERTON TOWNSHIP	205.8	338	143	168	27	42.3%	49.7%	8.0%
3510 NEPTUNE TOWNSHIP	204.2	241	113	107	21	46.9%	44.4%	8.7%
5390 VINELAND	202.4	592	303	236	53	51.2%	39.9%	9.0%
4010 PATERSON	201.6	1576	793	667	116	50.3%	42.3%	7.4%
4090 PERTH AMBOY	198.8	432	236	173	23	54.6%	40.0%	5.3%
ABBOTT-31	198.0	15511	8775	5521	1215	56.6%	35.6%	7.8%
3570 NEWARK	196.1	2646	1547	921	178	58.5%	34.8%	6.7%
4160 PLAINFIELD	195.7	400	244	135	21	61.0%	33.8%	5.3%
3230 MILLVILLE	195.6	311	187	108	16	60.1%	34.7%	5.1%
2770 LONG BRANCH	195.1	273	180	68	25	65.9%	24.9%	9.2%
1320 ELIZABETH	194.6	1077	668	342	67	62.0%	31.8%	6.2%
4180 PLEASANTVILLE	189.9	152	113	29	10	74.3%	19.1%	6.6%
3970 PASSAIC CITY	189.7	455	324	117	14	71.2%	25.7%	3.1%
1210 EAST ORANGE	188.9	709	493	188	28	69.5%	26.5%	3.9%
0540 BRIDGETON	187.0	217	159	54	4	73.3%	24.9%	1.8%
3880 CITY OF ORANGE TOWNSHIP	186.1	236	177	56	3	75.0%	23.7%	1.3%
0100 ASBURY PARK	184.6	159	122	29	8	76.7%	18.2%	5.0%
2330 IRVINGTON TOWNSHIP	182.0	567	448	113	6	79.0%	19.9%	1.1%
0680 CAMDEN CITY	180.7	902	731	144	27	81.0%	16.0%	3.0%
5210 TRENTON	180.0	631	507	113	11	80.3%	17.9%	1.7%
4630 SALEM CITY	177.3	61	52	9		85.2%	14.8%	0.0%

Abbott Districts

Total Proficiency Levels

2004 GEPA MA

DIST	District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
5670	WEST NEW YORK	213.9	381	117	191	73	30.7%	50.1%	19.2%
	NEW JERSEY	212.6	108965	41791	45346	21828	38.4%	41.6%	20.0%
2210	HOBOKEN	212.1	135	43	70	22	31.9%	51.9%	16.3%
5240	UNION CITY	210.3	776	292	372	112	37.6%	47.9%	14.4%
1700	GARFIELD	205.3	364	152	182	30	41.8%	50.0%	8.2%
2400	KEANSBURG	204.9	163	75	68	20	46.0%	41.7%	12.3%
1770	GLOUCESTER CITY	201.9	159	82	65	12	51.6%	40.9%	7.5%
2060	HARRISON	199.1	129	72	42	15	55.8%	32.6%	11.6%
0600	BURLINGTON CITY	198.7	121	71	33	17	58.7%	27.3%	14.0%
2390	JERSEY CITY	197.1	2356	1354	772	230	57.5%	32.8%	9.8%
4100	PHILLIPSBURG	196.3	254	142	91	21	55.9%	35.8%	8.3%
4050	PEMBERTON TOWNSHIP	195.6	464	262	175	27	56.5%	37.7%	5.8%
3530	NEW BRUNSWICK	195.4	459	275	148	36	59.9%	32.2%	7.8%
3510	NEPTUNE TOWNSHIP	195.0	313	184	108	21	58.8%	34.5%	6.7%
5390	VINELAND	194.5	789	482	251	56	61.1%	31.8%	7.1%
4010	PATERSON	193.2	2285	1411	753	121	61.8%	33.0%	5.3%
3570	NEWARK	190.5	3512	2266	1054	192	64.5%	30.0%	5.5%
	ABBOTT-31	190.5	21700	14227	6195	1278	65.6%	28.5%	5.9%
4160	PLAINFIELD	189.8	514	346	146	22	67.3%	28.4%	4.3%
4090	PERTH AMBOY	189.3	652	435	191	26	66.7%	29.3%	4.0%
2770	LONG BRANCH	188.7	367	266	76	25	72.5%	20.7%	6.8%
1320	ELIZABETH	188.1	1529	1060	398	71	69.3%	26.0%	4.6%
3230	MILLVILLE	187.7	407	278	113	16	68.3%	27.8%	3.9%
1210	EAST ORANGE	184.8	863	639	196	28	74.0%	22.7%	3.2%
4180	PLEASANTVILLE	182.8	231	187	33	11	81.0%	14.3%	4.8%
3880	CITY OF ORANGE TOWNSHIP	181.3	304	242	58	4	79.6%	19.1%	1.3%
0540	BRIDGETON	180.6	301	243	54	4	80.7%	17.9%	1.3%
3970	PASSAIC CITY	180.0	805	651	140	14	80.9%	17.4%	1.7%
0100	ASBURY PARK	179.5	224	186	30	8	83.0%	13.4%	3.6%
2330	IRVINGTON TOWNSHIP	178.3	675	556	113	6	82.4%	16.7%	0.9%
0680	CAMDEN CITY	175.7	1218	1041	150	27	85.5%	12.3%	2.2%
5210	TRENTON	174.3	872	748	113	11	85.8%	13.0%	1.3%
4630	SALEM CITY	173.1	78	69	9		88.5%	11.5%	0.0%

Abbott Districts

GE Proficiency Levels

2004 NJASK4 LA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
NEW JERSEY	223.2	83124	8098	70318	4708	9.7%	84.6%	5.7%
5670 WEST NEW YORK	221.0	296	21	265	10	7.1%	89.5%	3.4%
4050 PEMBERTON TOWNSHIP	218.9	311	37	271	3	11.9%	87.1%	1.0%
1700 GARFIELD	218.9	204	18	184	2	8.8%	90.2%	1.0%
5240 UNION CITY	218.3	386	50	324	12	13.0%	83.9%	3.1%
2770 LONG BRANCH	217.9	206	32	170	4	15.5%	82.5%	1.9%
2400 KEANSBURG	217.4	108	13	94	1	12.0%	87.0%	0.9%
2210 HOBOKEN	216.9	119	21	93	5	17.6%	78.2%	4.2%
3510 NEPTUNE TOWNSHIP	216.2	210	27	177	6	12.9%	84.3%	2.9%
4180 PLEASANTVILLE	215.3	175	28	146	1	16.0%	83.4%	0.6%
4100 PHILLIPSBURG	214.8	139	26	112	1	18.7%	80.6%	0.7%
2060 HARRISON	214.8	102	18	83	1	17.6%	81.4%	1.0%
4090 PERTH AMBOY	214.6	423	69	350	4	16.3%	82.7%	0.9%
0600 BURLINGTON CITY	213.9	75	18	54	3	24.0%	72.0%	4.0%
5390 VINELAND	213.5	532	93	430	9	17.5%	80.8%	1.7%
1770 GLOUCESTER CITY	213.1	120	26	94		21.7%	78.3%	0.0%
4160 PLAINFIELD	212.7	484	119	357	8	24.6%	73.8%	1.7%
1320 ELIZABETH	212.5	1072	220	844	8	20.5%	78.7%	0.7%
3530 NEW BRUNSWICK	212.2	345	67	273	5	19.4%	79.1%	1.4%
1210 EAST ORANGE	211.9	753	193	545	15	25.6%	72.4%	2.0%
3880 CITY OF ORANGE TOWNSHIP	211.6	336	63	273		18.8%	81.3%	0.0%
ABBOTT-31	210.7	15464	3818	11470	176	24.7%	74.2%	1.1%
2390 JERSEY CITY	210.3	1802	465	1319	18	25.8%	73.2%	1.0%
3970 PASSAIC CITY	209.6	417	102	312	3	24.5%	74.8%	0.7%
3570 NEWARK	209.2	2287	666	1589	32	29.1%	69.5%	1.4%
4010 PATERSON	209.0	1514	401	1103	10	26.5%	72.9%	0.7%
3230 MILLVILLE	207.6	299	99	197	3	33.1%	65.9%	1.0%
2330 IRVINGTON TOWNSHIP	207.4	567	169	393	5	29.8%	69.3%	0.9%
0100 ASBURY PARK	207.0	206	63	140	3	30.6%	68.0%	1.5%
5210 TRENTON	206.4	697	214	481	2	30.7%	69.0%	0.3%
0680 CAMDEN CITY	203.7	964	341	623		35.4%	64.6%	0.0%
0540 BRIDGETON	202.3	239	101	136	2	42.3%	56.9%	0.8%
4630 SALEM CITY	194.5	76	38	38		50.0%	50.0%	0.0%

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Abbott Districts Total Proficiency Levels 2004 NJASK4 LA

DIST	District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
	NEW JERSEY	217.6	103795	18578	80366	4851	17.9%	77.4%	4.7%
4050	PEMBERTON TOWNSHIP	213.7	384	80	301	3	20.8%	78.4%	0.8%
2400	KEANSBURG	212.2	145	30	114	1	20.7%	78.6%	0.7%
1700	GARFIELD	211.9	315	65	247	3	20.6%	78.4%	1.0%
2770	LONG BRANCH	211.1	283	74	205	4	26.1%	72.4%	1.4%
5670	WEST NEW YORK	211.0	473	109	354	10	23.0%	74.8%	2.1%
2060	HARRISON	209.9	125	32	92	1	25.6%	73.6%	0.8%
3510	NEPTUNE TOWNSHIP	209.7	271	71	194	6	26.2%	71.6%	2.2%
5390	VINELAND	208.7	698	180	509	9	25.8%	72.9%	1.3%
0600	BURLINGTON CITY	208.5	101	33	65	3	32.7%	64.4%	3.0%
4180	PLEASANTVILLE	207.2	250	72	177	1	28.8%	70.8%	0.4%
4100	PHILLIPSBURG	207.0	195	61	133	1	31.3%	68.2%	0.5%
4090	PERTH AMBOY	206.6	692	193	495	4	27.9%	71.5%	0.6%
1770	GLOUCESTER CITY	206.5	145	49	96		33.8%	66.2%	0.0%
2210	HOBOKEN	206.3	153	50	98	5	32.7%	64.1%	3.3%
3880	CITY OF ORANGE TOWNSHIP	205.8	405	116	289		28.6%	71.4%	0.0%
1210	EAST ORANGE	205.8	890	317	557	16	35.6%	62.6%	1.8%
5240	UNION CITY	205.3	815	265	536	14	32.5%	65.8%	1.7%
2390	JERSEY CITY	205.2	2259	767	1474	18	34.0%	65.3%	0.8%
4160	PLAINFIELD	205.1	645	237	400	8	36.7%	62.0%	1.2%
1320	ELIZABETH	204.6	1649	555	1084	10	33.7%	65.7%	0.6%
	ABBOTT-31	203.5	21687	7807	13685	195	36.0%	63.1%	0.9%
3570	NEWARK	202.8	3146	1196	1908	42	38.0%	60.6%	1.3%
3530	NEW BRUNSWICK	202.8	581	213	362	6	36.7%	62.3%	1.0%
2330	IRVINGTON TOWNSHIP	201.7	671	259	407	5	38.6%	60.7%	0.7%
3230	MILLVILLE	201.3	390	167	220	3	42.8%	56.4%	0.8%
0100	ASBURY PARK	200.9	261	108	150	3	41.4%	57.5%	1.1%
5210	TRENTON	199.7	913	386	524	3	42.3%	57.4%	0.3%
4010	PATERSON	199.5	2168	890	1268	10	41.1%	58.5%	0.5%
0680	CAMDEN CITY	198.6	1297	573	723	1	44.2%	55.7%	0.1%
3970	PASSAIC CITY	195.7	909	413	493	3	45.4%	54.2%	0.3%
0540	BRIDGETON	194.9	371	197	172	2	53.1%	46.4%	0.5%
4630	SALEM CITY	191.9	87	49	38		56.3%	43.7%	0.0%

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Abbott Districts

GE Proficiency Levels

2004 NJASK4 MA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
5670 WEST NEW YORK	230.3	295	30	184	81	10.2%	62.4%	27.5%
5240 UNION CITY	229.3	386	66	213	107	17.1%	55.2%	27.7%
NEW JERSEY	227.0	82989	17926	40545	24518	21.6%	48.9%	29.5%
3510 NEPTUNE TOWNSHIP	224.1	209	47	116	46	22.5%	55.5%	22.0%
4050 PEMBERTON TOWNSHIP	223.6	311	68	171	72	21.9%	55.0%	23.2%
1700 GARFIELD	223.6	204	42	123	39	20.6%	60.3%	19.1%
2210 HOBOKEN	222.0	121	26	72	23	21.5%	59.5%	19.0%
2770 LONG BRANCH	221.8	206	51	106	49	24.8%	51.5%	23.8%
1210 EAST ORANGE	220.6	754	210	357	187	27.9%	47.3%	24.8%
4090 PERTH AMBOY	216.3	422	135	219	68	32.0%	51.9%	16.1%
1320 ELIZABETH	216.2	1072	379	463	230	35.4%	43.2%	21.5%
4180 PLEASANTVILLE	215.6	177	61	91	25	34.5%	51.4%	14.1%
4100 PHILLIPSBURG	215.3	139	48	61	30	34.5%	43.9%	21.6%
5390 VINELAND	214.6	533	189	247	97	35.5%	46.3%	18.2%
3570 NEWARK	212.2	2292	932	885	475	40.7%	38.6%	20.7%
2060 HARRISON	211.6	102	33	58	11	32.4%	56.9%	10.8%
2390 JERSEY CITY	211.4	1801	695	823	283	38.6%	45.7%	15.7%
ABBOTT-31	211.3	15472	6107	6798	2567	39.5%	43.9%	16.6%
3880 CITY OF ORANGE TOWNSHIP	209.7	339	140	152	47	41.3%	44.8%	13.9%
3530 NEW BRUNSWICK	208.8	351	150	157	44	42.7%	44.7%	12.5%
0600 BURLINGTON CITY	207.3	75	35	28	12	46.7%	37.3%	16.0%
0680 CAMDEN CITY	207.3	962	427	393	142	44.4%	40.9%	14.8%
3970 PASSAIC CITY	206.5	417	179	192	46	42.9%	46.0%	11.0%
4160 PLAINFIELD	206.2	485	221	202	62	45.6%	41.6%	12.8%
4010 PATERSON	205.8	1509	694	614	201	46.0%	40.7%	13.3%
2400 KEANSBURG	204.7	107	51	46	10	47.7%	43.0%	9.3%
3230 MILLVILLE	204.4	301	143	126	32	47.5%	41.9%	10.6%
2330 IRVINGTON TOWNSHIP	200.6	566	294	224	48	51.9%	39.6%	8.5%
0100 ASBURY PARK	200.2	206	107	78	21	51.9%	37.9%	10.2%
5210 TRENTON	200.1	697	380	261	56	54.5%	37.4%	8.0%
1770 GLOUCESTER CITY	198.3	120	71	43	6	59.2%	35.8%	5.0%
0540 BRIDGETON	191.8	239	155	69	15	64.9%	28.9%	6.3%
4630 SALEM CITY	188.9	74	48	24	2	64.9%	32.4%	2.7%

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Abbott Districts Total Proficiency Levels 2004 NJASK4 MA

DIST District	Mean SS	Tested	PP	P	AP	PP%	P%	AP%
NEW JERSEY	221.4	103723	28948	48107	26668	27.9%	46.4%	25.7%
5670 WEST NEW YORK	219.6	471	113	260	98	24.0%	55.2%	20.8%
5240 UNION CITY	218.3	815	242	402	171	29.7%	49.3%	21.0%
4050 PEMBERTON TOWNSHIP	217.4	386	114	194	78	29.5%	50.3%	20.2%
2770 LONG BRANCH	216.6	284	90	137	57	31.7%	48.2%	20.1%
1700 GARFIELD	216.3	316	92	172	52	29.1%	54.4%	16.5%
1210 EAST ORANGE	214.0	892	320	381	191	35.9%	42.7%	21.4%
3510 NEPTUNE TOWNSHIP	213.6	269	95	127	47	35.3%	47.2%	17.5%
4090 PERTH AMBOY	210.8	695	266	336	93	38.3%	48.3%	13.4%
2210 HOBOKEN	210.5	155	55	77	23	35.5%	49.7%	14.8%
5390 VINELAND	210.4	698	285	305	108	40.8%	43.7%	15.5%
1320 ELIZABETH	209.5	1651	716	630	305	43.4%	38.2%	18.5%
4100 PHILLIPSBURG	209.3	195	81	82	32	41.5%	42.1%	16.4%
2060 HARRISON	208.0	125	47	65	13	37.6%	52.0%	10.4%
3570 NEWARK	207.1	3169	1458	1143	568	46.0%	36.1%	17.9%
2390 JERSEY CITY	206.4	2267	1001	960	306	44.2%	42.3%	13.5%
ABBOTT-31	205.4	21752	10060	8674	3018	46.2%	39.9%	13.9%
4180 PLEASANTVILLE	205.1	253	115	110	28	45.5%	43.5%	11.1%
3880 CITY OF ORANGE TOWNSHIP	205.0	405	194	162	49	47.9%	40.0%	12.1%
2400 KEANSBURG	203.8	144	68	66	10	47.2%	45.8%	6.9%
0680 CAMDEN CITY	203.6	1305	628	514	163	48.1%	39.4%	12.5%
0600 BURLINGTON CITY	202.0	103	53	38	12	51.5%	36.9%	11.7%
3530 NEW BRUNSWICK	201.9	587	308	221	58	52.5%	37.6%	9.9%
4160 PLAINFIELD	199.7	647	345	236	66	53.3%	36.5%	10.2%
4010 PATERSON	198.8	2174	1167	770	237	53.7%	35.4%	10.9%
3230 MILLVILLE	198.3	395	215	145	35	54.4%	36.7%	8.9%
0100 ASBURY PARK	196.8	261	147	92	22	56.3%	35.2%	8.4%
3970 PASSAIC CITY	196.4	915	510	348	57	55.7%	38.0%	6.2%
2330 IRVINGTON TOWNSHIP	195.9	668	381	238	49	57.0%	35.6%	7.3%
5210 TRENTON	193.9	911	558	294	59	61.3%	32.3%	6.5%
1770 GLOUCESTER CITY	193.8	146	94	46	6	64.4%	31.5%	4.1%
0540 BRIDGETON	189.3	365	243	99	23	66.6%	27.1%	6.3%
4630 SALEM CITY	186.6	85	59	24	2	69.4%	28.2%	2.4%

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Abbott Districts

6 Yr Unwtd Mean SS

GE 4th Grade LA

DFG2000	CO	COUNTY	DIST	DISTRICT	1999	2000	2001	2002	2003	2004	CAGR
NEW JERSEY					204.4	202.4	222.7	221.2	220.1	223.2	1.8%
A	17	HUDSON	5670	WEST NEW YORK	198.3	195.3	222.4	217.9	219.4	221.0	2.2%
B	5	BURLINGTON	4050	PEMBERTON TWP	193.9	191.8	212.5	210.2	211.6	218.9	2.5%
B	3	BERGEN	1700	GARFIELD	205.1	194.3	217.7	221.3	216.2	218.9	1.3%
A	17	HUDSON	5240	UNION CITY	195.4	198.4	215.8	214.6	217.5	218.3	2.2%
B	25	MONMOUTH	2770	LONG BRANCH	188.6	192.5	213.4	211.3	209.5	217.9	2.9%
A	25	MONMOUTH	2400	KEANSBURG	196.1	195.6	214.2	210.7	207.5	217.4	2.1%
FG	17	HUDSON	2210	HOBOKEN	202.5	192.8	214.6	217.2	215.2	216.9	1.4%
CD	25	MONMOUTH	3510	NEPTUNE TWP	199.4	193.4	212.7	211.2	213.7	216.2	1.6%
A	1	ATLANTIC	4180	PLEASANTVILLE	178.2	173.8	204.2	209.3	203.8	215.3	3.9%
B	41	WARREN	4100	PHILLIPSBURG	193.1	181.7	212.5	209.0	211.7	214.8	2.2%
B	17	HUDSON	2060	HARRISON	183.4	181.2	207.3	207.4	208.3	214.8	3.2%
A	23	MIDDLESEX	4090	PERTH AMBOY	188.9	185.5	212.3	213.4	214.1	214.6	2.6%
B	5	BURLINGTON	600	BURLINGTON CITY	188.7	194.4	209.9	208.1	207.2	213.9	2.5%
A	11	CUMBERLAND	5390	VINELAND	191.4	191.3	209.9	211.0	209.1	213.5	2.2%
B	7	CAMDEN	1770	GLOUCESTER CITY	191.5	190.8	210.6	211.2	199.8	213.1	2.2%
B	39	UNION	4160	PLAINFIELD	184.6	191.2	206.7	213.1	207.7	212.7	2.9%
A	39	UNION	1320	ELIZABETH	187.3	189.5	210.9	209.7	208.0	212.5	2.6%
A	23	MIDDLESEX	3530	NEW BRUNSWICK	189.9	188.7	211.2	210.7	208.0	212.2	2.2%
A	13	ESSEX	1210	EAST ORANGE	178.6	176.6	200.3	207.4	204.6	211.9	3.5%
A	13	ESSEX	3880	CITY OF ORANGE TWP	186.4	183.5	200.8	202.4	204.2	211.6	2.6%
ABBOTT-30					185.1	183.1	205.6	209.2	206.9	210.8	2.6%
B	17	HUDSON	2390	JERSEY CITY	188.6	182.9	204.7	209.8	207.3	210.3	2.2%
A	31	PASSAIC	3970	PASSAIC CITY	188.1	186.0	206.2	211.8	209.6	209.6	2.2%
A	13	ESSEX	3570	NEWARK	179.2	178.0	198.9	207.6	205.6	209.2	3.1%
A	31	PASSAIC	4010	PATERSON	179.6	182.1	208.1	211.2	206.1	209.0	3.1%
A	11	CUMBERLAND	3230	MILLVILLE	186.5	187.0	211.4	207.1	205.5	207.6	2.2%
A	13	ESSEX	2330	IRVINGTON TWP	183.1	180.8	203.4	208.0	203.0	207.4	2.5%
A	25	MONMOUTH	100	ASBURY PARK	178.8	183.0	197.2	201.7	198.4	207.0	3.0%
A	21	MERCER	5210	TRENTON	177.1	175.3	200.0	205.2	201.7	206.4	3.1%
A	7	CAMDEN	680	CAMDEN CITY	174.7	171.9	198.7	203.1	199.7	203.7	3.1%
A	11	CUMBERLAND	540	BRIDGETON	178.0	171.0	196.7	204.7	202.5	202.3	2.6%

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Abbott Districts 6 Yr Unwtd Mean SS CAGR GE GEPA Math

DIST	DISTRICT	1999	2000	2001	2002	2003	2004	CAGR
5670	West New York	210.2	210.2	223.7	230.3	226.9	230.5	1.9%
5240	Union City	204.0	209.8	214.1	216.5	215.6	223.6	1.8%
2210	Hoboken	219.5	224.2	225.4	211.7	207.5	222.2	0.2%
	New Jersey	218.7	216.9	219.1	215.8	216.4	220.2	0.1%
1700	Garfield	213.3	207.7	204.3	207.4	214.6	216.0	0.3%
2400	Keansburg	205.9	213.7	219.4	210.6	208.3	215.9	1.0%
0600	Burlington City	199.2	203.8	221.7	205.7	210.3	211.4	1.2%
2390	Jersey City	201.9	201.6	208.2	205.8	204.7	209.1	0.7%
2060	Harrison	210.7	201.5	207.4	210.4	198.5	208.2	-0.2%
1770	Gloucester City	201.5	191.0	197.6	198.8	197.5	207.8	0.6%
3530	New Brunswick	201.2	199.2	208.6	209.0	208.8	206.9	0.6%
4100	Phillipsburg	198.5	200.8	194.6	196.1	200.9	205.8	0.7%
4050	Pemberton Township	203.0	203.1	200.4	202.0	201.6	205.8	0.3%
3510	Neptune Township	204.0	202.1	214.9	205.7	210.0	204.2	0.0%
5390	Vineland	204.0	202.9	202.2	195.8	202.6	202.4	-0.2%
4010	Paterson	195.8	198.0	199.4	196.1	201.1	201.6	0.6%
4090	Perth Amboy	198.4	195.5	194.5	193.4	194.7	198.8	0.0%
	Abbotts	192.5	191.4	194.3	193.3	195.0	198.0	0.6%
3570	Newark	185.2	181.9	184.6	188.3	191.3	196.1	1.1%
4160	Plainfield	184.4	181.9	189.7	186.8	185.4	195.7	1.2%
3230	Millville	201.4	198.0	206.0	193.8	191.6	195.6	-0.6%
2770	Long Branch	201.7	191.4	193.9	190.5	193.2	195.1	-0.7%
1320	Elizabeth	185.3	184.0	184.5	185.7	189.6	194.6	1.0%
4180	Pleasantville	188.8	181.5	181.8	180.9	181.2	189.9	0.1%
3970	Passaic City	196.8	192.0	194.4	192.1	187.9	189.7	-0.7%
1210	East Orange	187.3	190.3	194.6	191.8	192.4	188.9	0.2%
0540	Bridgeton	187.3	183.1	183.4	181.7	188.2	187.0	0.0%
3880	Orange City	179.9	180.5	177.9	178.5	179.5	186.1	0.7%
0100	Asbury Park	183.3	182.7	179.4	185.6	180.5	184.6	0.1%
2330	Irvington Township	175.9	176.8	175.9	178.0	179.9	182.0	0.7%
0680	Camden City	179.8	178.5	179.8	181.3	180.4	180.7	0.1%
5210	Trenton	182.5	177.6	183.3	177.5	179.8	180.0	-0.3%

Prepared by Peter Noehrenberg, NJDOE 8/19/2004

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