



COLLINGSWOOD AND OAKLYN PUBLIC SCHOOLS



District Test Report

2021- 2022

Collingswood Board of Education
October 24, 2022

What is the NJSLA



- The NJSLA is a NJDOE assessment focusing on Math, English Language Arts (ELA), and Science.
- All students in grades 3 through 9 and grade 11 (science) are expected to participate in the NJSLA.
- High school and Middle school students in Algebra 1, Geometry, and Algebra 2 will take the course assessment. First time Algebra 1 students in grades 10 through 12 will also be assessed.
- Students in grades 5, 8, and 11 will take the Science NJSLA.

What is the DLM?



- The DLM is an alternative assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- Content standards for DLM students are divided into Conceptual Areas and Essential Elements.
- For math and ELA, students in grades 3 through 8 and 11 are tested.
- For science, students in grades 5, 8, and 11 are tested.

What is the ACCESS Test?



- Students who have been identified as ELL students are administered the ACCESS test in the Spring.
- All ELL students in grades K-12 receive the ACCESS test.
- The purpose of the ACCESS test is to measure English language progress and to determine student placement.
- Students are assessed in four domains: Speaking, Listening, Reading, and Writing.
- **A student whose overall scores is 4.5 or above may be exited from the program.**

Note: N-size Reporting

From the Every Student Succeeds Act (ESSA) in New Jersey's State Plan Overview, districts may only report student data if 10 or more students are involved.

WIDA (ACCESS) Performance Levels

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

ACCESS Results for the District

Levels	Percentage Below 4.5	Percentage Equal or Above 4.5
Elementary Schools	80%	20%
Middle School	100%	0%
High School	85%	15%

- One criterion for students to be removed from an EL program is to achieve a 4.5 or higher overall composite score on the English language proficiency test.

ELL Student Groups

Gender	Male	Female
Student scoring below 4.5	92%	78%
Student scoring equal or above 4.5	8%	22%

Economically Disadvantaged (ED)	Non ED	ED
Student scoring below 4.5	95%	82%
Student scoring equal or above 4.5	5%	18%

Race/Ethnicity	Asian	Black	Hispanic	White
Student scoring below 4.5	<10	<10	89%	86%
Student scoring equal or above 4.5	<10	<10	11%	14%

DLM Performance Levels

Advanced	The student demonstrates advanced understanding and ability to apply the targeted content knowledge and skills represented by the Essential Elements.
At Target	The students understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target .
Approaching the Target	The students understanding of and ability to apply content knowledge and skills represented by the Essential Elements is approaching the target .
Emerging	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

DLM Results for the District

Content Area	% of students at Performance Level			
	Advanced	At Target	Approaching	Emerging
ELA	0%	38%	31%	31%
MATH	9%	9%	36%	45%
Science	<10	<10	<10	<10

NJSLA Performance Levels for Science

Level 4	Advanced Proficient
Level 3	Proficient
Level 2	Near Proficient
Level 1	Below Proficient

Grade	Level 1	Level 2	Level 3	Level 4
5	100-149	150-199	200-242	243-300
8	100-149	150-199	200-230	231-300
11	100-157	158-199	200-249	250-300

Students in level 3 and level 4 are considered proficient and demonstrate an appropriate (or exemplary) understanding of the science standards.

Compare: Collingswood to NJ (Science)

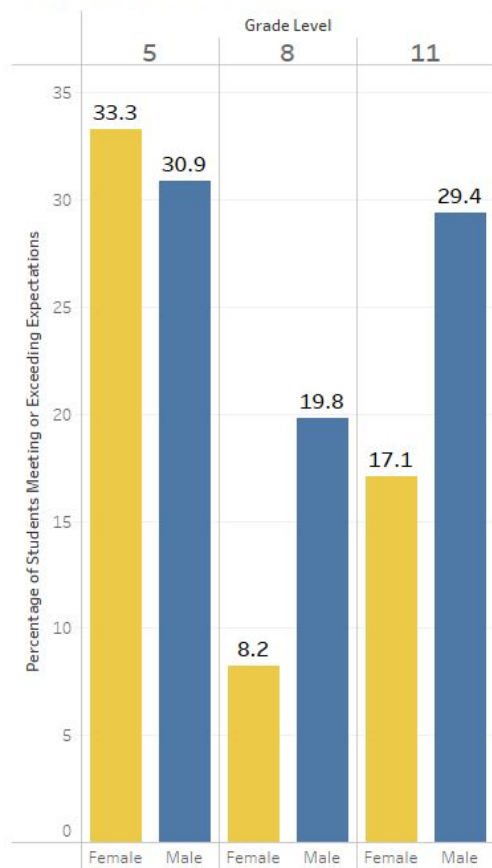
The values in the tables show the percentage of students who are either proficient (level 3) or advanced proficient (level 4).

GRADE	NJ	Collingswood
5	25.5%	32.1%
8	15.6%	14.9%
11	29.0%	23.6%

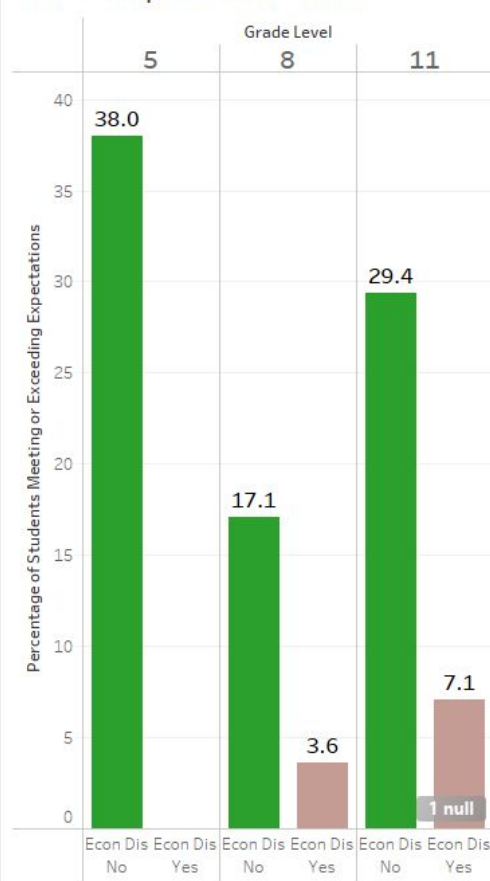
NJSLA Student Subgroups (Science)

Students with scores = or > 200

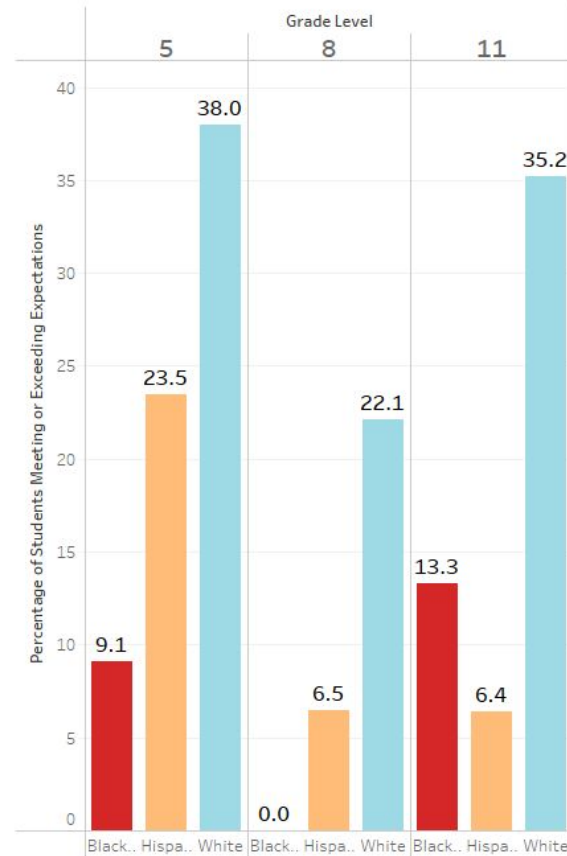
NJSLA Subgroup: Gender Score Comparison for Science



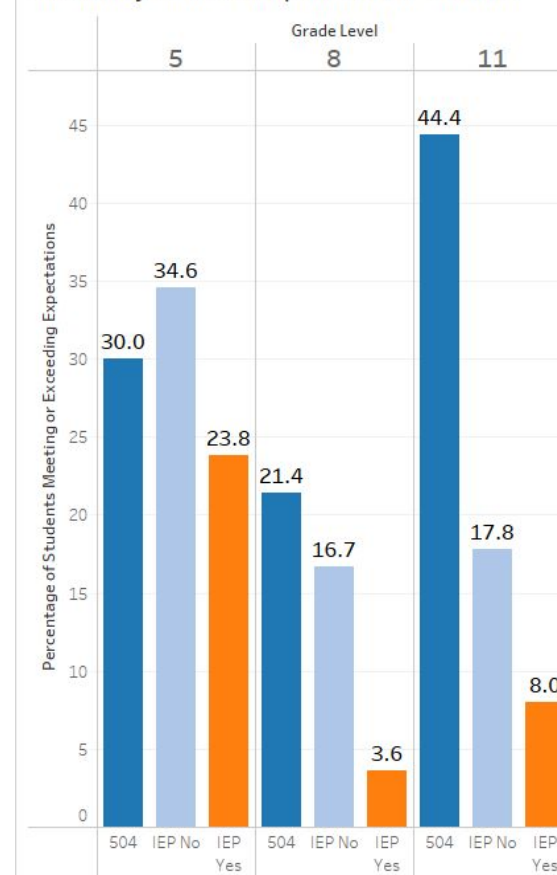
NJSLA Subgroup: Economic Level Score Comparison for Science








NJSLA Subgroup: Racial/Ethnic Score Comparison for Science



NJSLA Subgroup: Students with/out Disability Score Comparison for Science



NJSLA Performance Levels for ELA and Math

-  **Level 5** Exceeded Expectations
-  **Level 4** Met Expectations
-  **Level 3** Approached Expectations
-  **Level 2** Partially Met Expectations
-  **Level 1** Did Not Yet Meet Expectations

Students scoring in levels 4 and 5 are on track and considered to be ready for the next grade level or course.

Compare: Collingswood to NJ (ELA)

The values in the tables show the percentage of students who either met (level 4) or exceeded (level 5) expectations.

GRADE	NJ	Collingswood
3	42.4%	58.1%
4	49.4%	65.5%
5	49.6%	75.0%
6	47.5%	53.0%
7	52.7%	67.3%
8	51.3%	50.3%
9	48.9%	37.6%

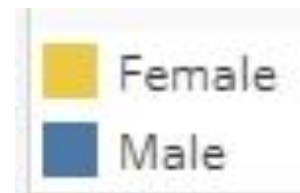
Compare: Collingswood to NJ (Math)

The values in the tables show the percentage of students who either met (level 4) or exceeded (level 5) expectations.

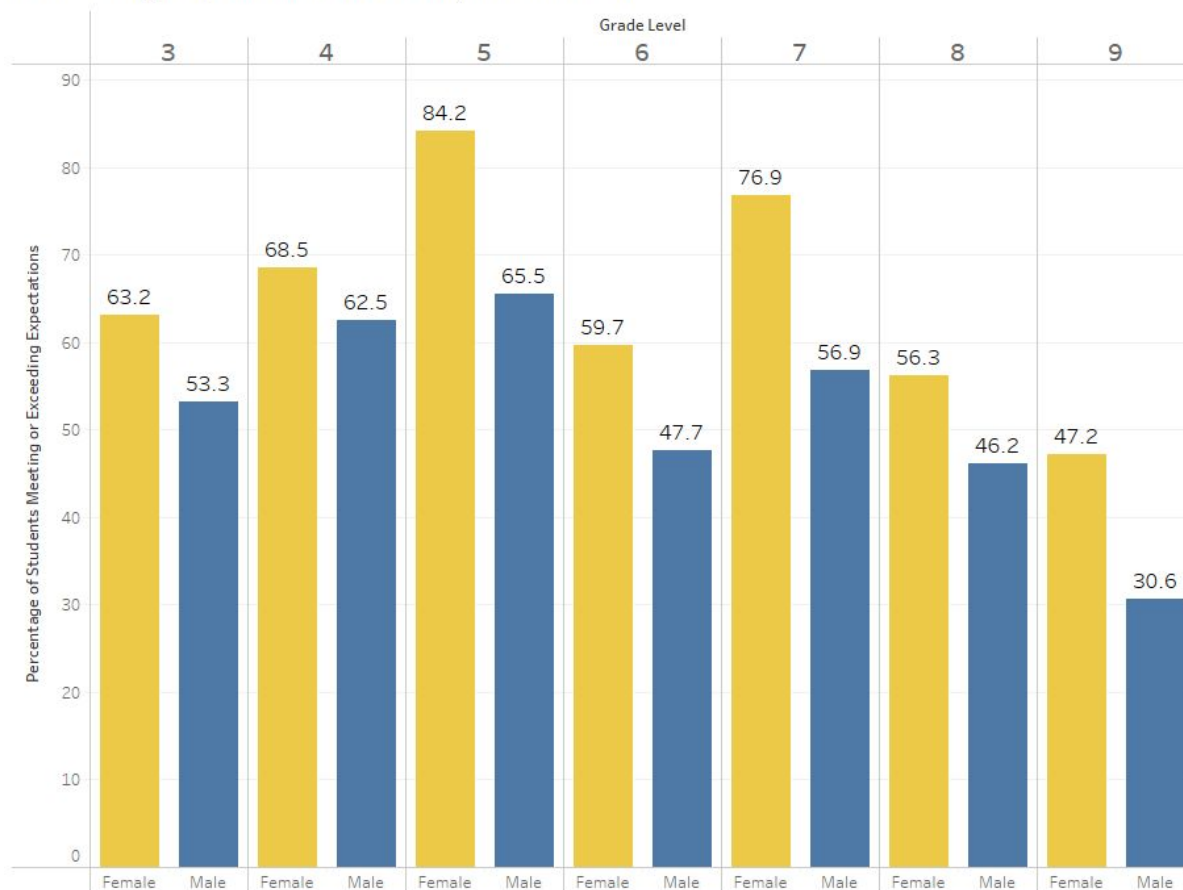
GRADE	NJ	Collingswood
3	45.4%	60.2%
4	39.4%	42.1%
5	36.1%	44.1%
6	31.3%	32.9%
7	34.1%	32.0%
8	15.4%	6.7%

Course	NJ	Collingswood
Algebra 1	34.8%	31.5%
Geometry	44.0%	54.8%
Algebra 2	53.3%	<10

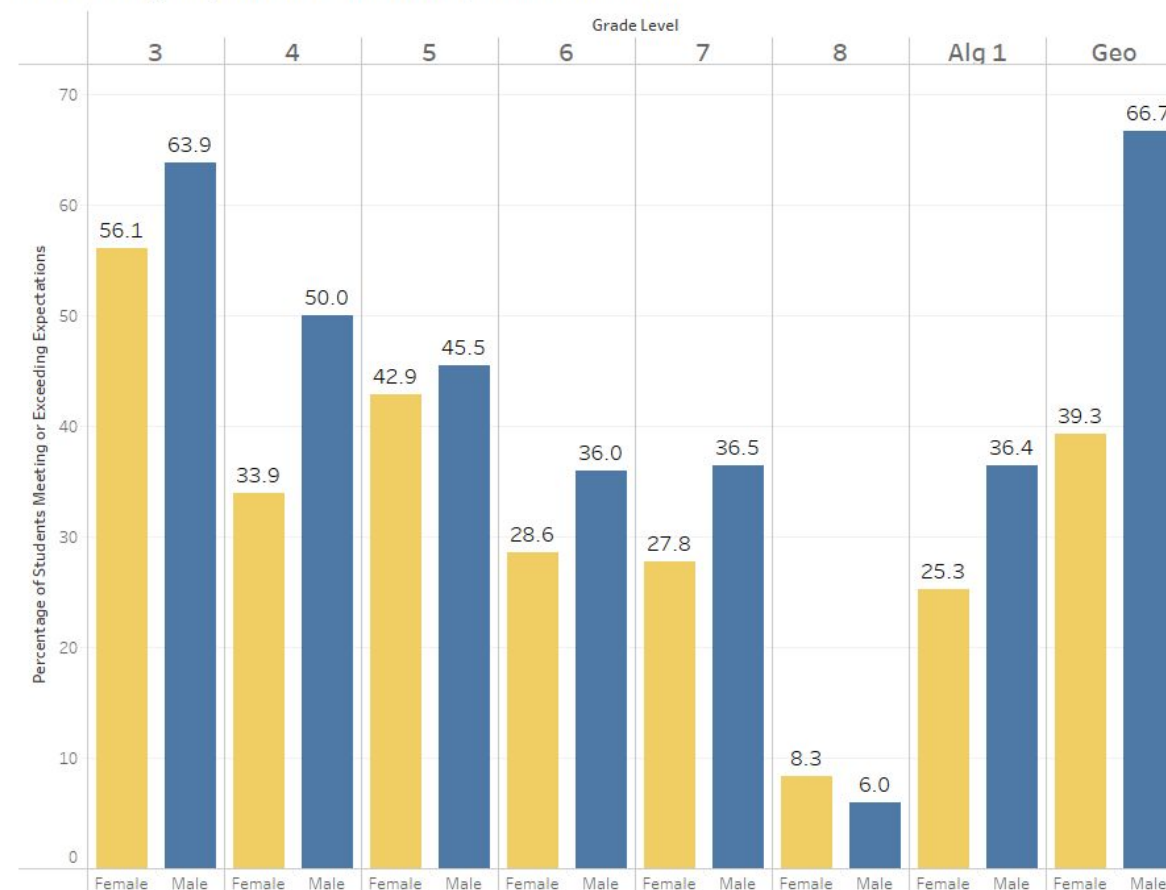
NJSLA Subgroup: Gender for ELA/Math



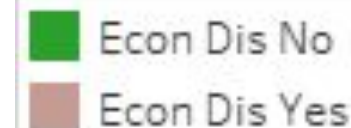
NJSLA Subgroup: Gender Score Comparison for ELA



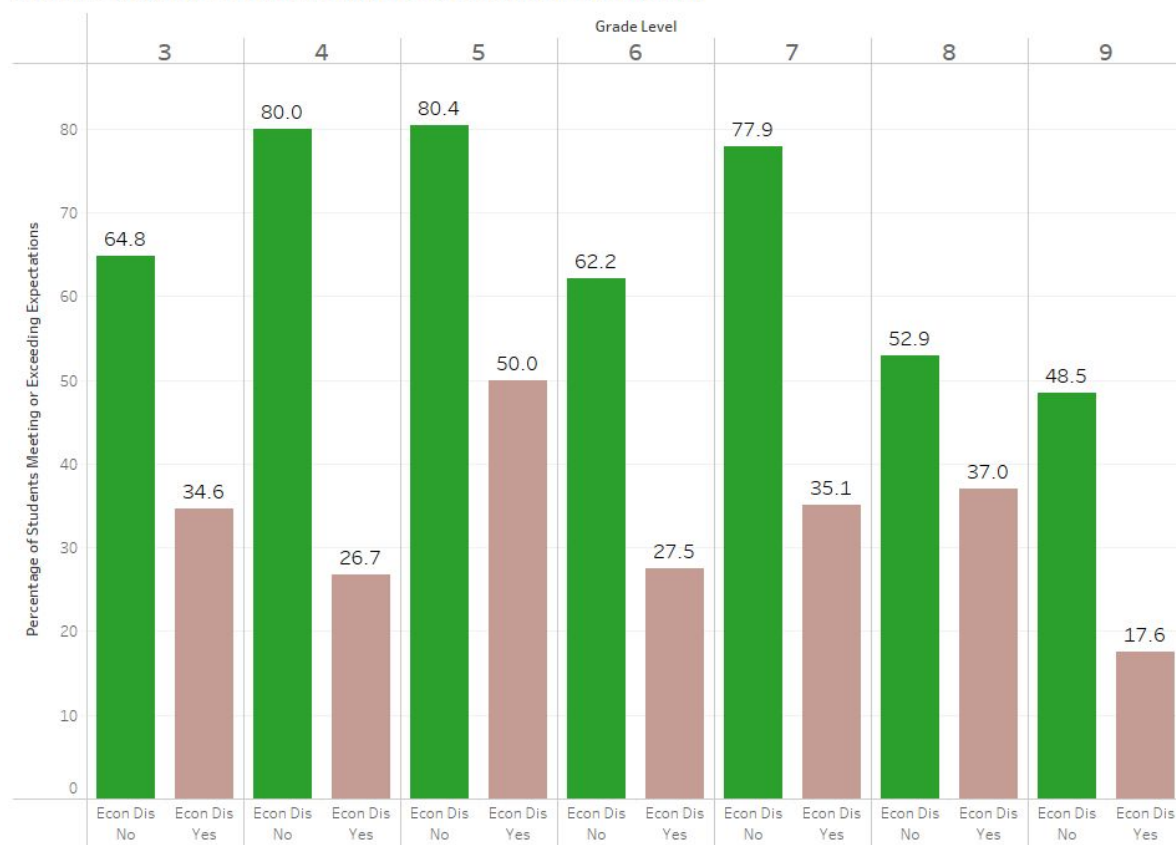
NJSLA Subgroup: Gender Score Comparison for Math



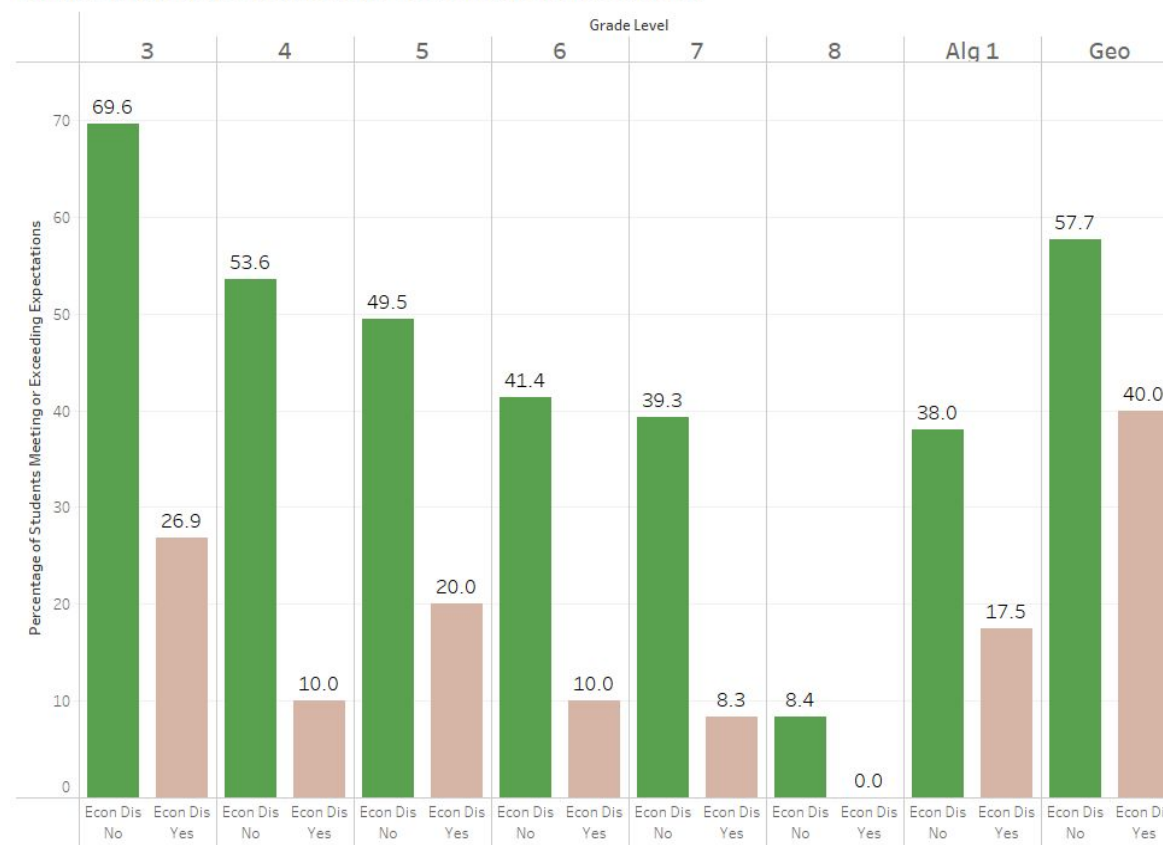
NJSLA Subgroup: Socio-economic for ELA/Math



NJSLA Subgroup: Economic Level Score Comparison for ELA



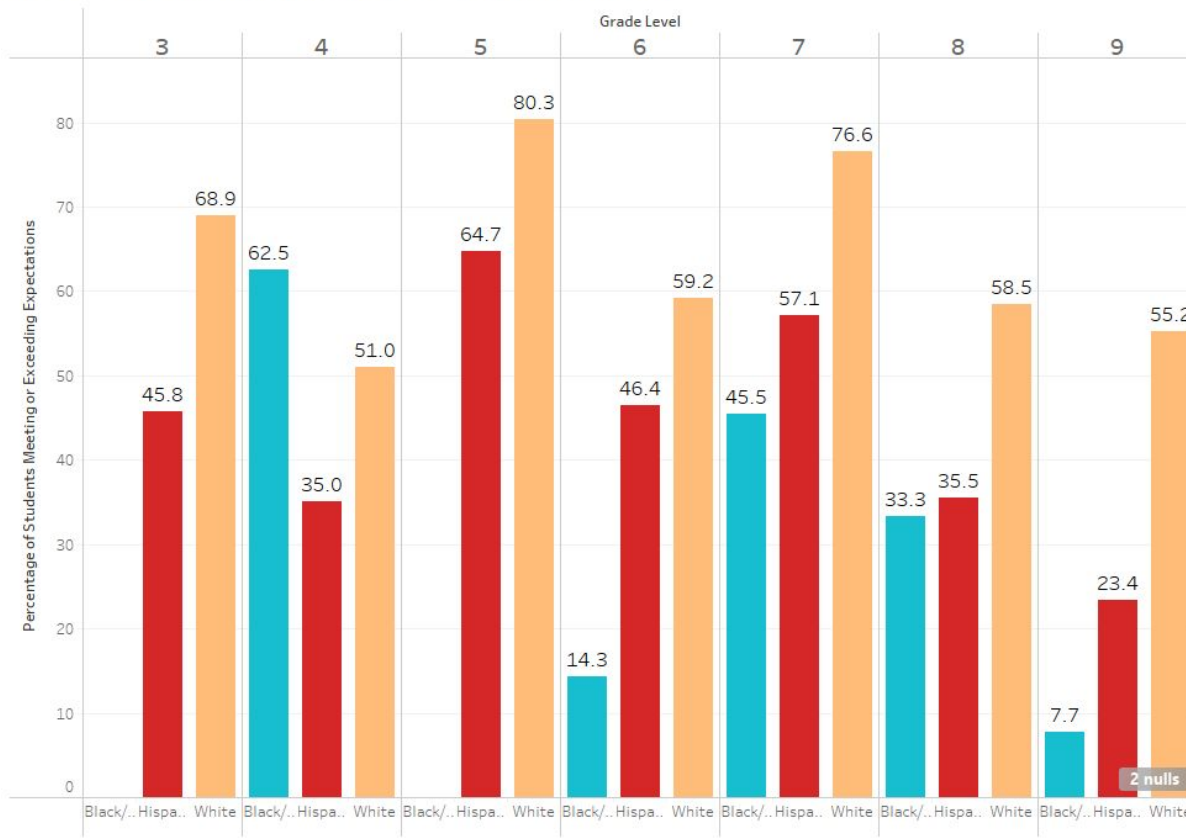
NJSLA Subgroup: Economic Level Score Comparison for Math



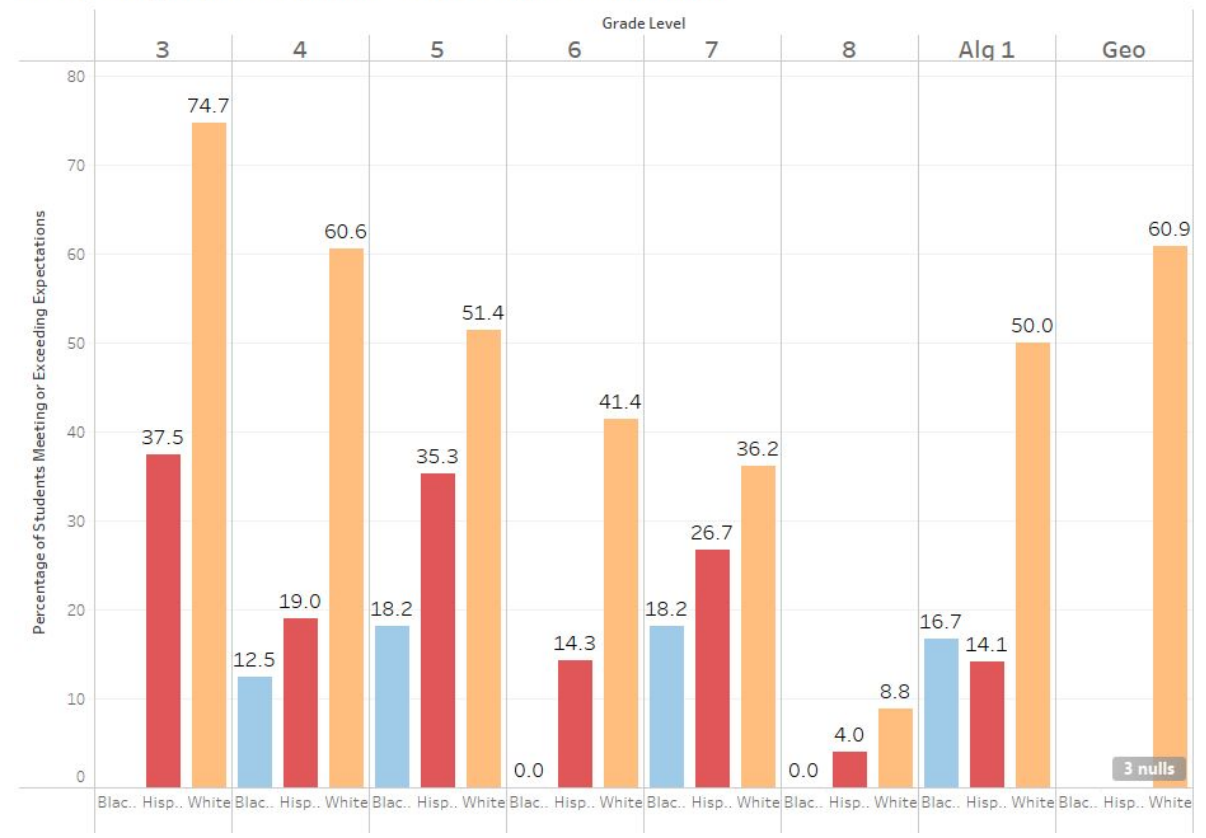
NJSLA Subgroup: Race/Ethnicity for ELA/Math



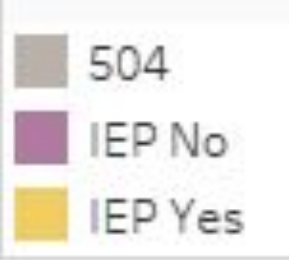
NJSLA Subgroup: Racial/Ethnic Score Comparison for ELA



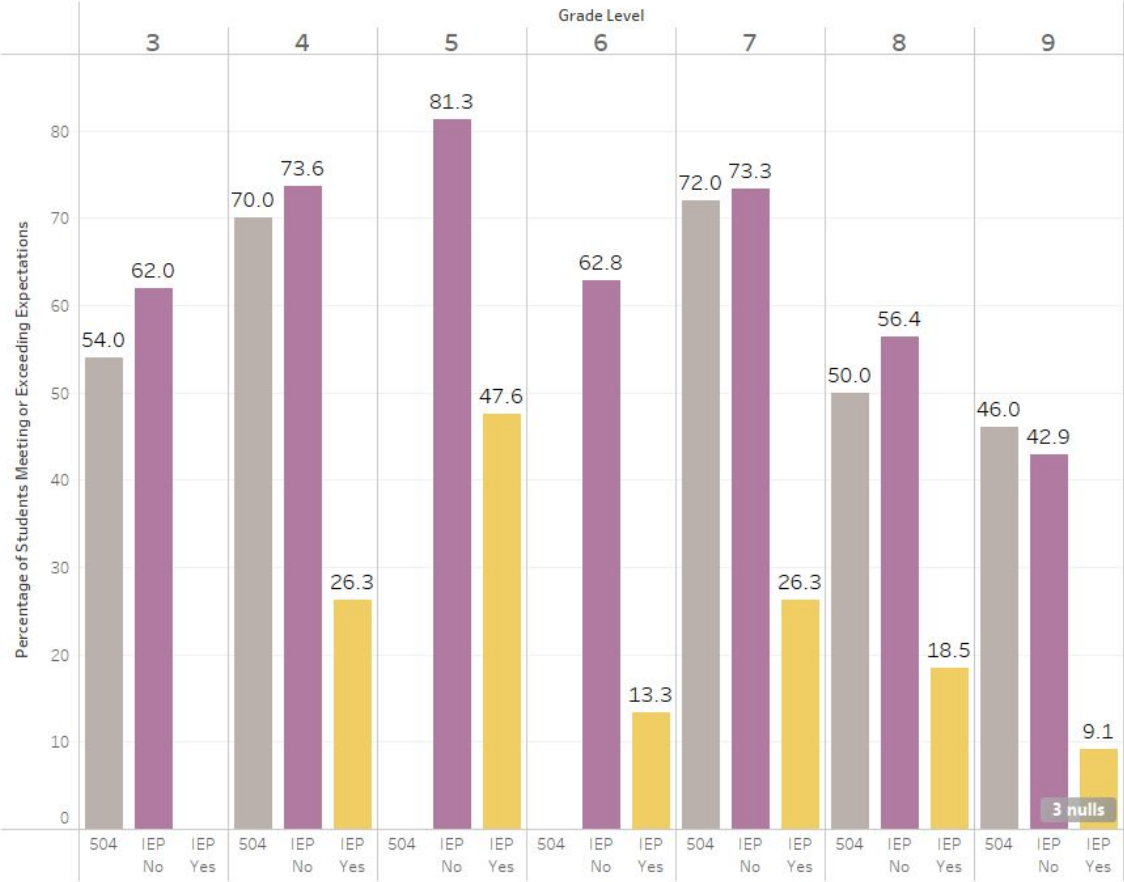
NJSLA Subgroup: Racial/Ethnic Score Comparison for Math



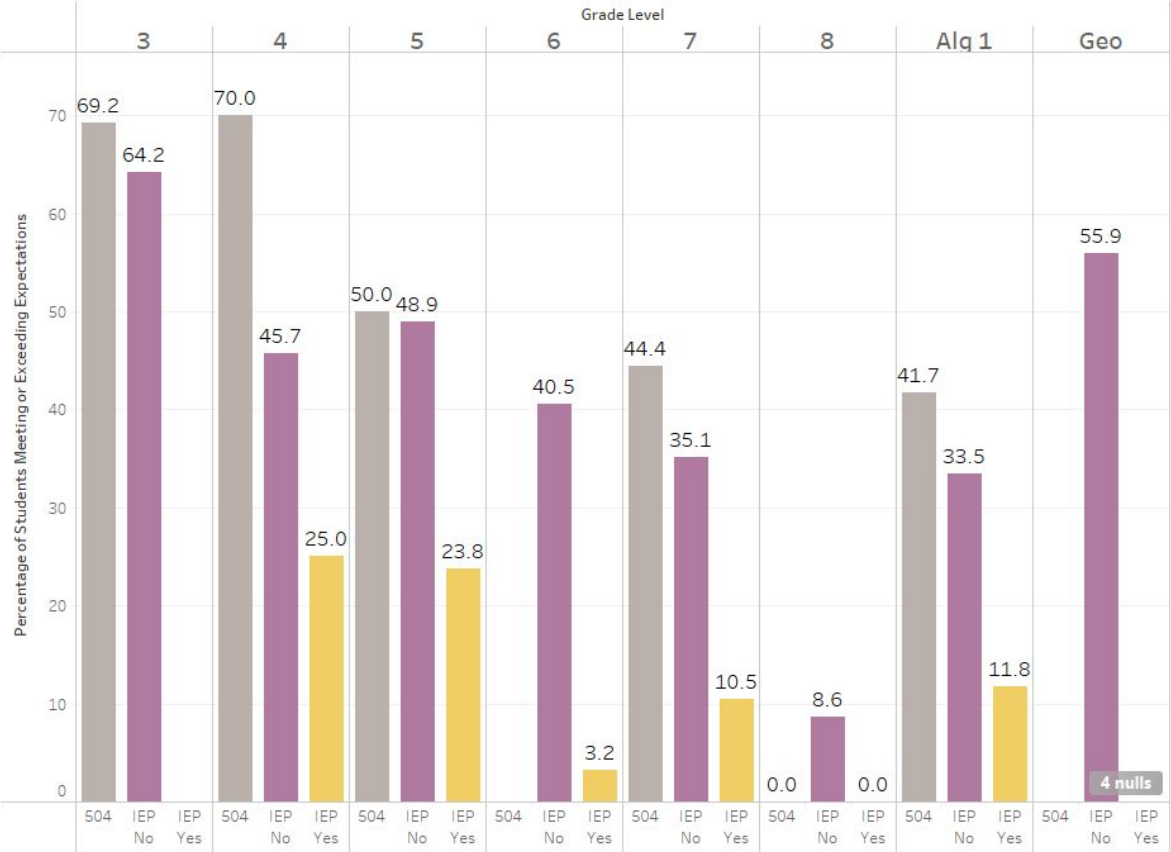
NJSLA Subgroup: Students with Accommodations for ELA/Math



NJSLA Subgroup: Students with/out Disability Score Comparison for ELA



NJSLA Subgroup: Students with/out Disability Score Comparison for Math



Summary of Findings

1. Collingswood students surpassed New Jersey state's percentage of ELA proficiency in grades 3, 4, 5, 6 and 7.
2. Collingswood students surpassed New Jersey state's percentage of math proficiency in grades 3 through 6, Geometry, and Algebra 2.
3. Collingswood students surpassed New Jersey state's percentage of Science proficiency in grade 5.
4. In the DLM assessment, 38% of our students scored 'At Target' or 'Advanced' in ELA and 18% in math.
5. In our ELL population, 15% of high school and 20% of elementary students scored at or above 4.5 on their ACCESS test.
6. Achievement gap percentages among the subgroups were consistent with the scores collected during the NJSLA Spring 2019 assessment.

Learning Acceleration Strategies

1. We are diving deeper into using Hattie's Visible Learning strategies through our school acceleration plans (SAP).
2. A new math program 'Into Math' started this year at the Elementary Level. The program provides improved diagnostic information and more supportive MTSS (multi-tiered system of supports) resources.
3. Our elementary schools have Learning Acceleration Specialists and MTSS coaches to support both staff and struggling students.
4. Secondary staff have received dedicated PLC (professional learning communities) time for increased collaboration.
5. At the secondary level, STEM Labs have been created to support grade/course level math classes by having a more differentiated approach to math instruction.

Learning Acceleration Strategies

6. The district is adding additional ELA support in understanding informational text through our Social Studies classes at the secondary level. A goal of the Social Studies PLC group is researching inquiry based learning which supports the understanding of informational text.
7. Collingswood has created a data team to help individual schools better understand and utilize student data.
8. The district will administer a new Galileo benchmark assessment for both math and Science at the secondary level.
9. We will continue using the literacy program, CommonLit for grades 3 through 12.
10. Collingswood is in its second year of offering SAT school day which provides additional ELA and Math data to review.

Additional Information Available

[NJSLA Score Interpretation Guide for Parents](#)

[DLM Understanding Your Child's Individual Student Score Report](#)

[ACCESS for ELLs Interpretive Guide for Score Reports](#)

*Thank
you!*