

Collingswood Public Schools

2018 District Testing Report

Prepared for the
Collingswood Board of Education
September 24, 2018

New Jersey's Statewide Assessment Program

- 2018 marks the 4th administration of the Partnership for Assessment of Readiness for College and Careers (PARCC)
- Students take the PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students take the PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

PARCC Performance Levels

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-787)	5	Exceeded Expectations (788-850)
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Comparison of Collingswood English Language Arts (ELA) Scores to State and Cross-State

>= Level 4 Met or Exceeded Expectations

GRADE	CROSS - STATE	NJ	Collingswood
3	40.8%	51.7%	57.9%
4	44.2%	58.0%	66.1%
5	42.9%	58.0%	75.7%
6	40.9%	56.2%	54.3%
7	46.9%	62.7%	50.8%
8	43.9%	60.4%	65.0%
9	48.5%	54.1%	55.9%
10	46.7%	49.9%	47.6%
11	39.2%	38.1%	42.6%

Comparison of Collingswood Mathematics Scores to State /Cross-State

>= Level 4 Met or Exceeded Expectations

GRADE	CROSS - STATE	NJ	Collingswood
3	42.8%	53.0%	67.8%
4	37.7%	49.4%	60.3%
5	37.3%	48.8%	62.5%
6	32.1%	43.5%	52.0%
7	32.9%	43.4%	31.0%
8	25.8%	28.2%	15.1%
Algebra 1	39.1%	45.8%	34.2%
Geometry	28.4%	29.5%	28.1%
Algebra 2	26.4%	28.6%	25.4%

3 Year Comparison of Collingswood PARCC Scores - ELA

>= Level 4 Met or Exceeded Expectations

GRADE	2016	2017	2018
3	54.8%	55.4%	57.9%
4	52.3%	73.3%	66.1%
5	48.0%	67.0%	75.7%
6	48.7%	52.1%	54.3%
7	36.1%	57.7%	50.8%
8	35.8%	61.2%	65.0%
9	49.1%	45.2%	55.9%
10	46.5%	41.5%	47.6%
11	50.6%	50.8%	42.6%

3 Year Comparison of Collingswood PARCC Scores - Math

>= Level 4 Met or Exceeded Expectations

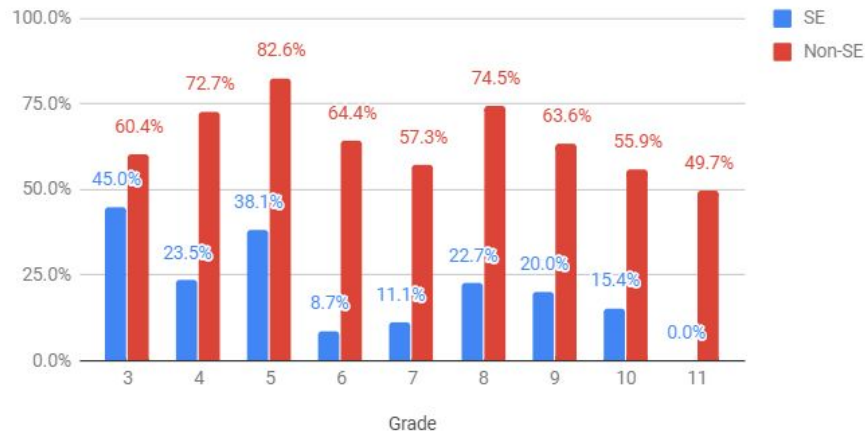
GRADE	2016	2017	2018
3	60.3%	64.9%	67.8%
4	47.7%	58.6%	60.3%
5	36.0%	50.9%	62.5%
6	35.0%	32.5%	52.0%
7	30.2%	37.9%	31.0%
8	13.5%	26.3%	15.1%
Algebra 1	37.3%	36.9%	34.2%
Geometry	24.5%	25.3%	28.1%
Algebra 2	16.5%	26.5%	25.4%

Collingswood Subgroup: Special Education Score Comparison for ELA and Math

Columns represents percentage of students who have >= Level 4 (Met or Exceeded Expectations)

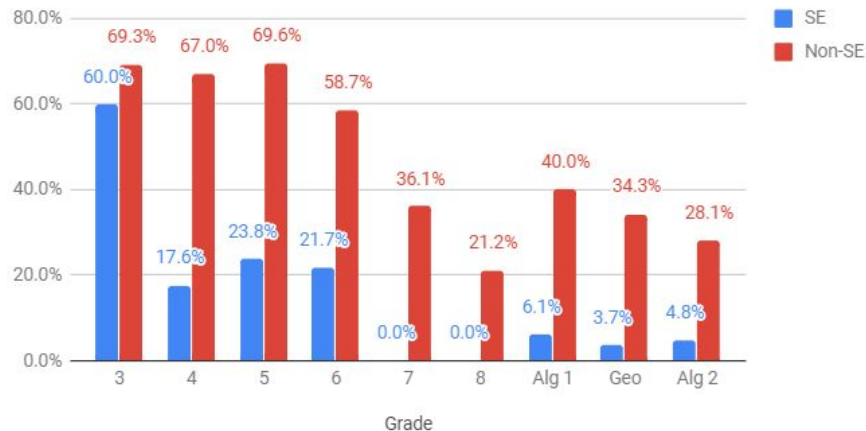
Special Education Subgroup - ELA

Average Achievement Gap = 44.1%



Special Education Subgroup - Math

Average Achievement Gap = 31.8%



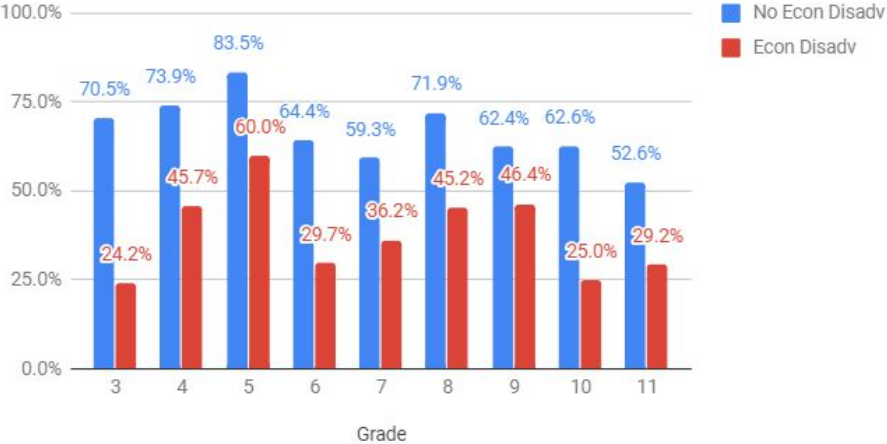
Grade	3	4	5	6	7	8	9	10	11
# of SE Students	20	17	21	23	18	22	30	39	24
# of Non-SE Stds	101	110	115	104	110	98	140	152	145
% of SE students	16.5%	13.4%	15.4%	18.1%	14.1%	18.3%	17.6%	20.4%	14.2%

Collingswood Subgroup: Economically Disadvantaged Comparison for ELA and Math

Columns represents percentage of students who have >= Level 4 (Met or Exceeded Expectations)

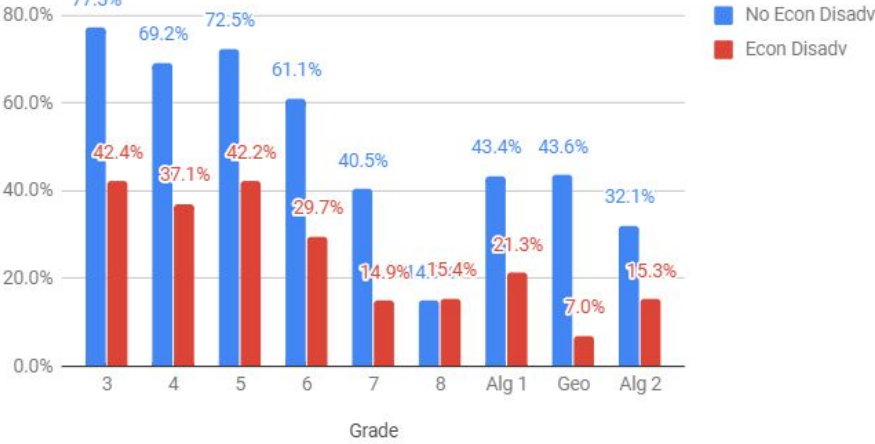
Economically Disadvantaged Subgroup - ELA

Average Achievement Gap = 28.8%



Economically Disadvantaged Subgroup - Math

Average Achievement Gap = 25.5%

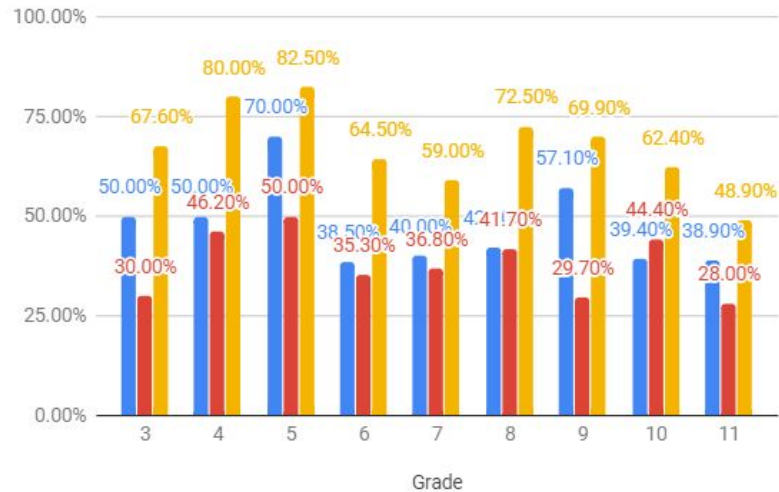


Grade	3	4	5	6	7	8	9	10	11
# of ED Students	33	35	45	37	47	31	69	76	72
# of Non-ED Std	88	92	91	90	81	89	101	115	97
% of ED stdts	27.3%	27.6%	33.1%	29.1%	36.7%	25.8%	40.6%	39.8%	42.6%

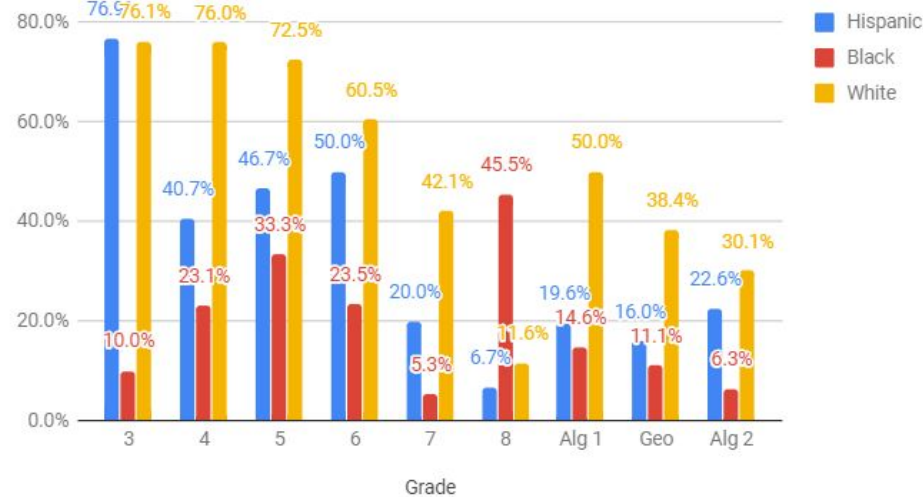
Collingswood Subgroup: Ethnicity Score Comparison for ELA and Math

Columns represents percentage of students who have \geq Level 4 (Met or Exceeded Expectations)

Ethnic Subgroups - ELA



Ethnic Subgroup - Math



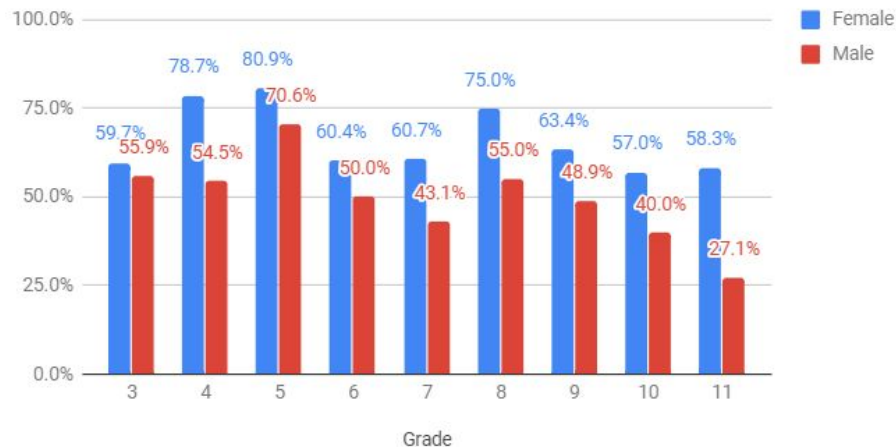
Grade	3	4	5	6	7	8	9	10	11
# of Hispanic	26	28	30	26	25	19	42	33	36
# of Black	10	13	18	17	19	12	37	42	25
# of White	71	75	80	76	78	80	73	101	94

Collingswood Subgroup: Gender Score Comparison for ELA and Math

Columns represents percentage of students who have \geq Level 4 (Met or Exceeded Expectations)

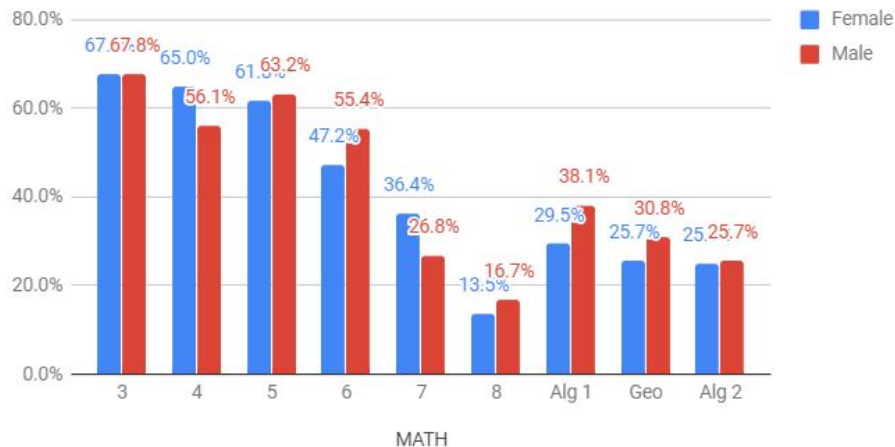
Gender Subgroup - ELA

Average Achievement Gap (G-B) = 16.6%



Gender Subgroup - Math

Average Achievement Gap (B-G) = 1.0%



Grade	3	4	5	6	7	8	9	10	11
# of Female	62	61	68	53	56	60	82	86	84
# of Male	59	66	68	74	72	60	88	105	85

Summary of Findings

1. Students in Grades 3, 4, 5, 8, 9 and 11 in English Language Arts surpassed NJ. Grade 5 success surpassed the State by almost 18%.
2. Students in Grades 3, 4, 5 and 6 in Math also surpassed NJ State average.
3. Significant 20% gain in Gr. 6 Mathematics proficiency from last year.
4. As expected for a grade level assessment, significant achievement gap exists with Special Education population

Average ELA gap = 44.1% Average Math gap = 31.8%

These percentages remain consistent with the previous year.

Looking at the Present and Future

1. Sustaining our focus on Literacy at both the Secondary and Elementary levels
2. Continue: Balanced Literacy and Word Study programs at our Elementary levels
3. Continued use of differentiated Elementary math “centers”
4. Continue: RACE model, Multi-text assignments and Presentational literacy
5. Restructuring of Middle School Language Arts department - shifting of staff
6. Secondary Data team: review and sharing of PARCC math and ELA data
7. In Secondary Math: greater use of data to determine possible content gaps and find math interventions to support students
8. Screening and Diagnostic Assessment Programs: Fastbridge and Illuminate
 - Greater exposure to online questioning
9. District Focus on Equity and Restorative Practice

Resources for Parents

Assessment

Home

Assessment Results

Statewide Assessment Schedule

Graduation Requirements

PARCC Resources for Districts

PARCC Resources for Parents

Other Assessments

Contact Us

PARCC Resources for Parents

- [A Guide to Parent/Teacher Conversations About the PARCC Score Reports](#)
- [Family Guide to the Student Scores \(Español\)](#)
- [Student Score Release Parent Checklist \(Español\)](#)
- [Graduation Assessment Requirements](#)
- [PARCC Testing Unit Times](#)
- [Student Data Privacy and Security](#)
- [PARCC Special Education FAQ](#)

Understanding PARCC and Helping Your Child

- [Assessment Summary and Resources for Parents \(Español\)](#)
- [Assessment Summary for Parents of ELLs \(Español\)](#)
- [Assessment Summary for Parents of Students with IEPs \(Español\)](#)
- [Parent FAQ Guide](#)

Importance of Assessments

- [Educators Say PARCC Data is Helping Improve "Classroom Instruction to Support Students"](#)
- [Higher Education Voices Say PARCC is a "Valuable Tool" and a "Much-Needed Benchmark"](#)
- [Educators Say PARCC is a Valuable Tool](#)
- [Research Studies Evaluating PARCC Assessments](#)

<http://www.nj.gov/education/assessment/parents/>