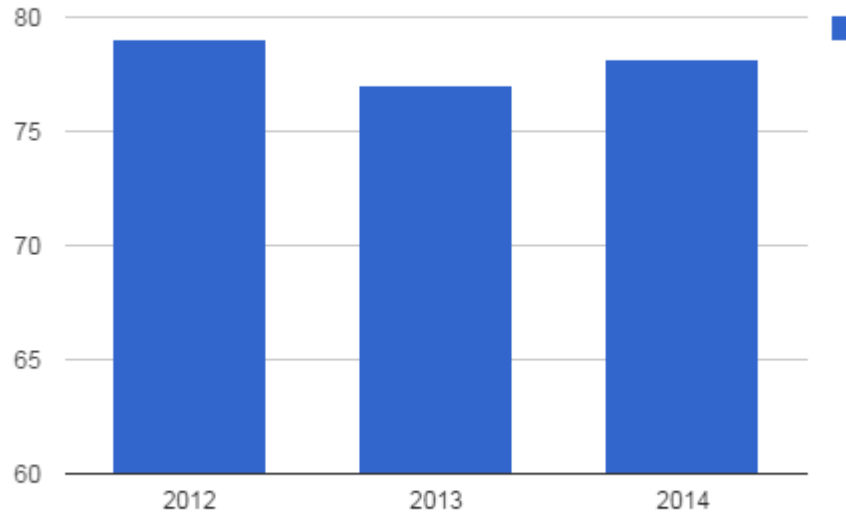


Collingswood Public Schools

2014 District Test Report

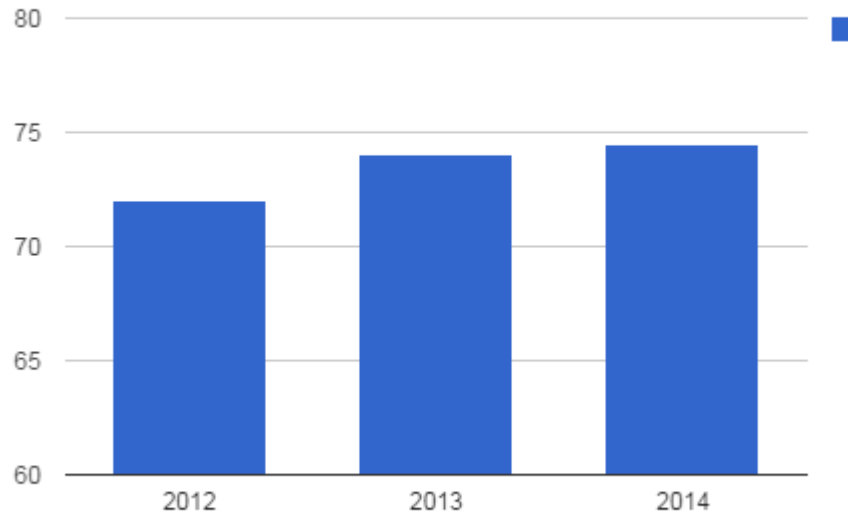
Prepared for the
Collingswood Board of Education
September 22, 2014

3 Year District Trend: Math Proficiency



For the 2013-2014 school year, 78.2% of all students in the district are proficient in math.

3 Year District Trend: Language Arts Proficiency



For the 2013-2014 school year, 74.5% of all students in the district are proficient in language arts.

2014 District Achievement: Math and Language Arts

| GRADE | % PROF IN MATH | % PROF IN LA |
|----------------|----------------|--------------|
| 3 | 73.2% | 69.0% |
| 4 | 81.9% | 61.2% |
| 5 | 80.5% | 70.5% |
| 6 | 85.5% | 75.2% |
| 7 | 72.4% | 64.7% |
| 8 | 79.2% | 82.4% |
| 11 | 73.5% | 90.4% |
| Oaklyn Gr 8 | 56.3% | 81.3% |
| Woodlynne Gr 8 | 36.0% | 63.3% |

Cohort District Trends

| Three Year Trend for Mathematics | | | |
|----------------------------------|------|------|-------|
| GRADE | 2012 | 2013 | 2014 |
| | | | |
| 3 | 83% | 83% | 73.2% |
| 4 | 82% | 86% | 81.9% |
| 5 | 85% | 83% | 80.5% |
| 6 | 84% | 82% | 85.5% |
| 7 | 62% | 57% | 72.4% |
| 8 | 75% | 80% | 79.2% |
| 11 | 78% | 70% | 73.5% |

| Three Year Trend for Language Arts | | | |
|------------------------------------|------|------|-------|
| GRADE | 2012 | 2013 | 2014 |
| | | | |
| 3 | 73% | 72% | 69% |
| 4 | 62% | 63% | 61.2% |
| 5 | 61% | 65% | 70.5% |
| 6 | 70% | 66% | 75.2% |
| 7 | 65% | 66% | 64.7% |
| 8 | 76% | 87% | 82.4% |
| 11 | 91% | 90% | 90.4% |

Math Proficiency: District-DFG-State

| Grade | District | DFG | STATE |
|-------|----------|-------|-------|
| 3 | 73.2% | 81% | 75.5% |
| 4 | 81.9% | 79.6% | 74.9% |
| 5 | 80.5% | 84.5% | 79.8% |
| 6 | 85.5% | 84.5% | 79.3% |
| 7 | 72.4% | 72.2% | 66.8% |
| 8 | 79.2% | 77.3% | 71.5% |
| 11 | 73.5% | 82.2% | 78.9% |

Language Arts Proficiency: District-DFG-State

| Grade | District | DFG | STATE |
|-------|----------|-------|-------|
| 3 | 69% | 73.5% | 65.5% |
| 4 | 61.2% | 66.1% | 59.8% |
| 5 | 70.5% | 69% | 62.3% |
| 6 | 75.2% | 74.2% | 66.9% |
| 7 | 64.7% | 70.9% | 64% |
| 8 | 82.4% | 85.6% | 79.8% |
| 11 | 90.4% | 95% | 93.2% |

Science Proficiency: District-DFG-State

| Grade | District | DFG | STATE |
|-------|----------|-------|-------|
| 4 | 90.9% | 93.1% | 88.6% |
| 8 | 80% | 85.3% | 78.9% |

Math: Demographics Groups for Grades 3 - 5

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 78.7% | 81.7% | 76.7% |
| | | | |
| General Educ. | 84.7% | 87.3% | 82.9% |
| Special Educ. | 43.8% | 59.3% | 53.6% |
| | | | |
| White | 84.8% | 84.7% | 85.6% |
| Black | 50% | 63.3% | 56.3% |
| Hispanic | 74.5% | 70.5% | 65.5% |
| | | | |
| non-Econ. Disadv. | 86.1% | 85.9% | 86.5% |
| Econ. Disadv | 64.8% | 67.6% | 61.8% |

Lang Arts: Demographics Groups for Grades 3 - 5

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 66.8% | 69.5% | 62.5% |
| | | | |
| General Educ. | 73.1% | 77.3% | 70.3% |
| Special Educ. | 31.3% | 38% | 33.2 |
| | | | |
| White | 73.5% | 72.5% | 73.6% |
| Black | 53.8% | 52.1% | 41.8% |
| Hispanic | 41.3% | 55.7% | 45% |
| | | | |
| non-Econ. Disadv. | 76.4% | 74.7% | 75.9% |
| Econ. Disadv | 48.3% | 51.6% | 42.1% |

Math: Demographics Groups for Grades 6 - 8

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 79.3% | 77.8% | 72.5% |
| | | | |
| General Educ. | 88.1% | 86.1% | 80.7% |
| Special Educ. | 37.9% | 37.1% | 36.2% |
| | | | |
| White | 86.5% | 81.1% | 82.5% |
| Black | 65.1% | 57.2% | 49% |
| Hispanic | 63.6% | 65.8% | 58.9% |
| | | | |
| non-Econ. Disadv. | 86.6% | 82.3% | 82.4% |
| Econ. Disadv | 67.2% | 61.8% | 55.5% |

Lang Arts: Demographics Groups for Grades 6 - 8

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 74.6% | 77% | 70.3% |
| | | | |
| General Educ. | 83.9% | 85.8% | 79% |
| Special Educ. | 31% | 34.3% | 32.2% |
| | | | |
| White | 82.9% | 80.2% | 81.2% |
| Black | 55.8% | 60.3% | 48.9% |
| Hispanic | 52.7% | 64.4% | 61.6% |
| | | | |
| non-Econ. Disadv. | 83.3% | 81.5% | 80.9% |
| Econ. Disadv | 60.3% | 60.6% | 50.9% |

Math: Demographics Groups for HSPA

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 73.5% | 82.2% | 78.9% |
| | | | |
| General Educ. | 87.9% | 90.3% | 87% |
| Special Educ. | 18.8% | 36.9% | 39.3% |
| | | | |
| White | 81.7% | 86.1% | 87.9% |
| Black | 51.4% | 60.9% | 55.7% |
| Hispanic | 68.1% | 70.9% | 66% |
| | | | |
| non-Econ. Disadv. | 85.2% | 85.7% | 86.1% |
| Econ. Disadv | 55.4% | 67.6% | 62.5% |

Lang Arts: Demographics Groups for Grades HSPA

| | District | DFG | STATE |
|-------------------|----------|-------|-------|
| Total Students | 90.4% | 95% | 93.2% |
| | | | |
| General Educ. | 99.2% | 99.1% | 98.2% |
| Special Educ. | 59.4% | 73.8% | 72% |
| | | | |
| White | 93.6% | 96.4% | 96.8% |
| Black | 81.1% | 90.1% | 85.8% |
| Hispanic | 90.9% | 91.3% | 87.9% |
| | | | |
| non-Econ. Disadv. | 95.1% | 96.5% | 96.3% |
| Econ. Disadv | 83.1% | 89.5% | 86.4% |

Achievement Gap: Mathematics

| | 2013 District Proficiency | 2014 District Proficiency |
|-------|---------------------------|---------------------------|
| White | 85% | 85% |
| Black | 58% | 56% |
| | | |
| Gap | 27% | 29% |

| | 2013 District Proficiency | 2014 District Proficiency |
|----------|---------------------------|---------------------------|
| White | 85% | 85% |
| Hispanic | 59% | 69% |
| | | |
| Gap | 26% | 16% |

Achievement Gap: Language Arts

| | 2013 District Proficiency | 2014 District Proficiency |
|-------|---------------------------|---------------------------|
| White | 82% | 82% |
| Black | 55% | 63% |
| | | |
| Gap | 27% | 19% |

| | 2013 District Proficiency | 2014 District Proficiency |
|----------|---------------------------|---------------------------|
| White | 82% | 82% |
| Hispanic | 58% | 55% |
| | | |
| Gap | 24% | 27% |

Summary of Findings

- 1) District proficiency in both math and language arts improved from the previous year. Language arts has shown a steady increase for the past 3 years.
- 2) When comparing Collingswood, Oaklyn and Woodlynne math scores, a significant difference exists in 8th grade which may affect the HSPA score for mathematics.
- 3) Cohort groups in math have remained consistent while language arts have shown student growth.

Summary of Findings

- 4) For grades 4 through 8, proficiency scores in math have surpassed all State scores and all DFG scores except grade 5. The language arts rates have surpassed all State scores in grades 3 through 8.
- 5) With respect to the reported demographic data, math scores at the Middle school have surpassed all State scores and all DFG scores except for the hispanic population proficiency rate.
- 6) The math achievement gap between district white and hispanic students narrowed significantly from 26% to 16% and the language arts achievement gap between district white and black students reduced from 27% to 19%.

District Initiatives to Improve Achievement Scores

- 1) Implementation of the 1:1 Chromebook initiative for grades 6 and 9 and addition of Chromebooks at the Elementary level will provide a technology rich environment and prepare Collingswood students to be 21st century learners.
- 2) Continued development of the cross curricular literacy program at the secondary level that will focus on writing skills and preparation for the PARCC assessment. Elementary teachers will focus on Writer's workshop as they have successfully implemented Reader's workshop.
- 3) District educators will continue to have language arts and math support through the both the literacy coaches and math coach.

District Initiatives to Improve Achievement Scores

- 4) Curriculum and assessments are aligned to the Common Core with a focus on preparing Collingswood students to be successful on the PARCC assessments. Science curriculum has been aligned to the State's newly adopted Next Generation Science Standards.
- 5) Implementation of a new math program: Think Through Math will be used to support selected secondary school students with their math skills.
- 6) A greater focus will be placed on the secondary Academic Support classes to bolster math skills of identified struggling students.
- 7) Areas of below State performance will be discussed in administrative meetings to find ways of improving the performance of these students.