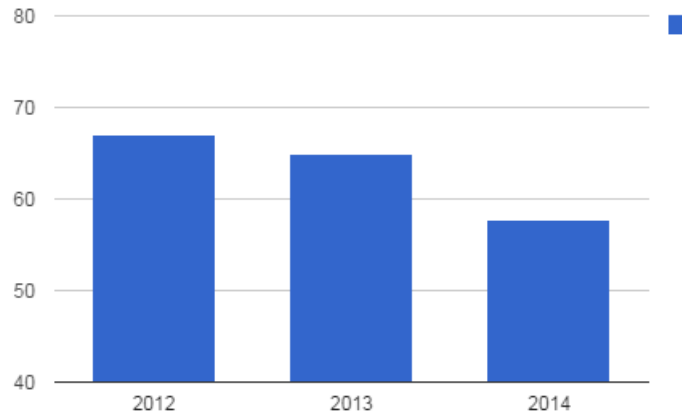


Oaklyn School District

2014 District Test Report

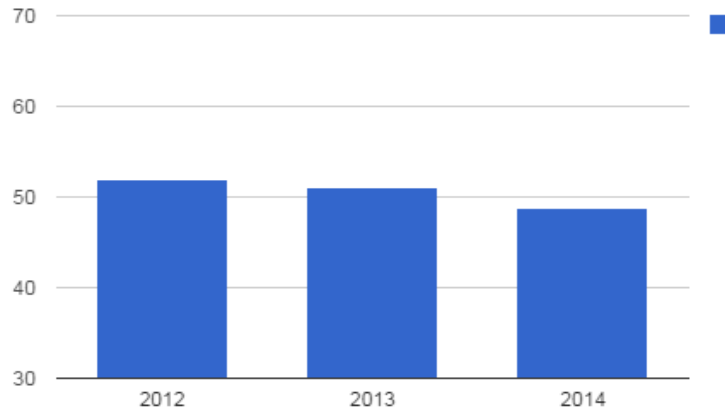
**Prepared for the
Oaklyn Board of Education
September 16, 2014**

3 Year District Math Trend: (Combined Proficiency for Grades 3-8)



In 2014, 57.7% of all students in grades 3-8 were proficient in Math

3 Year District Language Arts Trend (Combined Proficiency for Grades 3-8)



In 2014, 48.7% of all students in grades 3-8 were proficient in Language Arts.

Comparison of Math and Language Arts Proficiency scores by Grade Level

GRADE	% PROF IN MATH	% PROF IN LA
3	41.3%	32.6%
4	55.2%	34.5%
5	58.2%	41.8%
6	82.5%	62.5%
7	58.5%	48.8%
8	56.3%	81.3%

Cohort Trends in Math and Language Arts

Three Year Trend for Mathematics			
GRADE	2012	2013	2014
3	51%	46%	41.3%
4	77%	46%	57.1%
5	71%	79%	61.0%
6	68%	82%	84.6%
7	59%	55%	58.5%
8	78%	70%	56.3%

Three Year Trend for Language Arts			
GRADE	2012	2013	2014
3	30%	33%	32.6%
4	42%	68%	35.7%
5	56%	50%	43.9%
6	51%	64%	64.1%
7	61%	45%	48.8%
8	75%	84%	81.3%

Grade 3 Proficiency Rates

Math	District	DFG	STATE
Total Students	41.3%	71.2%	75.5%
General Educ.	50%	77.6%	81.4%
Special Educ.	22.2%	47.2%	54.8%
non-Econ. Disadv	45.2%	78.7%	85.8%
Econ. Disadv.	33.3%	63.8%	60.4%

LA	District	DFG	STATE
Total Students	32.6%	59.2%	65.5%
General Educ.	44.1%	67.4%	73.6%
Special Educ.	0%	28%	38.5%
non-Econ. Disadv	35.5%	67.5%	78.7%
Econ. Disadv.	26.7%	50.9%	46.4%

Grade 4 Proficiency Rates

Math	District	DFG	STATE
Total Students	55.2%	69.1%	74.9
General Educ.	55.6%	76.2%	80.9%
Special Educ.	54.6%	41.4%	52.6%
non-Econ. Disadv	61.1%	78%	85.1%
Econ. Disadv.	45.5%	60.1%	59.1%

LA	District	DFG	STATE
Total Students	34.5%	52.3%	59.8%
General Educ.	38.9%	60.2%	67.2%
Special Educ.	27.3%	20.7%	31.9%
non-Econ. Disadv	<u>33.3%</u>	62.6%	73.2%
Econ. Disadv.	36.4%	41.9%	38.9%

Grade 5 Proficiency Rates

Math	District	DFG	STATE
Total Students	58.2%	76.9%	79.8%
General Educ.	64.8%	84%	86.2%
Special Educ.	20%	44.8%	53.6%
non-Econ. Disadv	<u>47.8%</u>	83.1%	88.6%
Econ. Disadv.	70%	70.8%	65.9

LA	District	DFG	STATE
Total Students	41.8%	53.8%	62.3%
General Educ.	48.6%	62.4%	70.4%
Special Educ.	0%	16.5%	29.5%
non-Econ. Disadv	<u>39.1%</u>	62.1%	75.8%
Econ. Disadv.	45%	45.8%	40.8%

Grade 6 Proficiency Rates

Math	District	DFG	STATE
Total Students	82.5%	75.6%	79.3%
General Educ.	96.9%	84%	86.8%
Special Educ.	16.7%	38.1%	46.7%
non-Econ. Disadv	82.6%	82.5%	88%
Econ. Disadv.	82.4%	68.9%	65.1%

LA	District	DFG	STATE
Total Students	62.5%	59.3%	66.9%
General Educ.	78.1%	69%	75.7%
Special Educ.	0%	24.1%	29%
non-Econ. Disadv	65.2%	69.5%	79.5%
Econ. Disadv.	58.8%	49.4%	46.5%

Grade 7 Proficiency Rates

Math	District	DFG	STATE
Total Students	58.5%	60.9%	66.8%
General Educ.	66.7%	69.6%	75.2%
Special Educ.	28.6%	21.2%	29.4%
non-Econ. Disadv	69.6%	69.4%	78%
Econ. Disadv.	44.5%	51.9%	47.5%

LA	District	DFG	STATE
Total Students	48.8%	55.6%	64%
General Educ.	57.6%	64.8%	72.9%
Special Educ.	14.3%	13.6%	24.8
non-Econ. Disadv	52.2%	65.5%	76.6%
Econ. Disadv.	44.4%	45%	42.4%

Grade 8 Proficiency Rates

Math	District	DFG	STATE
Total Students	56.3%	65%	71.5%
General Educ.	70.9%	73.9%	80.1%
Special Educ.	16.7%	24.7%	32.6%
non-Econ. Disadv	62.6%	73.7%	81.4%
Econ. Disadv.	50.1%	56%	53.5%

LA	District	DFG	STATE
Total Students	81.3%	75.8%	79.8%
General Educ.	95.8%	85.8%	88.3%
Special Educ.	50%	32%	43%
non-Econ. Disadv	93.8%	83%	88.5%
Econ. Disadv.	68.8%	68.1%	64%

Science Proficiency Rates

Grade 4	District	DFG	STATE
Total Students	82.8%	87.6%	88.6%
General Educ.	77.8%	92.2%	92.4%
Special Educ.	91%	71.4%	75.8%
non-Econ. Disadv	83.3%	92%	94.6%
Econ. Disadv.	81.9%	83.2%	79.2%

Grade 8	District	DFG	STATE
Total Students	78.1%	75.2%	78.9%
General Educ.	87.5%	83.8%	86.5%
Special Educ.	50%	38.4%	47.3%
non-Econ. Disadv	81.3%	82.7%	88.1%
Econ. Disadv.	75.1%	67.3%	62.5%

Achievement Gaps between General Education and Special Education

MATH			
GRADE	DISTRICT	DFG	STATE
3	27.8%	30.4%	26.6%
4	1%	34.8%	28.3%
5	44.8%	39.2%	32.6%
6	80.2%	45.9%	40.1%
7	38.1%	48.4%	45.8%
8	54.2%	49.2%	47.5%
Ave	41.23%	41.32%	36.82%

LA			
GRADE	DISTRICT	DFG	STATE
3	44.1%	39.4%	35.1%
4	11.6%	39.5%	35.3%
5	48.6%	45.9%	40.9%
6	78.1%	44.9%	46.7%
7	43.3%	51.2%	48.1%
8	45.8%	53.8%	45.3%
Ave	45.45%	45.78%	41.90%

Achievement Gaps between Economically Disadvantaged and non-Disadvantaged Students

MATH			
GRADE	DISTRICT	DFG	STATE
3	11.9%	14.9%	25.4%
4	15.6%	17.9%	26%
5	-22.2%	12.3%	22.7%
6	0.2%	13.6%	22.9%
7	25.1%	17.5%	30.5%
8	12.5%	17.7%	27.9%
Ave	16.28%	15.65%	25.90%

LA			
GRADE	DISTRICT	DFG	STATE
3	8.8%	16.6%	32.3%
4	-3.1%	20.7%	34.3%
5	-5.9%	16.3%	35%
6	6.4%	20.1%	33%
7	7.8%	20.5%	34.2%
8	25%	14.9%	24.5%
Ave	12.00%	18.18%	32.22%

Summary of Findings

- 1) Although most of the grade level scores had decreased from the previous years, many cohort groups increased showing student growth.
- 2) In comparing Oaklyn achievement rates to their DFG group and New Jersey, many of the upper grades show a higher performance also suggesting good growth over time.
- 3) Sixth and Eighth grade Language Arts performance suggests that Oaklyn's literacy efforts have been beneficial to the district.
- 4) Oaklyn's achievement gaps between general education and specials education students as well as economically disadvantaged and non-disadvantaged students are consistent with our DFG group.

District Initiatives to Improve Student Achievement

- 1) Junior High teachers have a new math program which is aligned to the common core (Big Ideas by Houghton Mifflin) and Elementary teachers continue to develop the Math in Focus program.
- 2) Reader's and Writer's workshop will continue to expand. Older grades will focus on common terminology and literacy tasks involving annotations of text.
- 3) Oaklyn will have a technology rich curriculum with the introduction of two new Chromebook carts, projectors, and mimeo units.

District Initiatives to Improve Student Achievement

4) Further development of Benchmark assessments will occur in the upper grades including an item analysis of the assessments which will help guide instruction. These assessments will also utilize questions that model the new PARCC assessments.

5) Oaklyn will improve their intervention and referral services process by focusing on evidence based instruction and data driven progress monitoring.