



COLLINGSWOOD PUBLIC SCHOOLS

collsk12.org

District Test Report

2023-2024

Board of Education Meeting

October 28, 2024

Agenda

- Overview: State testing data from ACCESS, DLM, NJGPA and NJSLA
- Explanation of NJDOE regulations to share student testing data
- Description of ACCESS test, performance levels and results
- Description of DLM assessment, performance levels and results
- Description of NJGPA assessment, performance levels and results
- Data on NJGPA student groups: Gender, Ethnicity/Race, Economic status and Special Education
- Description of NJSLA assessment, performance levels and results
- Data on NJSLA student groups: Gender, Ethnicity/Race, Economic status and Special Education

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. ([Data Privacy](#))



What is the ACCESS Test?



- Only students who have been identified as Multilingual Learners (ML) are administered the ACCESS test in the Spring.
- All Multilingual Learners 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.
- “It takes between 5-7 years to become proficient enough in a second language to succeed in an English-only classroom.” (Vanderbilt University)

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

	Level 4: Expanding	Level 3: Developing	Level 2: Beginning	Level 1: Entering
HS	2	15	9	10
MS	1	1	3	0
ES	5	2	4	3

Note: One criterion for students to be removed from an ML program is to achieve a 4.5 or higher on the overall composite score of the English language proficiency test. Out of 55 students, Collingswood has 2 students scoring above 4.5

35% (19) ML students were new to Colls PS last year

For the 65% (36) of students who were with Colls PS last year:

- . 50% (18) showed growth from the previous year
- . 31% (11) showed at or above one year of expected growth
- . 19% (7) did not show growth

What is the DLM?



- The DLM is an alternative assessment for specific special education students who have the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- The DLM replaces the NJGPA and NJSLA state assessments.
- 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.
- Each content areas is composed of “testlets” for students to complete. ELA and science have 9 testlets each and mathematics has 6-8 testlets depending on the student’s grade level.

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

Due to the small number of students who were assessed using the DLM assessment, results data may not be shared.



What is the NJGPA?

- The New Jersey Graduation Proficiency Assessment (NJGPA) is an NJDOE assessment administered to 11th-graders to meet the state graduation assessment requirement.
- The NJGPA is the first out of three pathways for students to meet this graduation requirement. Students must take the NJGPA to qualify for the other two pathways. ([NJDOE Requirements](#))
- The NJGPA is aligned to the grade 10 ELA New Jersey Student Learning Standards (NJSLS) and the NJSLS in Algebra 1 and Geometry for math.
- Each content areas consists of two - 90 minutes units for a total of 180 minutes for ELA and 180 minutes for math.
- Students must earn a score of 725 or greater to be considered “graduation ready.”

NJGPA Performance



The NJGPA has two performance levels:

1. Graduation Ready
2. Not Yet Graduation Ready

Students who score a 725 or higher on both the math and ELA sections of the NJGPA are considered “Graduation Ready.”

NJGPA Performance (District/State)

2023-2024	New Jersey	Collingswood
Graduation Ready for ELA (172)	81.6%	82.0% (141)
Graduation Ready for Math (172)	54.7%	58.7% (101)

NJGPA Scores Comparison Between Years

	2023-2024	2022-2023	2021-2022
Graduation Ready Percentage for ELA	82.0% (141)	79.3% (146)	37.1% (62)
Graduation Ready Percentage for Math	58.7% (101)	57.8% (107)	44.3% (74)

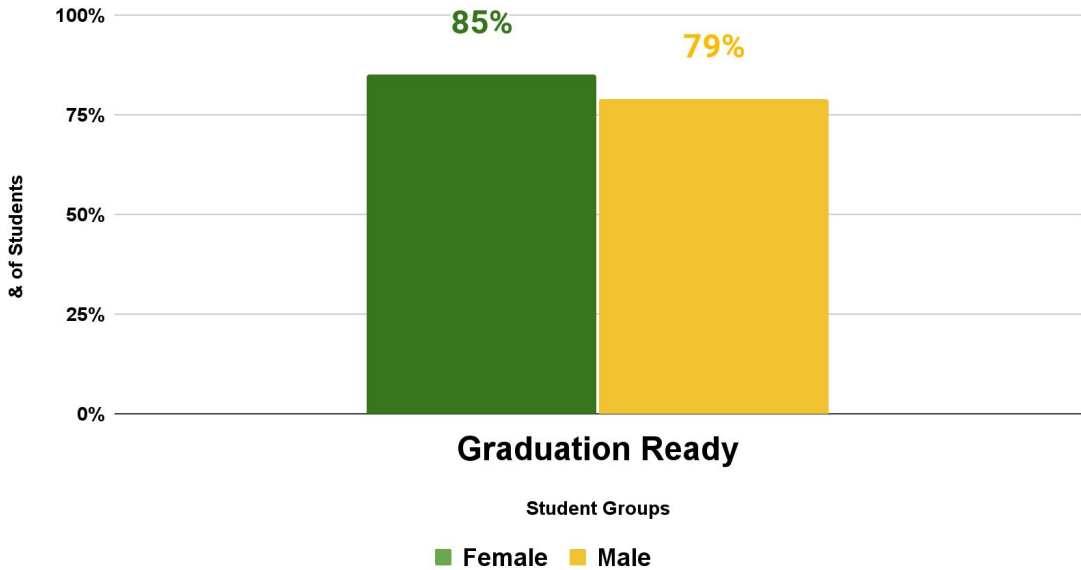
Note: The NJDOE changed the NJGPA cut score of 750 for the class of 2022 to 725 for the class of 2023. This change led to a large percentage increase for all NJ students.

NJGPA Performance: Gender

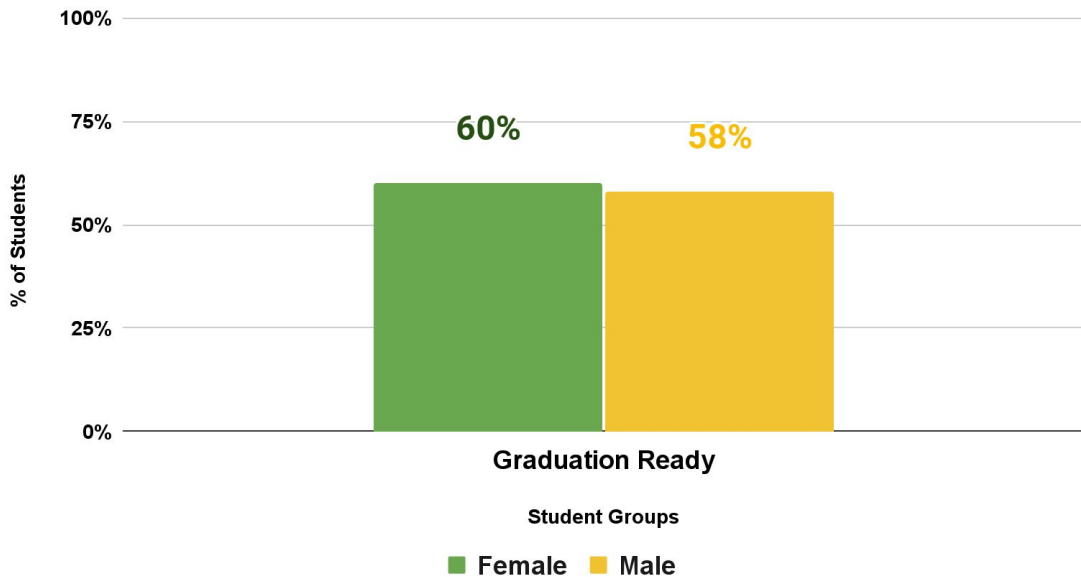
ELA	Female	Male
# of Graduation Ready Students	64	77
Total # of Test Takers	75	97

Math	Female	Male
# of Graduation Ready Students	45	56
Total # of Test Takers	75	97

NJGPA ELA Graduation Ready % by Gender



NJGPA Math Graduation Ready % by Gender



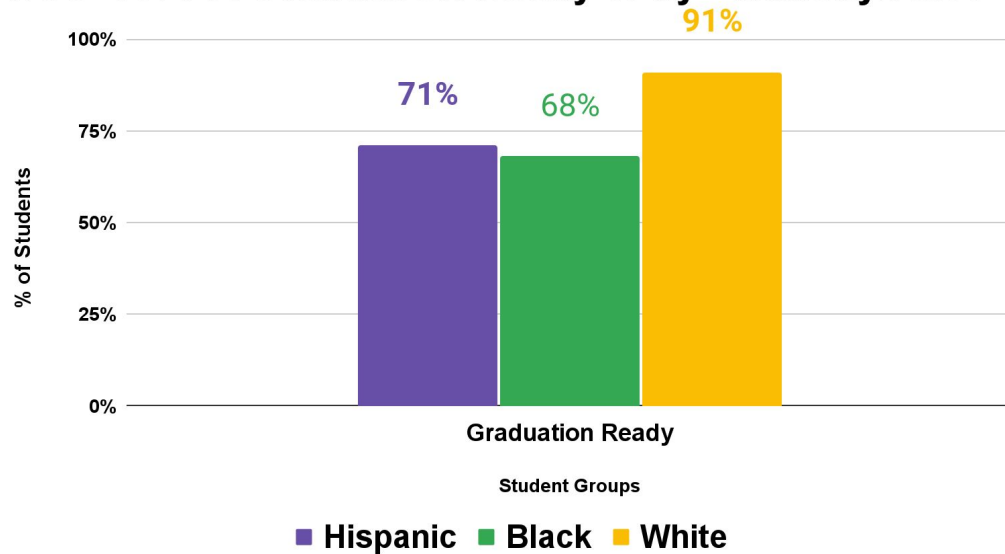
NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJGPA Performance: Ethnicity/Race

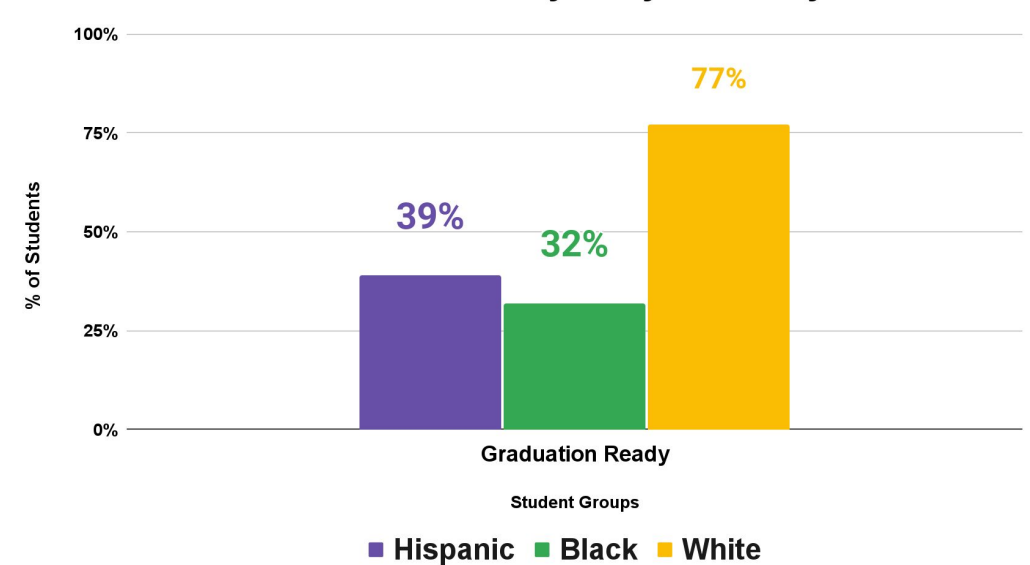
ELA	Hispanic	Black	White
# of Graduation Ready Students	37	15	82
Total # of Test Takers	52	22	90

Math	Hispanic	Black	White
# of Graduation Ready Students	20	7	69
Total # of Test Takers	52	22	90

NJGPA ELA Graduation Ready % by Ethnicity/Race



NJGPA Math Graduation Ready % by Ethnicity/Race



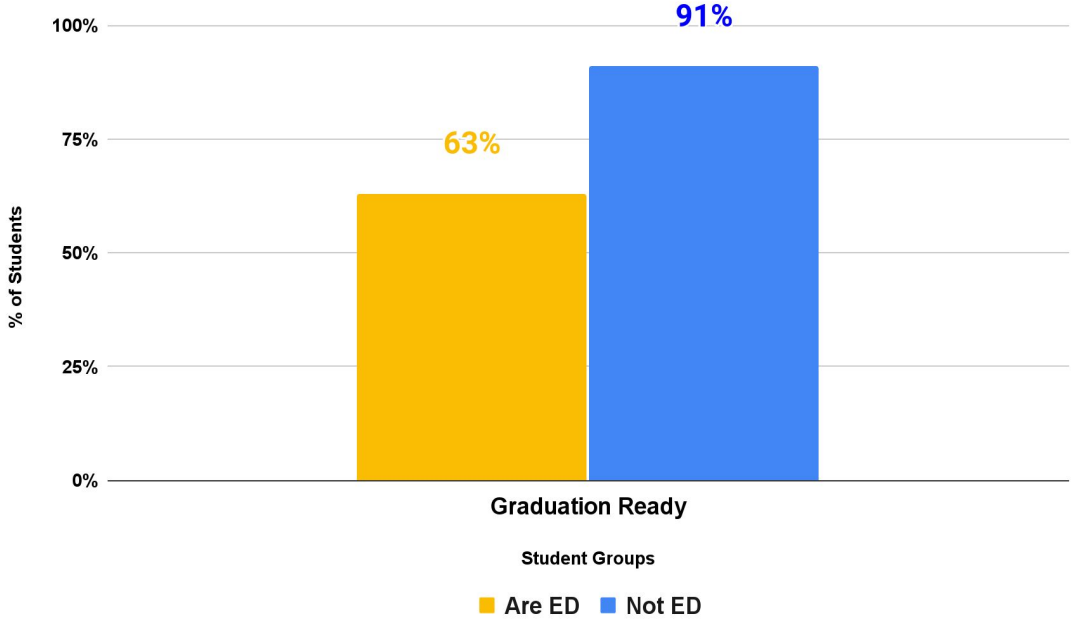
NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJGPA Performance: Economically Disadvantaged

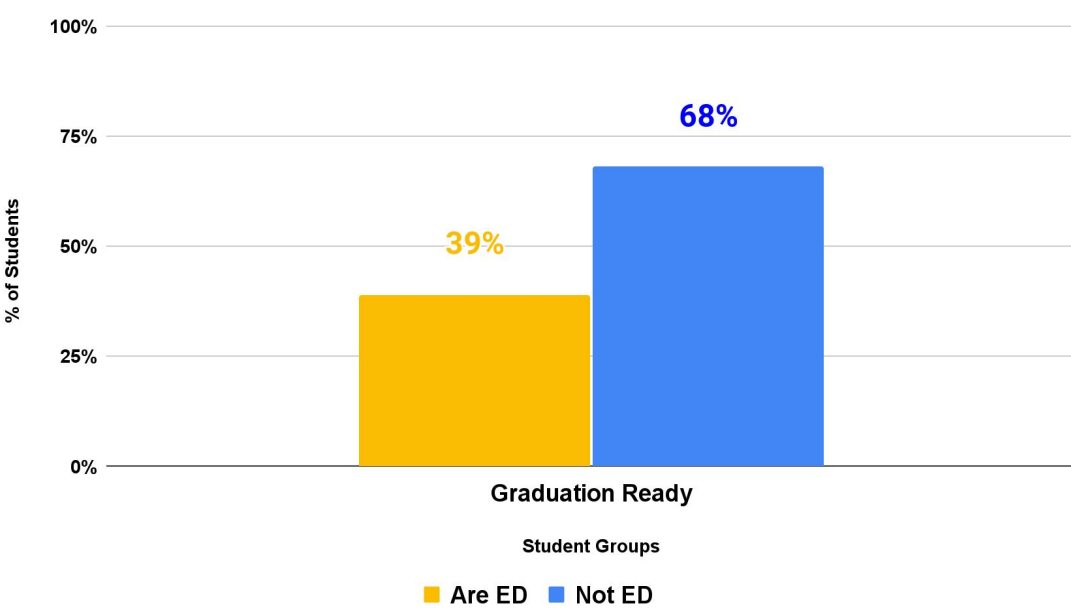
ELA	Are ED	Not ED
# of Graduation Ready Students	34	107
Total # of Test Takers	54	118

Math	Are ED	Not ED
# of Graduation Ready Students	21	80
Total # of Test Takers	54	118

NJGPA ELA Graduation Ready % by Economically Disadvantaged



NJGPA Math Graduation Ready % by Economically Disadvantaged

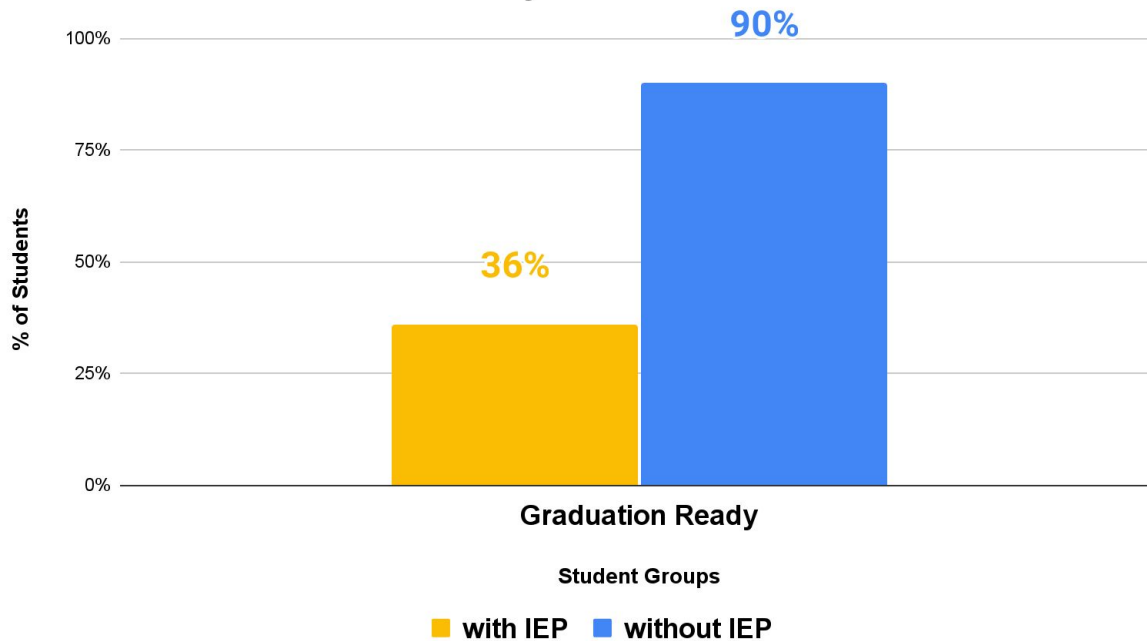


NJGPA Performance: Students with IEPs

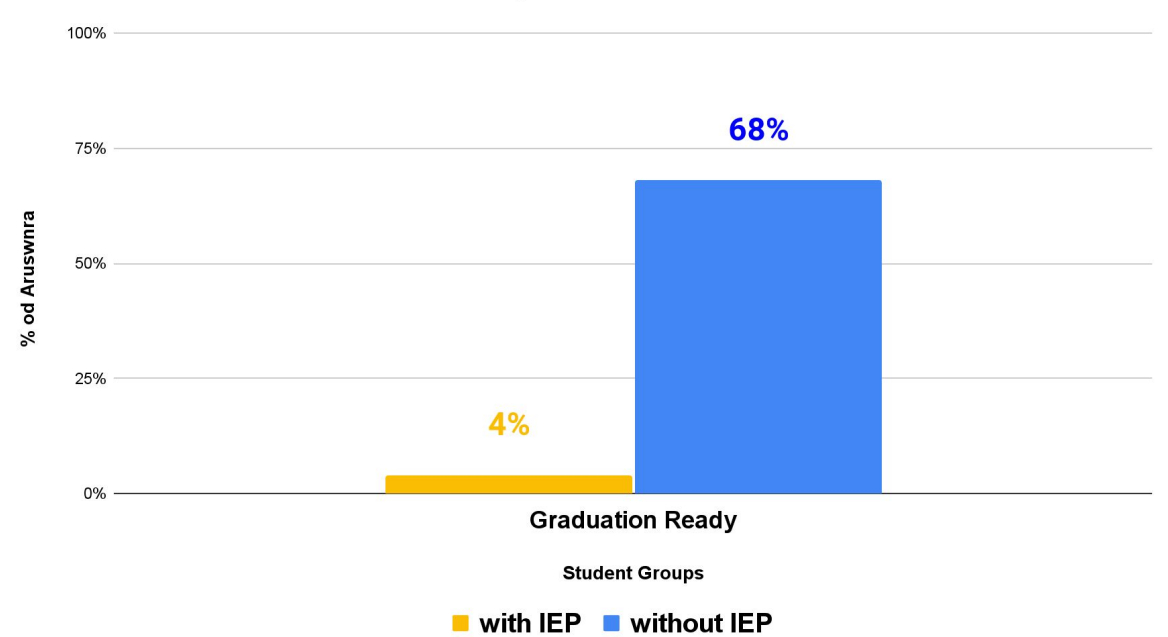
ELA	with IEP	without IEP
# of Graduation Ready Students	9	132
Total # of Test Takers	25	147

Math	with IEP	without IEP
# of Graduation Ready Students	1	100
Total # of Test Takers	25	147

NJGPA ELA Graduation Ready % for Students with IEPs



NJGPA Math Graduation Ready % for Students with IEPs



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 possibly 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.

NJSLA Performance Levels for Science

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

Students in level 3 and level 4 are considered proficient and demonstrate an appropriate (or exemplary) understanding of the science standards. Students earning a score of 200 are considered proficient.

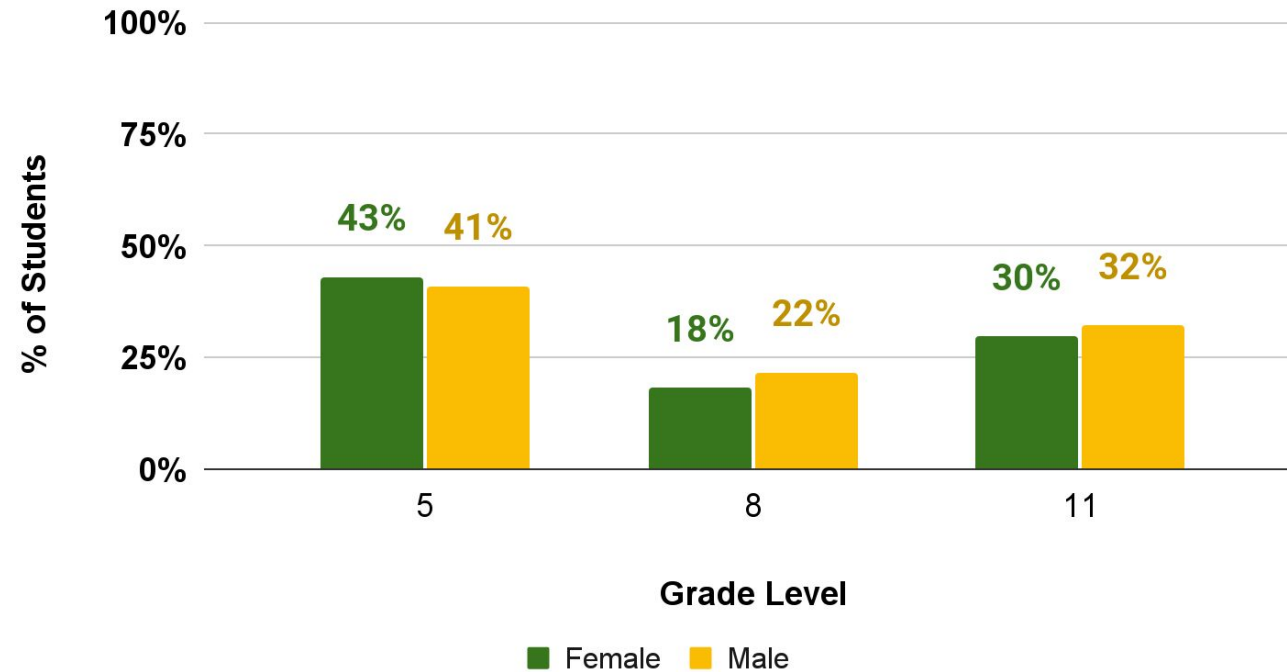
NJSLA Science Scores Comparison Over 3 years

Grade Level	NJ (2024)	2024	2023	2022
5 (121)	27.6%	42.0% (50)	32.4%	32.1%
8 (167)	18.8%	20.0% (30)	22.8%	14.9%
11 (181)	28.1%	31.2% (53)	26.7%	23.6%

Percentage of students either proficient or advanced proficient

NJSLA Science Performance: Gender

NJSLA Science % Proficient by Gender



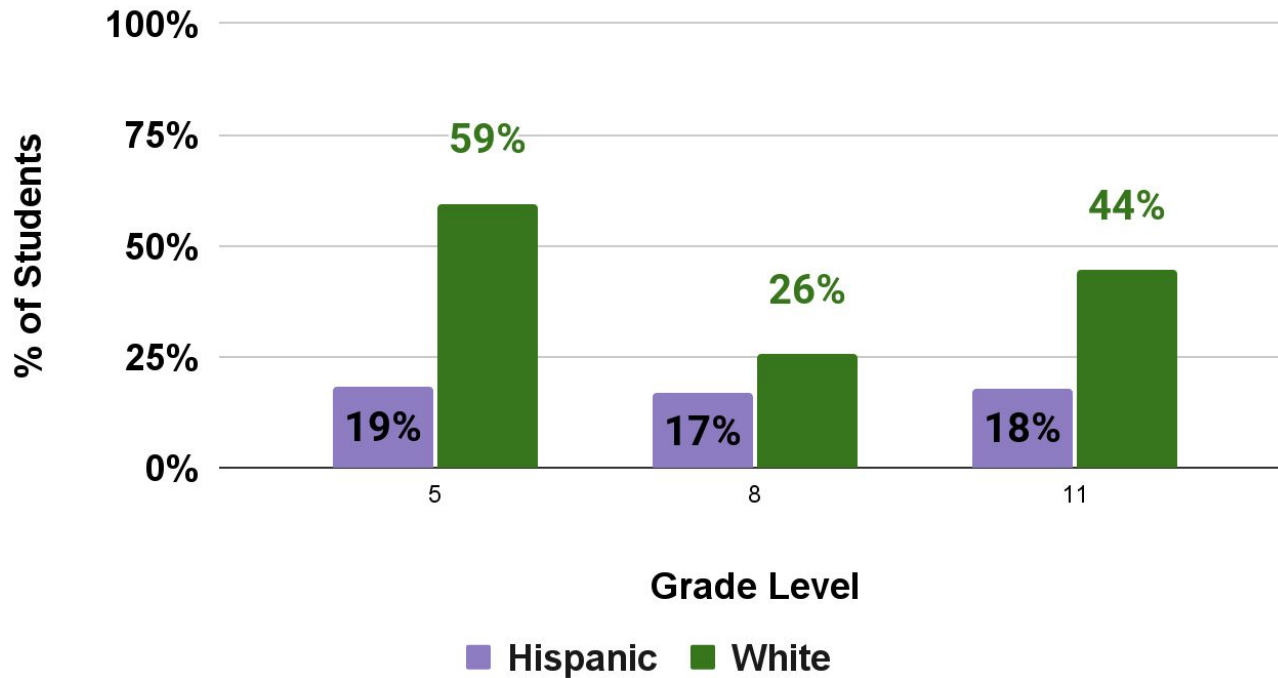
of Proficient Students

Grade	Total	Female	Male
5	121	25 (58)	25 (62)
8	167	12 (74)	18 (92)
11	181	22 (79)	31 (102)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA Science Performance: Ethnicity/Race

NJSLA Science % Proficient by Ethnicity/Race



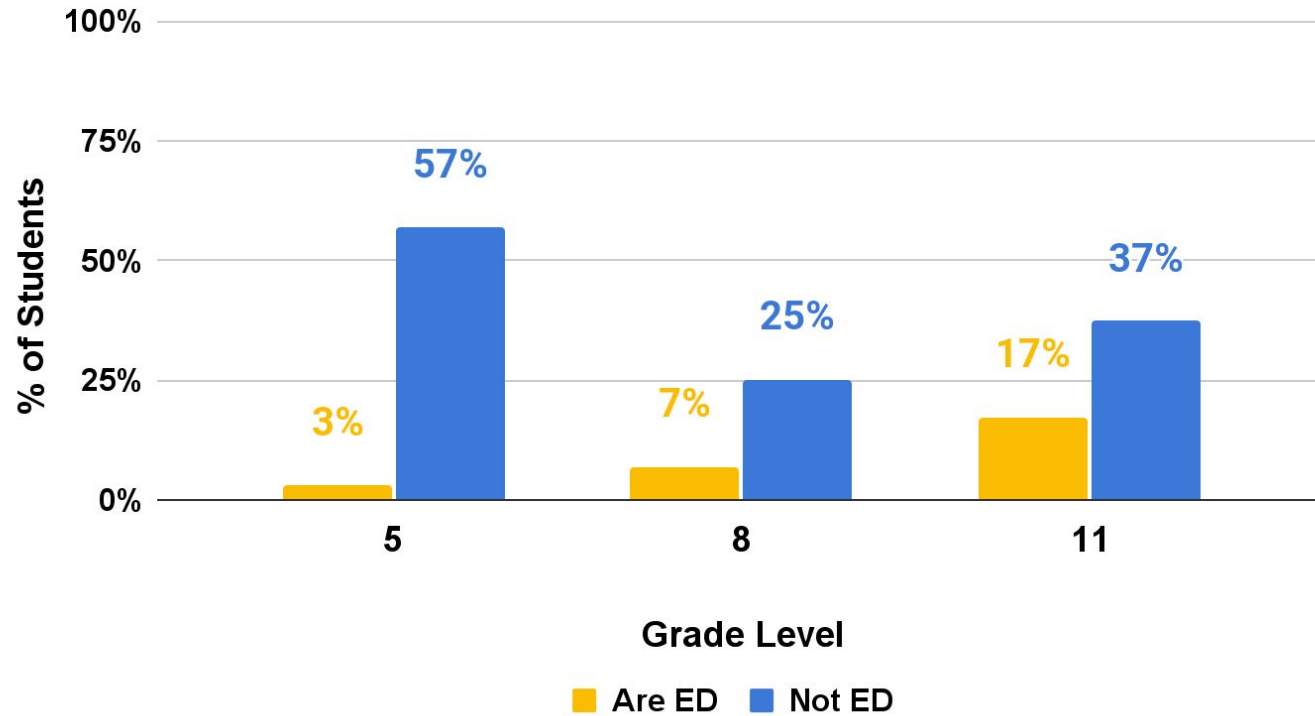
of Proficient Students

Grade	Total	Hispanic	Black	White
5	121	5 (27)	x	41 (71)
8	167	5 (36)	x	24 (105)
11	181	9 (53)	x	40 (93)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA Science Performance: Economically Disadvantaged

NJSLA Science % Proficient if Economically Disadvantaged

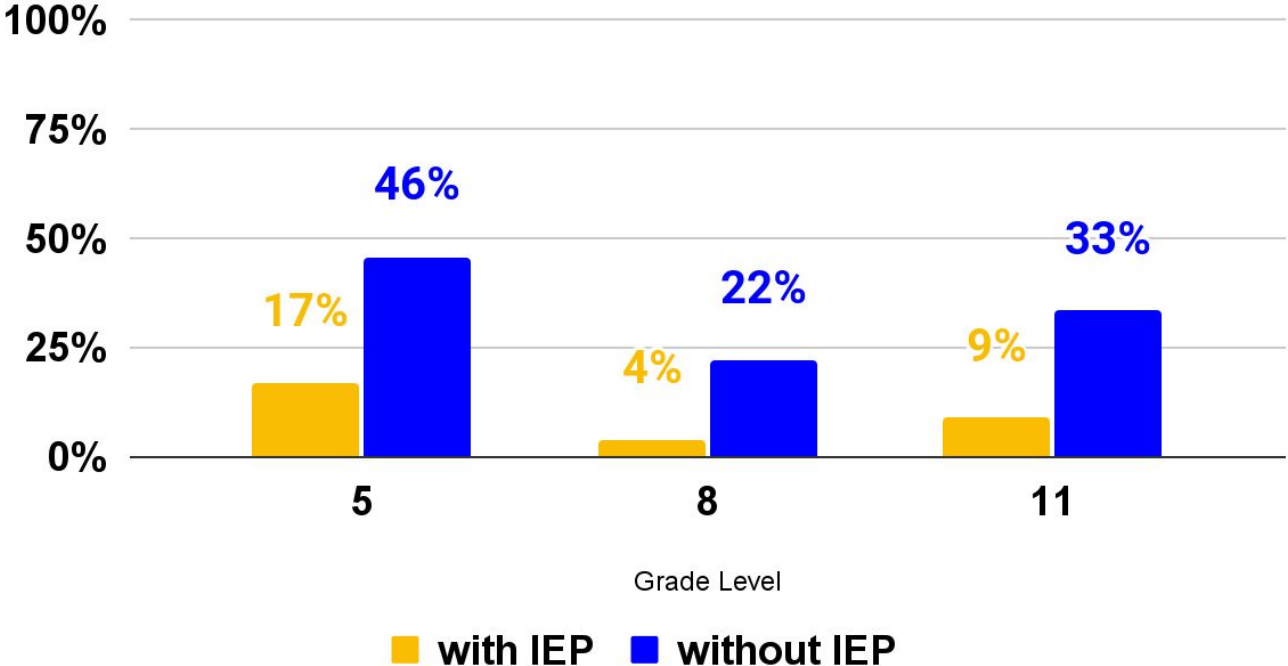


of Proficient Students

Grade	Total	Are ED	Not ED
5	121	1 (34)	49 (87)
8	167	3 (47)	27 (120)
11	181	9 (58)	44 (123)

NJSLA Science Performance: Students with IEPs






NJSLA Science % Proficient for Students with IEPs



of Proficient Students

Grade	Total	with IEP	without IEP
5	121	3 (18)	47 (103)
8	167	1 (35)	29 (132)
11	181	2 (28)	51 (153)

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 or 5 are on track and considered to be ready for the next grade level or course. Students earning a score of 750 are considered to have met grade level expectations.

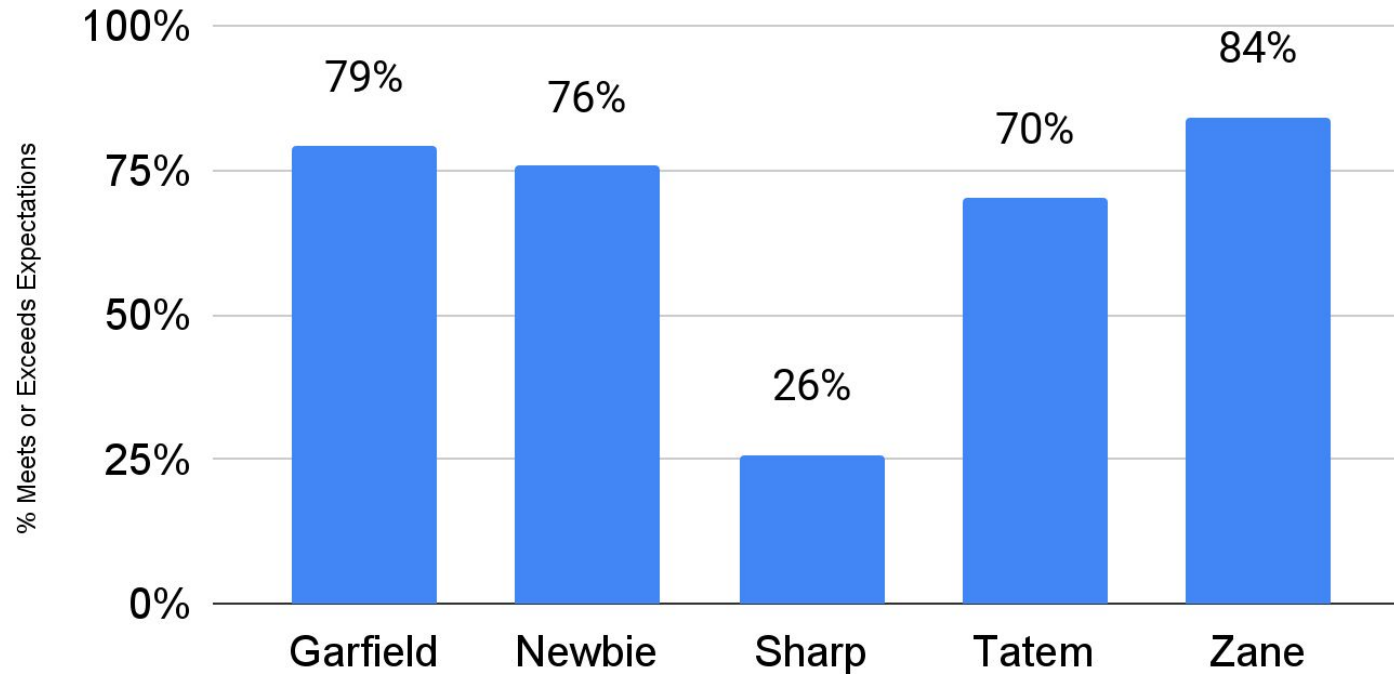
NJSLA ELA Scores Comparison Over 3 years

Grade	NJ (2024)	2024	2023	2022
3 (127)	43.6%	63.0% (80)	59.3%	58.1%
4 (131)	50.8%	72.5% (95)	76.1%	65.5%
5 (117)	52.2%	68.4% (80)	77.5%	75.0%
6 (157)	53.2%	70.1% (110)	73.2%	53.0%
7 (134)	54.0%	77.6% (104)	64.2%	67.3%
8 (154)	52.9%	67.5% (104)	65.8%	50.3%
9 (193)	58.0%	55.4% (107)	38.9%	37.6%

Percentage of students either meeting or exceeding expectations

Elementary School Comparison for ELA

NJSLA ELA Spring 2024 School Comparison for Combined Gr 3-5

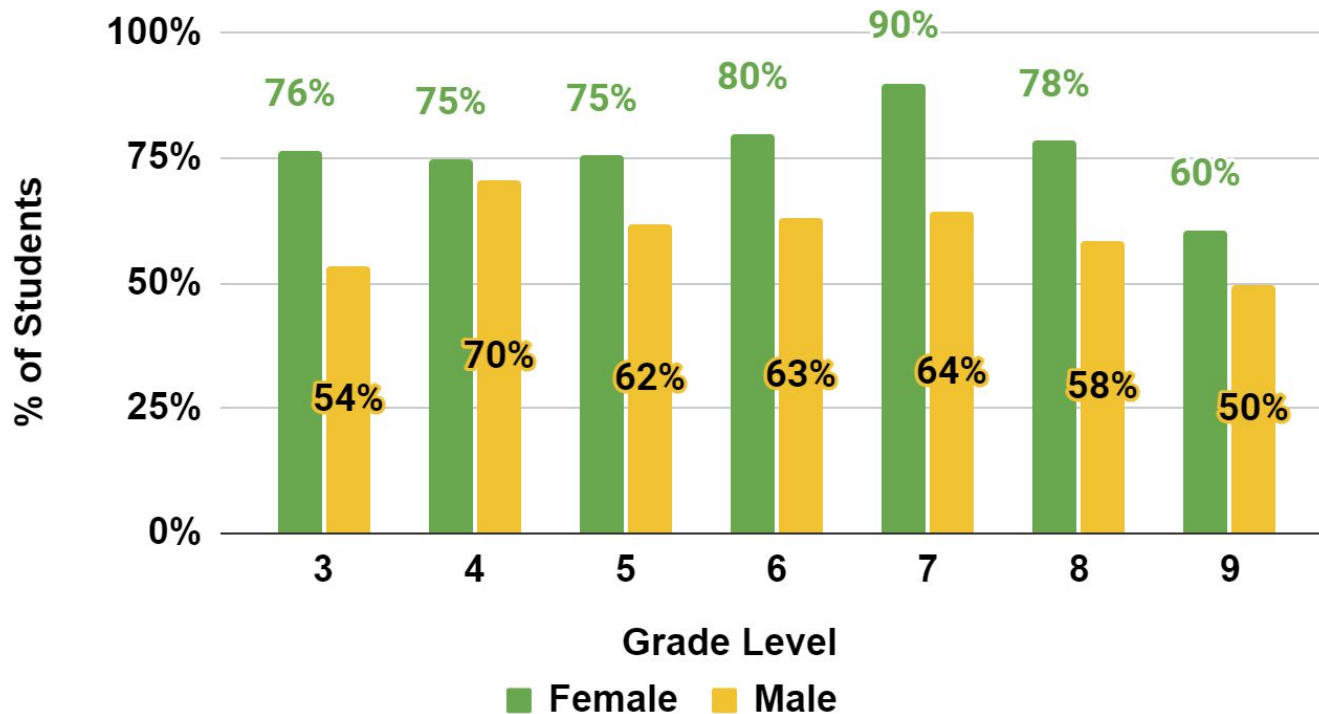


Collingswood Elementary Schools

School	# of Students Level 4 or 5	# of Students Tested
Garfield	42	53
Newbie	53	70
Sharp	16	62
Tatem	80	114
Zane	64	76

NJSLA ELA Performance: Gender

NJSLA ELA % Proficient by Gender



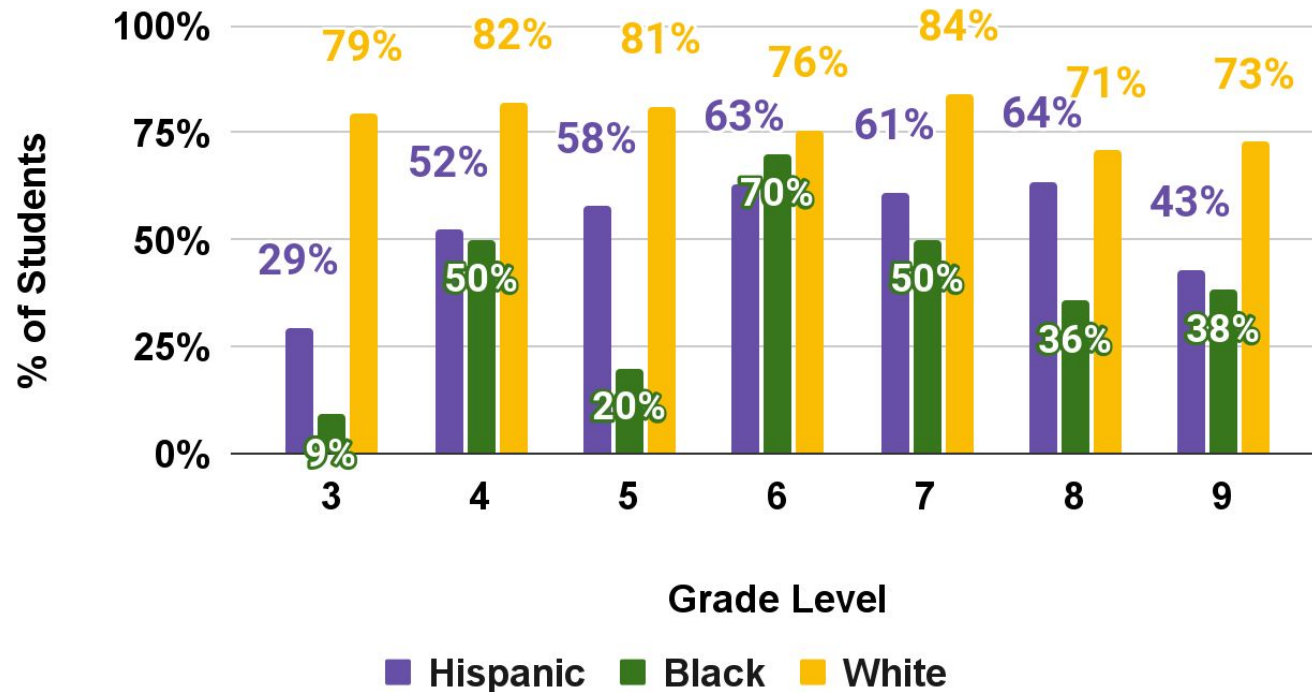
of Students Meeting or Exceeding Expectations

Grade	Total	Female	Male
3	127	42 (55)	38 (71)
4	131	44 (59)	50 (71)
5	117	43 (57)	37 (60)
6	157	51 (64)	58 (92)
7	134	63 (70)	41 (64)
8	154	54 (69)	49 (84)
9	193	55 (91)	49 (99)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA ELA Performance: Ethnicity/Race

NJSLA ELA % Proficient by Ethnicity/Race



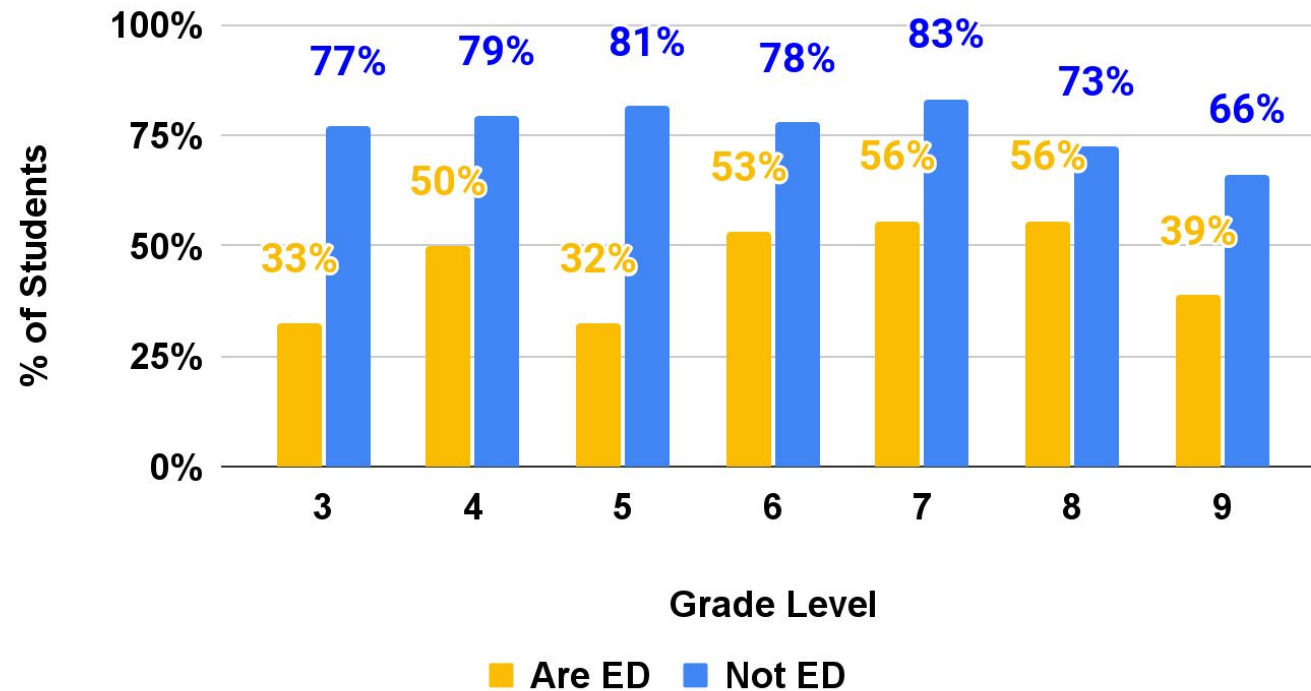
of Students Meeting or Exceeding Expectations

Grade	Total	Hispanic	Black	White
3	127	5 (17)	1 (11)	69 (87)
4	131	12 (23)	6 (12)	73 (89)
5	117	15 (26)	2 (10)	55 (68)
6	157	17 (27)	14 (20)	71 (94)
7	134	14 (23)	6 (12)	74 (88)
8	154	21 (33)	5 (14)	68 (96)
9	193	24 (56)	13 (34)	59 (81)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA ELA Performance: Economically Disadvantaged

NJSLA ELA % Proficient if Economically Disadvantaged

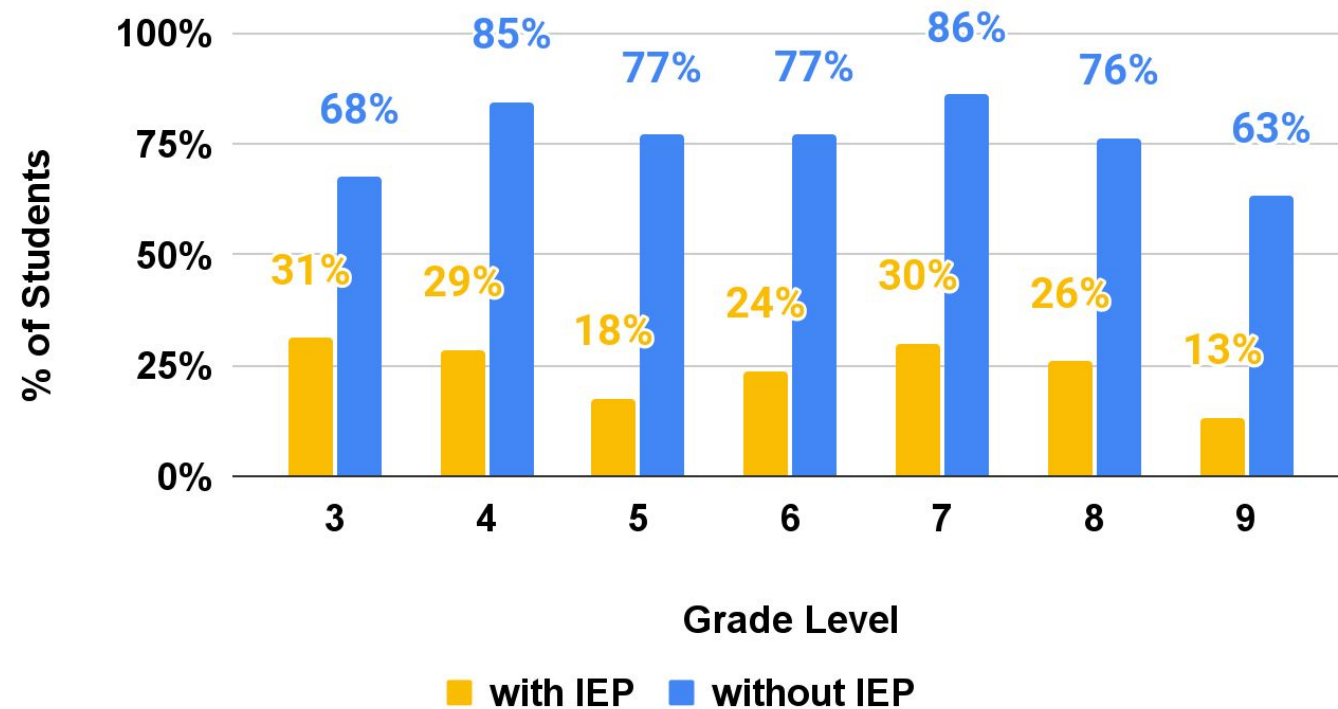


of Students Meeting or Exceeding Expectations

Grade	Total	Are ED	Not ED
3	127	13 (40)	67 (87)
4	131	15 (30)	80 (101)
5	117	10 (31)	70 (86)
6	157	26 (49)	84 (108)
7	134	15 (27)	89 (107)
8	154	25 (45)	79 (109)
9	193	29 (75)	78 (118)

NJSLA ELA Performance: Students with IEPs

NJSLA ELA % Proficient for Students with IEPs



of Students Meeting or Exceeding Expectations

Grade	Total	with IEP	without IEP
3	127	5 (16)	75 (111)
4	131	8 (28)	87 (103)
5	117	3 (17)	77 (100)
6	157	5 (21)	105 (136)
7	134	6 (20)	98 (114)
8	154	7 (27)	97 (127)
9	193	4 (30)	103 (163)

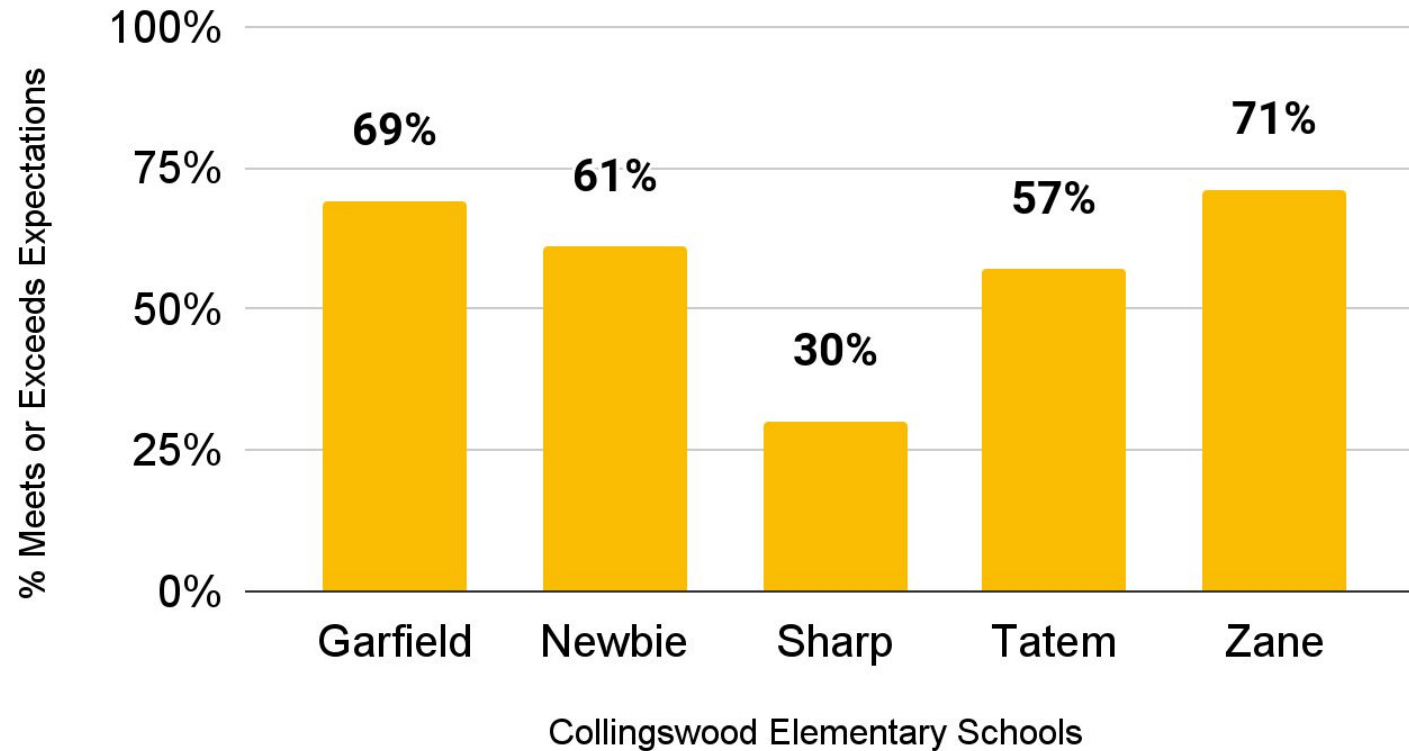
NJSLA Math Scores Comparisons Over 3 Years

Grade	NJ (2024)	2024	2023	2022
3 (128)	47.5%	58.6% (75)	52.1%	60.2%
4 (132)	44.9%	61.4% (81)	62.6%	42.1%
5 (119)	40.2%	52.9% (63)	49.1%	44.1%
6 (158)	36.2%	41.8% (66)	51.8%	32.9%
7 (134)	37.5%	49.3% (66)	29.7%	32.0%
8 (88)	19.5%	9.1% (8)	11.7%	6.7%
Alg 1 (MS) (66)	39.5%	81.8% (54)	76.9%	65.8%
Alg 1 (HS) (147)	39.5%	15.0% (22)	13.2%	22.1%
Geometry (43)	49.0%	51.2% (22)	48.7%	54.8%

Percentage of students either meeting or exceeding expectations

Elementary School Comparison for Math

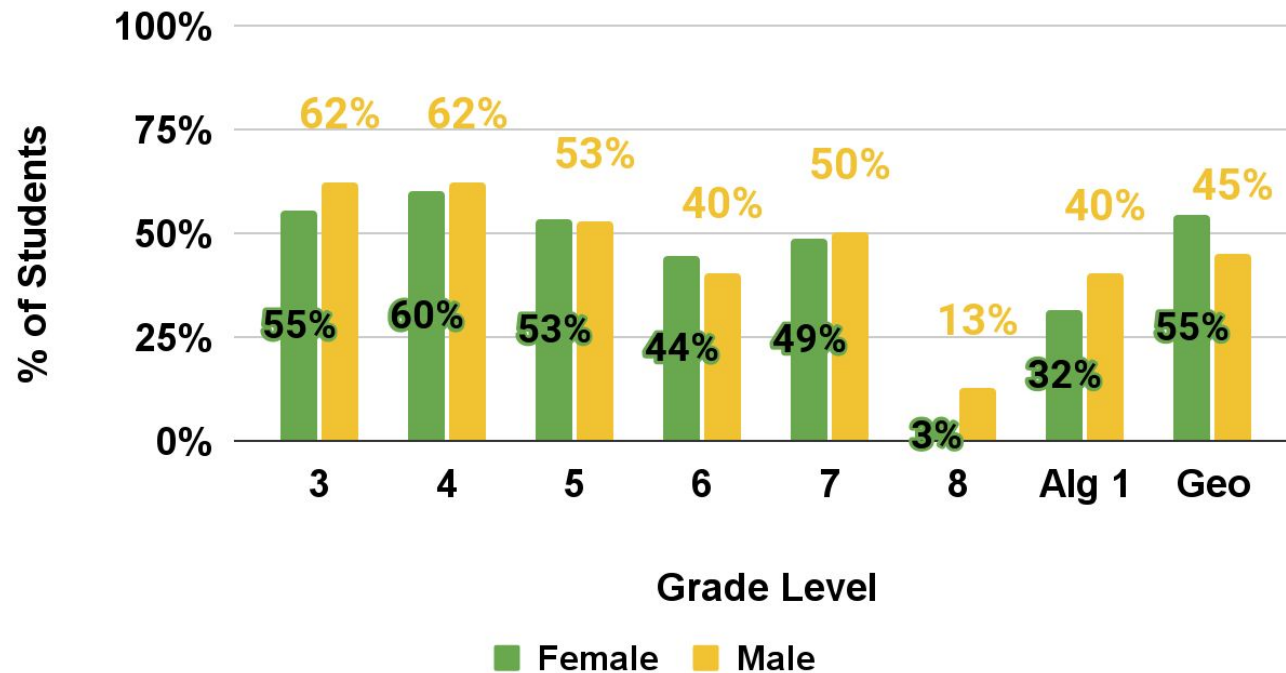
NJSLA Math Spring 2024 School Comparison for Combined Gr 3-5



School	# of Students Level 4 or 5	# of Students Tested
Garfield	37	54
Newbie	43	70
Sharp	19	64
Tatem	66	115
Zane	54	76

NJSLA Math Performance: Gender

NJSLA Math % Proficient by Gender



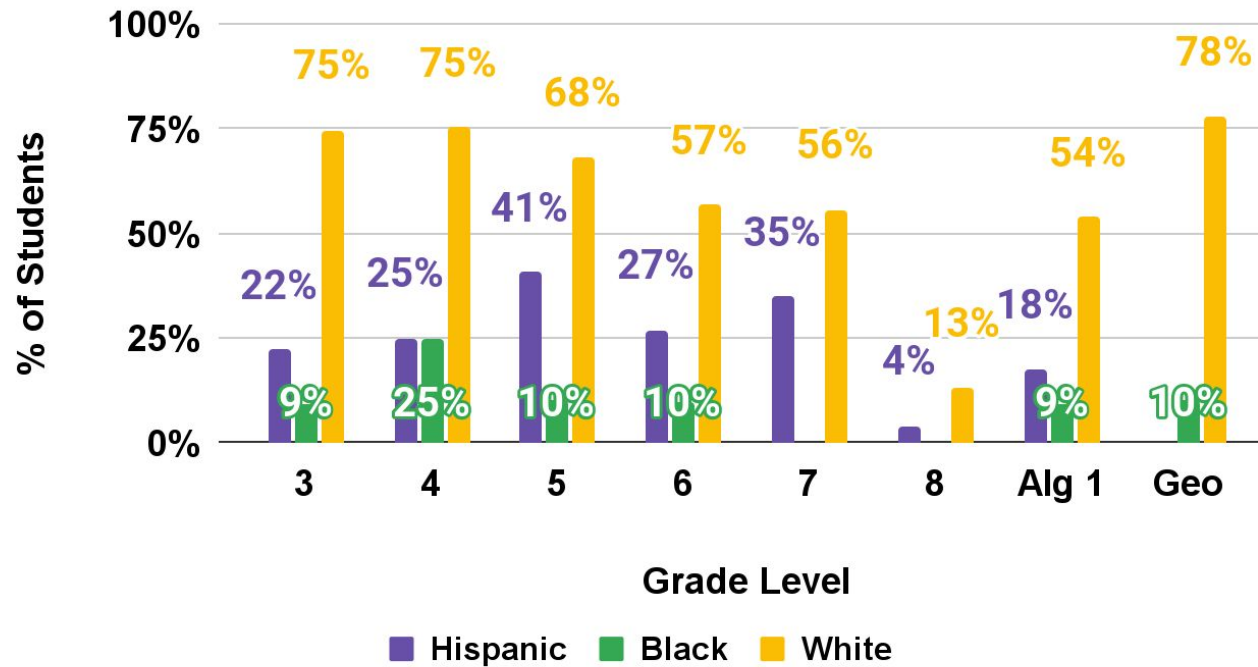
of Students Meeting or Exceeding Expectations

Grade	Total	Female	Male
3	128	31 (56)	44 (71)
4	132	36 (60)	44 (71)
5	119	31 (58)	32 (61)
6	158	28 (63)	38 (94)
7	134	34 (70)	32 (64)
8	88	1 (39)	6 (48)
Alg 1	213	30 (95)	46 (115)
Geo	43	12 (22)	9 (20)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA Math Performance: Ethnicity/Race

NJSLA Math % Proficient by Ethnicity/Race



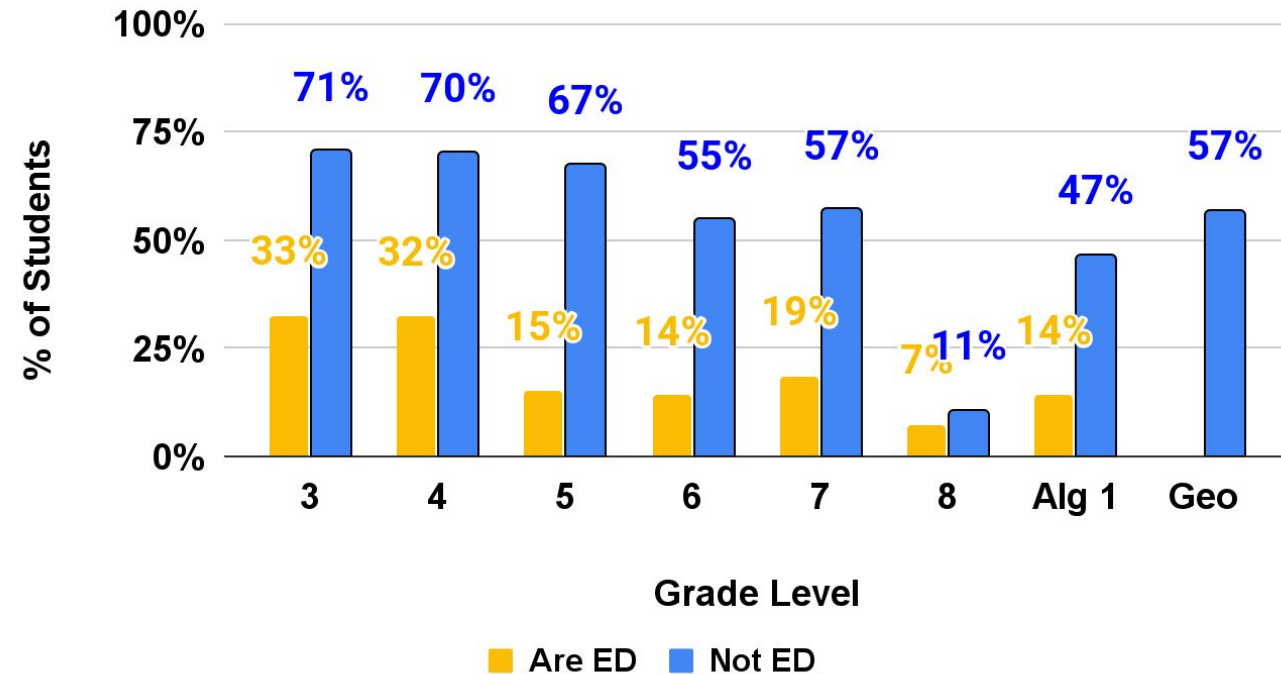
of Students Meeting or Exceeding Expectations

Grade	Total	Hispanic	Black	White
3	128	4 (18)	1 (11)	65 (87)
4	132	6 (24)	3 (12)	67 (89)
5	119	11 (27)	1 (10)	47 (69)
6	158	7 (26)	2 (21)	54 (95)
7	134	8 (23)	x	49 (88)
8	88	1 (25)	x	6 (46)
Alg 1	213	10 (57)	3 (32)	57 (106)
Geo	43	x	1 (10)	14 (18)

NOTE: Due to the low number of valid scores (below 10), student groups such as “Non-Binary/Undesignated; American Indian/Alaska Native; Asian; Native Hawaiian/Other Pacific Islander; Two or more races; and Not Indicated” are not presented on the above graphs.

NJSLA Math Performance: Economically Disadvantaged

NJSLA Math % Proficient if Economically Disadvantaged

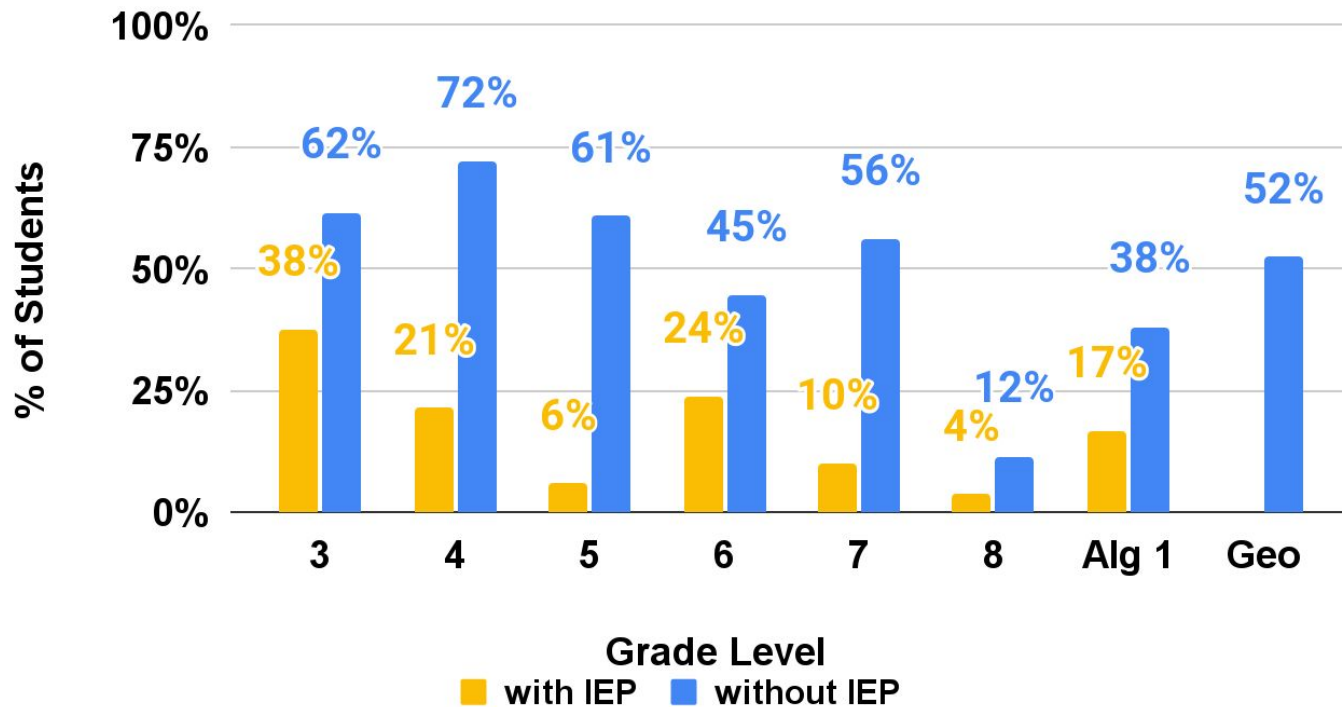


of Students Meeting or Exceeding Expectations

Grade	Total	Are ED	Not ED
3	128	13 (40)	62 (88)
4	132	10 (31)	71 (101)
5	119	5 (33)	58 (86)
6	158	7 (50)	59 (108)
7	134	5 (27)	61 (107)
8	88	3 (41)	5 (47)
Alg 1	213	10 (71)	66 (142)
Geo	43	x	21 (37)

NJSLA Math Performance: Students with IEPs

NJSLA Math % Proficient for Students with IEPs



of Students Meeting or Exceeding Expectations

Grade	Total	with IEP	without IEP
3	128	6 (16)	69 (112)
4	132	6 (28)	75 (104)
5	119	1 (17)	62 (102)
6	158	5 (21)	61 (137)
7	134	2 (20)	64 (114)
8	88	1 (27)	7 (61)
Alg 1	213	4 (24)	72 (189)
Geo	43	x	22 (42)

District Priorities: Shifting from Recovery to Rigor

- Provide High-Quality, Engaging, and Differentiated Instruction
- Adjust and Update Multi-Tiered Systems of Support
- Support Expansion of Professional Learning Communities
- Increase the Effectiveness & Quality of Professional Development
- Address Mandated Curriculum Shifts
- Reinforce Supports: Academics, School Culture, & Mental Health
- Build Capacity for Inclusive Classrooms

School Improvement Strategies

1. Adjusted staffing allocation aligned to demonstrated student need.
2. Daily schedules modified to provide unassigned professional time to support additional teacher collaboration and instructional planning.
3. Key Performance Indicators established to set aggressive but achievable goals for each individual building, disaggregated for grade, homeroom, etc.
4. Elementary/Secondary Continuous Improvement Guides developed to support school-based learning goals.
5. Research-based; nationally-normed universal screeners (DIBELS; NWEA MAP) to provide school leaders and teachers with actionable data to design targeted instruction. Additional training also provided.
6. Additional Math Curriculum Coaching Sessions to be provided to MS/HS Math Teachers. (Into Math)
7. Integrated Math (Alg 1 and Geometry) course to provide a two-year timespan for students to master key concepts.
8. ELA Supplemental 9 course to provide targeted support to students in need of additional literacy support.
9. Collingswood is engaged in a multi-year systemic change grant to partner with the New Jersey Coalition for Inclusive Education. (NJCIE).

Additional Information Available

[ACCESS for ELLs: Understanding Your Child's Scores](#)

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

[NJGPA/ NJSLA: Parent Resources](#)

Thank You



**COLLINGSWOOD
PUBLIC SCHOOLS**

IT'S WHERE YOU WANT TO LEARN