WEST LONG BRANCH SCHOOLS ASSESSMENT PRESENTATION
OCTOBER 18. 2022

Mrs. Lori Skibinski
Supervisor of Curriculum & instruction
Dr.Christina Egan
Superintedent of Schools
Mrs. Lolly Yacona
Director of Special Education
Mr. James Erhardt
Principal of Betty McElmon Elementary
Mrs. Allyson Winter
Principal of Frank Antonides School

ASSESSMENT INFORMATION

In the 2018-2019 school year, the State of NJ replaced the former Partnership for Assessment of Readiness for College and Career Skills (PARCC) state assessment with the current NJ Students Learning Assessment (NJSLA).

NJSLA, WIDA ACCESS and the Dynmaic Learning Map (DLM) assessments are annual requirements by the New Jersey Department of Education:
- NJSLA ELA & Math assessments - Spring administration in Grades 3 - 8
- NJSLA Science - Spring administration in Grades 5 & 8
- Dynmamic Learning Map (DLM) - Alternate assessment for Spring NJSLA for targeted students with Individual Education Plans (IEPs)
- WIDA ACCESS - Spring administration for ELL students in Grades K - 8

Spring Assessments were waived in the 2019-2020 and 2020-2021 school years due to the COVID pandemic. This means that students only experienced the new NJSLA assessment for one year, prior to taking it in the Spring of 2022.

Spring 2022 was the first state standardized assessment administered in three years.

STUDENTS FIRST

WLB

WEST LONG BRANCH
SCHOOL DISTRICT

Spring 2022
New Jersey
Student Learning Assesment Data
(NJSLA)

STUDENTS FIRST

W L B

WEST LONG BRANCH
SCHOOL DISTRICT

Spring 2022 ELA students "Meeting" & "Exceeding" Expectations

GRADE	Not Yet Met (1)	Partially Meeting (2)	Approaching (3)	Meeting Expectations (4)	Exceeding Expectations (5)
Grade 3 62 students	11%	18%	26%	**40%**	**5%**
Grade 4 59 students	2%	7%	19%	**51%**	**22%**
Grade 5 41 students	7%	7%	29%	**49%**	**7%**
Grade 6 60 students	3%	8%	23%	**55%**	**10%**
Grade 7 41 students	0%	5%	29%	**54%**	**12%**
Grade 8 61 students	2%	5%	13%	**51%**	**30%**

Spring 2022 West Long Branch Schools
ELA

students "Meeting" & "Exceeding" Expectations

GRADE	Not Yet Met (1)	Partially Meeting (2)	Approaching (3)	Meeting Expectations (4)	Exceeding Expectations (5)
ALL GRADES 3 - 8	4%	9%	23%	**50%**	**15%**

65% of WLB students Met or Exceeded expectations in ELA
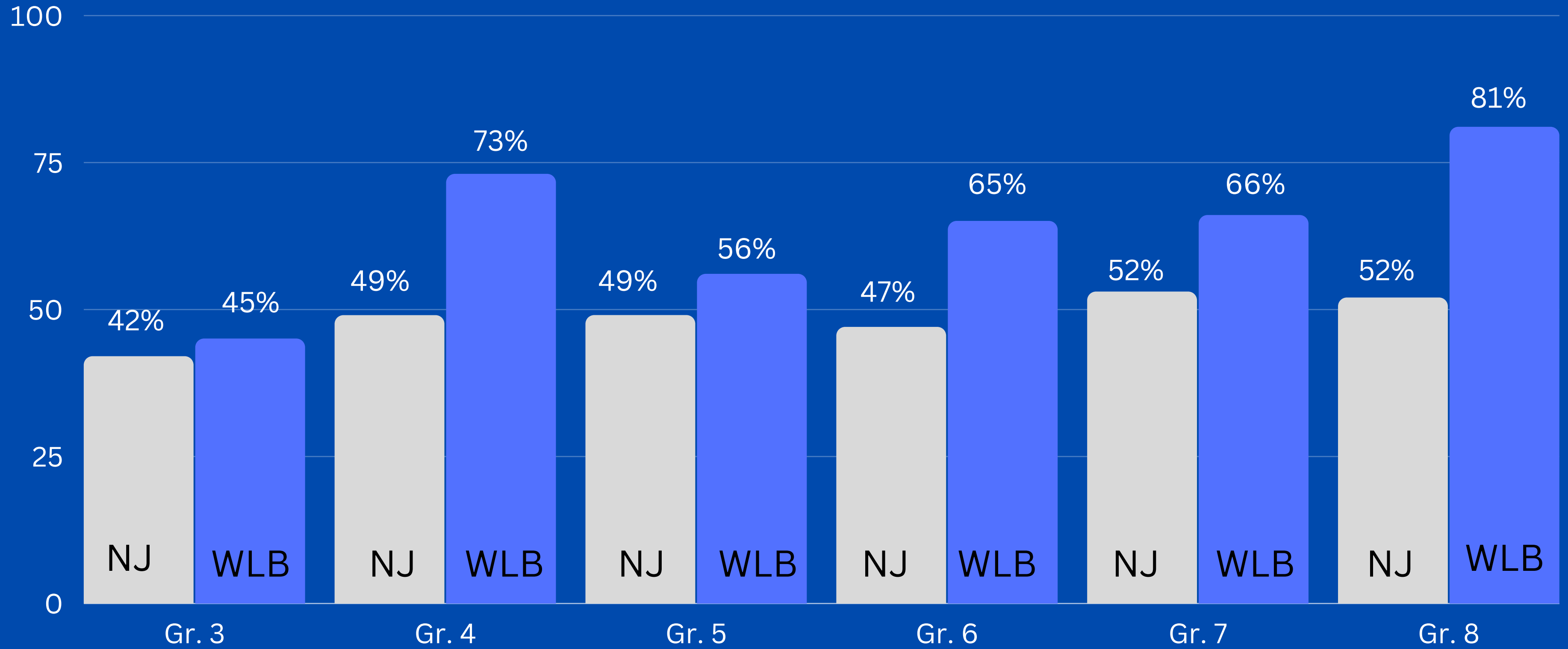
49% of NJ student Met or Exceeded expectation in ELA

2022 Spring NJSLA **ELA**
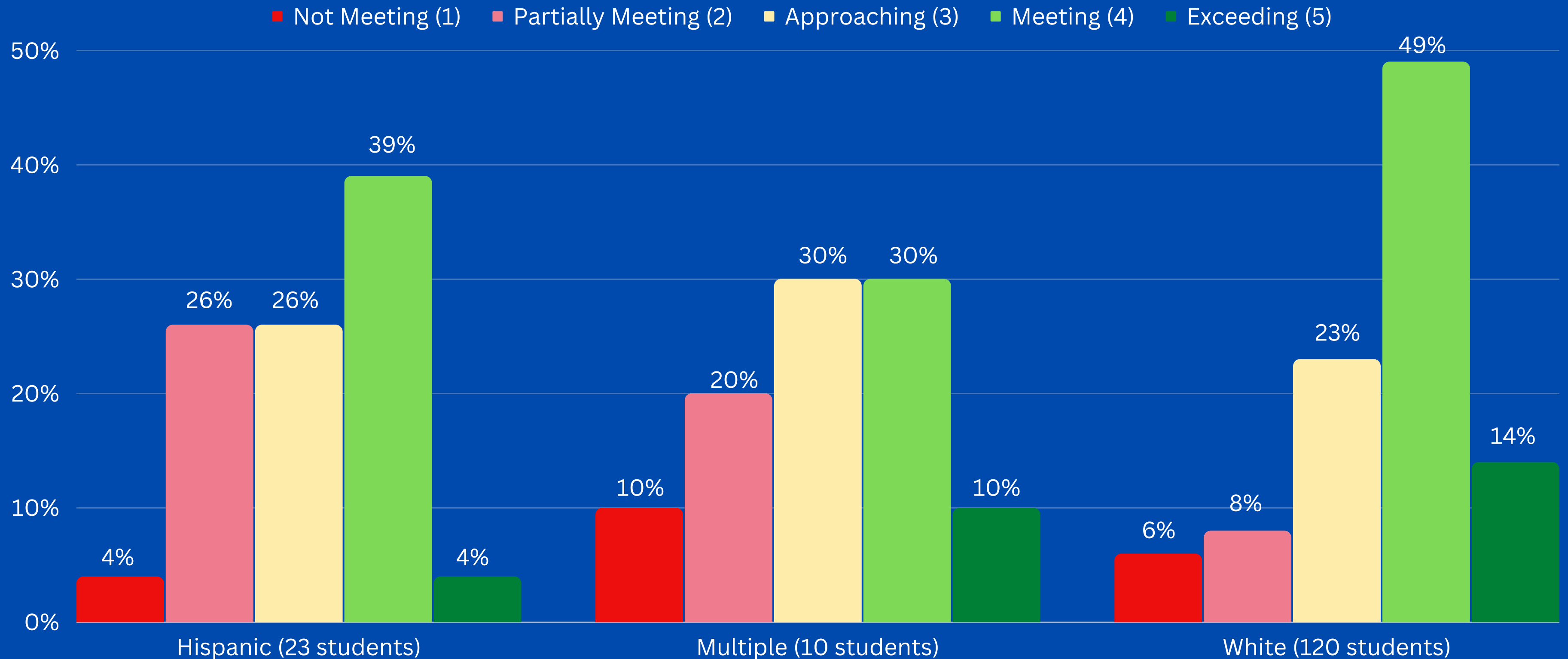# % of Students "Meeting" & "Exceeding" Expectations
State Comparison

■ State of NJ   ■ WLB Schools

	Gr. 3		Gr. 4		Gr. 5		Gr. 6		Gr. 7		Gr. 8
NJ	42%											
WLB		45%		73%		56%		65%		66%		81%
NJ			49%		49%		47%		52%		52%	

2022 Spring NJSLA **ELA**
Performance Levels by Gr. 3 - Gr. 5 Sub-group: **RACE**

*<10 students-not reported (Asian, Black, Other)

- Not Meeting (1)
- Partially Meeting (2)
- Approaching (3)
- Meeting (4)
- Exceeding (5)

Hispanic (23 students)
- Not Meeting (1): 4%
- Partially Meeting (2): 26%
- Approaching (3): 26%
- Meeting (4): 39%
- Exceeding (5): 4%

Multiple (10 students)
- Not Meeting (1): 10%
- Partially Meeting (2): 20%
- Approaching (3): 30%
- Meeting (4): 30%
- Exceeding (5): 10%

White (120 students)
- Not Meeting (1): 6%
- Partially Meeting (2): 8%
- Approaching (3): 23%
- Meeting (4): 49%
- Exceeding (5): 14%

2022 Spring NJSLA **ELA** Performance Levels by Gr. 3 - Gr.5 by **Program**

*<10 students-not reported (504 students, ELL students)

Legend: ■ Not Meeting (1) ■ Partially Meeting (2) ■ Approaching (3) ■ Meeting (4) ■ Exceeding (5)

Free/Reduced Lunch (27 students):
- Not Meeting: 4%
- Partially Meeting: 7%
- Approaching: 37%
- Meeting: 37%
- Exceeding: 15%

Special Education (41 students):
- Not Meeting: 24%
- Partially Meeting: 20%
- Approaching: 29%
- Meeting: 24%
- Exceeding: 2%

General Education (117 students):
- Not Meeting: 1%
- Partially Meeting: 8%
- Approaching: 23%
- Meeting: 54 %
- Exceeding: 15%
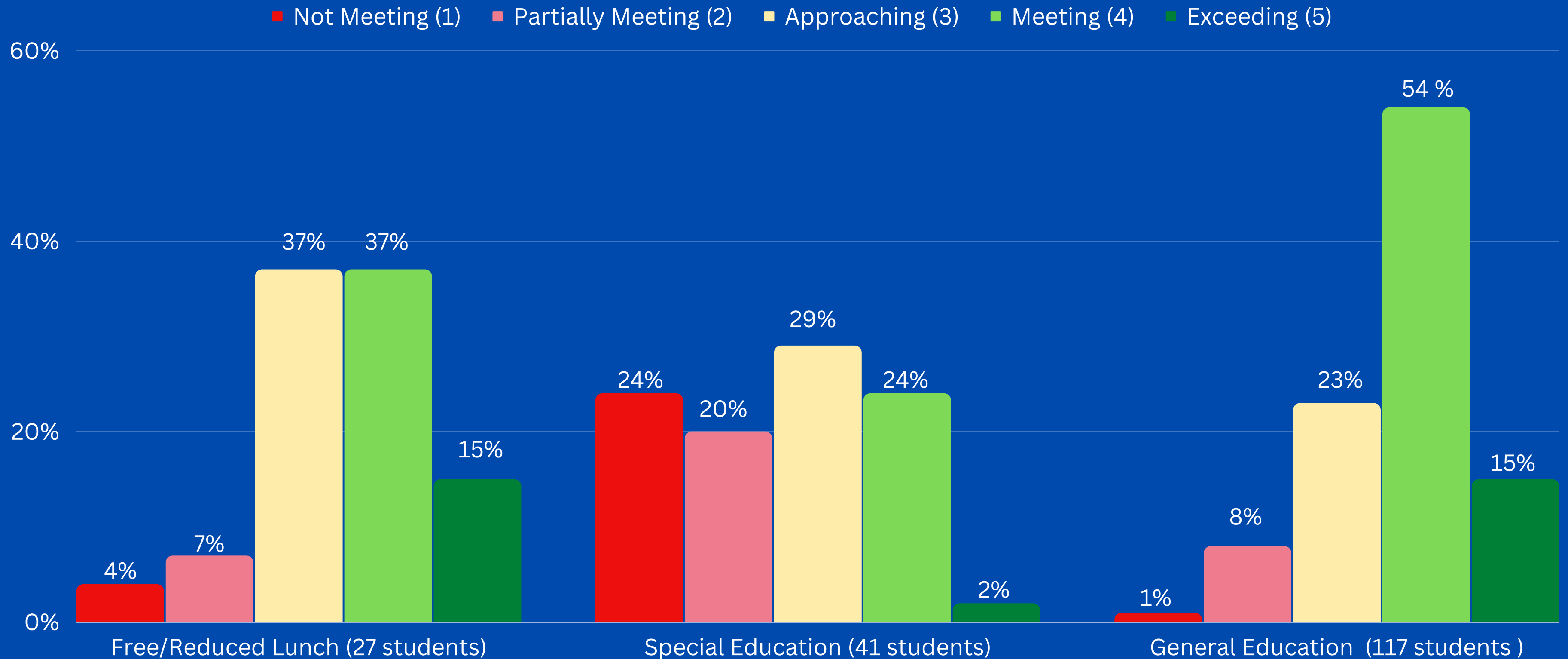
2022 Spring NJSLA **ELA** Performance Levels by Gr. 6 - Gr. 8 Sub-group: **RACE**

*<10 students-not reported (Asian, Black, Multiple, Other)
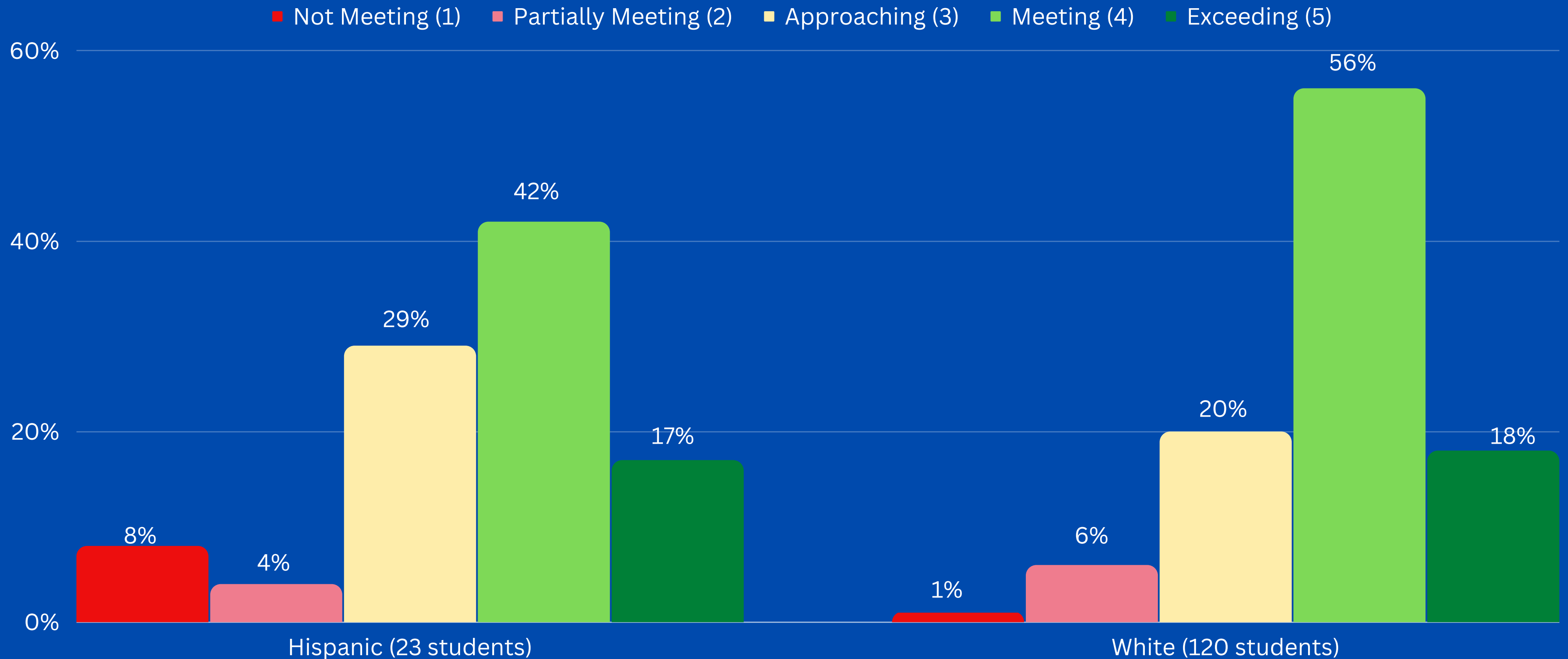
Legend: ■ Not Meeting (1) ■ Partially Meeting (2) ■ Approaching (3) ■ Meeting (4) ■ Exceeding (5)

Hispanic (23 students): Not Meeting 8%, Partially Meeting 4%, Approaching 29%, Meeting 42%, Exceeding 17%

White (120 students): Not Meeting 1%, Partially Meeting 6%, Approaching 20%, Meeting 56%, Exceeding 18%

2022 Spring NJSLA **ELA** Performance Levels by Gr. 6 - Gr.8 by **Program**

*<10 students-not reported (ELL students)
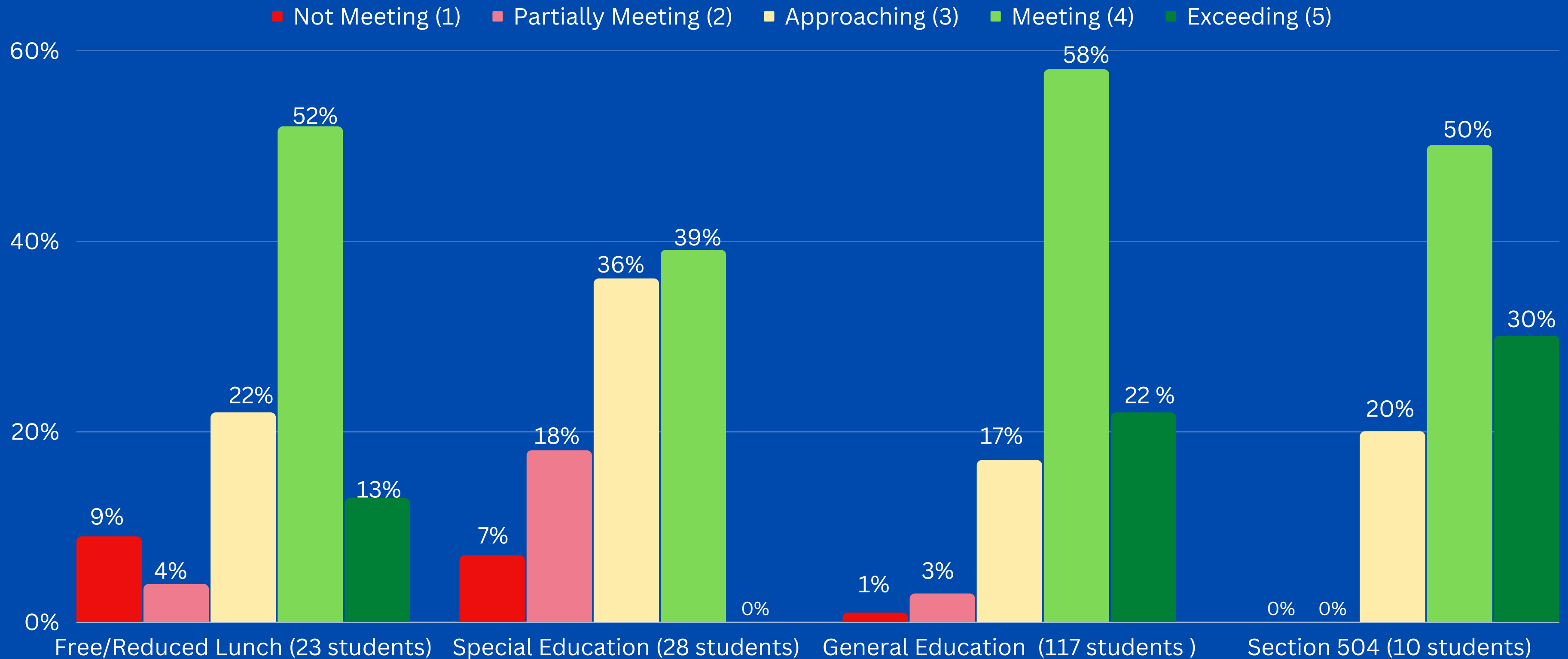
Spring 2022 **MATH** Students "Meeting" & "Exceeding" Expectations

GRADE	Not Yet Met (1)	Partially Meeting (2)	Approaching (3)	Meeting Expectations (4)	Exceeding Expectations (5)
Grade 3 62 students	2%	13%	24%	**44%**	**18%**
Grade 4 60 students	7%	8%	32%	**43%**	**10%**
Grade 5 41 students	2%	20%	27%	**41%**	**10%**
Grade 6 60 students	2%	13%	20%	**57%**	**8%**
Grade 7 41 students	12%	2%	24%	**51%**	**10%**
Grade 8 62 students	7%	7%	30%	**54%**	**2%**

Spring 2022 West Long Branch Schools
MATH

students "Meeting" & "Exceeding" Expectations

GRADE	Not Yet Met (1)	Partially Meeting (2)	Approaching (3)	Meeting Expectations (4)	Exceeding Expectations (5)
ALL GRADES 3 - 8	5%	10%	26%	**49%**	**10%**

59% of WLB students Met or Exceeded expectations in MATH
35% of NJ student Met or Exceeded expectation in MATH

2022 Spring NJSLA **MATH**
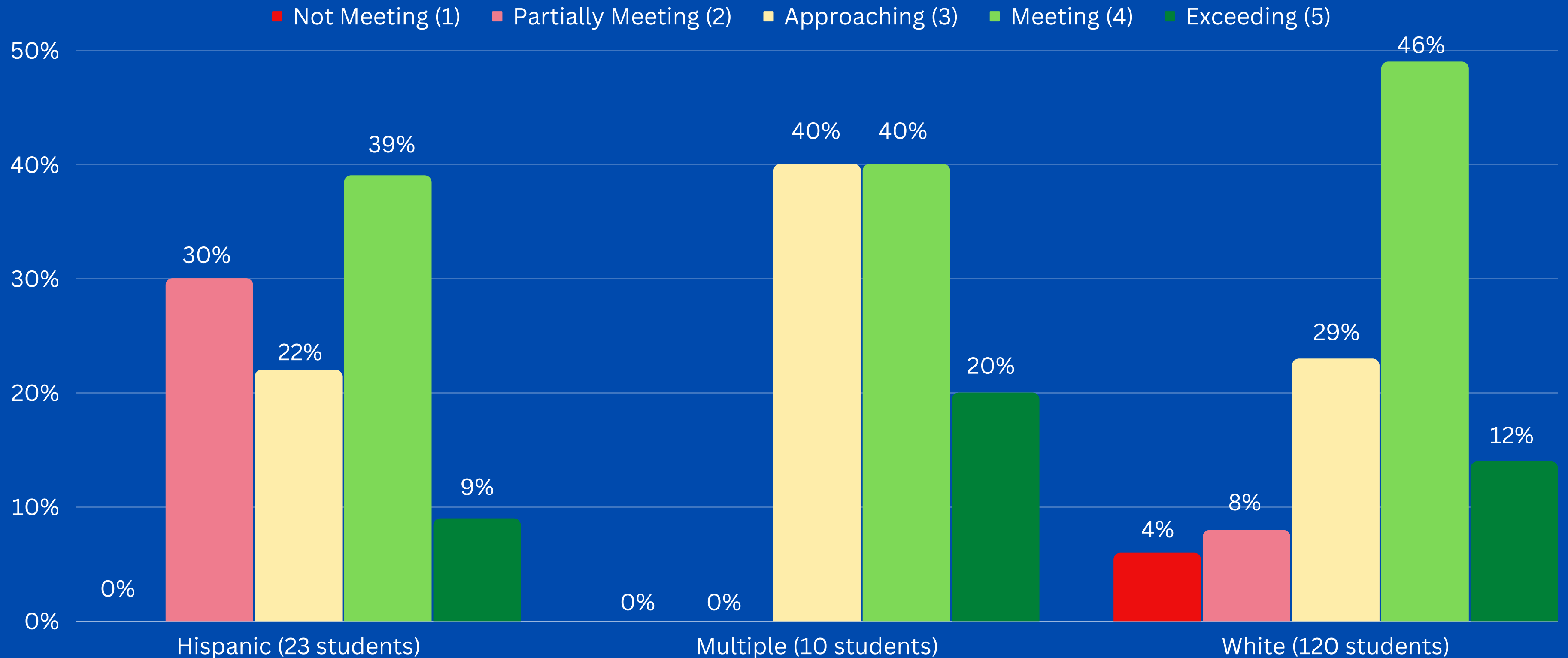% of Students "Meeting" & "Exceeding" Expectations
State Comparison

■ State of NJ   ■ WLB Schools

56% of 8th grade students "Met" or "Exceeded" expectations

	NJ	WLB
Gr. 3	46%	62%
Gr. 4	39%	53%
Gr. 5	36%	51%
Gr. 6	31%	65%
Gr. 7	34%	61%
Gr. 8	16%	37%
Alg. 1	35%	100%

2022 Spring NJSLA **MATH** Performance Levels Gr. 3 - Gr. 5 by Sub-group: **RACE**

*<10 students-not reported (Asian, Black, Other)

Legend: Not Meeting (1) ■ Partially Meeting (2) ■ Approaching (3) ■ Meeting (4) ■ Exceeding (5)

Hispanic (23 students): 0%, 30%, 22%, 39%, 9%

Multiple (10 students): 0%, 0%, 40%, 40%, 20%
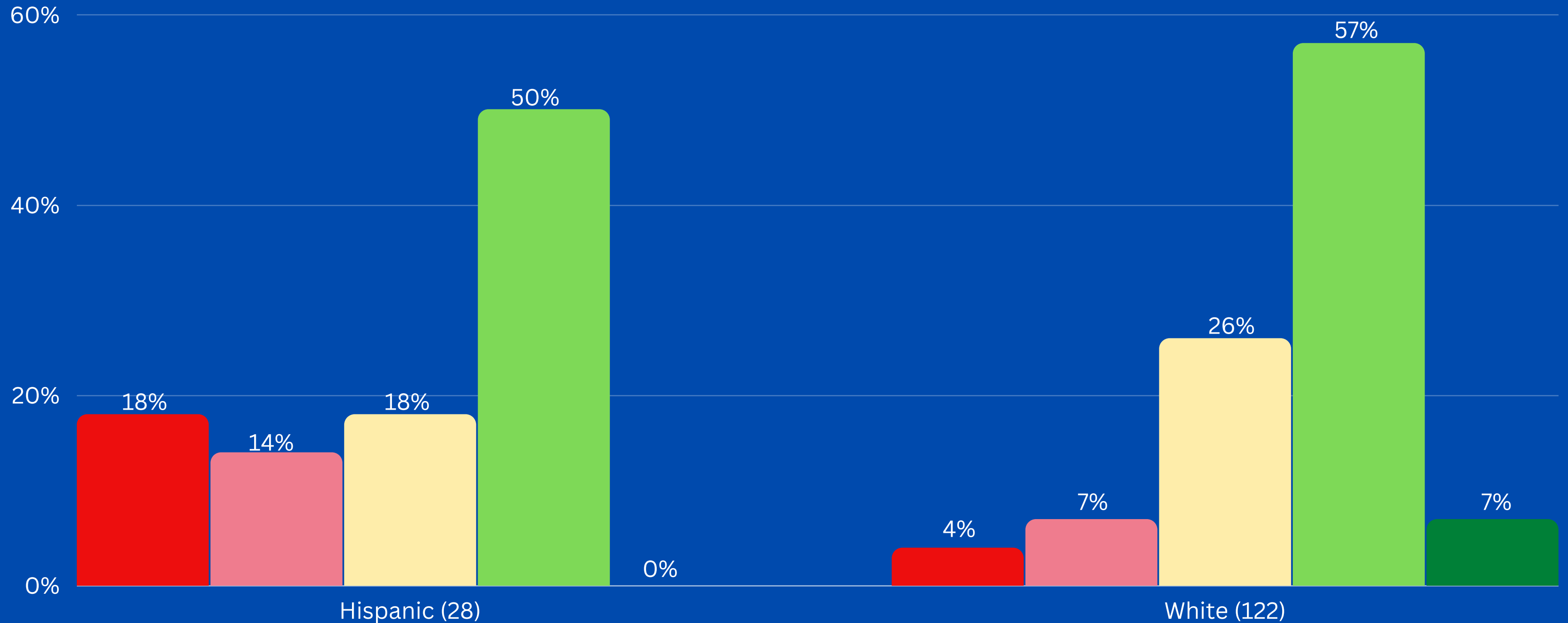
White (120 students): 4%, 8%, 29%, 46%, 12%
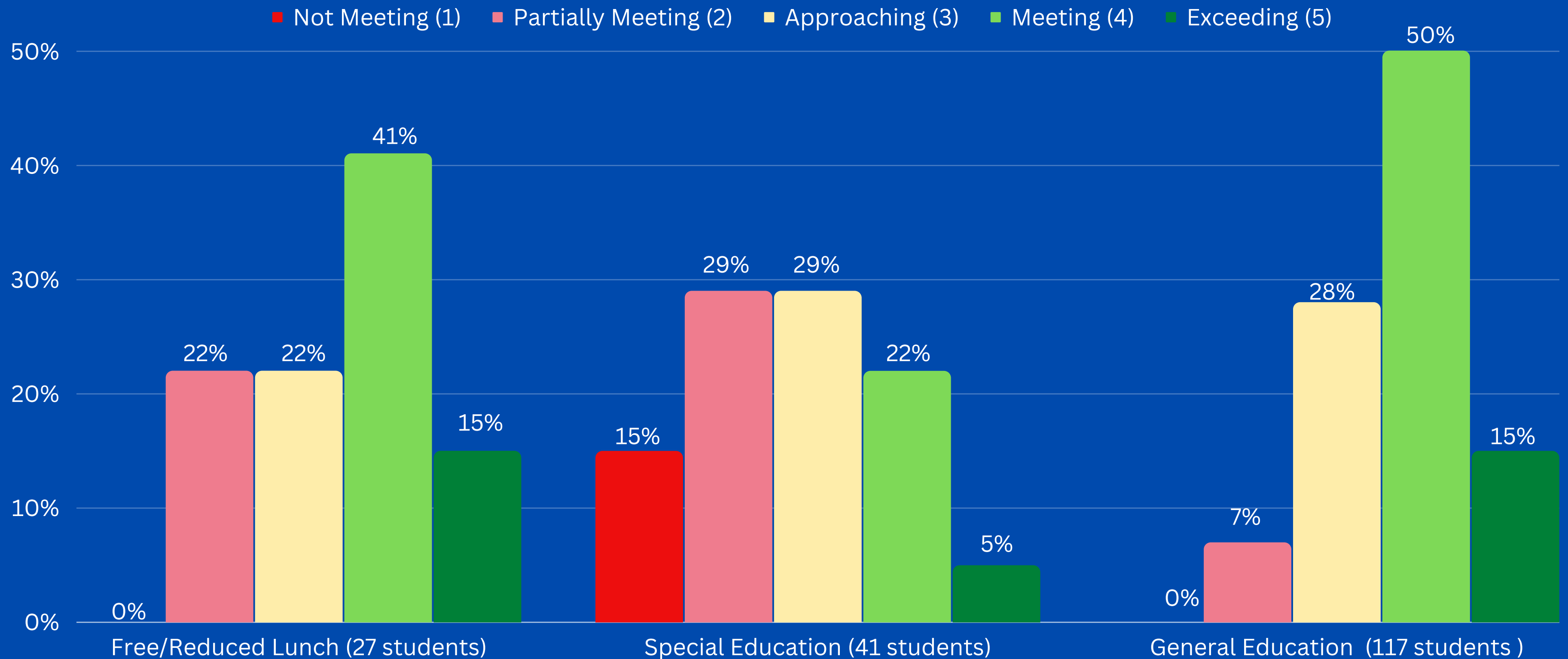
2022 Spring NJSLA **MATH**
Performance Levels Gr. 6 - Gr. 8 by Sub-group: **RACE**

*<10 students-not reported (Asian, Black, Other)

■ Not Meeting (1)   ■ Partially Meeting (2)   ■ Approaching (3)   ■ Meeting (4)   ■ Exceeding (5)
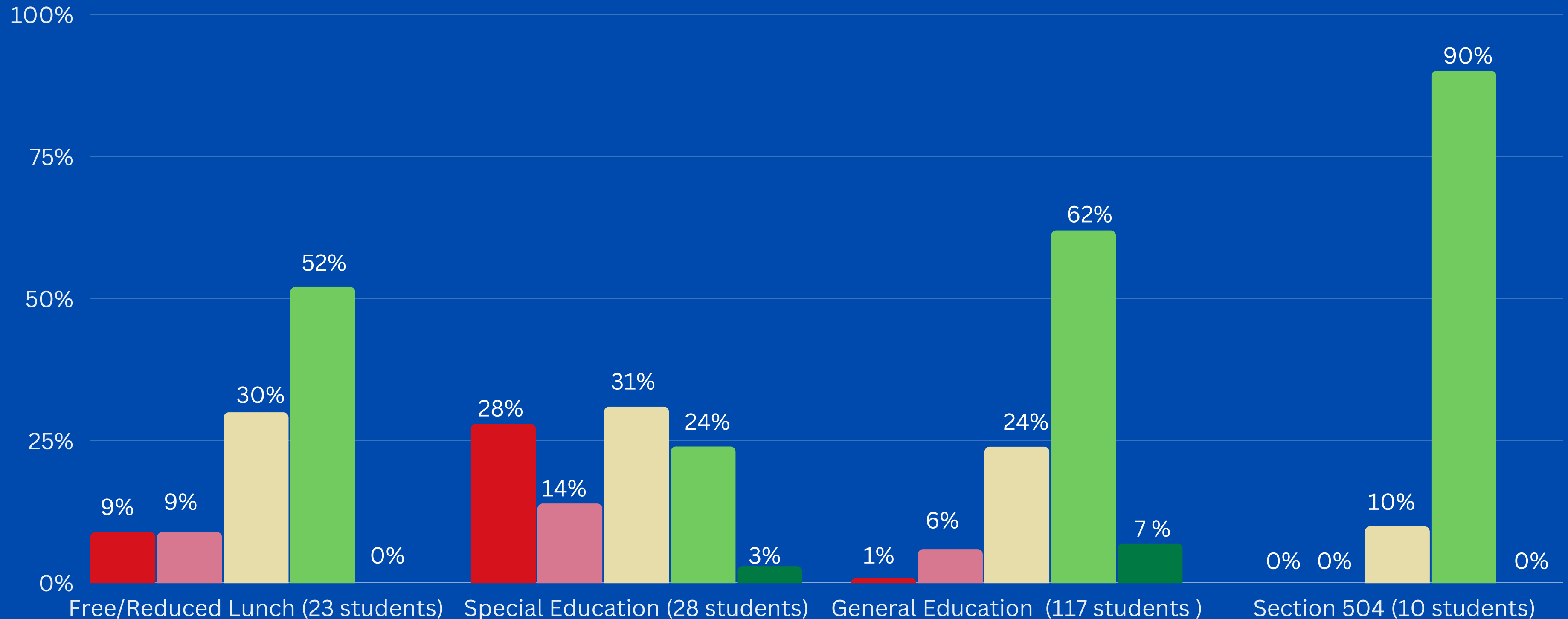
Hispanic (28)
- Not Meeting (1): 18%
- Partially Meeting (2): 14%
- Approaching (3): 18%
- Meeting (4): 50%
- Exceeding (5): 0%

White (122)
- Not Meeting (1): 4%
- Partially Meeting (2): 7%
- Approaching (3): 26%
- Meeting (4): 57%
- Exceeding (5): 7%

2022 Spring NJSLA **MATH** Performance Levels by Gr. 6 - Gr.8 by **Program**

*<10 students-not reported (ELL students)

- ■ Not Meeting (1)
- ■ Partially Meeting (2)
- ■ Approaching (3)
- ■ Meeting (4)
- ■ Exceeding (5)

Free/Reduced Lunch (23 students)
- 9%
- 9%
- 30%
- 52%
- 0%

Special Education (28 students)
- 28%
- 14%
- 31%
- 24%
- 3%

General Education (117 students)
- 1%
- 6%
- 24%
- 62%
- 7 %

Section 504 (10 students)
- 0%
- 0%
- 10%
- 90%
- 0%

Spring 2022 West Long Branch Schools
SCIENCE

Students "Meeting" & "Exceeding" Expectations

GRADE	Minimal (1)	Limited (2)	Proficient (3)	Advanced Proficient (4)
District-wide Gr. 5 & Gr. 8	23%	47%	23%	7%

30% of WLB students Met or Exceeded expectations in SCIENCE

23% of NJ student Met or Exceeded expectation in SCIENCE
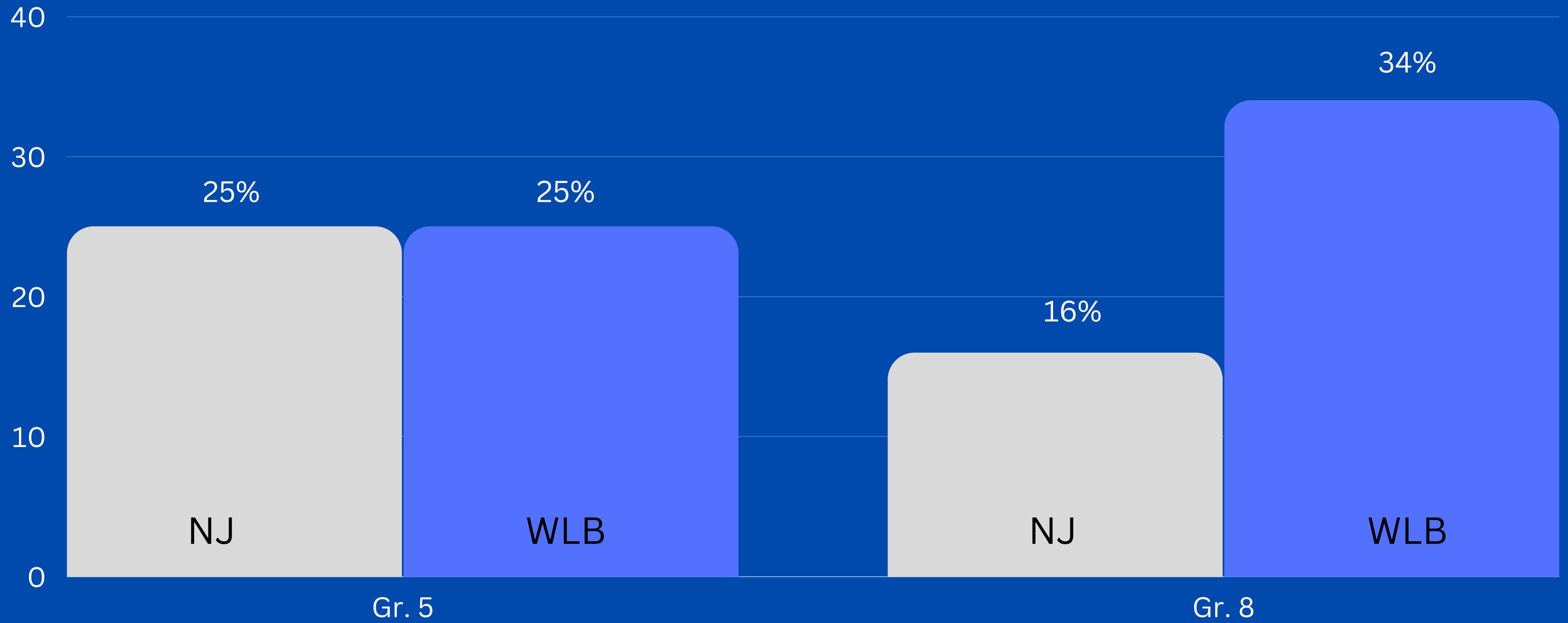
Spring 2022 **SCIENCE** Students
"Proficient" & "Advanced" Expectations

GRADE	Minimal (1)	Limited (2)	Proficient (3)	Advanced (4)
Grade 5 **41** students	27%	49%	**20%**	**5%**
Grade 8 62 students	21%	45%	**26%**	**8%**

2022 Spring NJSLA **Science**
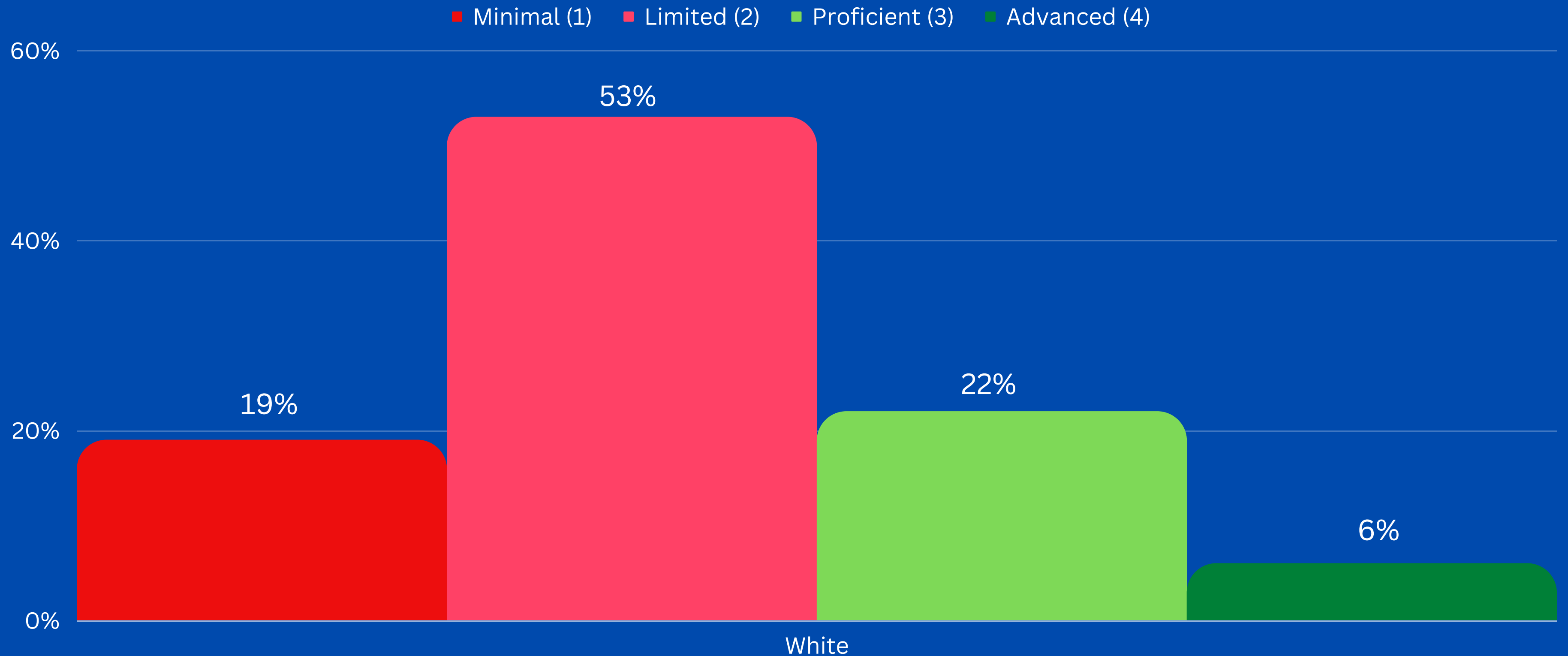% of Students "Meeting" & "Exceeding" Expectations
State Comparison

■ State of NJ   ■ WLB Schools

2022 Spring NJSLA **SCIENCE**
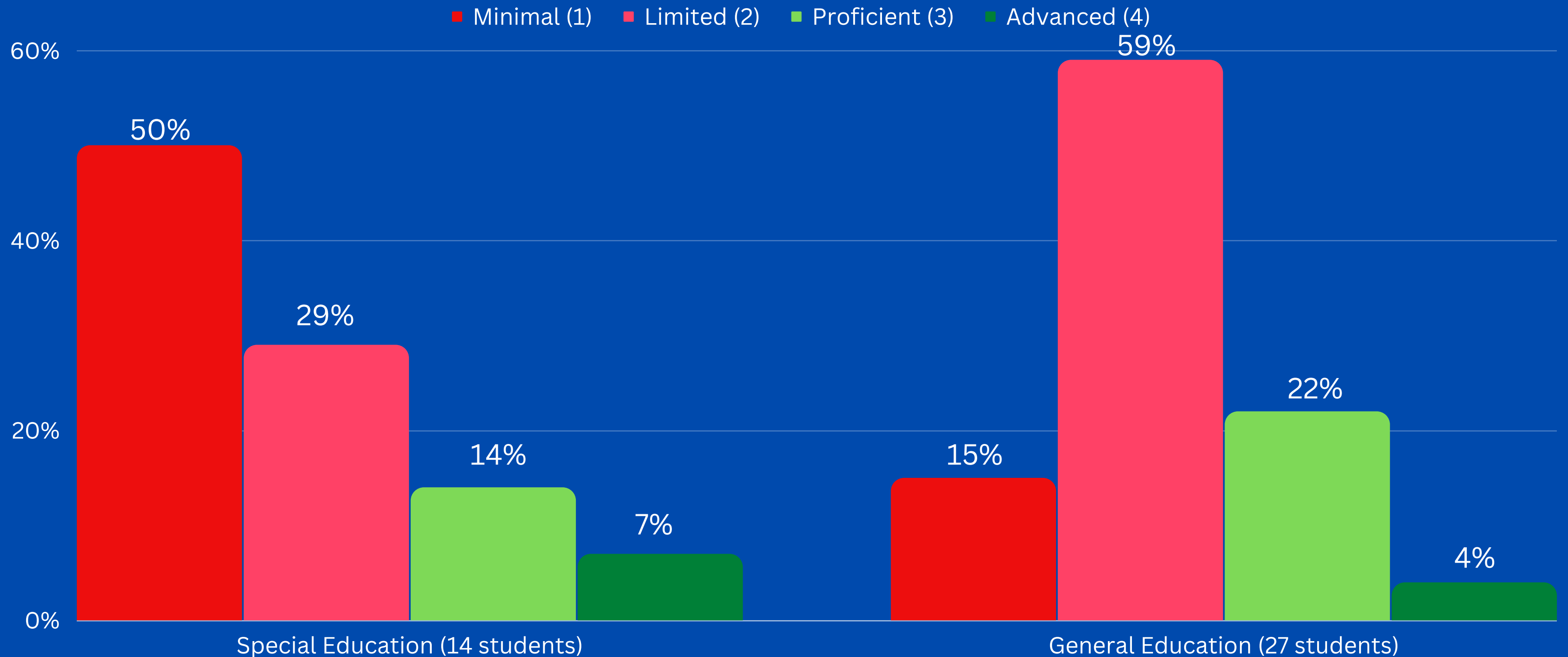# Performance Levels Gr. 5 by Sub-group: **RACE**
*<10 students-not reported (Asian, Black, Hispanic, Multiple, Other)

■ Minimal (1)　■ Limited (2)　■ Proficient (3)　■ Advanced (4)

White

- 19% (Minimal)
- 53% (Limited)
- 22% (Proficient)
- 6% (Advanced)

2022 Spring NJSLA **SCIENCE**
Performance Levels Gr. 5 by Sub-group: **PROGRAM**
*<10 students-not reported (Free/Reduced lunch, Section 504, ELL)

■ Minimal (1) ■ Limited (2) ■ Proficient (3) ■ Advanced (4)

Special Education (14 students)
- 50%
- 29%
- 14%
- 7%

General Education (27 students)
- 15%
- 59%
- 22%
- 4%

2022 Spring NJSLA **SCIENCE**
Performance Levels Gr. 8 by Sub-group: **RACE**
*<10 students-not reported (Asian, Black, Multiple, Other)

■ Minimal (1)　■ Limited (2)　■ Proficient (3)　■ Advanced (4)

Hispanic (10 students)
- 20%
- 30%
- 40%
- 10%

White (49 students)
- 20%
- 49%
- 22%
- 8%

2022 Spring NJSLA **SCIENCE**
Performance Levels Gr. 8 by Sub-group: **PROGRAM**

*<10 students-not reported (Asian, Black, Multiple, Other)

■ Minimal (1)   ■ Limited (2)   ■ Proficient (3)   ■ Advanced (4)

Free/Reduced lunch (12 students)
- Minimal: 33%
- Limited: 50%
- Proficient: 17%
- Advanced: 0%

Special Education (13 students)
- Minimal: 54%
- Limited: 38%
- Proficient: 8%
- Advanced: 0%

General Education (48 students)
- Minimal: 10%
- Limited: 48%
- Proficient: 31%
- Advanced: 10%
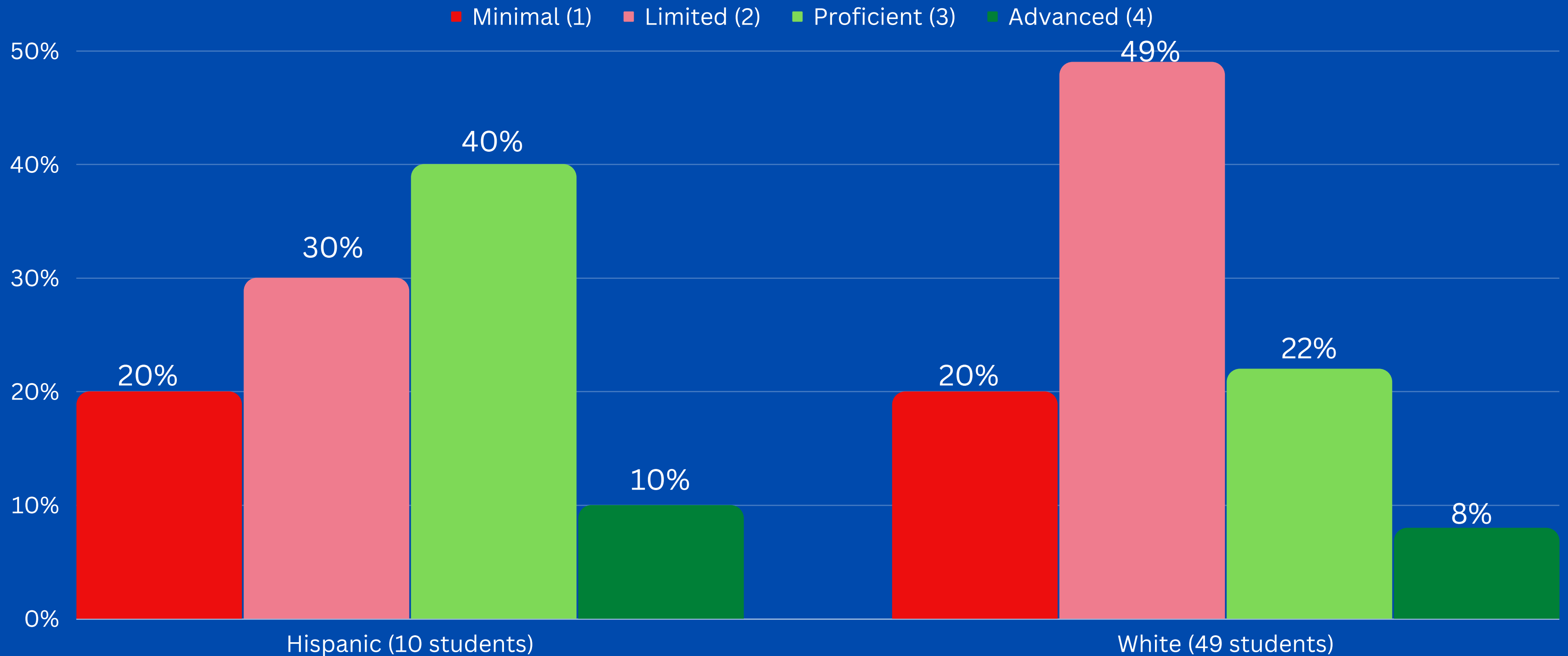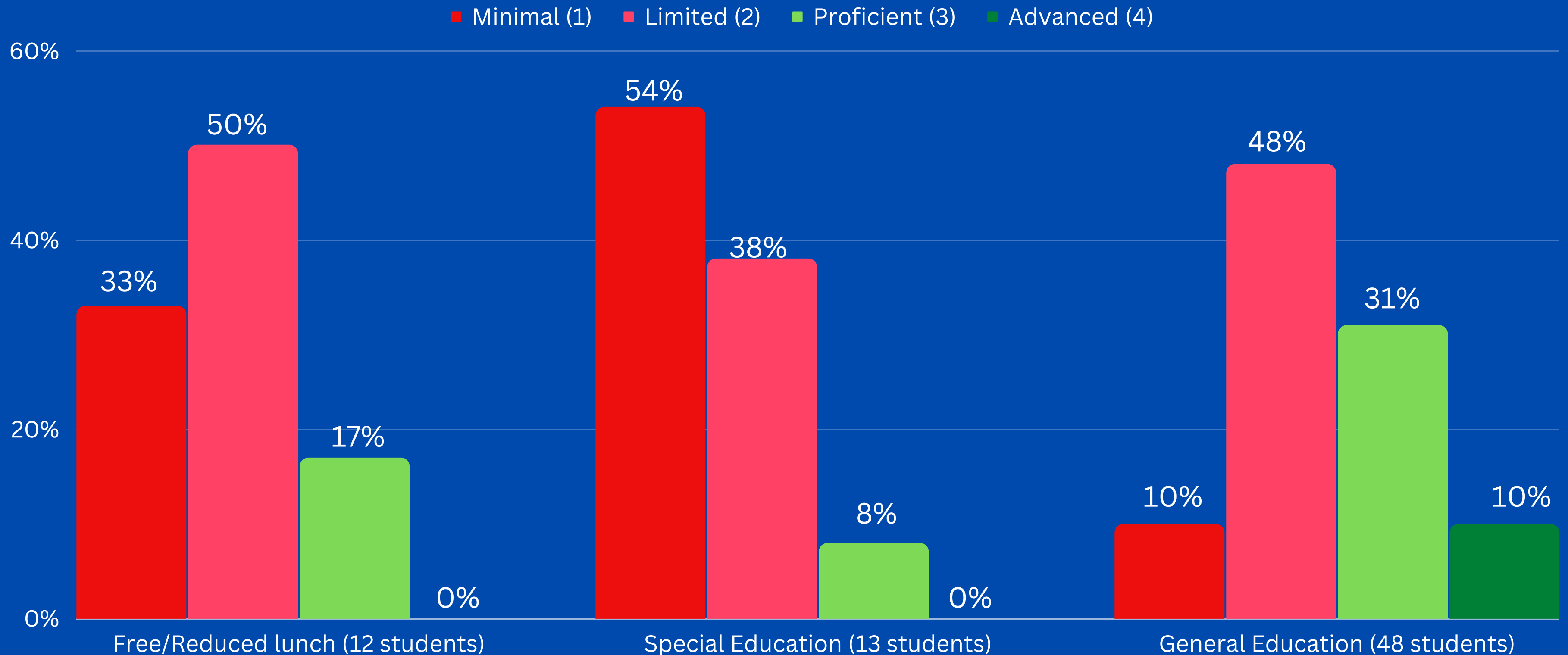
Sample NJSLA Gr. 5 Science Questions

Use the information below to answer questions 3-6.

Four types of fossils of extinct species are found in two locations. Paleontologists can gather important information about organisms from these species and the environment in which they lived.

Figure 1 shows the types of fossils that were found at each location and the time period when the species of the organisms that created the fossils lived. The key indicates if each organism lived in a marine or land environment.
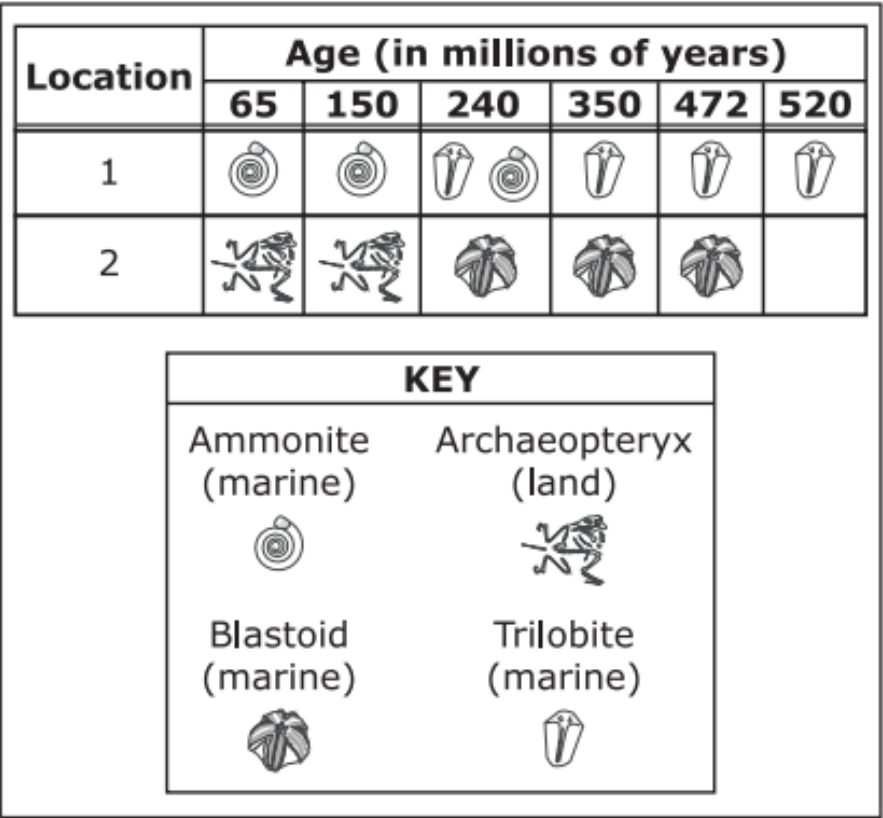
Location	Age (in millions of years)					
	65	150	240	350	472	520
1	◎	◎	🜊◎	🜊	🜊	🜊
2	🦎	🦎	🜉	🜉	🜉	

KEY	
Ammonite (marine) ◎	Archaeopteryx (land) 🦎
Blastoid (marine) 🜉	Trilobite (marine) 🜊

Figure 1. Ages of Fossil Types in Two Locations

3. This item has two parts. First, answer Part A. Then answer Part B.

Part A

Using Figure 1, calculate the approximate amount of time each species lived on Earth.

Select the option that correctly shows how long each species likely lived on Earth, from the shortest to the longest amount of time.

A.

Shortest Time	Archaeopteryx
↓	Ammonite
	Blastoid
Longest Time	Trilobite

B.

Shortest Time	Trilobite
↓	Blastoid
	Ammonite
Longest Time	Archaeopteryx

C.

Shortest Time	Trilobite
↓	Ammonite
	Blastoid
Longest Time	Archaeopteryx

D.

Shortest Time	Archaeopteryx
↓	Blastoid
	Ammonite
Longest Time	Trilobite

Sample NJSLA Gr. 8 Science Questions

Modern lighthouse technology projects light by using lenses like the one shown in Figure 2.

Light rays
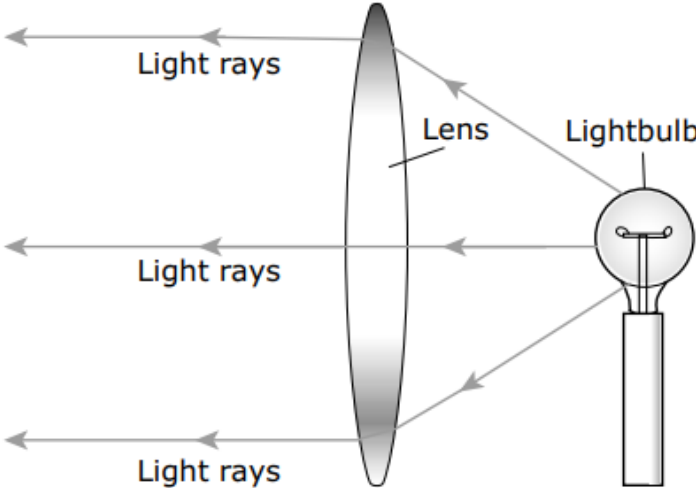
Lens   Lightbulb

Light rays

Light rays

Figure 2. Modern Lighthouse Projection Method

When a ray of light passes from one medium to another, as shown in Figure 3, it undergoes some changes.
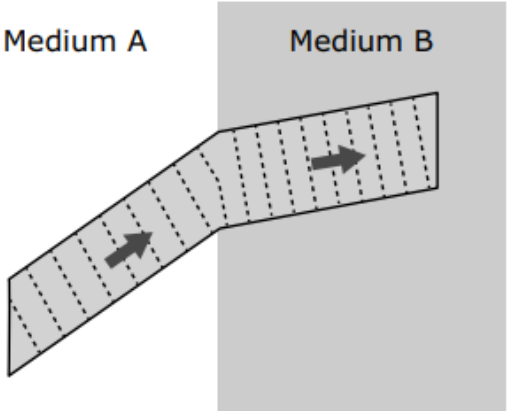
Medium A   Medium B

Figure 3. Path of Light

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1. Figure 1 demonstrates how lighthouses in the 1800s directed bright light toward ships.

   Complete the sentence by choosing the correct answer from each box.

   In the projection method shown in Figure 1, light waves travel $\boxed{X}$ until they $\boxed{Y}$ the surface of the $\boxed{Z}$.

   Box X

   A. through a vacuum

   B. in straight lines

   Box Y

   A. bend upon entering

   B. reflect off

   C. are absorbed by

   Box Z

   A. lightbulb

   B. air

   C. mirror

2. Figure 2 shows one model of light projection.

   The answer to which question **most accurately** clarifies the role of the lens in Figure 2?

   A. Does the lens transmit or reflect light waves?

   B. Does the lens change the color of the light waves?

   C. How far out at sea can light waves be seen using lenses?

   D. How does the lens transfer matter from one side to the other?

---

3. Foghorns are another method of warning ships that they are close to the shore. Foghorns emit low-pitched sound waves in all directions that can be heard on ships when visibility is low. Low-pitched waves have longer wavelengths that are less likely to be blocked by barriers such as rocks.

   Compare the warning signals emitted by a lighthouse with those emitted by a foghorn.

   Select all the correct answers. You may select more than one answer for each scenario.

   Lighthouse:

   A. The signal is transmitted by compression and expansion of air particles.

   B. The signal system is designed to focus the wave in a specific direction.

   C. The signal transmits energy.

   Foghorn:

   A. The signal is transmitted by compression and expansion of air particles.

   B. The signal system is designed to focus the wave in a specific direction.

   C. The signal transmits energy.

Spring 2022
New Jersey
ACCESS for ELLs
Assessment Data

WEST LONG BRANCH
SCHOOL DISTRICT

STUDENTS FIRST
W L B

Spring 2022 ACCESS for ELL
Language Acquistion Levels: K - Gr. 8

GRADE SPAN	Entering (1)	Beginning (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
Grades K - 5 (19 students)	32%	11%	16%	26%	11%	**5%**
Grades 6 - 8 (8 students)	25%	13%	38%	25%	**0%**	**0%**

NOTE: Students with a score of **4.5** are eligible for program exit, if other data points support this recommendation.
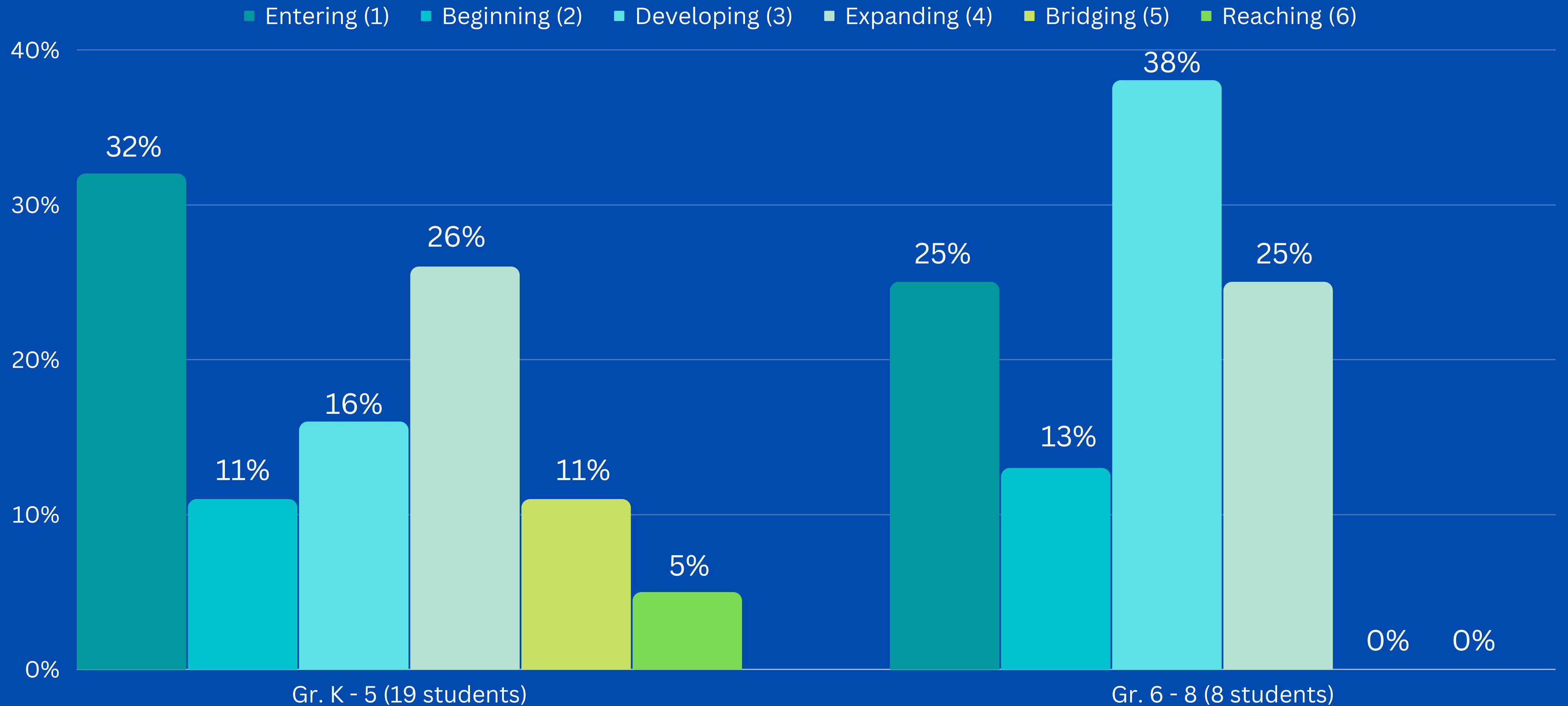
2022 Spring ACCESS for ELLs
Language Acquistion Levels: Grades K - 8

- Entering (1) - Beginning (2) - Developing (3) - Expanding (4) - Bridging (5) - Reaching (6)

Gr. K - 5 (19 students)
32% 11% 16% 26% 11% 5%

Gr. 6 - 8 (8 students)
25% 13% 38% 25% 0% 0%

Spring 2022
New Jersey
Dynamic Learning Map (DLM)

< 10 students particpated in the DLM assessment

- designed for students with the most signifigant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations

- task-based assessment that offers students a way to show what they know in Math, English Lanuage Arts and Science

- used to determine students functioning levelsfor the purpose of designing individualized education plans for targeted students

STUDENTSFIRST
WLB
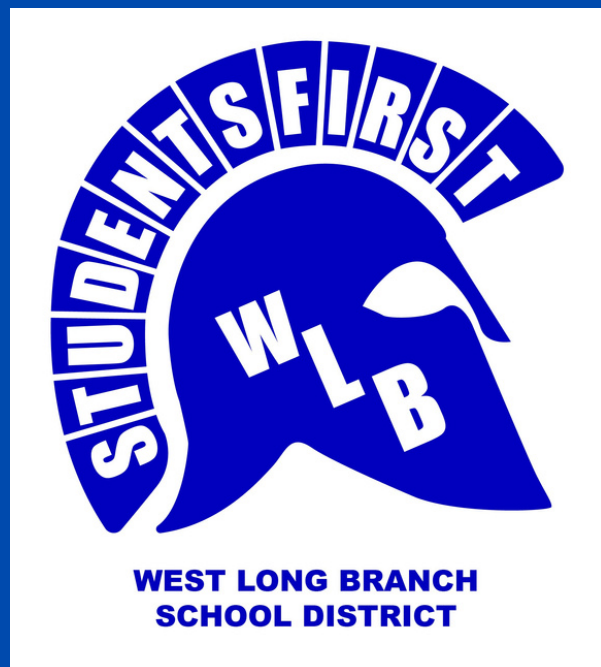
**WEST LONG BRANCH
SCHOOL DISTRICT**
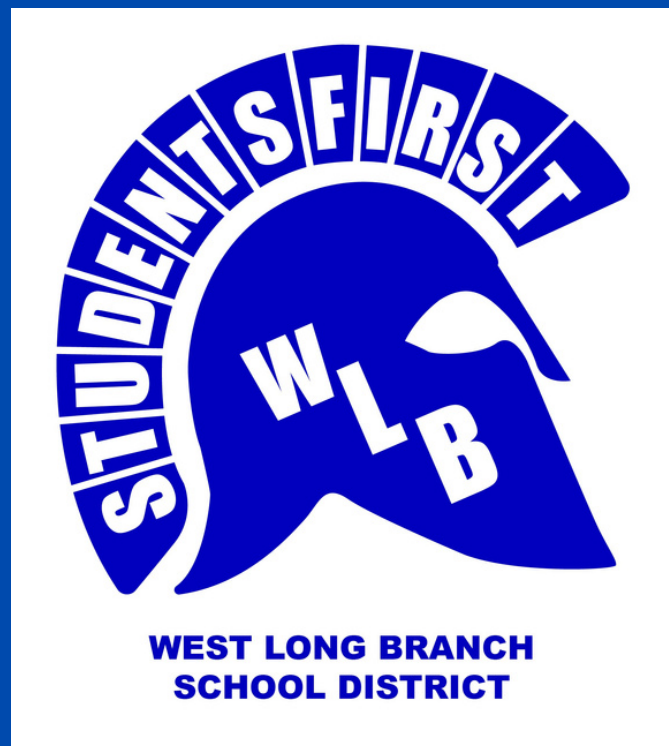
STEPS FOR IMPROVEMENT

The addition of a district Supervisor of Curriculum and Instruction who:
- facilitates and coordinates curriculum reviews and revisions
- monitors assessment practices & analyzes data
- facilitates and coordinates professional development for staff
- applies for and manages grant funding for student programming

The redesign of the master schedule at both Betty McElmon Elementary School and Frank Antonides School which allows for:
- designated intervention/enrichment time for students in Grade 5 - 8
- increased ELA and Math intervention periods in Grades K - 4
- additonal instructional minutes for ELA and Math in Grades K - 8
- incorporation of additional cycle classes in Grades 5 - 8

Expansion of the use of the IXL digital platform
- purchased licensing for ELA and Math programming for Grades 3 - 8
- administration of ELA and Math IXL benchmark assessments in Fall, Winter and Spring for the purpose of gathering detailed information on students' performance levels and for customizing learning plans that meet the individual needs of students

STUDENTS FIRST
WLB
WEST LONG BRANCH
SCHOOL DISTRICT
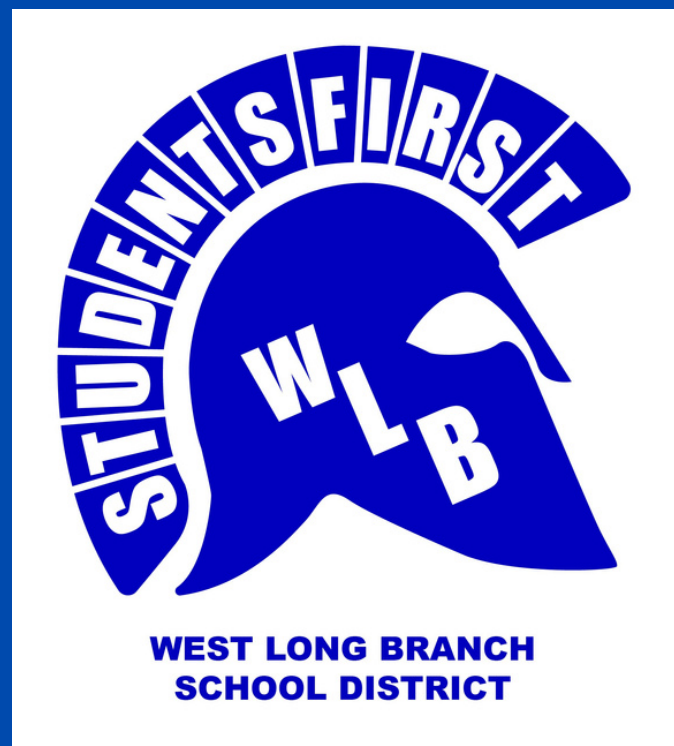
STEPS FOR IMPROVEMENT

Restructuring of the ESEA Title 1 after school academic support program
- 3 six-week after school sessions of ELA and Math support for identified students based on assessment data, academic performance and prorgramming needs
- progress monitoring protocols and data analysis to monitor student improvement and program effectiveness

Updating the Savvas Math program to the latest 2020 version of the Math series

Expansion to full-day, tuition-free Pre-school program for children ages 3 & 4 in WLB

Comprehensive review of current curricular documents, content area materials and assessment data for the purpose of generating a timeline and budget for revision and replacement of outdated or ineffective resources

The collaborative development of a new five-year West Long Branch Strategic Plan which outlines goals and action steps towards improved student achievement

On-going, sustained professional development of staff and in-depth data anaysis with goals for improvement during in-district PD days, Professional Learning Communities (PLC) sessions, department meetings and faculty meetings

STUDENTS FIRST
WLB
WEST LONG BRANCH
SCHOOL DISTRICT
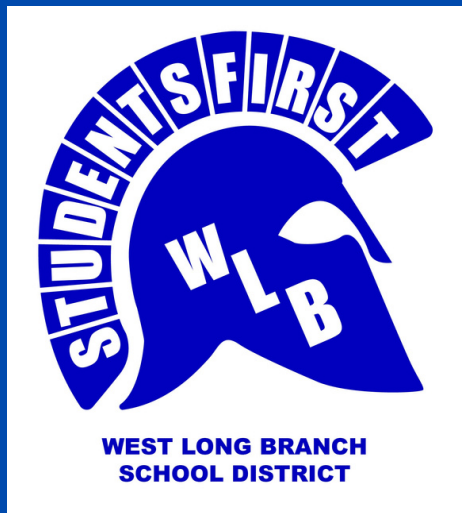
Data Charts for analysis

MATHEMATICS
Grade 5 Assessment, 2021–2022

State
District

Students with Valid Scores (41)
Purpose: This report presents the average percent correct by Evidence Statement for district and state.

Difficulty Order Most to Least

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46

5.C.4-2 5.C.6 5.NBT.7-4 5.C.2-1 5.NF.6-2 5.MD.1-2 5.D.1 5.NF.3-2 5.NF.7c 5.NBT.A.Int.1 5.MD.1-1 5.G.4 5.D.2 5.C.1-1 5.C.5-2 5.C.8-2 5.NF.2-2 5.NBT.1 5.G.3 5.C.4-4 5.NF.5a 5.NBT.5 5.NF.3-1 5.NF.7a 5.NF.2-1 5.NF.6-1 5.MD.2-2 5.NF.A.Int.1 5.C.7-4 5.NF.1-4 5.NF.1-1 5.MD.4 5.NF.4b-1 5.NBT.Int.1 5.MD.3 5.OA.3 5.NBT.3b 5.NBT.2-2 5.G.2 5.OA.1 5.NBT.7-1 5.G.1 5.NBT.6 5.MD.5b 5.NF.4a-2 5.OA.2-2

Evidence Statement

Difficulty level is determined at the State level for all reports.
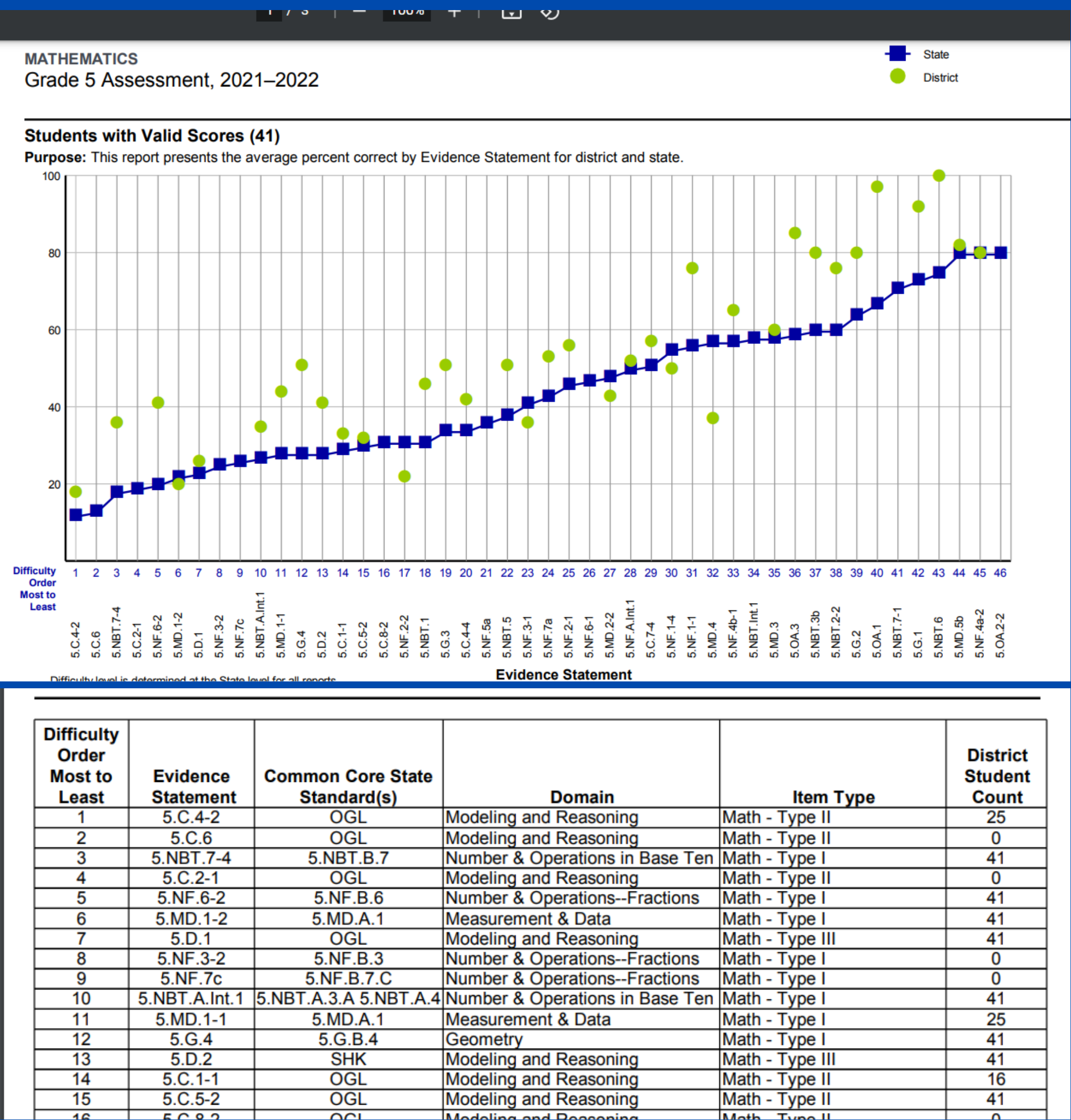
Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	5.C.4-2	OGL	Modeling and Reasoning	Math - Type II	25
2	5.C.6	OGL	Modeling and Reasoning	Math - Type II	0
3	5.NBT.7-4	5.NBT.B.7	Number & Operations in Base Ten	Math - Type I	41
4	5.C.2-1	OGL	Modeling and Reasoning	Math - Type II	0
5	5.NF.6-2	5.NF.B.6	Number & Operations--Fractions	Math - Type I	41
6	5.MD.1-2	5.MD.A.1	Measurement & Data	Math - Type I	41
7	5.D.1	OGL	Modeling and Reasoning	Math - Type III	41
8	5.NF.3-2	5.NF.B.3	Number & Operations--Fractions	Math - Type I	0
9	5.NF.7c	5.NF.B.7.C	Number & Operations--Fractions	Math - Type I	0
10	5.NBT.A.Int.1	5.NBT.A.3.A 5.NBT.A.4	Number & Operations in Base Ten	Math - Type I	41
11	5.MD.1-1	5.MD.A.1	Measurement & Data	Math - Type I	25
12	5.G.4	5.G.B.4	Geometry	Math - Type I	41
13	5.D.2	SHK	Modeling and Reasoning	Math - Type III	41
14	5.C.1-1	OGL	Modeling and Reasoning	Math - Type II	16
15	5.C.5-2	OGL	Modeling and Reasoning	Math - Type II	41
16	5.C.8-2	OGL	Modeling and Reasoning	Math - Type II	0

Questions or concerns?

Please contact:

Mrs. Lori Skibinski

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lskibinski@wlbschools.com
-or-
your child's building adminstrator

Thank you...
have a wonderful evening!

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