# Results of Annual Statewide Assessments 2023-2024

Waldwick School District

Dr. Elias, Director of Curriculum and Instruction

October 7, 2024

# State Assessments Administered

NJSLA (New Jersey Student Learning Assessment)
- Administered in the spring
- ELA/Math: Grades 3-9, Algebra I, Algebra II, Geometry
- Science: 5, 8, 11

DLM
- Administered in the spring
- Students with significant cognitive disabilities who cannot participate in NJSLA
- ELA and Math grades 3-11
- Science for grades 5, 8, 11

# Limitations to Presentation

The district cannot report test results when fewer than 10 students completed the assessment. This ensures student confidentiality. For example, fewer than 10 students completed the DLM assessment so those results cannot be shared with the public.

# Participation Rate of State Assessments

DLM- 75%

NJSLA

- ELA
  - 3rd Grade- 98%
  - 4th Grade- 99%
  - 5th Grade-99%
  - 6th Grade- 100%
  - 7th Grade- 100%
  - 8th Grade- 99%
  - 9th Grade- 100%

NJSLA

- Math
  - 3rd Grade- 98%
  - 4th Grade- 99%
  - 5th Grade-99%
  - 6th Grade- 100%
  - 7th Grade- 100%
  - 8th Grade- 99%
  - Algebra I- 100%
  - Geometry- 100%

- Science
  - Grade 5- 99%
  - Grade 9- 100%
  - Grade 11- 100%

# NJSLA Results

- **Level 1: Did not yet meet** grade-level expectations

- **Level 2: Partially met** grade-level expectations

- **Level 3: Approached** grade-level expectations

- **Level 4: Met** grade-level expectations

- **Level 5: Exceeded** grade-level expectations

# NJSLA Performance Indicators for ELA & Math

# NJSLA Results–
# ELA & Math Grades 3-5

# English/Language Arts Results 3-5

| Grade | Not Yet Meeting Expectations Level 1 | | Partially Meeting Expectations Level 2 | | Approaching Expectations Level 3 | | Meeting Expectations Level 4 | | Exceeding Expectations Level 5 | | > Level 4 Met or Exceeded Expectations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| 3 | 1.9% | 19.8% | 10.2% | 15.2% | 22.2% | 21.4% | 47.2% | 37.2% | 18.5% | 6.4% | 65.7% | 43.6% |
| 4 | 6.7% | 13% | 10% | 14.3% | 20% | 21.9% | 42.5% | 34.6% | 20.8% | 16.2% | 63.3% | 50.8% |
| 5 | 4.9% | 13% | 7.7% | 13.8% | 25.4% | 21% | 46.5% | 40.4% | 15.5% | 11.9% | 62% | 52.2% |

# ELA Subgroup Data– Grade 3

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.8% | 5.4% | 19.6% | 48.2% | 25% | 73.2% |
| | Male | 1.9% | 15.4% | 25% | 46.2% | 11.5% | 57.7% |
| Ethnicity/Race | Hispanic/ Latino | 8% | 8% | 20% | 56% | 8% | 64% |
| | White | 0% | 11.4% | 22.9% | 47.1% | 18.6% | 65.7% |
| Students with Disabilities | IEP- Yes | 10.5% | 26.3% | 42.1% | 21.1% | 0% | 21.1% |
| | IEP- No | 0% | 6.7% | 18% | 52.8% | 22.5% | 75.3% |

# ELA Subgroup Data– Grade 4

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 4.4% | 6.7% | 24.4% | 46.7% | 17.8% | 64.4% |
| | Male | 8% | 12% | 17.3% | 40% | 22.7% | 62.7% |
| Ethnicity/Race | Hispanic/ Latino | 10% | 6.7% | 30% | 33.3% | 20% | 53.3% |
| | White | 5.3% | 12% | 16% | 45.3% | 21.3% | 66.7% |
| Students with Disabilities | IEP- Yes | 26.9% | 19.2% | 23.1% | 19.2% | 11.5% | 30.8% |
| | IEP- No | 1.1% | 7.4% | 19.1% | 48.9% | 23.4% | 72.3% |

# ELA Subgroup Data– Grade 5

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 3.2% | 9.5% | 28.6% | 41.3% | 17.5% | 58.7% |
| | Male | 6.3% | 6.3% | 22.8% | 50.6% | 13.9% | 64.6% |
| Ethnicity/Race | Hispanic/ Latino | 10.7% | 10.7% | 21.4% | 46.4% | 10.7% | 57.1% |
| | Asian | 0% | 0% | 7.7% | 61.5% | 30.8% | 92.3% |
| | White | 4.3% | 7.4% | 27.7% | 44.7% | 16% | 60.6% |
| Students with Disabilities | IEP- Yes | 22.2% | 25.9% | 44.4% | 3.7% | 3.7% | 7.4% |
| | IEP- No | 0.9% | 3.5% | 20.9% | 56.5% | 18.3% | 74.8% |
| | 504 | 0% | 16.7% | 50% | 33.3% | 0% | 33.3% |

# Mathematics Results 3-5

| Grade | Not Yet Meeting Expectations Level 1 | | Partially Meeting Expectations Level 2 | | Approaching Expectations Level 3 | | Meeting Expectations Level 4 | | Exceeding Expectations Level 5 | | > Level 4 Met or Exceeded Expectations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| 3 | 0.9 % | 11.8% | 5.5% | 16% | 11.9% | 24.6% | 56.9% | 34.6% | 24.8% | 13% | 81.7% | 47.5% |
| 4 | 2.5% | 11.6% | 8.3% | 19% | 28.1% | 24.5% | 52.1% | 37.5% | 9.1% | 7.5% | 61.2% | 44.9% |
| 5 | 3.5% | 12.2% | 9.8% | 22.3% | 23.8% | 25.3% | 42.7% | 31% | 20.3% | 9.1% | 62.9% | 40.2% |

# Math Subgroup Data– Grade 3

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.8% | 3.5% | 15.8% | 54.4% | 24.6% | 78.6% |
| | Male | 0% | 7.7% | 7.7% | 59.6% | 25% | 84.6% |
| Ethnicity/Race | Hispanic/ Latino | 3.8% | 7.7% | 23.1% | 53.8% | 11.5% | 65.4% |
| | White | 0% | 4.3% | 8.6% | 58.6% | 28.6% | 87.1% |
| Students with Disabilities | IEP- Yes | 5.3% | 21.1% | 26.3% | 36.8% | 10.5% | 47.7% |
| | IEP- No | 0% | 2.2% | 8.9% | 61.1% | 27.8% | 88.9% |

# Math Subgroup Data– Grade 4

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 0% | 6.7% | 35.6% | 46.7% | 11.1% | 57.8% |
| | Male | 3.9% | 9.2% | 23.7% | 55.3% | 7.9% | 32.2% |
| Ethnicity/Race | Hispanic/ Latino | 3.2% | 22.6% | 29% | 38.7% | 6.5% | 45.2% |
| | White | 1.3% | 4% | 33.3% | 50.7% | 10.7% | 61.3% |
| Students with Disabilities | IEP- Yes | 7.7% | 30.8% | 38.5% | 23.1% | 0% | 23.1% |
| | IEP- No | 1.1% | 2.1% | 25.3% | 60% | 11.6% | 71.6% |

# Math Subgroup Data– Grade 5

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.6% | 12.5% | 34.4% | 29.7% | 21.9% | 51.6% |
| | Male | 5.1% | 7.6% | 15.2% | 53.2% | 19% | 72.2% |
| Ethnicity/Race | Hispanic/ Latino | 10.3% | 13.8% | 34.5% | 34.5% | 6.9% | 41.4% |
| | Asian | 0% | 0% | 30.8% | 46.2% | 23.1% | 69.2% |
| | White | 2.1% | 8.5% | 20.2% | 43.6% | 25.5% | 69.1% |
| Students with Disabilities | IEP- Yes | 14.8% | 37% | 33.3% | 11.1% | 3.7% | 14.8% |
| | IEP- No | 0.9% | 3.4% | 21.6% | 50% | 24.1% | 74.1% |
| | 504 | 0% | 8.3% | 41.7% | 50% | 0% | 50% |

# ELA Results 2019-2024 Grades 3-5

| Grade | 2019 | | 2022 | | 2023 | | 2024 | |
|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State |
| 3 | 77.7% | 50.3% | 61.2% | 42.4% | 56.3% | 41.9% | 65.7% | 43.6% |
| 4 | 75.5% | 57.4% | 81.5% | 49.4% | 62.4% | 51.3% | 63.3% | 50.8% |
| 5 | 63.6% | 57.9% | 67.5% | 49.6% | 74.8% | 53.3% | 62% | 52.2% |

# Mathematics Results 2019-2024 Grades 3-5

| Grade | 2019 | | 2022 | | 2023 | | 2024 | |
|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State |
| 3 | 82.6% | 55.1% | 65.2% | 45.4% | 68.3% | 45.9% | 81.7% | 47.5% |
| 4 | 66.7% | 51% | 75% | 39.4% | 58.9% | 44.4% | 61.2% | 44.9% |
| 5 | 62% | 46.8% | 63.4% | 36.1% | 74.8% | 40% | 62.9% | 40.2% |

# NJSLA Results– ELA & Math Grades 6–12

# English/Language Arts Results 6-9

| Grade | Not Yet Meeting Expectations Level 1 | | Partially Meeting Expectations Level 2 | | Approaching Expectations Level 3 | | Meeting Expectations Level 4 | | Exceeding Expectations Level 5 | | > Level 4 Met or Exceeded Expectations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| 6 | 2.4% | 10.7% | 6.5% | 14% | 20.2% | 22.2% | 48.4% | 37.4% | 22.6% | 15.8% | 71% | 53.2% |
| 7 | 0.8% | 13% | 3.8% | 12.3% | 16.2% | 20.7% | 36.2% | 31.5% | 43.1% | 22.4% | 79.2% | 54% |
| 8 | 2.4% | 13.7% | 4% | 13.6% | 8.9% | 19.8% | 46.8% | 35.2% | 37.9% | 17.7% | 84.7% | 52.9% |
| 9 | 2.5% | 12.5% | 5% | 12.8% | 12.5% | 16.8% | 43.3% | 35.5% | 36.7% | 22.5% | 80% | 58% |

# ELA Subgroup Data– Grade 6

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 0% | 3.8% | 20.8% | 45.3% | 30.2% | 75.5% |
| | Male | 4.2% | 8.5% | 19.7% | 50.7% | 16.9% | 67.6% |
| Ethnicity/Race | Hispanic/ Latino | 5.3% | 5.3% | 31.6% | 42.1% | 15.8% | 57.9% |
| | White | 1.1% | 5.5% | 20.9% | 49.5% | 23.1% | 72.5% |
| Students with Disabilities | IEP- Yes | 15% | 20% | 50% | 15% | 0% | 15% |
| | IEP- No | 0% | 3.8% | 14.4% | 54.8% | 26.9% | 81.7% |
| | 504 | 0% | 20% | 30% | 40% | 10% | 50% |

# ELA Subgroup Data– Grade 7

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 0% | 3.4% | 13.6% | 28.8% | 54.2% | 83.1% |
| | Male | 1.4% | 4.2% | 18.3% | 42.3% | 33.8% | 76.1% |
| Ethnicity/Race | Hispanic/ Latino | 0% | 3.8% | 26.9% | 38.5% | 30.8% | 69.2% |
| | White | 1.1% | 4.5% | 15.9% | 35.2% | 43.2% | 78.4% |
| Students with Disabilities | IEP- Yes | 5% | 25% | 50% | 5% | 15% | 20% |
| | IEP- No | 0% | 0% | 10% | 41.8% | 48.2% | 90% |
| | 504 | 0% | 0% | 18.2% | 63.6% | 18.2% | 81.8% |

# ELA Subgroup Data– Grade 8

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 0% | 7% | 10.5% | 40.4% | 42.1% | 82.5% |
| | Male | 4.5% | 1.5% | 7.5% | 52.2% | 34.3% | 86.6% |
| Ethnicity/Race | Hispanic/ Latino | 10% | 10% | 20% | 45% | 15% | 60% |
| | White | 1.1% | 3.4% | 8% | 51.7% | 35.6% | 87.4% |
| Students with Disabilities | IEP- Yes | 9.5% | 19% | 14.3% | 47.6% | 9.5% | 57.1% |
| | IEP- No | 1% | 1% | 7.8% | 46.6% | 43.7% | 90.3% |

# ELA Subgroup Data– Grade 9

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.8% | 1.8% | 12.3% | 38.6% | 45.6% | 84.2% |
| | Male | 3.2% | 7.9% | 12.7% | 47.6% | 28.6% | 76.2% |
| Ethnicity/Race | Hispanic/ Latino | 3.6% | 7.1% | 14.3% | 57.1% | 17.9% | 75% |
| | White | 1.2% | 4.8% | 13.3% | 37.3% | 43.4% | 80.7% |
| Students with Disabilities | IEP- Yes | 11.1% | 16.7% | 44.4% | 22.2% | 5.6% | 27.8% |
| | IEP- No | 0% | 0% | 14.3% | 57.1% | 28.6% | 85.7% |

# English/Language Arts Results 2019-2024

| Grade | 2019 | | 2022 | | 2023 | | 2024 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | District | State | District | State | District | State | District | State |
| 6 | 77% | 56.2% | 59.7% | 47.5% | 65.9% | 49% | 71% | 53.2% |
| 7 | 78% | 62.8% | 80.8% | 52.7% | 84.1% | 55.7% | 79.2% | 54% |
| 8 | 79.6% | 62.8% | 71.3% | 51.3% | 78.7% | 55.3% | 84.7% | 52.9% |
| 9 | 61.1% | 55.6% | 61.3% | 48.9% | 63% | 52% | 80% | 58% |

# Mathematics Results 6-8

| Grade | Not Yet Meeting Expectations Level 1 | | Partially Meeting Expectations Level 2 | | Approaching Expectations Level 3 | | Meeting Expectations Level 4 | | Exceeding Expectations Level 5 | | > Level 4 Met or Exceeded Expectations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| 6 | 3.2% | 14.2% | 12.8% | 23.5% | 21.6% | 26.1% | 51.2% | 29% | 11.2% | 7.2% | 62.4% | 36.2% |
| 7 | 2.3% | 10.7% | 11.5% | 23.9% | 25.4% | 28% | 47.7% | 31% | 13.1% | 6.5% | 60.8% | 37.5% |
| 8 | 11.5% | 30.2% | 8.7% | 28.9% | 22.1% | 21.5% | 37.5% | 17.9% | 20.2% | 1.5% | 57.7% | 19.5% |

# Mathematics Results Algebra I, Geometry

| Grade | Not Yet Meeting Expectations Level 1 | | Partially Meeting Expectations Level 2 | | Approaching Expectations Level 3 | | Meeting Expectations Level 4 | | Exceeding Expectations Level 5 | | > Level 4 Met or Exceeded Expectations | |
|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| Alg.I | 0% | 17% | 2.2% | 21.4% | 2.2% | 22.2% | 66.7% | 35.6% | 28.9% | 3.9% | 95.6% | 39.5% |
| Geo | 5.6% | 6.2% | 0% | 14.4% | 11.1% | 30.3% | 66.7% | 41.4% | 16.7% | 7.7% | 83.3% | 49% |

# Math Subgroup Data– Grade 6

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.9% | 20.4% | 24.1% | 46.3% | 7.4% | 53.7% |
| | Male | 4.2% | 7% | 19.7% | 54.9% | 14.1% | 69% |
| Ethnicity/Race | Hispanic/ Latino | 5% | 30% | 10% | 50% | 5% | 55% |
| | White | 2.2% | 9.9% | 24.2% | 53.8% | 9.9% | 63.7% |
| Students with Disabilities | IEP- Yes | 15% | 35% | 35% | 15% | 0% | 15% |
| | IEP- No | 1% | 8.6% | 19% | 58.1% | 13.3% | 71.4% |
| | 504 | 0% | 40% | 30% | 30% | 0% | 30% |

# Math Subgroup Data– Grade 7

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 1.7% | 15.3% | 27.1% | 39% | 16.9% | 55.9% |
| | Male | 2.8% | 8.5% | 23.9% | 54.9% | 9.9% | 64.8% |
| Ethnicity/Race | Hispanic/ Latino | 7.7% | 26.9% | 26.9% | 34.6% | 3.8% | 38.5% |
| | White | 1.1% | 8% | 29.5% | 45.5% | 15.9% | 61.4% |
| Students with Disabilities | IEP- Yes | 10% | 35% | 45% | 10% | 0% | 10% |
| | IEP- No | 0.9% | 7.3% | 21.8% | 54.5% | 15.5% | 70% |
| | 504 | 0% | 9.1% | 27.3% | 54.5% | 9.1% | 63.6% |

# Math Subgroup Data– Grade 8

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 10.6% | 10.6% | 25.5% | 36.2% | 17% | 53.2% |
| | Male | 12.3% | 7% | 19.3% | 38.6% | 22.8% | 61.4% |
| Ethnicity/Race | Hispanic/ Latino | 15% | 25% | 40% | 20% | 0% | 20% |
| | White | 12.3% | 4.1% | 19.2% | 45.2% | 19.2% | 64.4% |
| Students with Disabilities | IEP- Yes | 38.1% | 14.3% | 33.3% | 9.5% | 4.8% | 14.3% |
| | IEP- No | 4.8% | 7.2% | 19.3% | 44.6% | 24.1% | 68.7% |

# Math Subgroup Data– Algebra I

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Gender | Female | 0% | 4.5% | 4.5% | 59.1% | 31.8% | 90.9% |
| | Male | 0% | 0% | 0% | 73.9% | 26.1% | 100% |
| Ethnicity/Race | White | 0% | 3.2% | 0% | 77.4% | 19.4% | 96.8% |
| Students with Disabilities | IEP- No | 0% | 0% | 2.3% | 68.2% | 29.5% | 97.7% |

# Math Subgroup Data– Geometry

| | | Not Yet Meeting Expectations Level 1 | Partially Meeting Expectations Level 2 | Approaching Expectations Level 3 | Meeting Expectations Level 4 | Exceeding Expectations Level 5 | > Level 4 Met or Exceeded Expectations |
|---|---|---|---|---|---|---|---|
| Ethnicity/Race | White | 6.7% | 0% | 0% | 73.3% | 20% | 93.3% |
| Students with Disabilities | IEP- No | 0% | 0% | 11.8% | 70.6% | 17.6% | 88.2% |

# Mathematics Results 2019-2024

| Grade | 2019 | | 2022 | | 2023 | | 2024 | |
|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State |
| 6 | 58.1% | 40.5% | 42.1% | 31.3% | 48.5% | 34.3% | 62.4% | 36.2% |
| 7 | 49.6% | 42.1% | 59.2% | 34.1% | 55.6% | 33.8% | 60.8% | 37.5% |
| 8 | 60.8% | 29.3% | 45.2% | 15.4% | 65.3% | 17.8% | 57.7% | 19.5% |
| Algebra I | 61.1% | 42.9% | 50.9% | 34.8% | 86% | 35% | 95.6% | 39.5% |
| Geometry | 33.9% | 31.2% | 20.2% | 44% | 19.5% | 50.5% | 83.3% | 49% |

# NJSLA Results- Science

- **Level 1: Below Proficient**

- **Level 2: Near Proficiency**

- **Level 3: Proficient**

- **Level 4: Advanced Proficiency**

NJSLA–S Performance Indicators

# Science Results 5, 8, 11

| Grade | Below Proficiency Level 1 | | Near Proficiency Level 2 | | Proficient Level 3 | | Advanced Proficiency Level 4 | | > Level 3 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State | District | State |
| 5 | 26.6% | 35.3% | 34.3% | 37.1% | 30.8% | 21.1% | 8.4% | 6.4% | 39.2% | 27.6% |
| 8 | 13.7% | 36.1% | 52.4% | 45.2% | 20.2% | 13.9% | 13.7% | 4.9% | 33.9% | 18.8% |
| 11 | 35.2% | 45.4% | 28.6% | 26.5% | 28.6% | 19.4% | 7.6% | 8.7% | 36.2% | 28.1% |

# Science Results 2019-2024

| Grade | 2019 | | 2022 | | 2023 | | 2024 | |
|---|---|---|---|---|---|---|---|---|
| | District | State | District | State | District | State | District | State |
| 5 | 33.1% | 29.2% | 38.2% | 25.5% | 40.3% | 26.8% | 39.2% | 27.6% |
| 8 | 30.4% | 19.8% | 27.9% | 15.6% | 38% | 18.5% | 33.9% | 18.8% |
| 11 | 29.5% | 27.3% | 33.6% | 29% | 28.8% | 29.8% | 36.2% | 28.1% |

# Science Subgroup Data- 5

| | | Below Proficiency Level 1 | Near Proficiency Level 2 | Proficient Level 3 | Advanced Proficiency Level 4 | > Level 3 |
|---|---|---|---|---|---|---|
| Gender | Female | 35.9% | 37.5% | 15.6% | 10.9% | 26.6% |
| | Male | 19% | 31.6% | 43% | 6.3% | 49.4% |
| Ethnicity/Race | Hispanic/ Latino | 44.8% | 31% | 20.7% | 3.4% | 24.1% |
| | Asian | 7.7% | 46.2% | 23.1% | 23.1% | 46.2% |
| | White | 24.5% | 33% | 34% | 8.5% | 42.6% |
| Students with Disabilities | IEP- Yes | 59.3% | 37% | 0% | 3.7% | 3.7% |
| | 504 | 41.7% | 33.3% | 25% | 0% | 25% |

# Science Subgroup Data- 8

| | | Below Proficiency Level 1 | Near Proficiency Level 2 | Proficient Level 3 | Advanced Proficiency Level 4 | > Level 3 |
|---|---|---|---|---|---|---|
| Gender | Female | 17.9% | 51.8% | 25% | 5.4% | 30.4% |
| | Male | 10.3% | 52.9% | 16.2% | 20.6% | 36.8% |
| Ethnicity/Race | Hispanic/ Latino | 33.3% | 57.1% | 4.8% | 4.8% | 9.5% |
| | White | 11.5% | 52.9% | 26.4% | 9.2% | 35.6% |
| Students with Disabilities | IEP- Yes | 28.6% | 71.4% | 0% | 0% | 0% |

# Science Subgroup Data- 11

| | | Below Proficiency Level 1 | Near Proficiency Level 2 | Proficient Level 3 | Advanced Proficiency Level 4 | > Level 3 |
|---|---|---|---|---|---|---|
| Gender | Female | 24% | 34% | 28% | 14% | 42% |
| | Male | 45.5% | 23.6% | 29.1% | 1.8% | 30.9% |
| Ethnicity/Race | Hispanic/ Latino | 50% | 25% | 20.8% | 4.2% | 42% |
| | White | 30.7% | 30.7% | 30.7% | 8% | 38.7% |
| Students with Disabilities | IEP- Yes | 63.6% | 22.7% | 13.6% | 0% | 13.6% |
| | 504 | 50% | 25% | 0% | 25% | 25% |

# Elementary Curriculum Updates

## ELA Revisions

- Summer Writing Committee
- Incorporated new NJSLA standards
- Revised current units
    - Fundations
    - Heggerty
    - Review of additional resources
- Continued PD throughout 24-25 school year
    - Unit Planning
    - Assessments
    - Student Responsiveness

## Year 3 Eureka Squared Implementation

- Program Evaluation
- Increased Data Discussions
- Positive Teacher Feedback
- Grade 3 Summer Curriculum Work
- Grade Level Planning to Incorporate new math NJSLA standards
- Planning Ahead for Addition Work with Nancy Schultz
- Upcoming Summer Curriculum Revisions

# Authentic Learning Experiences

- NJIT eSTEM
  - Trep$

* Teacher Led PD*

# New Teacher Program

- Provide Support
  - Build Capacity
- Nurture Strong Instructional Practices

- Meet throughout the year as a group
  - Coaching cycles to apply concepts discussed

# Secondary MS/HS STEM Class Analysis

## Planning and Preparation for next SY:

2025-26

WMS is currently offering STEAM courses for every grade level. We are planning to partner with Project Lead the Way to update our curriculums and provide additional training for our teachers. The goal is that students will walk away from 8th grade with a sampling of STEM courses to prepare them to identify a pathway for their high school experience and future.



" INCLUSIVE EDUCATION *is a* DYNAMIC, EVER-EVOLVING APPROACH *that requires* ONGOING REFLECTION *and* CONTINUOUS ENHANCEMENT.

BROOKES PUBLISHING C°

From *Leadership Strategies for Successful Schoolwide Inclusion,* by Dennis D. Munk & Thomas L. Dempsey
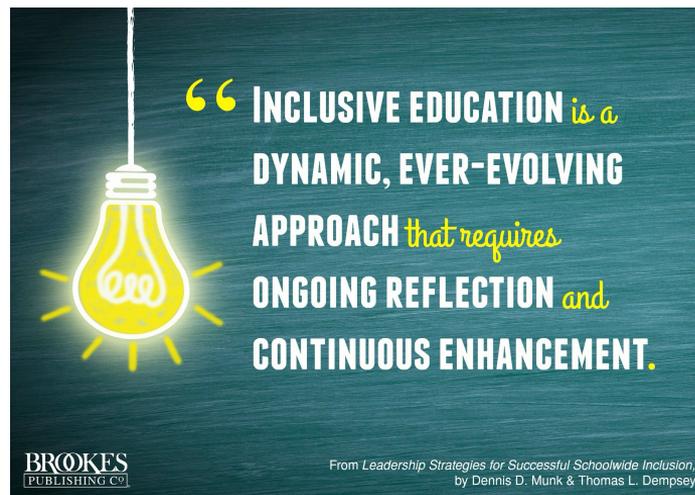
# Waldwick Middle School: Partnering with PLTW

# Secondary HS STEM Class Analysis

**What we currently offer:**

**High School**

- JAVA Programming
- Exploration into Engineering
- Robotics
- Intro to 2D and 3D Modeling

**Planning and Preparation for next SY:**

Providing students to structured and purposefully designed sequence of courses in:

2025-26

- Engineering
- Computer Science
- Early College STEM learning opportunities

# Potential course options to be explored at WHS

Engineering Cohort

- Intro to Engineering Design
- Civil Engineering and Architecture
- Aerospace Engineering

Computer Science Cohort

- Computer Science Essentials
- AP Computer Science Principles
- Cybersecurity

# Dual Enrollment At Waldwick High School

- Dual enrollment allows high school students to take college courses and earn both high school and college credits simultaneously.

- Students can accumulate college credits while still in high school, potentially reducing future college tuition and time to degree completion.

- The grades you earn in dual enrollment courses will appear on both your high school and college transcripts.

# Dual Enrollment Offerings at Waldwick High School

## Bergen Community College

- **Anatomy & Physiology CPE** (BIO-109-577SE) – 4 Credits
- **Drawing and Painting I** (ART-124-577SE) – 3 Credits
- **Drawing and Painting II** (ART-127-577SE) – 3 Credits
- **Advanced Culinary Arts** (HRM-102-577SE) – 3 Credits
- **Intro to Culinary Arts** (HRM-106-577SE) – 1 Credit
- **Law and Society: Intro to Criminal Justice** (CRJ-101-577SE) – 3 Credits
- **French IV CPE/Honors** (LAN-110-577SE) – 3 Credits
- **Journalism & Today's Media** (COM-201-577SE) – 3 Credits
- **Advanced TV Production** (COM-106-577SE) – 3 Credits
- **Personal Finance** (BNF-102-577SE) – 3 Credits
- **Accounting** (ACC-110-577SE) – 3 Credits

## Ramapo College

- **Social Entrepreneurship** (BADM-235) – 4 Credits

## Seton Hall University

- **European History Honors** (History 1202) – 3 Credits
- **United States History II Honors** (History 1302) – 3 Credits

## Rider University

- **Tomorrow's Teachers** (IND-1-101) – 3 Credits

# Senior Experience At Waldwick High School

- **Partnership with Bergen County Special Services**: Bridges the gap between classroom learning and real-world work.
- **Hands-on experience**: Seniors work one day per week in a career of their choice while completing high school.
- **Explore future professions**: Gain practical skills and make informed career decisions.

**Variety of placements**:

- Healthcare (hospitals, clinics)
- Finance (accounting firms)
- Law (law offices)
- Education (assisting in local schools)
- Entertainment (Recording Studio)

- **Competitive admission process**: Application includes academic records, personal statement, recommendations, and interviews.
- **Commitment required**: Students must manage time effectively and make up any missed coursework.
- **Career preparation**: Enhances resumes and clarifies career goals.

# The Seal of Biliteracy at Waldwick High School

- **Recognition of Proficiency**: Awarded to high school students who demonstrate proficiency in English and one or more additional languages.

- **Global Competence**: Promotes bilingualism and prepares students for the global workforce

**Eligibility Requirements**:

- Must meet English language proficiency through state assessments.
- Must demonstrate proficiency in a world language via approved assessments (e.g., AAPPL, AP exams).

**Benefits**:

- Acknowledges bilingual skills on transcripts and diplomas.
- Enhances college applications and resumes.
- Offers potential career advantages in multilingual fields.