



# Results of Annual Statewide Assessments 2021-2022

Waldwick School District

Dr. Elias, Director of Curriculum and Instruction

October 17, 2022

# State Assessments Administered

## ACCESS for ELLs

- Administered in the spring
- All students designated as English Language Learners complete the assessment in grades K-12
- Students assessed in Listening, Reading, Speaking, and Writing

## DLM

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

## NJGPA (results pending)

- Administered in spring
- New assessment for grade 11 (do not count towards graduation this year)
- ELA and Math
- Results have not yet been received

## NJSLA (New Jersey Student Learning Assessment)

- Administered in the spring
- ELA/Math: Grades 3-9, Algebra I, Algebra II, Geometry
- Science: 5, 8, 11

## Start Strong (results pending)

- Administered in the Fall of 2022
- ELA: Grades 4-10
- Math: Grades 4-8, Algebra I, Algebra II, Geometry
- Science: Grades 6, 9, 12
- Content from the previous year
- Data used for teachers to guide instruction
- Short assessment, ~10 multiple choice questions per subject

# 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. In addition, there are fewer than 10 ELL students in some grade levels so information that can be reported is limited.

# Participation Rate of State Assessments

ACCESS for ELLs- 100%

DLM- 50%

## NJSLA

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

## NJSLA

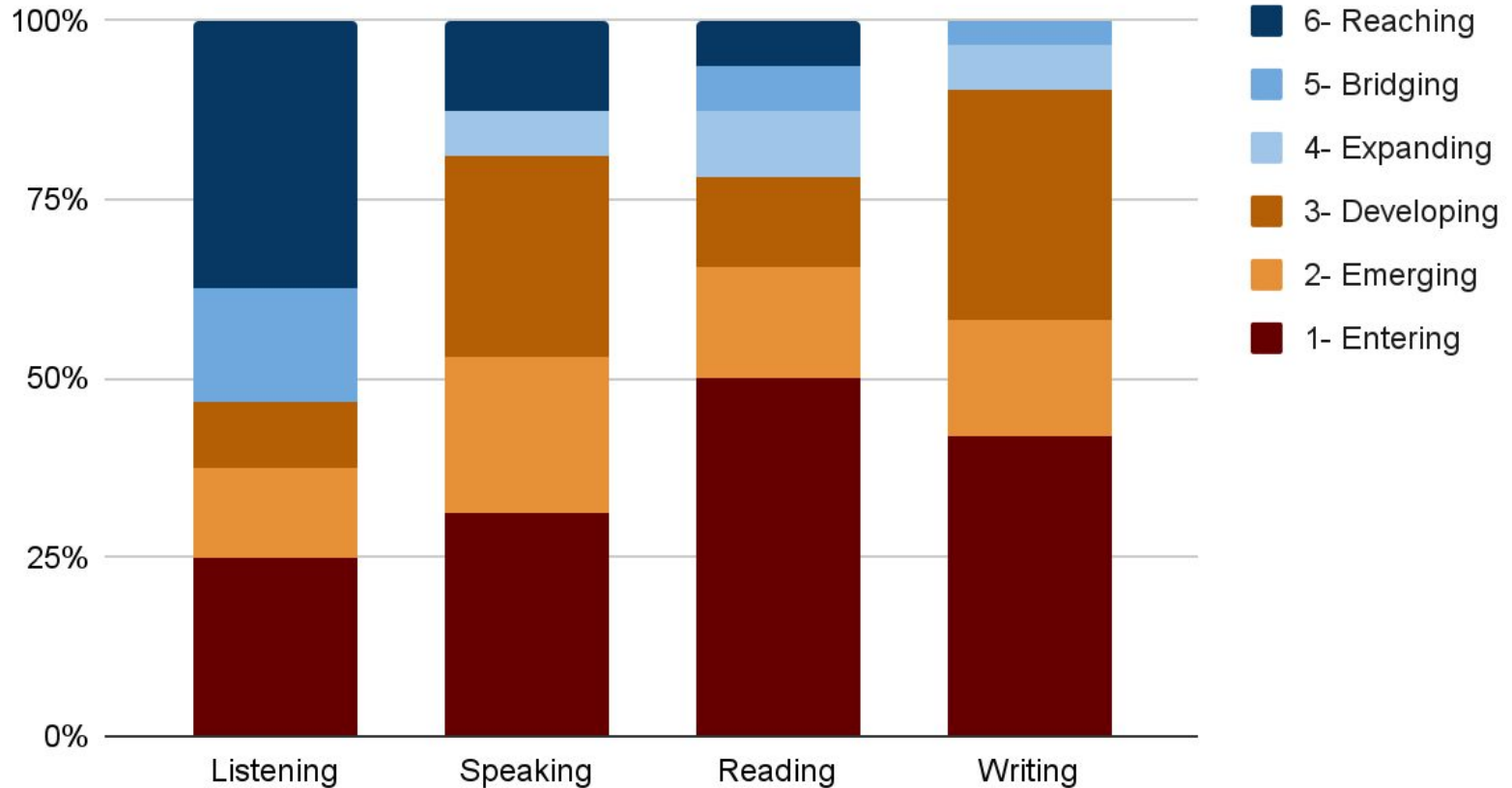
- Math
  - 3rd Grade- 100%
  - 4th Grade- 99%
  - 5th Grade-100%
  - 6th Grade- 98%
  - 7th Grade- 98%
  - 8th Grade- 99%
  - Algebra I- 100%
  - Algebra II- 100%
  - Geometry- 100%
- Science
  - Grade 5- 100%
  - Grade 9- 100%
  - Grade 11- 100%

# ACCESS for ELLs

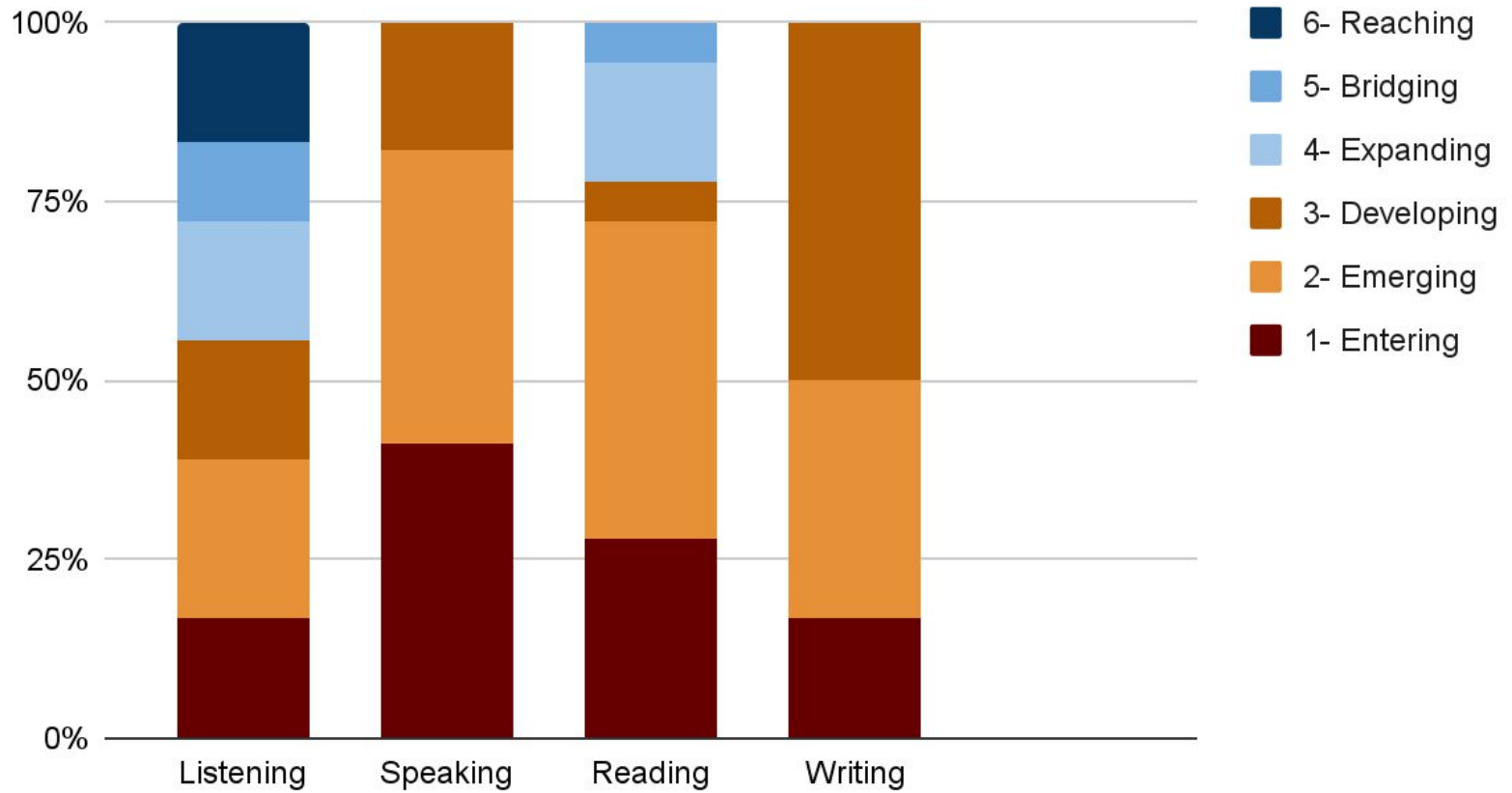
# ACCESS for ELLs

- 32 students in K-5
- 18 students in 6-12
- Waldwick School District participates in a high intensity ESL program. Students identified as English Language Learners are provided two periods per day. One period is ESL language instruction and another period is content area instruction with a certified ESL teacher.
- Students are tested in the spring. Results are used to determine instruction and to determine whether a student still qualifies for ESL services.
- Students are required to be tested even if they opt out of ESL services

# ACCESS for ELLs K-5 Results



# ACCESS for ELLs 6-12 Results





# Data Comparison- 2021, 2022

	<b>2021 Average Proficiency Level</b>	<b>2022 Average Proficiency Level</b>
<b>Listening</b>	4.47	3.984
<b>Speaking</b>	3.42	2.798
<b>Reading</b>	3.22	2.728
<b>Writing</b>	2.83	2.718
<b>Oral Language</b>	3.52	3.264
<b>Literacy</b>	2.88	2.648
<b>Comprehension</b>	3.64	3.12
<b>Overall Score</b>	3.03	2.77

# Interpretation of Results

- Increase in incoming K group (11 students in 2021-2022)
- 37 students in 2020-2021, 50 students in 2021-2022
- Students overall scored higher in Listening skills
- K-5 students tend to make quicker gains in language acquisition
- Additional support needed for 6-12 students (especially in speaking and writing)
- Title funds used to purchase Leveled Literacy Intervention
- Summer Program for K-5 ELL students (Title funded- staff and resources)
- Professional development for all staff on supporting ELLs in the classroom
- Multisensory program

# NJSLA Results

# NJSLA Results - ELA

- **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

# 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	5.2%	20.1%	10.4%	15.5%	23.1%	22%	48.5%	36.2%	12.7%	6.2%	61.2%	42.4%
4	4.2%	14.4%	5.9%	14.3%	8.4%	21.9%	46.2%	35.3%	35.3%	14.1%	81.5%	49.4%
5	2.4%	12.5%	5.7%	14.7%	24.4%	23.2%	52%	40.4%	15.4%	9.2%	67.5%	49.6%

# 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%	10.6%	4%	15.6%	33.9%	26.3%	47.6%	37.4%	12.1%	10.2%	59.7%	47.5%
7	1.7%	12.3%	7.5%	13.5%	10%	21.5%	36.7%	31.4%	44.2%	21.3%	80.8%	52.7%
8	10.7%	14.3%	5.7%	13.2%	12.3%	21.2%	38.5%	35.8%	32.8%	15.6%	71.3%	51.3%
9	7%	11.9%	9.4%	15.6%	21.7%	23.6%	44.3%	36.5%	12.4%	17%	61.3%	48.9%

# 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	3.3%	8.3%	21.7%	51.7%	15%	66.7%
	Male	6.8%	12.2%	24.3%	45.9%	10.8%	56.8%
Ethnicity/Race	Hispanic/Latino	16.7%	20.8%	25%	29.2%	8.3%	37.5%
	Asian	0%	9.1%	9.1%	45.5%	36.4%	81.8%
	White	2.2%	7.5%	24.7%	53.8%	11.8%	65.5%
Students with Disabilities	IEP- Yes	26.1%	21.7%	34.8%	17.4%	0%	17.4%
	IEP- No	0.9%	8.1%	20.7%	55%	15.3%	70.3%



# 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	0%	0%	10%	48%	42%	90%
	Male	7.2%	10.1%	7.2%	44.9%	30.4%	75.4%
Ethnicity/Race	Hispanic/Latino	11.8%	11.8%	17.6%	23.5%	35.3%	58.8%
	White	3.4%	3.4%	5.6%	52.8%	34.8%	87.6%
Students with Disabilities	IEP- Yes	23.8%	23.8%	33.3%	14.3%	4.8%	19%
	IEP- No	0%	2%	3.1%	53.1%	41.8%	94.9%

# 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	3.4%	6.9%	19%	51.7%	19%	70.7%
	Male	1.5%	4.6%	29.2%	52.3%	12.3%	64.6%
Ethnicity/Race	Hispanic/Latino	8.3%	12.5%	33.3%	37.5%	8.3%	45.8%
	White	1.2%	4.8%	25%	56%	13.1%	69%
Students with Disabilities	IEP- Yes	9.5%	19%	28.6%	42.9%	0%	42.9%
	IEP- No	1%	2.9%	23.5%	53.9%	18.6%	72.5%

# 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	1.7%	3.3%	35%	43.3%	16.7%	60%
	Male	3.1%	4.7%	32.8%	51.6%	7.8%	59.4%
Ethnicity/Race	Hispanic/Latino	10.5%	5.3%	47.4%	26.3%	10.5%	36.8%
	White	1.1%	3.4%	34.1%	52.3%	9.1%	61.4%
Students with Disabilities	IEP- Yes	15.8%	15.8%	52.6%	15.8%	0%	15.8%
	IEP- No	0%	1.9%	30.5%	53.3%	14.3%	67.6%

# 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%	5%	10%	35%	50%	85%
	Male	3.3%	10%	10%	38.3%	38.3%	76.7%
Ethnicity/Race	Hispanic/Latino	4.8%	9.5%	14.3%	38.1%	33.3%	71.4%
	White	1.1%	6.8%	9.1%	35.2%	47.7%	83%
Students with Disabilities	IEP- Yes	5%	45%	15%	25%	10%	35%
	IEP- No	0%	0%	9%	39%	51%	90%

# 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	6.9%	1.7%	6.9%	36.2%	48.3%	84.5%
	Male	14.1%	9.4%	17.2%	40.6%	18.8%	59.4%
Ethnicity/Race	Hispanic/Latino	22.7%	18.2%	18.2%	36.4%	4.5%	40.9%
	White	8.4%	2.4%	13.3%	38.6%	37.3%	75.9%
Students with Disabilities	IEP- Yes	40.7%	22.2%	22.2%	14.8%	0%	14.8%
	IEP- No	2.1%	1.1%	9.5%	45.3%	42.1%	87.4%

# 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	0%	5.9%	21.6%	49%	23.5%	72.5%
	Male	14.5%	12.7%	21.8%	40%	10.9%	50.9%
Ethnicity/Race	Hispanic/Latino	25%	16.7%	33.3%	12.5%	12.5%	25%
	White	2.6%	7.8%	18.2%	54.5%	16.9%	71.4%
Students with Disabilities	IEP- Yes	24%	20%	44%	12%	0%	12%
	IEP- No	2.5%	6.2%	14.8%	54.3%	22.2%	76.5%
	504	0%	10%	10%	40%	40%	80%

# NJSLA-ELA Findings and Interpretation

- Scores were above NJ average and consistent with previous years' data
- Subgroup analysis- Females are generally scoring higher in ELA
- Additional support implemented for ELLs
- Added phonics/multisensory program for all K-2 students (3rd grade will implement next year)
- Reviewing curriculum over the summer to identify necessary changes

# NJSLA Results - Math



# 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	2.2%	13.3%	5.9%	18.3%	26.7%	23%	40.7%	32.8%	24.4%	12.6%	65.2%	45.4%
4	2.5%	13.1%	10%	22.6%	12.5%	24.8%	60.8%	33.2%	14.2%	6.2%	75%	39.4%
5	2.4%	15.1%	5.7%	23%	28.5%	25.9%	52%	28.9%	11.4%	7.1%	63.4%	36.1%

# 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	6.3%	15.3%	15.9%	24.9%	35.7%	28.5%	35.7%	26%	6.3%	5.3%	42.1%	31.3%
7	3.3%	10.9%	9.2%	23.6%	28.3%	31.5%	48.3%	28.9%	10.8%	5.1%	59.2%	34.1%
8	16.3%	30.4%	18.3%	31.9%	20.2%	22.3%	39.4%	14.6%	5.8%	.8%	45.2%	15.4%

# Mathematics Results Algebra I, Algebra II, 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	3.8%	17.8%	16%	22.7%	29.2%	24.7%	40.6%	31.9%	10.4%	2.9%	50.9%	34.8%
Alg.2	0%	14.3%	10.7%	14.3%	32.1%	18.1%	53.6%	45.4%	3.6%	7.8%	57.1%	53.3%
Geo	13.5%	3.6%	36%	18.9%	30.3%	30.1%	20.2%	37.8%	0%	6.2%	20.2%	44%

# 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	3.3%	8.3%	33.3%	35%	20%	55%
	Male	1.3%	4%	21.3%	45.3%	28%	73.3%
Ethnicity/Race	Hispanic/Latino	0%	16.7%	37.5%	33.3%	12.5%	45.8%
	Asian	0%	0%	9.1%	36.4%	54.5%	90.9%
	White	2.2%	4.3%	24.7%	44.1%	24.7%	68.8%
Students with Disabilities	IEP- Yes	12.5%	25%	41.7%	12.5%	8.3%	20.8%
	IEP- No	0%	1.8%	23.4%	46.8%	27.9%	74.8%

# 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	3.9%	3.9%	13.7%	66.7%	11.8%	78.4%
	Male	1.4%	14.5%	11.6%	56.5%	15.9%	72.5%
Ethnicity/Race	Hispanic/Latino	11.1%	22.2%	11.1%	50%	5.6%	55.6%
	White	0%	9%	12.4%	64%	14.6%	78.7%
Students with Disabilities	IEP- Yes	9.5%	47.6%	28.6%	9.5%	4.8%	14.3%
	IEP- No	1%	2%	9.1%	71.7%	16.2%	87.9%

# 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	3.4%	8.6%	34.5%	46.6%	6.9%	53.4%
	Male	1.5%	3.1%	23.1%	56.9%	15.4%	72.3%
Ethnicity/Race	Hispanic/Latino	8.3%	16.7%	33.3%	41.7%	0%	41.7%
	White	1.2%	3.6%	31%	51.2%	13.1%	64.3%
Students with Disabilities	IEP- Yes	9.5%	19%	38.1%	28.6%	4.8%	33.3%
	IEP- No	1%	2.9%	26.5%	56.9%	12.7%	69.6%

# 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	8.2%	18%	36.1%	31.1%	6.6%	37.7%
	Male	4.6%	13.8%	35.4%	40%	6.2%	46.2%
Ethnicity/Race	Hispanic/Latino	23.8%	33.3%	38.1%	0%	4.8%	4.8%
	White	3.4%	13.6%	37.5%	40.9%	45%	45.5%
Students with Disabilities	IEP- Yes	21.1%	42.1%	31.6%	5.3%	0%	5.3%
	IEP- No	3.7%	11.2%	36.4%	41.1%	7.5%	48.6%

# 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	3.3%	6.7%	43.3%	40%	6.7%	46.7%
	Male	3.3%	11.7%	13.3%	56.7%	15%	71.7%
Ethnicity/Race	Hispanic/Latino	4.8%	4.8%	42.9%	42.9%	4.8%	47.6%
	White	2.3%	11.4%	27.3%	47.7%	11.4%	59.1%
Students with Disabilities	IEP- Yes	15%	45%	20%	20%	0%	20%
	IEP- No	1%	2%	30%	54%	13%	67%



# 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%	14.9%	27.7%	44.7%	2.1%	46.8%
	Male	21.1%	21.1%	14%	35.1%	8.8%	43.9%
Ethnicity/Race	Hispanic/Latino	33.3%	28.6%	14.3%	23.8%	0%	23.8%
	White	12.2%	13.5%	23%	43.2%	8.1%	51.4%
Students with Disabilities	IEP- Yes	48.1%	33.3%	7.4%	11.1%	0%	11.1%
	IEP- No	5.2%	13%	24.7%	49.4%	7.8%	57.1%

# 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	6.7%	11.7%	30%	38.3%	13.3%	51.7%
	Male	0%	21.7%	28.3%	43.5%	6.5%	50%
Ethnicity/Race	Hispanic/ Latino	13%	26.1%	26.1%	30.4%	4.3%	34.8%
	Asian	0%	7.7%	7.7%	53.8%	30.8%	84.6%
	White	1.5%	13.8%	35.4%	40%	9.2%	49.2%
Students with Disabilities	IEP- Yes	16.7%	50%	25%	8.3%	0%	8.3%
	IEP- No	2.1%	11.7%	29.8%	44.7%	11.7%	56.4%

# 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
Gender	Female	14.6%	22%	36.6%	26.8%	0%	26.8%
	Male	12.5%	47.9%	25%	14.6%	0%	14.6%
Ethnicity/Race	Hispanic/Latino	25%	45%	15%	15%	0%	15%
	White	9.4%	32.8%	37.5%	20.3%	0%	20.3%
Students with Disabilities	IEP- Yes	20%	70%	10%	0%	0%	0%
	IEP- No	11.6%	26.1%	36.2%	26.1%	0%	26.1%

# Math Subgroup Data– Algebra II

		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%	11.8%	29.4%	58.8%	0%	58.8%
	Male	0%	9.1%	36.4%	45.5%	9.1%	54.5%

# Geometry– Additional Analysis

## *Where are students excelling?*

G.GPE.1-2- Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. Derive the equation of a parabola given a focus and directrix.

G.C.2- Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G.GMD.4- Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

G.CO.6- Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G.CO.5- Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

# Geometry– Additional Analysis

## *Where are students struggling?*

G.SRT.7-2- Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides., Explain and use the relationship between the sine and cosine of complementary angles

G.SRT.8- Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G.SRT.6- Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G.GPE.6- Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G.SRT.1b- The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

# NJSLA–Math Findings and Interpretation

- Scores above state average in all math courses except Geometry
- Implementing new math resources in K-5 with additional training
- Supervisor of 6-12 has reviewed math scores with all teachers to identify areas of focus, differentiating for students with specific gaps
- Evaluated Geometry scores to determine which areas need specific focus
- Mapped out test prep for HS math students that won't reduce instructional time
- Additional training for staff on meeting the needs of students with IEPs

# NJSLA Results - Science



- **Level 1: Below Proficient**
- **Level 2: Near Proficiency**
- **Level 3: Proficient**
- **Level 4: Advanced Proficiency**

# 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	22%	41.6%	39%	32.9%	30.9%	18.2%	7.3%	7.4%	38.2%	25.5%
8	27%	40.9%	45.1%	43.5%	25.4%	12%	2.5%	3.6%	27.9%	15.6%
11	42.1%	46.2%	24.3%	24.8%	24.3%	20.5%	9.3%	8.4%	33.6%	29%

# Science Subgroup Data- 5

		Below Proficiency Level 1	Near Proficiency Level 2	Proficient Level 3	Advanced Proficiency Level 4	$\geq$ Level 3
Gender	Female	29.3%	41.4%	25.9%	3.4%	29.3%
	Male	15.4%	38.5%	35.4%	10.8%	46.2%
Ethnicity/Race	Hispanic/Latino	50%	33.3%	8.3%	8.3%	16.7%
	White	17.9%	41.7%	32.1%	8.3%	40.5%
Students with Disabilities	IEP- Yes	45.5%	36.4%	13.6%	4.5%	18.2%

# Science Subgroup Data – 8

		Below Proficiency Level 1	Near Proficiency Level 2	Proficient Level 3	Advanced Proficiency Level 4	≥ Level 3
Gender	Female	20.7%	50%	27.6%	1.7%	29.3%
	Male	32.8%	40.6%	23.4%	3.1%	26.6%
Ethnicity/Race	Hispanic/Latino	45.5%	31.8%	22.7%	0%	22.7%
	White	25.3%	49.4%	21.7%	3.6%	25.3%
Students with Disabilities	IEP- Yes	70.4%	18.5%	11.1%	0%	11.1%
	504	20%	70%	10%	0%	10%

# Science Subgroup Data – 11

		Below Proficiency Level 1	Near Proficiency Level 2	Proficient Level 3	Advanced Proficiency Level 4	≥ Level 3
Gender	Female	30.8%	26.9%	26.9%	15.4%	42.3%
	Male	52.7%	21.8%	21.8%	3.6%	25.5%
Ethnicity/Race	Hispanic/Latino	66.7%	13.3%	13.3%	6.7%	20%
	White	40%	26.3%	23.8%	10%	33.8%
Students with Disabilities	IEP- Yes	77.8%	16.7%	5.6%	0%	5.6%
	504	41.7%	16.7%	25%	16.7%	41.7%

# NJSLA–Science Findings and Interpretation

- Scores are higher than state average and comparable to last year of data (2019)
- No consistent difference in gender
- Students with IEPs and Hispanic/Latino students are scoring lower than their peers
- Revised Science curriculums and are identifying how to best provide STEM instruction
- Reviewing whether additional resources for teachers are needed

# Waldwick School District

- Crescent Elementary School- National School of Character
- Traphagen Elementary School- Blue Ribbon School
- Waldwick Middle School- NJ State Schools of Character
- Waldwick High School- social media, The Echo, Warrior Broadcast Center, etc.
- Referendum
- Sports
- Music/Theater
- Clubs/Activities
- Waldwick Education Foundation
- PSO
- Summer Learning Academy, Summer ELL Program, After School MS Program