



ORADELL PUBLIC SCHOOL
(03-3870-050)
Grades Offered: PK-06
2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BERGEN
District	ORADELL BORO
Principal Name	MS. BOZIOS
Address	350 PROPECT AVENUE ORADELL, NJ 07649
Phone Number	(201)261-1180
Email Address	BOZIOSM@ORADELLSCHOOL.ORG
Website	http://oradellschool.org
Facebook	https://www.facebook.com/Oradell-Public-School-334677390436691/
Twitter	https://twitter.com/OradellSchool



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	16	15	16
KG	101	101	88
1	90	102	103
2	113	98	100
3	123	109	98
4	98	125	112
5	117	99	121
6	106	120	100
Total	764	769	738

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.4%	49.8%	49.2%
Male	49.6%	50.2%	50.8%
Economically Disadvantaged Students	0.4%	0.1%	0.1%
Students with Disabilities	20.5%	18.1%	17.6%
English Learners	7.3%	7.8%	8.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.1%	0.1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	73.2%	70.5%	67.5%
Hispanic	8.0%	8.3%	8.4%
Black or African American	0.1%	0.3%	0.3%
Asian	14.7%	16.6%	19.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	4.1%	4.3%	4.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	16	15	16
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	101	88

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	79.7%
Spanish	4.3%
Korean	3.8%
Chinese	3.5%
Japanese	2.3%
Other Languages	6.4%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	64	64	50	Exceeds Standard	57	57	50	Met Standard
White	60.5	60.5	50	Exceeds Standard	53.5	53.5	51	Met Standard
Hispanic	72	72	49	Exceeds Standard	68	68	48	Exceeds Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	65.5	65.5	61	Exceeds Standard	66	66	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	86	86	49	**	59.5	59.5	51	**
Economically Disadvantaged	N	N	48	**	N	N	47	**
Students with Disabilities	49	49	41	Met Standard	50.5	50.5	43	Met Standard
English Learners	90	90	54	Exceeds Standard	81	81	51	Exceeds Standard



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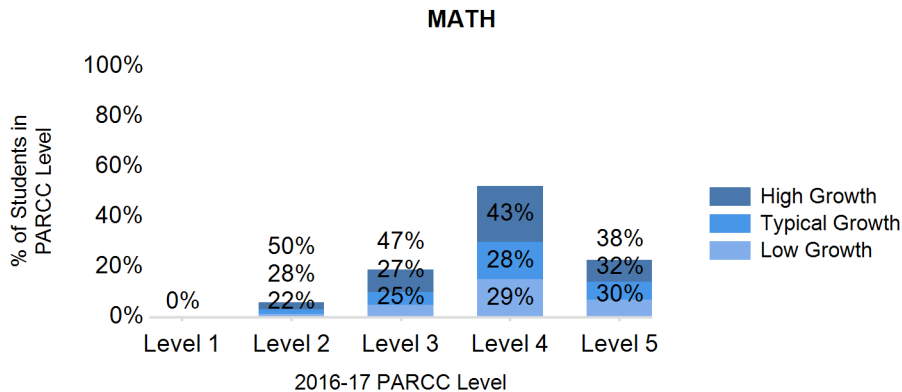
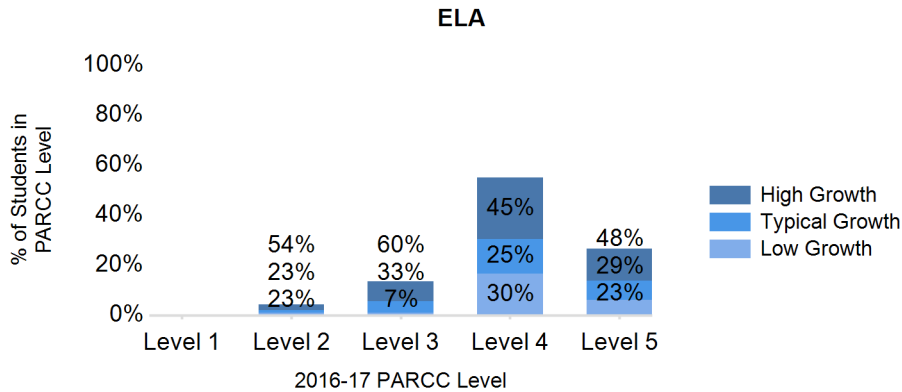
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A student's SGP falls between 1 and 99 and can be grouped into three level Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

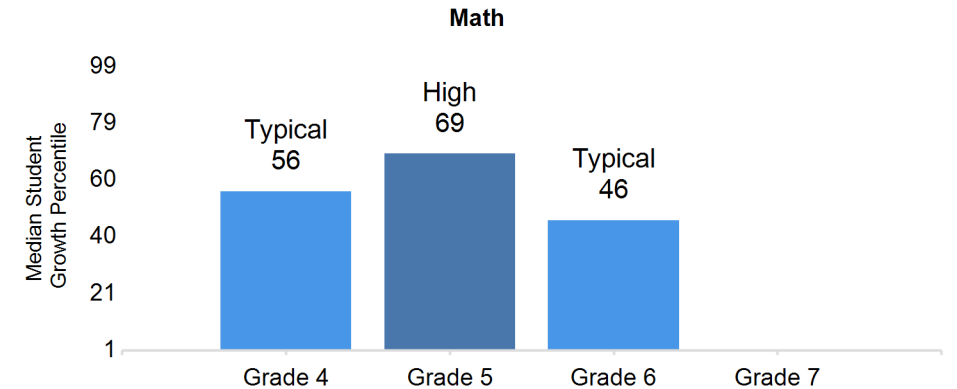
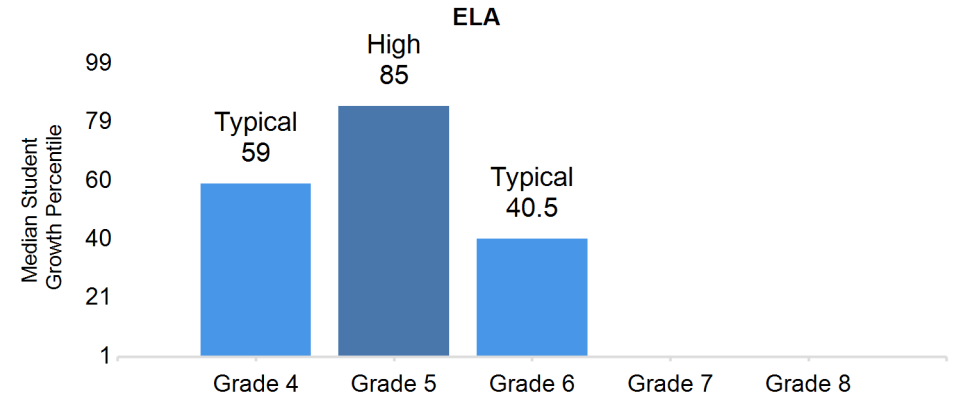
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	422	97.2	81.0	81.0	56.7	81.0	74	Met Goal
White	294	97.0	78.5	78.5	65.6	78.5	71.2	Met Target
Hispanic	33	91.9	81.8	81.8	42.5	79.0	63	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	85.9	85.9	82.3	85.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	80	Met Goal
Female	225	98.7	88.9	88.9	64.5	88.9		
Male	197	95.7	72.1	72.1	49.4	72.1		
Economically Disadvantaged Students	N	N	N	N	38.5	N	**	**
Non-Economically Disadvantaged Students	422	97.2	81.0	81.0	67.5	81.0		
Students with Disabilities	72	86.9	45.9	45.9	21.6	41.9	46.3	Met Target†
Students without Disabilities	350	99.7	88.3	88.3	63.9	88.3		
English Learners	42	95.5	83.4	83.4	27.3	83.4	64.7	Met Goal
Non-English Learners	380	97.4	80.8	80.8	59.4	80.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	773	773	750	*	*	19%	59%	15%	74%	52%
White	63	770	770	759	*	*	22%	*	*	70%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	21	788	788	777	0%	0%	*	*	*	90%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	48	783	783	756	*	*	*	*	*	88%	57%
Male	50	762	762	744	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	98	773	773	762	*	*	19%	59%	15%	74%	64%
Students with Disabilities	11	752	752	719	*	*	*	*	*	55%	24%
Students without Disabilities	87	775	775	756	*	*	*	*	*	77%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	783	783	756	*	*	15%	38%	44%	82%	58%
White	70	783	783	764	*	*	14%	34%	47%	81%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	780	780	782	0%	0%	*	*	*	77%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	70	789	789	762	*	*	*	33%	53%	86%	63%
Male	39	772	772	751	*	*	*	46%	28%	74%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	109	783	783	767	*	*	15%	38%	44%	82%	70%
Students with Disabilities	18	734	734	726	*	*	*	*	*	22%	25%
Students without Disabilities	91	792	792	762	*	*	*	*	*	93%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	109	783	783	759	*	*	15%	38%	44%	82%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	787	787	755	0%	*	*	54%	34%	88%	58%
White	79	783	783	763	0%	*	*	57%	28%	85%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	18	810	810	780	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	63	792	792	762	0%	*	*	*	*	95%	66%
Male	52	782	782	749	0%	*	*	*	*	79%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	115	787	787	766	0%	*	*	54%	34%	88%	71%
Students with Disabilities	24	760	760	724	0%	*	*	*	*	58%	22%
Students without Disabilities	91	795	795	762	0%	*	*	*	*	96%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	771	771	754	0%	*	*	60%	21%	80%	56%
White	77	769	769	761	0%	*	18%	*	*	79%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	N	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	11	780	780	779	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	44	777	777	761	0%	*	*	*	*	86%	64%
Male	53	766	766	748	0%	*	*	*	*	75%	48%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	97	771	771	764	0%	*	*	60%	21%	80%	68%
Students with Disabilities	15	747	747	723	0%	*	*	*	*	47%	18%
Students without Disabilities	82	776	776	760	0%	*	*	*	*	87%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

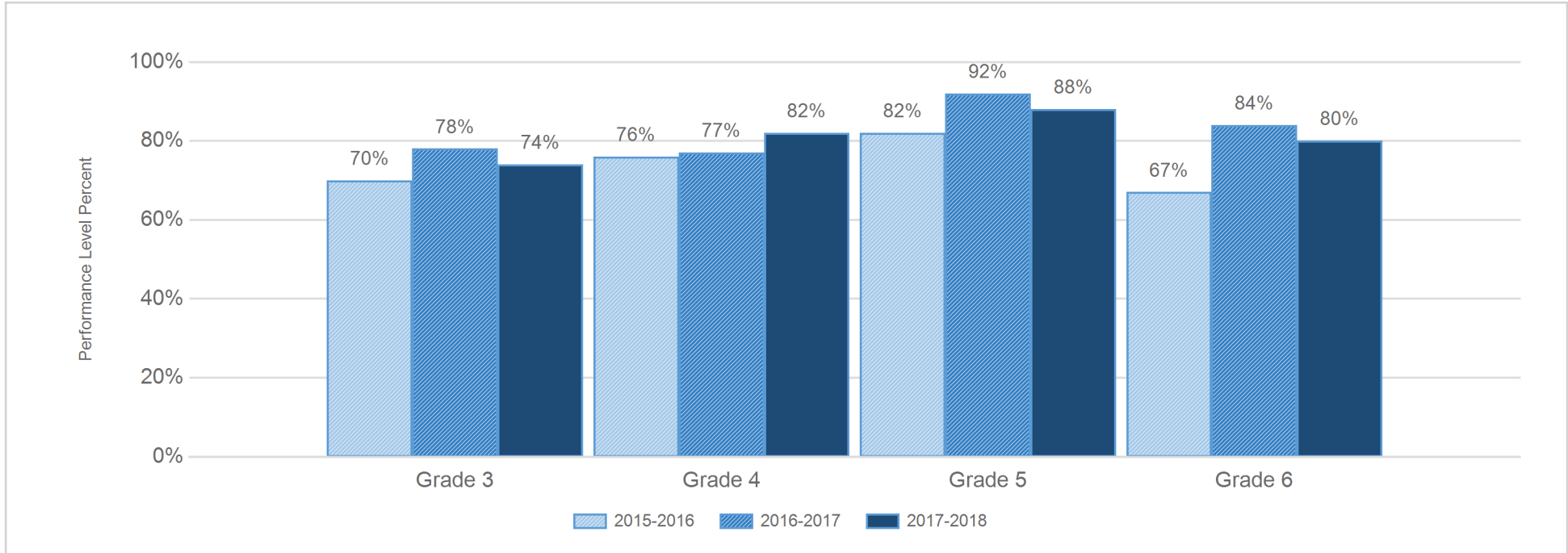


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	422	97.2	70.6	70.6	45.0	70.6	71.9	Met Target†
White	294	97.0	66.0	66.0	54.1	66.0	68.9	Met Target†
Hispanic	33	91.9	63.6	63.6	29.2	61.4	63	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	87.4	87.4	77.0	87.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	80	Met Goal
Female	225	98.7	72.0	72.0	46.0	72.0		
Male	197	95.7	69.0	69.0	43.9	69.0		
Economically Disadvantaged Students	N	N	N	N	26.6	N	**	**
Non-Economically Disadvantaged Students	422	97.2	70.6	70.6	55.9	70.6		
Students with Disabilities	72	86.9	36.1	36.1	17.1	32.9	42.3	Not Met
Students without Disabilities	350	99.7	77.7	77.7	50.5	77.7		
English Learners	42	95.5	81.0	81.0	24.6	81.0	71.4	Met Goal
Non-English Learners	380	97.4	69.4	69.4	46.9	69.4		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



ORADELL PUBLIC SCHOOL
 (03-3870-050)
 Grades Offered: PK-06
 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	772	772	752	0%	*	*	42%	30%	71%	53%
White	63	768	768	760	0%	*	*	43%	25%	68%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	21	790	790	780	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	48	774	774	752	0%	*	*	52%	27%	79%	53%
Male	50	769	769	751	0%	*	*	32%	32%	64%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	98	772	772	762	0%	*	*	42%	30%	71%	66%
Students with Disabilities	11	749	749	730	0%	*	*	*	*	45%	29%
Students without Disabilities	87	775	775	756	0%	*	*	*	*	75%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	771	771	748	0%	*	*	50%	23%	73%	49%
White	70	771	771	755	0%	*	*	49%	24%	73%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	22	769	769	774	0%	*	*	*	*	73%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	70	772	772	748	0%	*	*	*	*	74%	50%
Male	39	768	768	748	0%	*	*	*	*	72%	49%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	109	771	771	758	0%	*	*	50%	23%	73%	62%
Students with Disabilities	18	733	733	725	0%	*	*	*	*	28%	22%
Students without Disabilities	91	778	778	753	0%	*	*	*	*	82%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	109	771	771	750	0%	*	*	50%	23%	73%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	770	770	748	*	*	18%	43%	29%	72%	49%
White	79	763	763	756	*	*	22%	44%	22%	66%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	18	804	804	777	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	63	770	770	749	*	*	*	48%	25%	73%	50%
Male	52	771	771	747	*	*	*	38%	33%	71%	48%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	115	770	770	758	*	*	18%	43%	29%	72%	62%
Students with Disabilities	24	749	749	726	*	*	*	*	*	38%	20%
Students without Disabilities	91	776	776	752	*	*	*	*	*	81%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	762	762	744	0%	*	27%	*	*	66%	44%
White	77	758	758	751	0%	*	31%	*	*	60%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	11	778	778	771	0%	0%	*	*	*	91%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	44	758	758	745	0%	*	30%	*	*	59%	45%
Male	53	765	765	742	0%	*	25%	*	*	72%	42%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	97	762	762	753	0%	*	27%	*	*	66%	56%
Students with Disabilities	15	737	737	717	0%	*	*	*	*	33%	13%
Students without Disabilities	82	767	767	748	0%	*	*	*	*	72%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



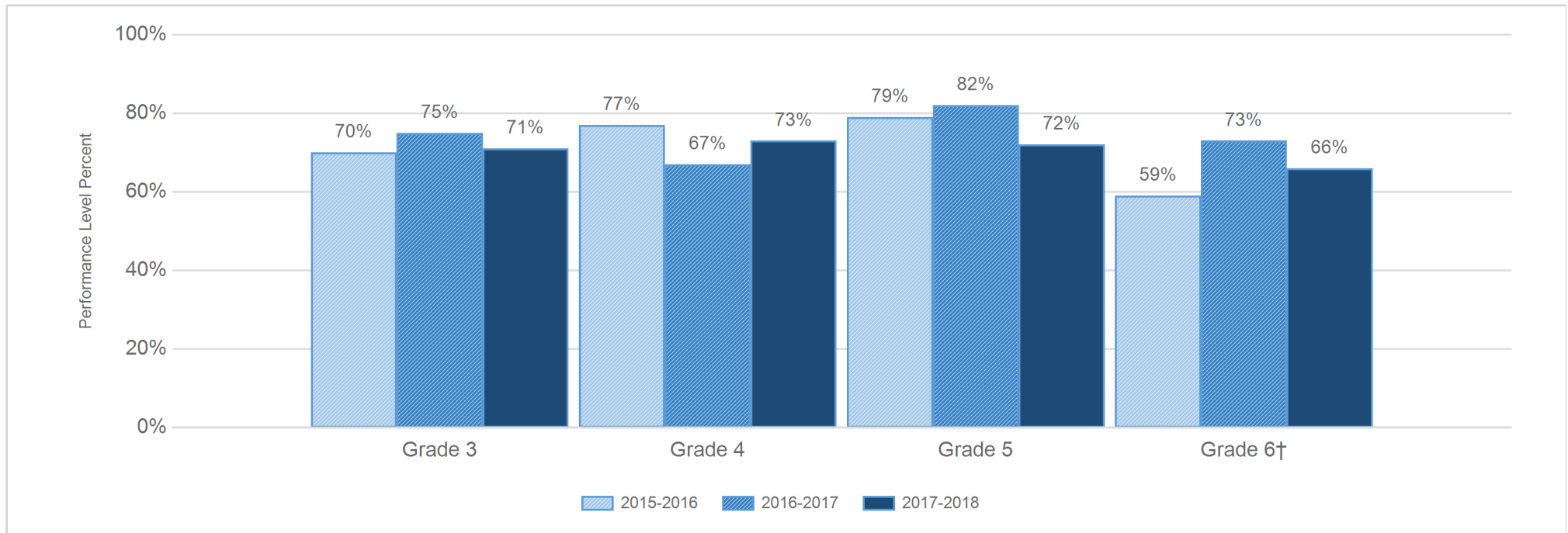
ORADELL PUBLIC SCHOOL
(03-3870-050)
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2017-2018

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	84.4%	46.8%	<u>Exceeds</u>

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	39	53.8%	46.2%
3-4	*	*	*
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

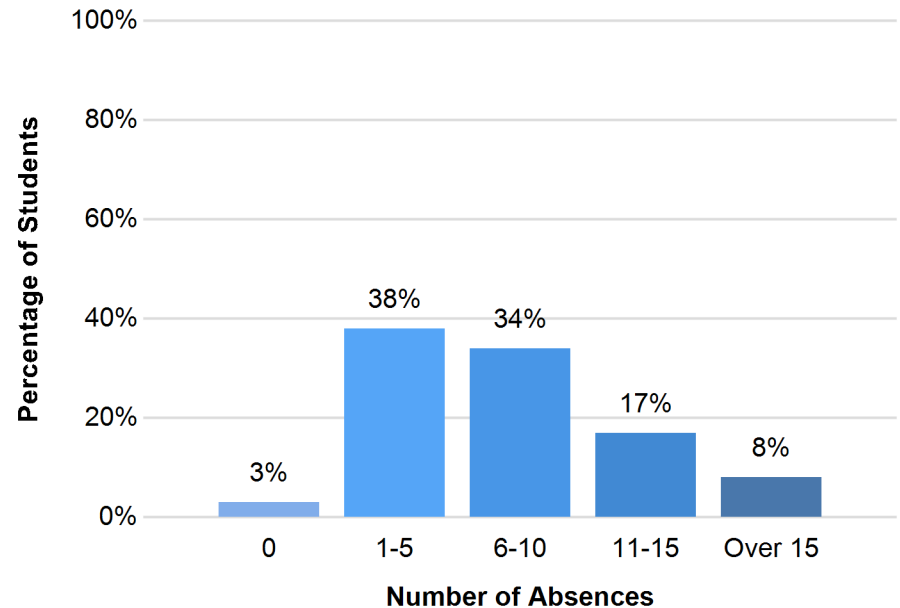
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	33	4.5	8.9	Met
White	25	5.1	8.9	Met
Hispanic	6	9.7	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	1.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	8.9	Met
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	10	8.2	8.9	Met
English Learners	7	11.1	8.9	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





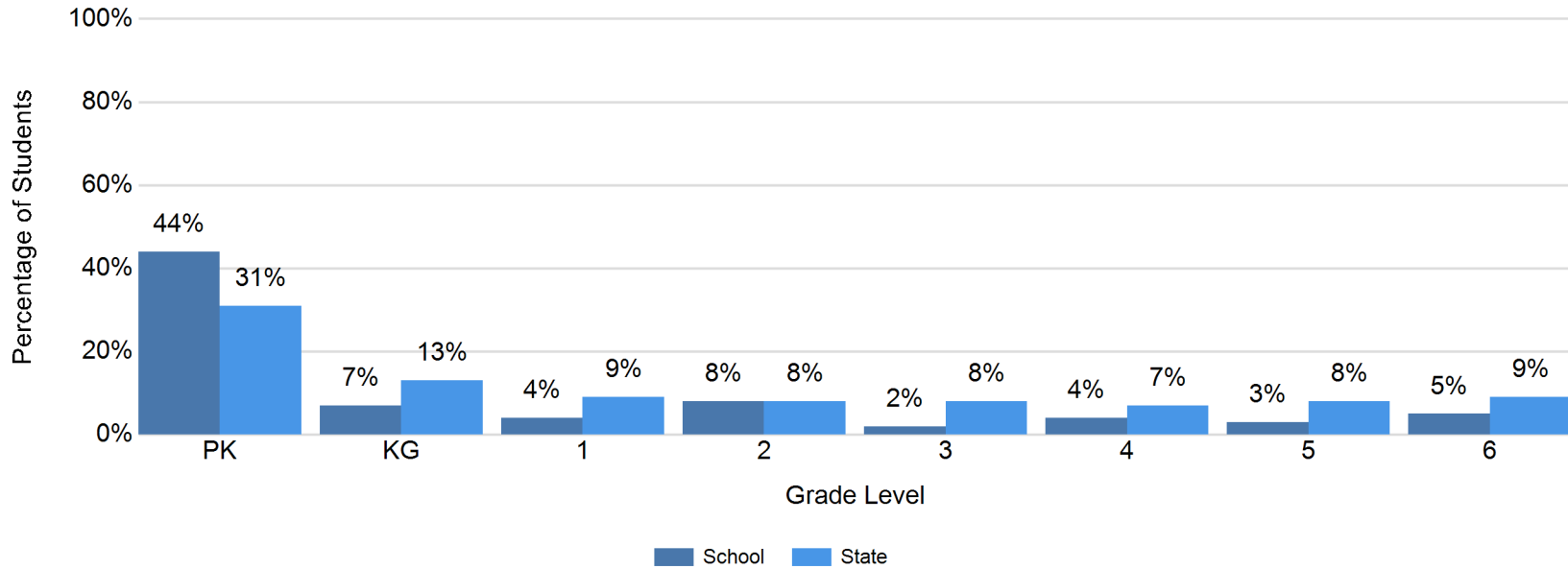
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.27

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$300	\$13,363	\$13,663



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	82.8%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	4.3	16.0
Average years experience in district	1.8	12.0
Administrators in district for 4 or more years	16.7%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	123:1	123:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		738:1
Students to Nurses		738:1
Students to Counselors		738:1
Students to Child Study Team		246:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

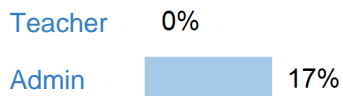
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.2%	90.2%
2016-17 Administrators: Same district 2017-18	42.9%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	95.6%



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	90.6%	50.0%
Male	9.4%	50.0%
White	96.9%	100.0%
Hispanic	1.6%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.6%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	92.30	15.0%
Mathematics Proficiency	88.21	15.0%
English Language Arts Growth	91.88	20.0%
Mathematics Growth	80.65	20.0%
Progress Towards English Language Proficiency (coming 2018)	97.02	20.0%
Chronic Absenteeism	71.70	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	88.16	n/a
Summative Rating: Percentile rank of Summative Score	96.86	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target†	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	70.30	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	89.19	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	66.19	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	77.90	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	92.03	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Oradell Public School is committed to working in partnership with the PTA to create experiences that supplement classroom learning. • Instructional practices are focused on providing students with the differentiated instruction they need to succeed. • We strive to meet the needs of our students socially and emotionally as well as academically through school-wide programming focused on developing sense of self and sense of purpose.
 <p>Mission, Vision, Theme:</p>	<p>The OPS motto is "our children . . . our hope . . . our future." Children are at the center of each day and every decision made at Oradell Public School. Our goal is to provide an educational experience that fosters emotional, social, and academic growth -- meeting each learner where they are and moving them along the continuum toward meeting and exceeding the New Jersey Student Learning Standards. We believe elementary school is a time to nurture and develop the whole child.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In 2017, OPS was recognized as a "No Place for Hate" Gold Star school by the Anti-Defamation League. This award recognized the school's efforts and commitment to creating a culture of respect. Additionally, Oradell Public School students in fifth and sixth grades have had success regionally and internationally in the Odyssey of the Mind program. In the past five years, eight teams have qualified for the World Championships of this creative problem-solving competition, with five top-ten finishes.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>A balanced literacy approach is utilized in all grades with a focus on developing engaged and critical readers, writers, and speakers. This is accomplished through guided reading, read-alouds, shared writing, phonics instruction, and reading and writing workshop. The primary resource for mathematics instruction in grades K-5 is Go Math! Big Ideas is the core resource for 6th grade. In an effort to prepare our students for the future, students are 1-to-1 with laptops in grades 3-6, and we have dedicated technology and science lab instructors to assist students and keep current with the 21st Century.</p>
 <p>Clubs and Activities:</p>	<p>Continental Math League, Student Government, Intramural Basketball, Odyssey of the Mind, Band, Handbells, Chorus, Family Math Nights, Family Science Nights, Science Fair</p>





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 <p>Before and After School Programs:</p>	<p>The District utilizes an outside vendor to provide care on-site before and after school. We also use Title I funds to conduct a before school remedial literacy program for identified students in primary grades.</p>
 <p>Staff and Professional Learning:</p>	<p>Being a lifelong learner and a reflective practitioner is an important component of the adult culture at OPS. Staff members are provided regular opportunities to plan and learn together. Additional professional development opportunities are provided at different times with topics aligned to both school and individual goals. Recently, there has been a focus on professional development in the areas of literacy instruction, foundational phonics skills, and differentiated math instruction.</p>






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 <p>Student Supports and Services:</p>	<p>OPS has numerous programs in place to meet the needs of all learners. Student emotional needs are addressed by the school counselor on staff. Additionally, OPS maintains a full-time Child Study Team to assist in identifying and meeting the needs of special education students. Beginning in 1st grade, all grades have one RTI period a day dedicated to meeting individual student needs. Students may also receive instruction from the school's Talented and Gifted (TAG) instructor during this time.</p>
 <p>Student Health and Wellness:</p>	<p>Ensuring that the students of OPS are both physically and emotionally in good health is an important part of each day. The School Nurse conducts all of the annual screenings, maintains student health records, and monitors student and staff health and wellness on an ongoing basis. The school counselor coordinates regular school-wide themes to address topics of emotional importance, such as having an attitude of gratitude and increasing students' comfort with trying new tasks and stepping outside of one's comfort zone.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA works in partnership with school administration to provide programs and opportunities that supplement the practices at OPS. They organize numerous after school activities including student book clubs and science classes. The PTA also sponsors numerous assemblies and author visits each year. They facilitate community outreach opportunities such as fundraisers and service projects to assist with developing responsible citizens. The PTA also supports the teachers by offering grade level grants. Along with the PTA, the Oradell Kids Foundation and the Oradell Emerson Rotary Club regularly support and partner with the school community.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A climate survey was distributed during spring of 2018. Results showed that over 90% of families were satisfied with their Oradell Public School experience. Items of strength were the school's welcoming climate and an administration and teaching staff that cares about children. Students shared that they felt safe at school, and that they were comfortable talking with staff and administration when they needed help.</p>
 <p>Facilities:</p>	<p>The Long Range Facilities Plan is used to guide all building maintenance and upgrades. Most recently, measures were taken to increase energy efficiency in the building such as the installation of a co-generator and solar panels on the roof. We also recently completed our annual roof maintenance work. We are also working on a plan to increase the amount of instructional spaces that are available for small group instruction.</p>
 <p>School Safety:</p>	<p>Oradell Public School is a secure building. Visitors can only gain access through one door, after being greeted by the main office staff. Multiple measures have been put in place over the years to increase security such as the installation of new public address system equipment for announcements, and a multitude of cameras to monitor the campus. The Superintendent serves as the certified School Safety Specialist, and works with the Principal to update the District Emergency Plan on an annual basis. In addition, our District Safety Committee meets regularly with officials from the Fire and Police Departments to review all safety and security procedures and protocols.</p>





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 <p>Technology and STEM:</p>	<p>Oradell Public School employs a full-time technology teacher along with a dedicated science lab instructor. These staff members help to ensure that our students are provided with quality instruction in these areas. In addition, our Media Specialist supports technology integration. We are in the process of pursuing certification as a Future Ready School.</p>
 <p>Early Childhood Education:</p>	<p>Oradell Public School is home to Oradell's PreK disabled education program.</p>



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Other Information:

Oradell Public School is a community committed to developing the whole child. Children come first and are at the center of everything we do. For example, the Parent Teacher Association works in partnership with school administration to create educational experiences that supplement the learning that happens in the classroom -- whether that experience is creating a mock presidential election, creating a service opportunity like our annual Turkey Trot food drive, bringing in an assembly that demonstrates the integration between music and technology, or by organizing additional after school enrichment opportunities. The instructional practices at Oradell Public School are focused on providing students with the differentiated instruction they need to succeed. The daily focus period allows for students to receive additional basic skills instruction or enrichment opportunities without taking time away from core subject instruction. Additionally, the workshop approach to literacy allows for students to grow as readers and writers at their own rate and on their own level.