

New Jersey Department of Education Oradell Public School Performance Report 2021-2022

Oradell Board of Education Meeting
April 12, 2023





2021-2022 School Performance Reports

- The **School Performance Reports** reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education.
- Communities are encouraged to use these reports to **learn more, start conversations, and engage.**
- In addition to meeting the federal report requirements under *ESSA*, NJDOE is committed to developing reports that **provide stakeholders with a broader picture of their schools and districts.**
- Along with the **detailed School Performance Reports** for each school and district, **Summary Reports** for each school and district are also available.

School Performance Reports Homepage

You can find the School Performance Reports at njschooldata.org.

School Year 2021-2022 ▾ Resource Documents - Take Feedback Survey Download Data Contact Us

NJ SCHOOL PERFORMANCE REPORT

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What's New:

- 2020-2021 reports were released in April 2022.
- Expected release of the 2021-2022 is spring 2023.
- View the ["Impacts of COVID-19 on Data Availability"](#) resource to see how data in the reports was affected by the COVID-19 pandemic.

Questions about reports? Contact reportcard@doe.nj.gov

Search by County, School Name, District, or Zip Code 🔍

Schools A-Z Districts A-Z State Report

All districts must link to this performance report on their websites.

What Kinds of Information Do the School Performance Reports Include?

The New Jersey School Performance Reports contain hundreds of data points about schools and districts across New Jersey including:

School and district overviews

Demographic information

Student growth

Academic achievement

College and career readiness

Graduation and postsecondary information

School climate and environment

Staff information

School accountability

School and district narrative information

Student Safety in the District

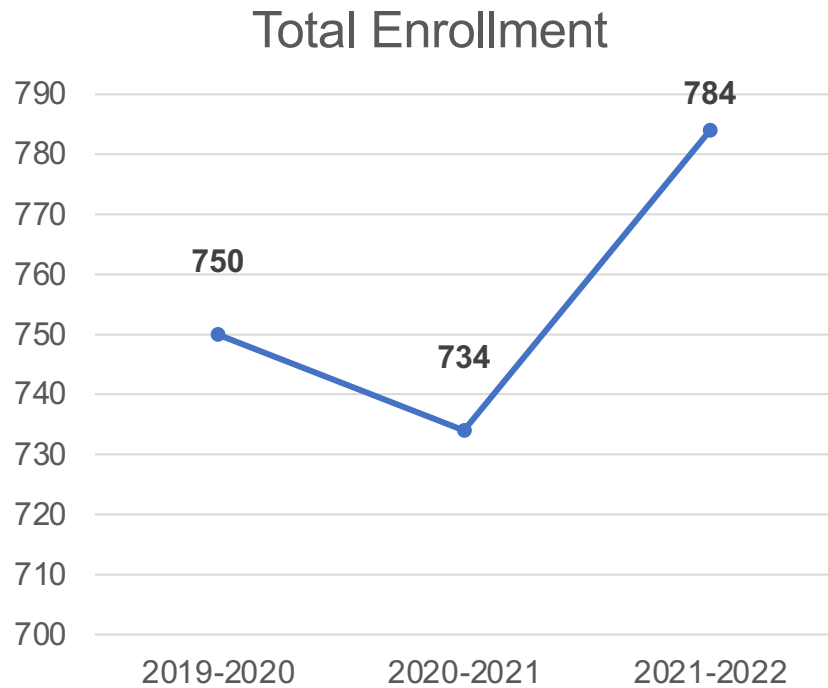
Narrative Information on Student Safety

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 a new public address system for announcements, several alert systems, and an increase in cameras to monitor the campus.

Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	0	13,451
Vandalism	0	1,815
Weapons	0	1,372
Substances	0	6,639
Harassment, Intimidation, Bullying (HIB)	1	7,672
Total Unique Incidents	1	30,568
Incidents Per 100 Students Enrolled	.13	2.18

Student Enrollment and Demographics



Student Group	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	.1%	.1%	0%
Students with Disabilities	15.1%	15.5%	14.4%
English Learners	5.7%	5.9%	6.2%

Accountability Scores

Accountability Indicator Scores and Summative Ratings - 2021-22 School Year



New Jersey 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 the [NJDOE Accountability page](#).

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	96.67	15.0%
Math Proficiency Indicator Score	95.77	15.0%
ELA Growth Indicator Score	88.59	20.0%
Math Growth Indicator Score	79.35	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	74.46	20.0%
Chronic Absenteeism Indicator Score	87.42	10.0%
Summative Score	86.09	
Summative Rating	95.19	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

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

††A modified summative score was calculated using only available data.

Statewide Assessment Results

The School Performance Reports contain information about student participation and performance on statewide assessments, including the:

- New Jersey Student Learning Assessment (NJSLA): Assessment that measures student proficiency with the New Jersey Student Learning Standards for English language arts (ELA), mathematics, and science.
- Dynamic Learning Maps (DLM): Alternate assessment for students with the most significant intellectual disabilities in English language arts, mathematics, and science.
- ACCESS for ELLs: Assessment that measures the English language proficiency of English learners.

The 2021-2022 School Performance Reports will include assessment results for the first time since the 2018-2019 reports.

Local Assessment Results

Due to the cancellation of the NJSLA in both spring 2020 and spring 2021, participation and proficiency rates are not available for 2019-2020 or 2020-2021.

Performance	ELA 2019-2020	ELA 2020-2021	ELA 2021-2022	Math 2019-2020	Math 2020-2021	Math 2021-2022
Participation			99.8%			99.6%
Proficiency Rate			81%			75.9%
Annual Target			74.6%			72.8%
Met Annual Target?			Met Goal			Met Target
Statewide Proficiency			49.0%			36.0%

The Annual Target is the percentage of students who are expected to score at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% of students meeting or exceeding assessment expectations by 2032.

Local Assessment Results

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 4.5 or Above
0-2	32	71.9%	28.1%
3-4	*	*	*
5 or more	*	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	44.8%	22.5%	Exceeds Target

† Target was met within one standard deviation.

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress, or student growth, will be measured by median student growth percentiles (mSGPs) on statewide ELA and mathematics assessments.

Each student gets a student growth percentile (SGP) from 1 to 99 for English (4th to 8th grade) and Mathematics (4th to 7th grade) that explains their progress compared to students who had similar test scores in the past ("academic peers"). Due to the cancellation of the NJSLA in both the 2019-2020 and 2020-2021 school years, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. An alternate measure of growth was used.

For 2021-2022, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). RSIM is based on a school's aggregate scale score improvement on the statewide assessments in ELA and mathematics when comparing prior year performance from 2017-2018 and 2018-2019 to 2021-2022 performance. Schools are then assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. RSIM is only measured for students in grades 3-8.

Accountability Scores

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Met Goal	Met Target	Exceeds Standard	Met Standard	N	N	Exceeds Target	Met	No
White	83.64	13.90	No	Met Target	Met Target	Met Standard	Met Standard	N	N		Met	No
Hispanic	60.35	13.90	No	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Met	No
Black or African American	**	**	No	**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	96.10	13.90	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	N	N		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	N	N		**	No
Students with Disabilities	87.45	13.90	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	N	N		Met	No
English Learners	75.21	13.90	No	Met Goal	Met Target	Met Standard	Met Standard	N	N	Exceeds Target	Met	No

Academic Progress Measure	Below Target	Meets target	Exceeds Target
mSGP	mSGP below 40	mSGP between 40 and 60	mSGP of 60 or higher
RSIM	RSIM below 15	RSIM between 15 and 85	RSIM of 85 or higher

Student Growth

Relative School Improvement Measure (ELA)

School Name	Student Group	Average Scale Score: 2017-2018	Average Scale Score: 2018-2019	Prior Year Performance (Weighted Average)	Average Scale Score: 2021-2022	Average Scale Score Change	RSIM Score	Comparison Group Minimum Scale Score	Comparison Group Maximum Scale Score
Oradell Public School	English Learners	785.24	781.72	783.19	777.42	-5.8	62	758.77	792.59
Oradell Public School	Asian, Native Hawaiian, or Pacific Islander	789.30	792.07	790.82	799.63	8.8	99	783.71	794.86
Oradell Public School	Hispanic	769.12	767.12	768.01	762.29	-5.7	63	765.67	774.04
Oradell Public School	White	776.33	781.01	778.61	776.67	-1.9	81	774.18	783.64
Oradell Public School	Students with Disabilities	750.03	750.67	750.36	748.58	-1.8	79	740.78	786.77
Oradell Public School	All Students	779.06	782.75	780.92	781.53	0.6	91	775.20	785.11

Student Growth

Relative School Improvement Measure (Math)

School Name	Student Group	Average Scale Score: 2017-2018	Average Scale Score: 2018-2019	Prior Year Performance (Weighted Average)	Average Scale Score: 2021-2022	Average Scale Score Change	RSIM Score	Comparison Group Min Scale Score	Comparison Group Max Scale Score
Oradell Public School	English Learners	781.49	778.51	779.76	771.09	-8.7	45	754.97	784.64
Oradell Public School	Asian, Native Hawaiian, or Pacific Islander	784.82	778.51	785.02	788.38	3.4	93	784.94	806.08
Oradell Public School	Hispanic	758.97	757.05	785.02	749.60	-8.3	50	757.55	765.62
Oradell Public School	White	764.87	767.88	766.34	765.86	-0.5	79	765.66	774.36
Oradell Public School	Students with Disabilities	742.18	745.42	743.87	745.32	1.5	87	737.89	771.17
Oradell Public School	All Students	768.86	771.47	770.18	770.43	0.3	81	767.64	776.05

Chronic Absenteeism and Attendance

Chronic Absenteeism

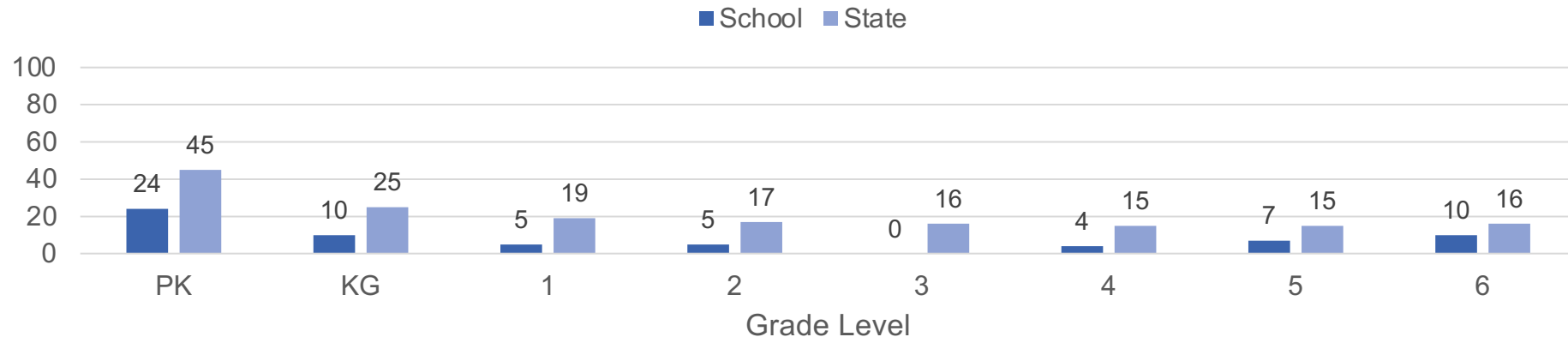
This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was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

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	46	5.9%	17.5%	Met
White	24	5.1%	17.5%	Met
Hispanic	11	16.7%	17.5%	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	9	4.3%	17.5%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	6.3%	17.5%	Met
Female	*	5.3%		
Male	*	6.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	12	10.3%	17.5%	Met
English Learners	3	6.0%	17.5%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Chronic Absenteeism

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. 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 Rates by Grade Level



Next Steps

- Emailing of School Performance Report Link to Families
- Posting the Report on our Website
- Continued analysis of English Language Learners progress and programs
- Review of current attendance monitoring protocols



Have Feedback or Questions?

- **Additional resources** are available at: njschooldata.org
- **Visit** our district website for updates: www.oradellschool.org
- **Take** the [NJDOE School Performance Reports feedback survey](#)
- **Visit** the NJDOE website at: nj.gov/education
- **Email** the NJDOE: reportcard@doe.nj.gov