NJ SCHOOL PERFORMANCE REPORT

OAK STREET SCHOOL
(35-0350-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† 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 as 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	SOMERSET
District	BERNARDS TWP
Principal Name	DR. COSTA
Address	70 WEST OAK STREET BASKING RIDGE, NJ 07920-1735
Phone Number	(908)204-2565
Email Address	JCOSTA@BERNARDSBOE.COM
Website	http://oakstreet.bernardsboe.com
Twitter	https://twitter.com/Oaksteagles

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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
KG	79	55	63
1	73	77	63
2	96	78	81
3	95	105	78
4	106	100	108
5	98	105	100
Total	547	520	493

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	47.2%	48.3%	47.9%
Male	52.8%	51.7%	52.1%
Economically Disadvantaged Students	2.9%	2.9%	3.2%
Students with Disabilities	13.3%	11.9%	9.1%
English Learners	1.3%	0.8%	1.2%
Homeless Students		0.6%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

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	79.5%	79.0%	74.2%
Hispanic	8.2%	7.5%	9.5%
Black or African American	0.7%	1.5%	1.4%
Asian	7.7%	8.3%	11.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.8%	3.7%	3.7%

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
KG - Half Day	0	0	0
KG - Full Day	79	55	63

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	92.7%
Spanish	3.2%
Chinese	1.2%
Other Languages	2.8%

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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	53	48	50	Met Standard	61	54	50	Exceeds Standard
White	49.5	45	50	Met Standard	62	51	51	Exceeds Standard
Hispanic	52	46.5	49	**	47.5	42.5	48	**
Black or African American	*	27	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	70	54	61	**	56	61	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	43	49	**	*	45	51	**
Economically Disadvantaged	*	49.5	48	**	*	52	47	**
Students with Disabilities	54	39	41	Met Standard	60	48	43	Exceeds Standard
English Learners	*	56.5	54	**	*	62	51	**

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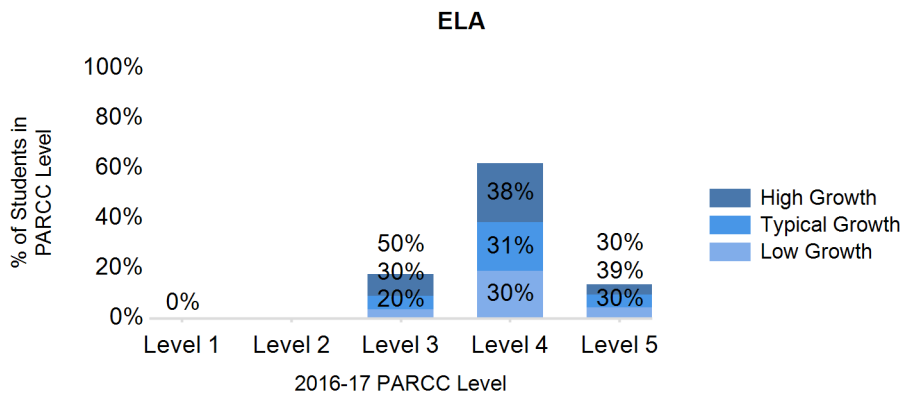
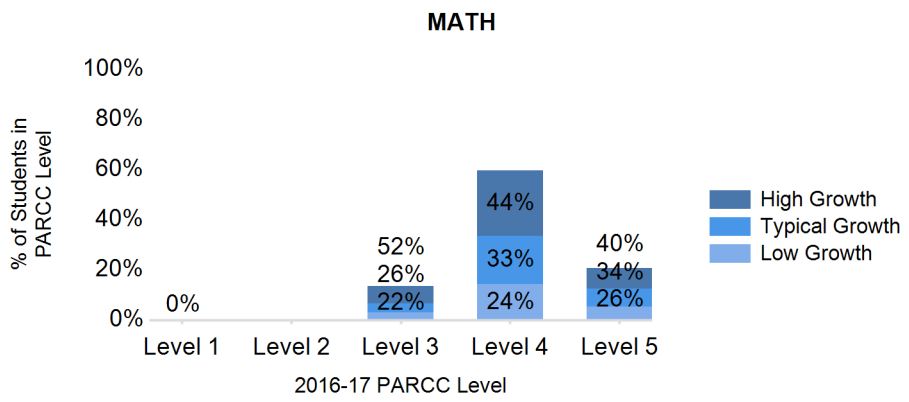
Student Growth by Performance Level

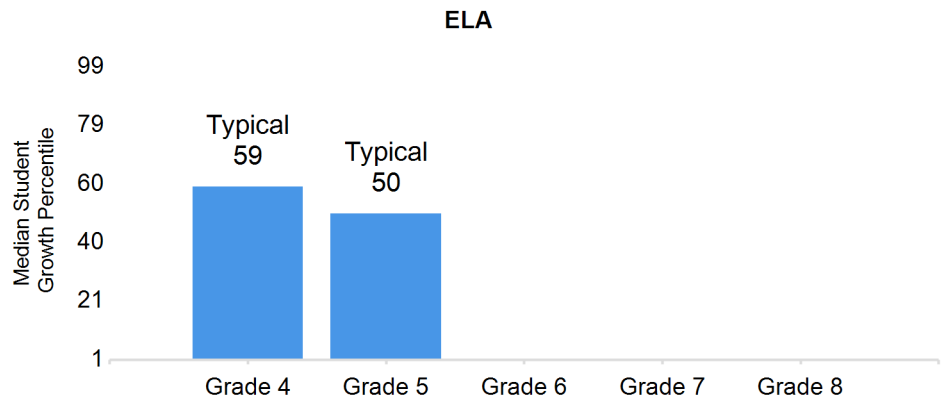
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

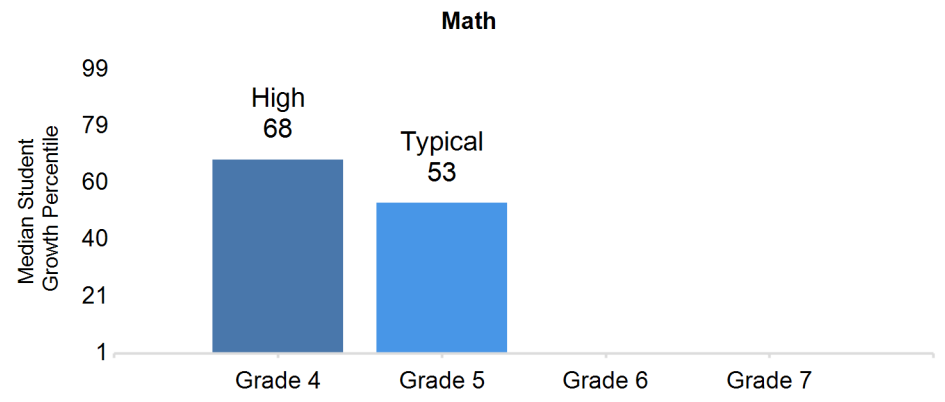




Student Growth by Grade

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	252	88.8	81.4	79.6	56.7	76.0	63.5	Met Target
White	185	87.7	83.8	76.0	65.6	77.3	62.9	Met Target
Hispanic	26	96.3	61.5	68.5	42.5	61.5	45.1	Met Target
Black or African American	*	*	*	42.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	91.2	90.0	89.4	82.3	86.0	67	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	86.2	63.4	*	**	**
Female	109	84.6	89.0	86.4	64.5	79.1		
Male	143	92.3	75.5	73.2	49.4	73.4		
Economically Disadvantaged Students	*	*	*	43.2	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	80.1	67.5	*		
Students with Disabilities	30	81.1	46.7	37.1	21.6	39.8	17.3	Met Target
Students without Disabilities	222	89.9	86.1	86.8	63.9	81.4		
English Learners	*	*	*	65.0	27.3	*	**	**
Non-English Learners	*	*	*	79.9	59.4	*		
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	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	69	779	767	750	*	*	*	57%	23%	80%	52%
White	40	773	761	759	*	*	*	*	*	73%	61%
Hispanic	12	766	758	736	0%	*	*	*	*	75%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	14	806	778	777	0%	0%	0%	*	*	100%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	30	782	772	756	*	*	*	*	*	87%	57%
Male	39	777	762	744	*	*	*	*	*	74%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	740	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	69	779	*	753	*	*	*	57%	23%	80%	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	101	776	778	756	*	*	11%	50%	34%	84%	58%
White	79	776	773	764	*	*	*	53%	34%	87%	68%
Hispanic	*	*	761	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	794	792	782	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	40	788	785	762	*	*	*	*	*	93%	63%
Male	61	769	771	751	*	*	*	*	*	79%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	14	749	*	726	*	*	*	*	*	57%	25%
Students without Disabilities	87	780	*	762	*	*	*	*	*	89%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	101	776	*	759	*	*	11%	50%	34%	84%	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	82	771	776	755	0%	*	*	*	*	80%	58%
White	66	773	773	763	0%	*	*	70%	17%	86%	68%
Hispanic	*	*	762	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	40	779	782	762	0%	*	*	*	*	88%	66%
Male	42	763	770	749	0%	*	*	*	*	74%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	82	771	*	757	0%	*	*	*	*	80%	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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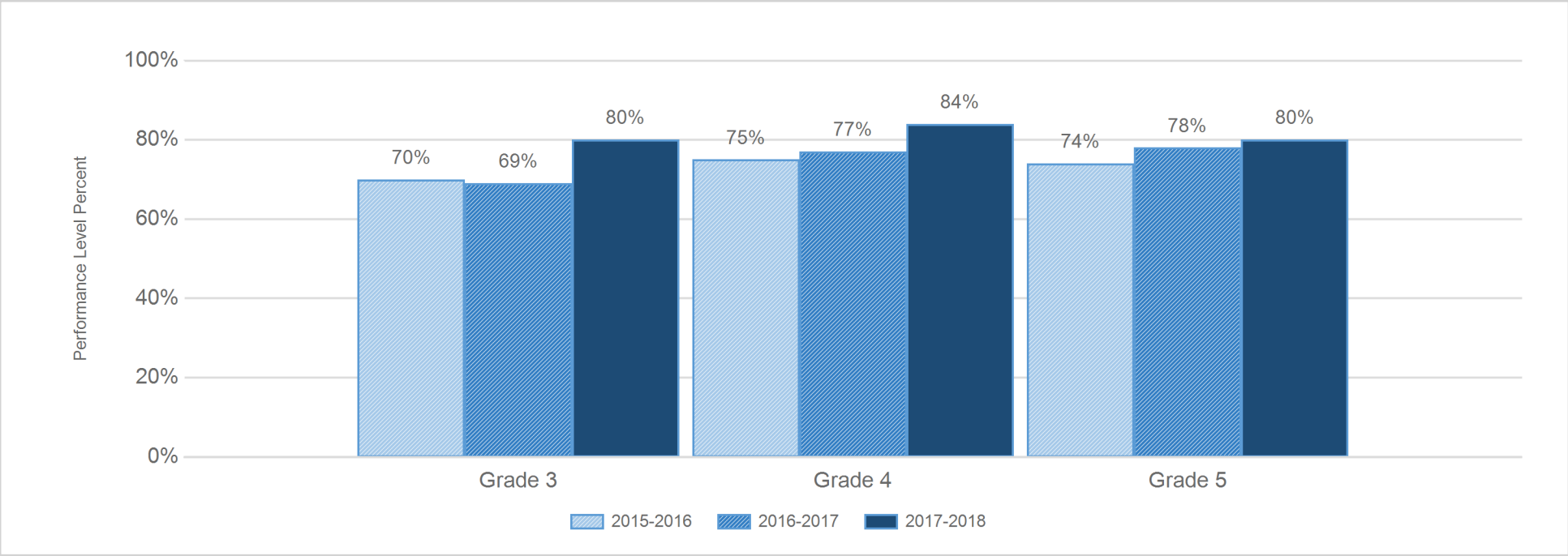
English Language Arts/Literacy Assessment - Performance Trends

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	251	88.1	81.3	77.2	45.0	75.4	66	Met Target
White	184	87.2	82.7	72.0	54.1	75.9	66.7	Met Target
Hispanic	27	96.4	51.9	58.1	29.2	51.9	36.8	Met Target
Black or African American	*	*	*	53.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	91.2	96.6	91.6	77.0	92.4	72.2	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	85.3	53.0	*	**	**
Female	107	83.1	84.1	77.7	46.0	73.4		
Male	144	92.3	79.1	76.6	43.9	76.9		
Economically Disadvantaged Students	*	*	*	39.5	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	77.6	55.9	*		
Students with Disabilities	29	78.4	58.6	35.2	17.1	48.3	35.9	Met Target
Students without Disabilities	222	89.6	84.2	84.2	50.5	79.3		
English Learners	*	*	*	73.3	24.6	*	**	**
Non-English Learners	*	*	*	77.3	46.9	*		
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	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	69	773	776	752	*	*	*	55%	26%	81%	53%
White	39	774	768	760	*	*	*	56%	26%	82%	64%
Hispanic	13	748	754	739	*	*	*	*	*	54%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	789	793	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	29	771	774	752	*	*	*	*	*	79%	53%
Male	40	774	777	751	*	*	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	759	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	779	756	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

OAK STREET SCHOOL
(35-0350-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note,see note below table

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	101	774	776	748	*	*	10%	66%	20%	86%	49%
White	79	774	770	755	*	*	*	67%	19%	86%	60%
Hispanic	*	*	758	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	793	791	774	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	40	779	778	748	*	*	*	*	*	93%	50%
Male	61	771	773	748	*	*	*	*	*	82%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	14	761	*	725	*	*	*	*	*	71%	22%
Students without Disabilities	87	776	*	753	*	*	*	*	*	89%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	101	774	*	750	*	*	10%	66%	20%	86%	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%

NJ SCHOOL PERFORMANCE REPORT

OAK STREET SCHOOL
(35-0350-060)
Grades Offered: KG-05
2017-2018

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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	81	767	775	748	0%	*	*	58%	19%	77%	49%
White	66	768	767	756	0%	*	*	59%	20%	79%	60%
Hispanic	*	*	755	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	39	766	775	749	0%	*	*	*	*	79%	50%
Male	42	767	775	747	0%	*	*	*	*	74%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	81	767	*	750	0%	*	*	58%	19%	77%	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%

NJ SCHOOL PERFORMANCE REPORT

OAK STREET SCHOOL
(35-0350-060)
Grades Offered: KG-05
2017-2018

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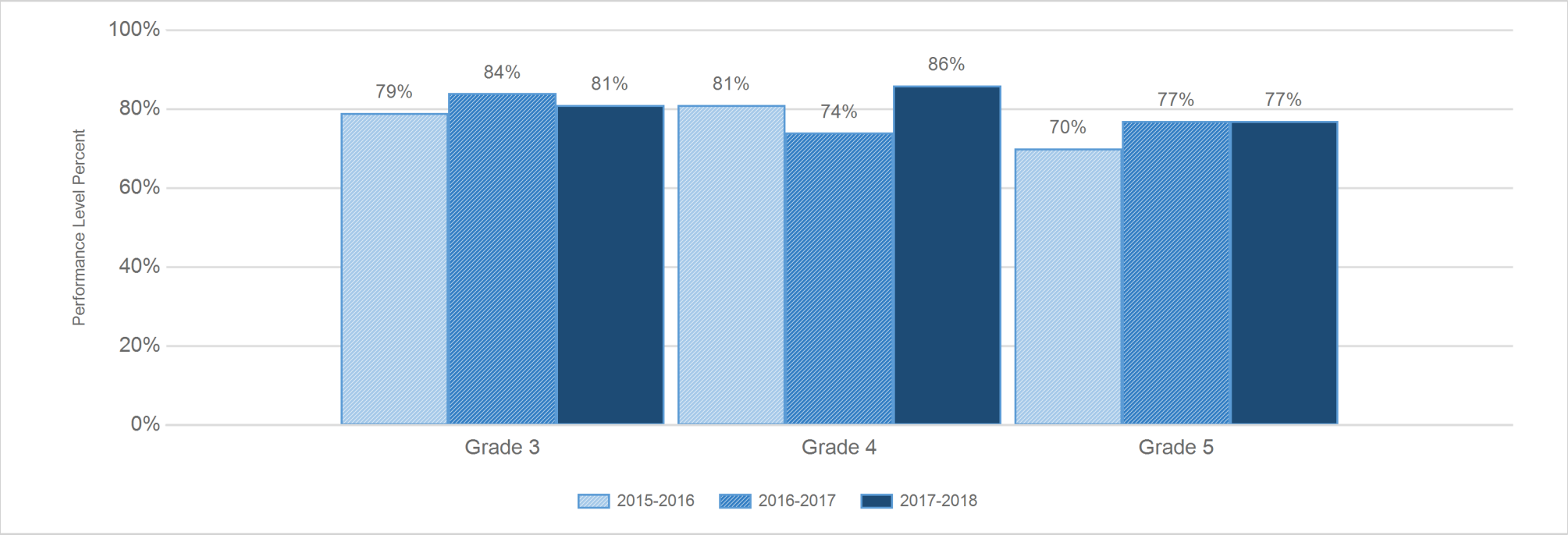
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	*	*

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	*	*	*

† 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	*	*	*
3-4	N	N	N
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.

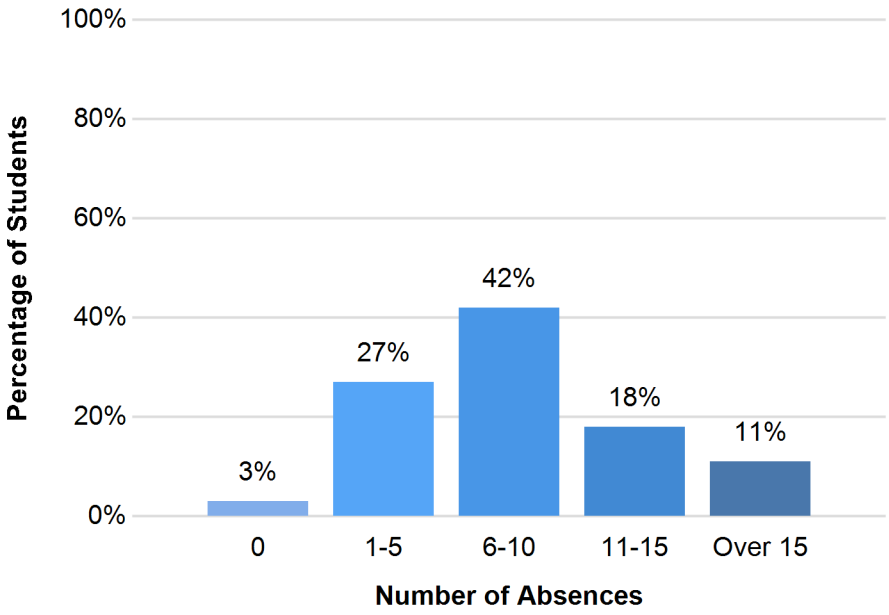
Chronic Absenteeism

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	23	4.7	8.9	Met
White	16	4.4	8.9	Met
Hispanic	3	6.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	4	7.4	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	12.5	**	**
Students with Disabilities	5	10.9	8.9	Not Met
English Learners	*	*	**	**

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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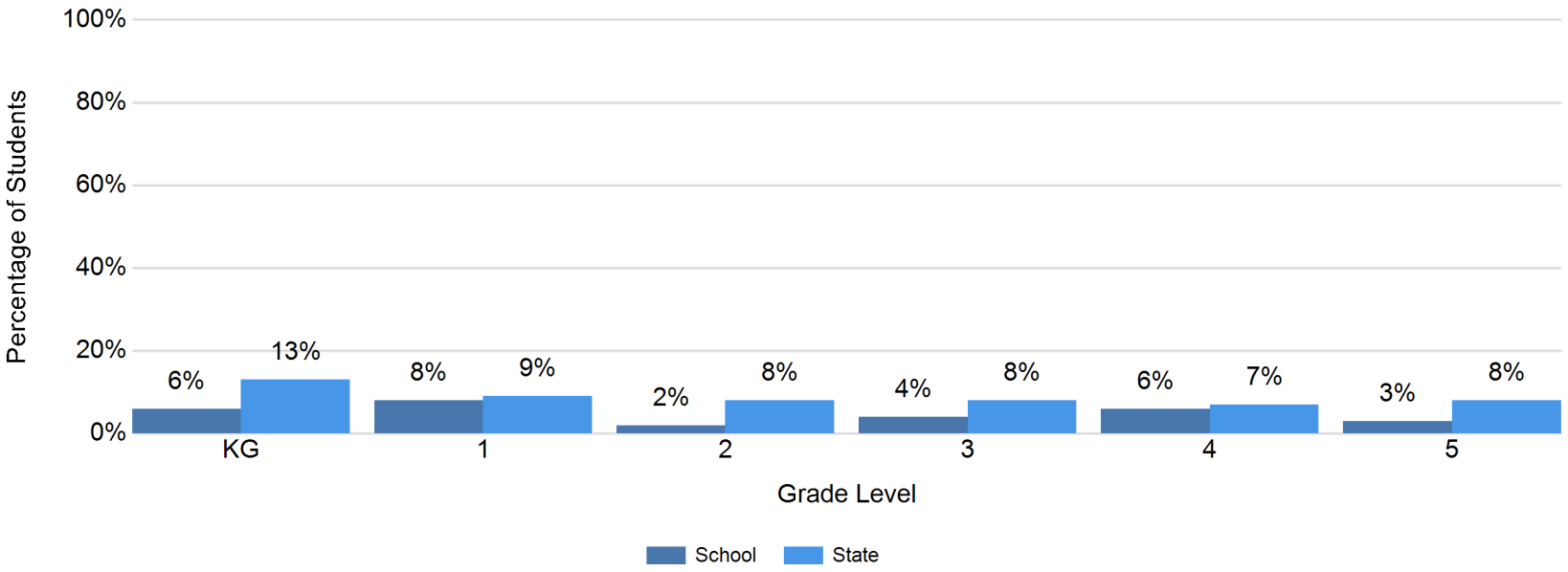
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	2		2

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	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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)	$253	$14,328	$14,581

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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	44	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	84.1%	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	32	9,374
Average years experience in public schools	12.0	16.0
Average years experience in district	12.0	12.0
Administrators in district for 4 or more years	93.8%	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	11:1	11:1
Students to Administrators	164:1	170:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		906:1
Students to Nurses		680:1
Students to Counselors		302:1
Students to Child Study Team		286:1

NJ SCHOOL PERFORMANCE REPORT

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(35-0350-060)
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2017-2018

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
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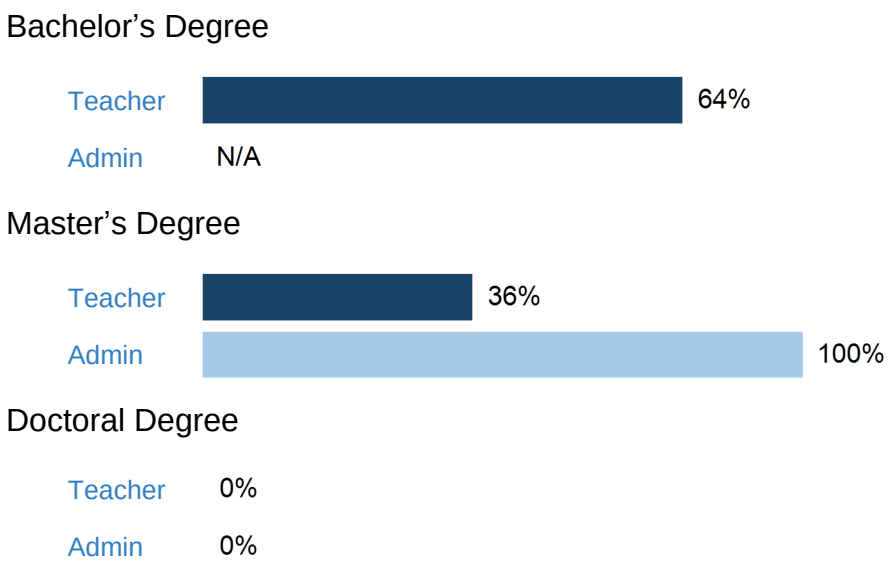
Teachers and Administrators - Level of Education

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.



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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	96.8%	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	97.5%

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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	90.9%	66.7%
Male	9.1%	33.3%
White	100.0%	100.0%
Hispanic	0.0%	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	0.0%	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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Grades Offered: KG-05
2017-2018

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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	78.55	17.5%
Mathematics Proficiency	91.05	17.5%
English Language Arts Growth	64.04	25.0%
Mathematics Growth	85.93	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	61.15	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	76.35	n/a
Summative Rating: Percentile Rank of Summative Score	87.38	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 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 Target	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	71.68	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	84.58	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

Highlights:	• The central goal of Oak Street School is to provide a superior education that results in academic excellence, a commitment to continual lifelong learning, responsible behavior and good citizenship. • The Oak Street School curriculum is delivered to heterogeneously grouped classes. Instructional techniques include whole group, small group, individualized instruction and differentiated instruction. • As a foundation for a child's lifelong learning, the teachers and administrators of OSS endeavor to balance a developmentally appropriate program with high expectations for student performance.
Mission, Vision, Theme:	Vision: To Live, To love, To Learn, To Leave a Legacy Mission: At Oak Street School we are a Community of leaders. We recognize and celebrate the leader within us. We love one another, excel in all we do, achieve goals together and do what is right.

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Courses, Curriculum, Instruction:	Our Language Arts program encompasses a balanced reading and writing approach including shared and guided reading, book clubs, independent reading, author studies and writing portfolios. The Go Math program is the central focus of our K-5 Mathematics program. The curriculum integrates mathematical content with problem solving, reasoning and technology. Identified students in grades 3-5 participate in an accelerated math program. Project based learning is infused within social studies. Science is taught through an inquiry based, hands on approach. Students study Latin in grades 4 & 5. Departmentalization was introduced this year for the 5th grade, affording the students with the opportunity to change classes every 50 minutes. All students receive instruction in general music, art, library, computers and PE. Students in grades 4 & 5 may participate in chorus, orchestra and/or band. Starting in grade 3, students are invited to participate in the orchestra program.
Sports and Athletics:	Oak Street School participates in the YMCA Girls on the Run program.
Clubs and Activities:	A variety of enrichment classes and cultural arts activities support our regular curriculum. OSS teachers offer a variety of fee based after school activities including courses in poetry, creative writing, sewing, crafts, chess, board games and theater. Once a month teachers run clubs such as virtual reality, juggling, newspaper, mindfulness, kindness and beautification. Students can also apply for a variety of student leadership positions within the school. All students participated in OSS's third annual Leadership Day, an opportunity for all students to share one special thing about them. They explored the question, "What is one thing about you that you would really love to share about yourself?" Students shared this information through different types of displays including technology, artifacts and images. Career Day is held each year and students have the opportunity to hear from OSS parents about various careers and professions.

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Before and After School Programs:	In addition to the Girls on Run Program, OSS offers a fee based before and after care child program which is staffed by OSS teachers and high school seniors.
Staff and Professional Learning:	Staff development is of vital importance at Oak Street School. Many of the teachers are enrolled in graduate level college courses as well as district sponsored staff college courses. Teachers also hone their craft through on going participation in Professional Learning Communities. The administrators also recognize the value of improving and growing their own instructional and leadership competencies through attendance at conference and workshops. Monthly grade level meetings are also held with the principal that focus on instructional topics. Also, monthly faculty meetings provide a collegial opportunity for staff to share teaching strategies and ideas.

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Student Supports and Services:	A variety of services are offered to students who need academic assistance such as instructional support for math, reading and writing as well as WIN intervention periods. Special Education services include resource center, in class support, OT/PT, speech and adaptive PE. Supports and services are also provided for our English Language students. The Intervention and Referral Committee (I & RS) meets on a regular basis to design intervention plans for identified students who are experiencing difficulties in learning, health or behavior. The school counselor also provides services to children who need social and emotional supports. Small groups are run for those students who are experiencing stress in school or at home. The school counselor meets will all new students to help them successfully integrate into their new environment.
Student Health and Wellness:	Student wellness is stressed at OSS through our physical education and health programs. Students also participate in daily recess as of part of the 50 minute lunch/recess period. Healthy lunch options are offered in our cafeteria and fresh fruit and vegetables are a mainstay. Workout Wednesday also encourages our students and staff to focus on stay active and fit. Each class is assigned a buddy class which helps to foster healthy relationships between younger and older students. Buddy class meetings help children learn to synergize and work together towards a common goal.
Parent and Community Involvement:	We are fortunate to have a robust, dedicated group of parents who work hand in hand with the staff and administration. The Parent Teacher Organization (PTO) supports such events as the Monster Mash, Pizza Night, Holiday Cakes, Sweetheart Dance, Science Fair, Family Reading Night and Field Day. The PTO hosts a coffee for new kindergarten parents on the first day of school and assists with New Families Orientation. The PTO sponsors cultural arts assemblies throughout the year, including presentations from noted children's authors and illustrators. The PTO offers mini grants for teachers to purchase special items for their classrooms. Parents are also strongly welcomed and encouraged to volunteer in their child's classroom or in the library. Volunteer orientation is mandatory for all parents prior to working in the classroom /library. The principal holds principal chats with parents throughout the school year and along with a parent, co-chairs the Learn to Lead Parent Committee.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Results of the climate survey were shared at a Board of Education meeting, a faculty meeting and with the Learn to Lead parent committee. Student responses to the Climate Survey indicated that the children had positive relationships with their teachers and friends. They believed that their teachers were friendly, and helped to create a safe and fun learning environment. A change that many of them would like to see is to have more opportunities for clubs and additional playground equipment. Staff results indicated that they viewed their colleagues as a warm and supportive community. OSS teachers are passionate about teaching and they view the leadership program as a positive initiative that has empowered students to become leaders and courteous members of the school community. The results of the parents' survey indicated that a majority of them had high regard and respect for the teachers. They reported that there was a true sense of community and a true "small town" feel.

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Technology and STEM:	Desk top computers are located in the media center and computer lab. Students receive direct instruction in the computer lab two times a month. Teachers are also invited to sign up for additional time in the computer lab to work on various projects. Chromebook carts are also available for classroom use in grades 2-5. Interactive whiteboards are located in every classroom. Little Bits are available for student use in the media center.