NJ SCHOOL PERFORMANCE REPORT

OAK VALLEY ELEMENTARY SCHOOL
(15-1100-120)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	GLOUCESTER
District	DEPTFORD TWP
Principal Name	MR. SCHILLING
Address	525 COLLEGE BLVD WENONAH, NJ 08090
Phone Number	(856)415-9218
Email Address	SCHILLING.J@DEPTFORD.K12.NJ.US
Website	http://www.deptford.k12.nj.us/oak-valley/
Twitter	http://@oakvalley_dts

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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
2	72	66	63
3	86	81	69
4	68	82	77
5	83	67	92
6	86	84	69
Total	395	380	371

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	47.8%	47.9%	45.6%
Male	52.2%	52.1%	54.4%
Economically Disadvantaged Students	30.1%	30.0%	33.7%
Students with Disabilities	23.3%	25.0%	26.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		2.6%	2.2%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		1.1%	0.3%
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	71.1%	72.6%	72.8%
Hispanic	6.8%	8.4%	8.9%
Black or African American	19.2%	16.8%	15.4%
Asian	2.8%	2.1%	2.2%
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	0.0%	0.0%	0.8%

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	97.8%
Spanish	1.3%
Other Languages	0.8%

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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	48.5	54	50	Met Standard	49.5	55	50	Met Standard
White	48	55	50	Met Standard	49	55	51	Met Standard
Hispanic	49	54	49	**	60	56.5	48	**
Black or African American	49	53	44	Met Standard	46.5	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	57	61	**	*	67	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	40	52.5	48	Met Standard	52.5	55.5	47	Met Standard
Students with Disabilities	56	46.5	41	Met Standard	53	52	43	Met Standard
English Learners	*	74	54	**	*	56	51	**

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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**

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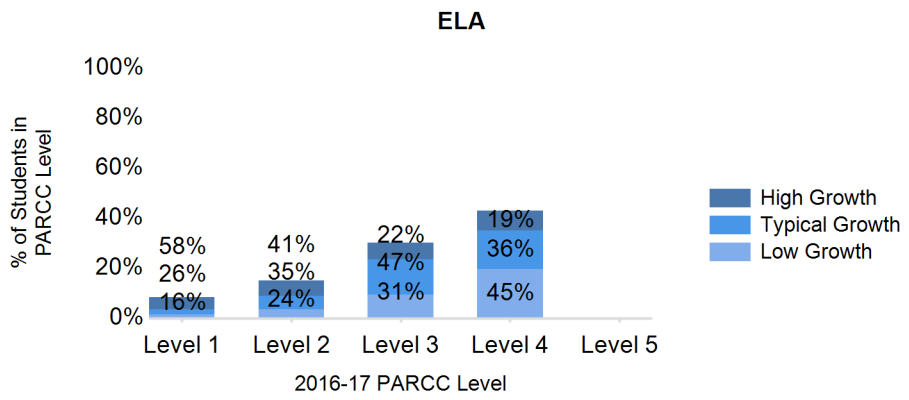
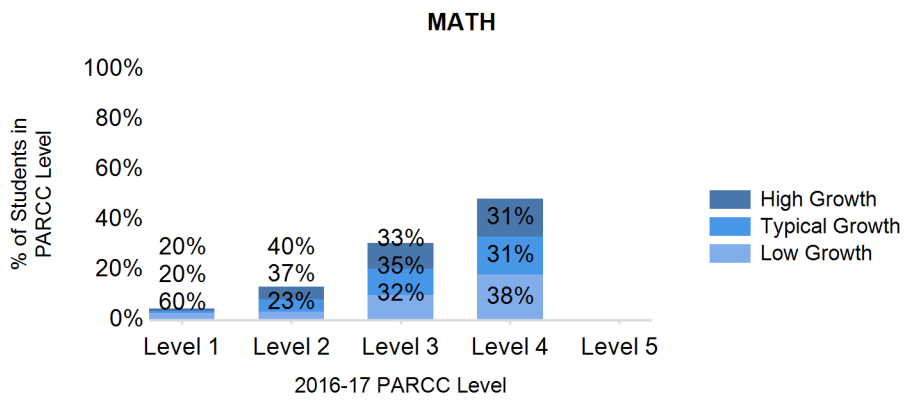
Student Growth by Performance Level

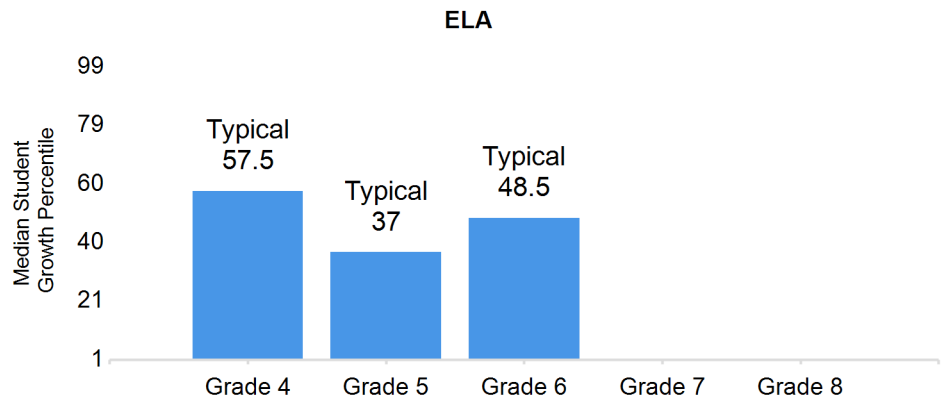
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

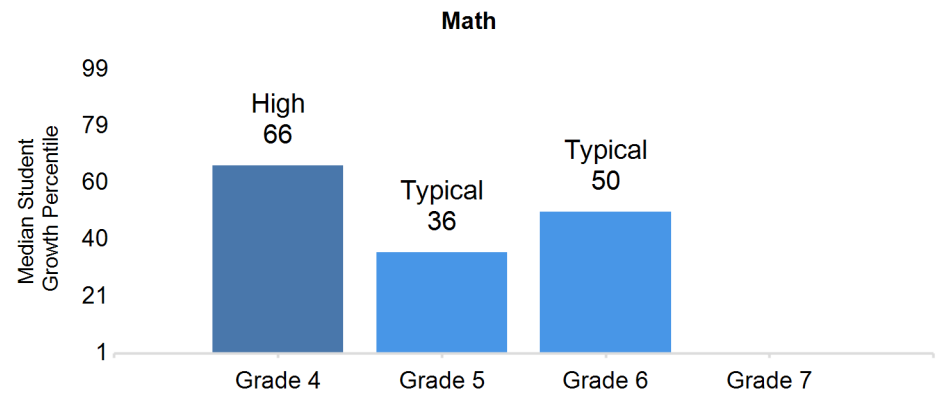




Student Growth by Grade

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	295	98.4	48.5	51.5	56.7	48.5	50.1	Met Target†
White	216	98.2	50.9	53.7	65.6	50.9	51.7	Met Target†
Hispanic	25	96.3	48.0	45.0	42.5	48.0	53	Met Target†
Black or African American	46	100.0	36.9	43.7	37.3	36.9	41.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	137	97.2	62.1	60.4	64.5	62.1		
Male	158	99.4	36.7	43.1	49.4	36.7		
Economically Disadvantaged Students	92	98.0	28.2	38.9	38.5	28.2	37	Not Met
Non-Economically Disadvantaged Students	203	98.6	57.6	59.7	67.5	57.6		
Students with Disabilities	80	98.8	28.8	*	21.6	28.8	30.8	Met Target†
Students without Disabilities	215	98.2	55.8	*	63.9	55.8		
English Learners	*	*	*	36.2	27.3	*	**	**
Non-English Learners	*	*	*	51.9	59.4	*		
Homeless Students	*	*	*	22.5	27.7	*		
Students In Foster Care	N	N	N	43.8	26.3	N		
Military-Connected Students	*	*	*	57.1	57.4	*		
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	69	748	741	750	*	*	25%	*	*	49%	52%
White	54	749	743	759	*	*	22%	*	*	50%	61%
Hispanic	*	*	732	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	745	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	34	759	749	756	*	*	*	*	*	65%	57%
Male	35	736	734	744	*	*	*	*	*	34%	46%
Economically Disadvantaged Students	24	733	730	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	45	755	751	762	*	*	*	*	*	60%	64%
Students with Disabilities	25	736	725	719	*	*	*	*	*	32%	24%
Students without Disabilities	44	754	748	756	*	*	*	*	*	59%	57%
English Learners	N	N	716	712	N	N	N	N	N	N	15%
Non-English Learners	69	748	742	753	*	*	25%	*	*	49%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	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	77	762	750	756	*	*	27%	45%	21%	66%	58%
White	51	761	754	764	*	0%	29%	*	*	69%	68%
Hispanic	*	*	745	744	*	*	*	*	*	*	44%
Black or African American	16	760	742	739	0%	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	769	756	762	*	*	*	35%	37%	72%	63%
Male	34	752	744	751	*	*	*	59%	0%	59%	53%
Economically Disadvantaged Students	30	751	741	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	47	768	757	767	*	*	*	*	*	83%	70%
Students with Disabilities	17	746	729	726	*	*	*	*	*	47%	25%
Students without Disabilities	60	766	756	762	*	*	*	*	*	72%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	77	762	*	759	*	*	27%	45%	21%	66%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	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	87	747	747	755	*	*	46%	44%	0%	44%	58%
White	66	750	750	763	*	*	45%	48%	0%	48%	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	43%
Black or African American	11	735	741	738	0%	*	*	*	*	27%	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	33	753	752	762	*	*	*	52%	0%	52%	66%
Male	54	743	744	749	*	*	*	39%	0%	39%	51%
Economically Disadvantaged Students	24	738	737	739	*	*	46%	*	*	29%	39%
Non-Economically Disadvantaged Students	63	750	754	766	*	*	46%	*	*	49%	71%
Students with Disabilities	19	738	723	724	*	*	*	*	*	32%	22%
Students without Disabilities	68	749	754	762	*	*	*	*	*	47%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	87	747	*	757	*	*	46%	44%	0%	44%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	69	738	746	754	*	25%	35%	*	*	33%	56%
White	47	739	750	761	*	*	38%	*	*	34%	66%
Hispanic	*	*	746	742	*	*	*	*	*	*	42%
Black or African American	13	729	*	737	*	*	*	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	30	752	757	761	*	*	*	*	*	57%	64%
Male	39	728	737	748	*	*	*	*	*	15%	48%
Economically Disadvantaged Students	19	732	736	739	*	*	*	*	*	16%	37%
Non-Economically Disadvantaged Students	50	741	753	764	*	*	*	*	*	40%	68%
Students with Disabilities	20	717	723	723	*	*	*	*	*	*	18%
Students without Disabilities	49	747	754	760	*	*	*	*	*	*	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	69	738	*	755	*	25%	35%	*	*	33%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	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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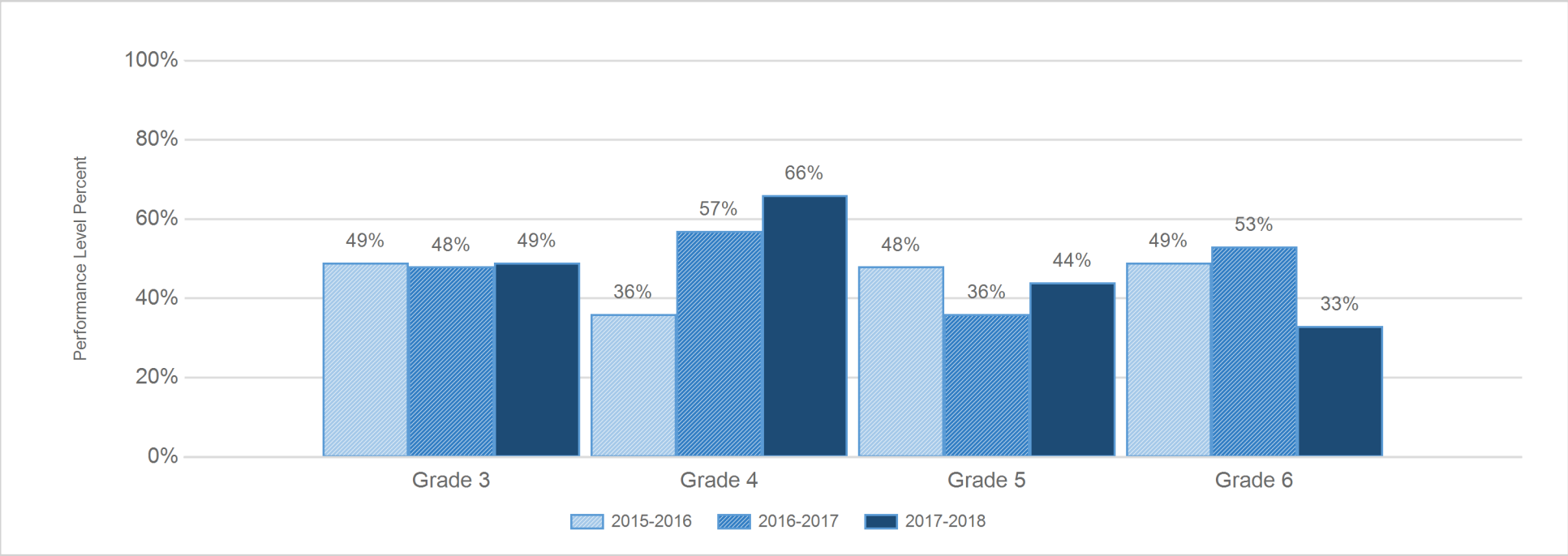
English Language Arts/Literacy Assessment - Performance Trends

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	295	98.4	48.1	40.3	45.0	48.1	53.6	Not Met
White	216	98.2	50.0	44.5	54.1	50.0	55.3	Met Target†
Hispanic	25	96.3	48.0	33.3	29.2	48.0	57.1	Met Target†
Black or African American	46	100.0	39.1	25.9	23.4	39.1	39.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	137	97.2	51.8	43.1	46.0	51.8		
Male	158	99.4	44.9	37.6	43.9	44.9		
Economically Disadvantaged Students	92	98.0	32.6	27.2	26.6	32.6	40.3	Met Target†
Non-Economically Disadvantaged Students	203	98.6	55.1	49.0	55.9	55.1		
Students with Disabilities	80	98.8	25.1	16.5	17.1	25.1	30.8	Met Target†
Students without Disabilities	215	98.2	56.8	47.2	50.5	56.8		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	19.6	17.3	*		
Students In Foster Care	N	N	N	35.3	16.2	N		
Military-Connected Students	*	*	*	50.0	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

OAK VALLEY ELEMENTARY SCHOOL
(15-1100-120)
Grades Offered: 02-06
2017-2018

Report Key:
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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	69	747	745	752	*	19%	33%	*	*	45%	53%
White	54	746	746	760	*	22%	31%	*	*	43%	64%
Hispanic	*	*	738	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	34	748	746	752	*	*	35%	*	*	44%	53%
Male	35	746	744	751	*	*	31%	*	*	46%	53%
Economically Disadvantaged Students	24	743	736	736	*	*	42%	*	*	29%	35%
Non-Economically Disadvantaged Students	45	749	753	762	*	*	29%	*	*	53%	66%
Students with Disabilities	25	739	733	730	*	*	*	*	*	32%	29%
Students without Disabilities	44	752	750	756	*	*	*	*	*	52%	57%
English Learners	N	N	748	726	N	N	N	N	N	N	23%
Non-English Learners	69	747	745	754	*	19%	33%	*	*	45%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	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 VALLEY ELEMENTARY SCHOOL
(15-1100-120)
Grades Offered: 02-06
2017-2018

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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	77	752	744	748	*	13%	23%	*	*	61%	49%
White	51	751	748	755	*	*	22%	*	*	63%	60%
Hispanic	*	*	735	737	*	*	*	*	*	*	34%
Black or African American	16	751	737	730	0%	*	*	*	*	56%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	43	754	744	748	*	*	*	*	*	65%	50%
Male	34	748	743	748	*	*	*	*	*	56%	49%
Economically Disadvantaged Students	30	744	735	733	*	*	*	*	*	50%	30%
Non-Economically Disadvantaged Students	47	756	751	758	*	*	*	*	*	68%	62%
Students with Disabilities	17	732	725	725	*	*	*	*	*	18%	22%
Students without Disabilities	60	757	749	753	*	*	*	*	*	73%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	77	752	*	750	*	13%	23%	*	*	61%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	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 VALLEY ELEMENTARY SCHOOL
(15-1100-120)
Grades Offered: 02-06
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	87	745	742	748	*	16%	26%	*	*	51%	49%
White	66	750	745	756	*	*	27%	*	*	58%	60%
Hispanic	*	*	742	736	*	*	*	*	*	*	32%
Black or African American	11	727	734	730	*	*	*	*	*	18%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	33	748	741	749	*	*	*	*	*	52%	50%
Male	54	744	743	747	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	24	733	731	733	*	*	*	*	*	29%	29%
Non-Economically Disadvantaged Students	63	750	749	758	*	*	*	*	*	59%	62%
Students with Disabilities	19	727	724	726	*	*	*	*	*	32%	20%
Students without Disabilities	68	750	747	752	*	*	*	*	*	56%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	87	745	*	750	*	16%	26%	*	*	51%	51%
Homeless Students	*	*	727	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

OAK VALLEY ELEMENTARY SCHOOL
(15-1100-120)
Grades Offered: 02-06
2017-2018

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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	69	740	741	744	*	20%	39%	*	*	33%	44%
White	47	741	746	751	*	*	43%	*	*	34%	54%
Hispanic	*	*	734	731	*	*	*	*	*	*	27%
Black or African American	13	732	*	726	*	*	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	30	748	746	745	*	*	53%	*	*	40%	45%
Male	39	733	737	742	*	*	28%	*	*	28%	42%
Economically Disadvantaged Students	19	732	731	729	*	*	*	*	*	16%	24%
Non-Economically Disadvantaged Students	50	743	747	753	*	*	*	*	*	40%	56%
Students with Disabilities	20	720	720	717	*	*	*	*	*	15%	13%
Students without Disabilities	49	747	748	748	*	*	*	*	*	41%	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	69	740	*	745	*	20%	39%	*	*	33%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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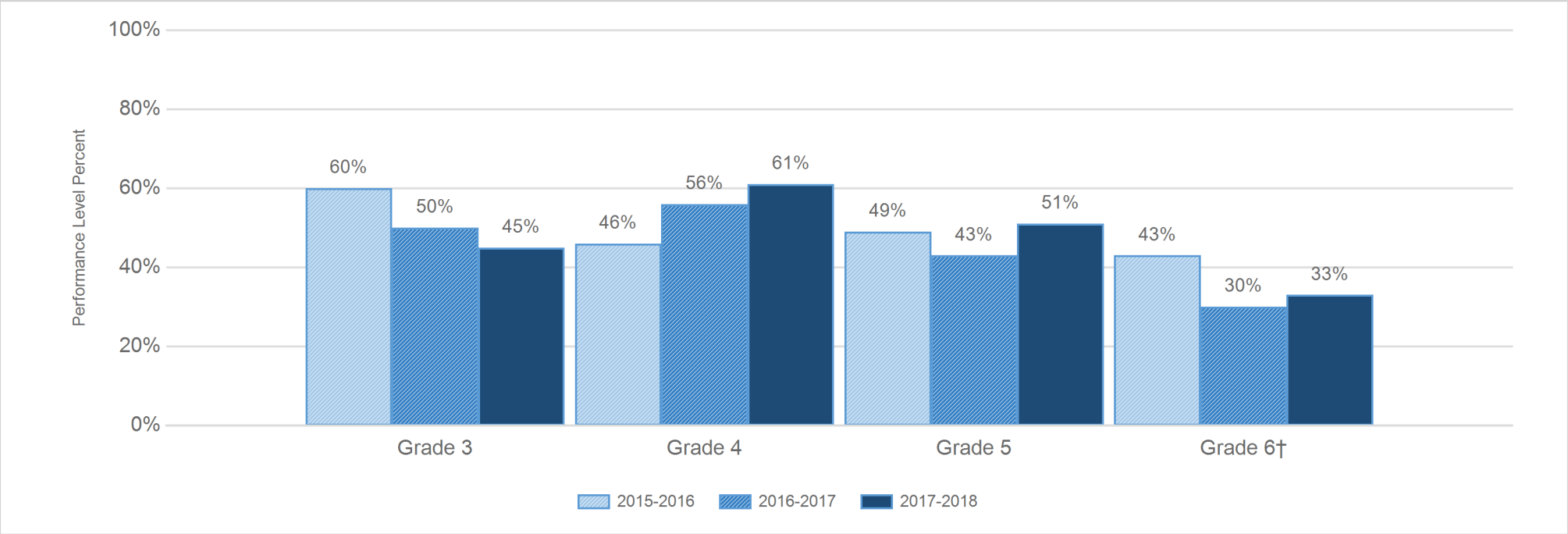
Mathematics Assessment – Performance Trends

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	N	N
6	N	N

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	N	N	N

† 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	N	N	N
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.

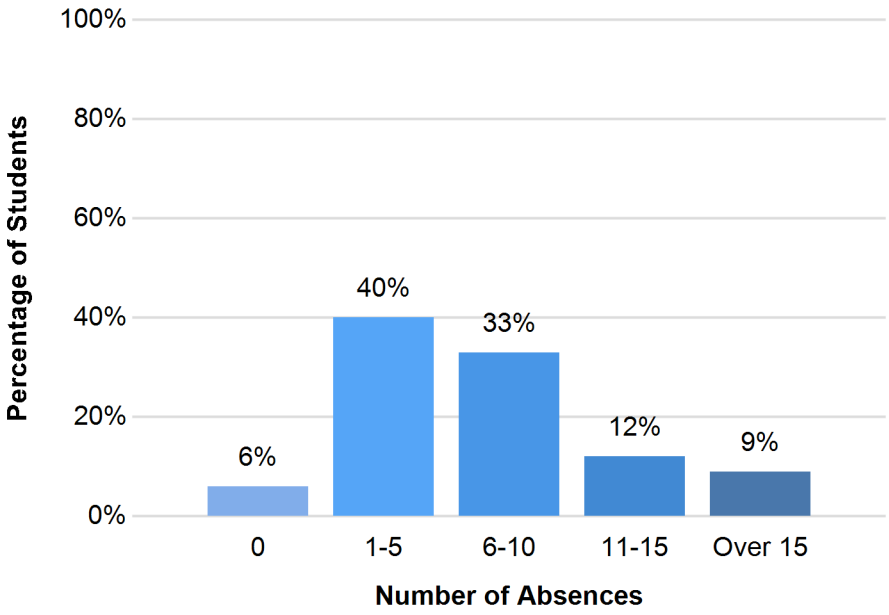
Chronic Absenteeism

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	21	5.7	7.9	Met
White	15	5.6	7.9	Met
Hispanic	0	0	7.9	Met
Black or African American	5	8.8	7.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	14	11.2	7.9	Not Met
Students with Disabilities	10	10.2	7.9	Not Met
English Learners	N	N	N	N

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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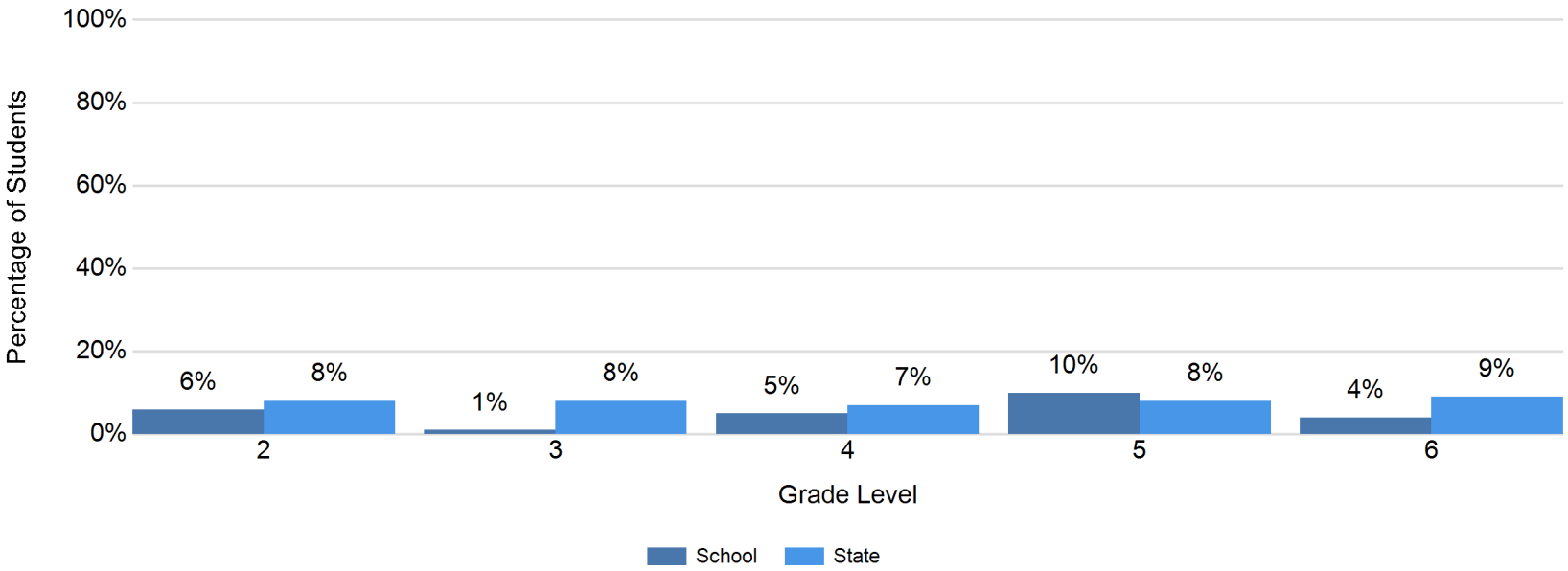
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

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	2.7:1

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)	$485	$13,372	$13,857

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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	37	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	81.1%	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	23	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	13.8	12.0
Administrators in district for 4 or more years	82.6%	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	10:1	13:1
Students to Administrators	371:1	187:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		1437:1
Students to Nurses		539:1
Students to Counselors		479:1
Students to Child Study Team		392:1

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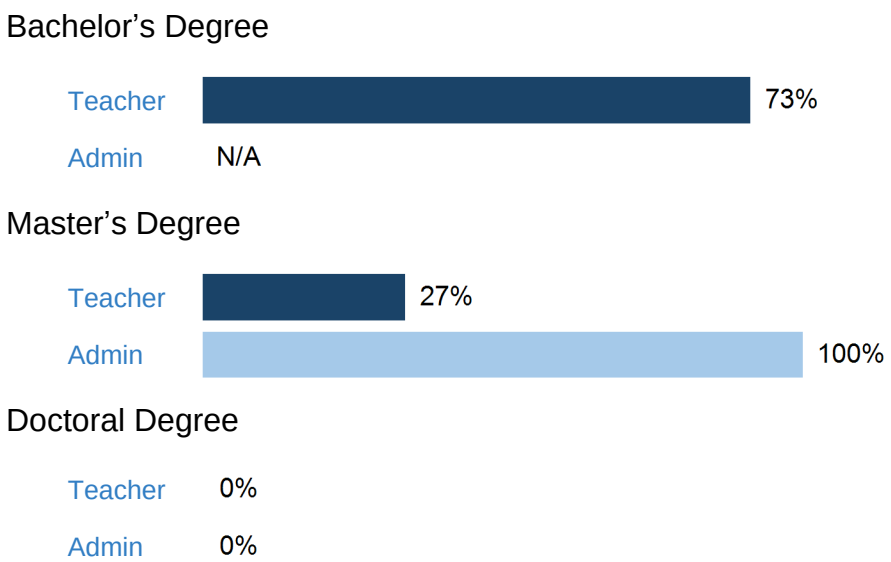
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - 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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.0%	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	96.8%

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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	86.5%	0.0%
Male	13.5%	100.0%
White	89.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	5.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	5.4%	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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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	30.92	17.5%
Mathematics Proficiency	52.43	17.5%
English Language Arts Growth	48.70	25.0%
Mathematics Growth	52.76	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	68.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	50.28	n/a
Summative Rating: Percentile Rank of Summative Score	49.70	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†	Not Met	Met Standard	Met Standard	N	Met	No
White	37.27	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Black or African American	65.34	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	46.23	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	75.51	14.08	No	Met Target†	Met Target†	Met Standard	Met 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:	• Oak Valley is proud of its work with the community and parents to strive to provide a positive environment. • Technology is not only emphasized in their Technology class, but also in homeroom and class time and recommended for use at home. • An emphasis on learning, aligned with the standards, sets the basis for success.
Mission, Vision, Theme:	Oak Valley Elementary has been an important part of its community for more than 50 years. The original Oak Valley School, built in 1955, was only a four-room structure. Today, Oak Valley is a comprehensive elementary school designed to meet the needs of its diverse student body of approximately 400 students. Oak Valley Elementary is responsible for the educational programs, including character education, of children in grades two through six.
Awards, Recognition, Accomplishments:	At Oak Valley Elementary school, students are regularly recognized for their achievements in both academic and non-academic areas. Projects to raise money for child-related charities and community support are conducted throughout the school year. A musical program is offered to all students. This includes a performing choir for fifth and sixth graders and two levels of performing band – beginner and intermediate.

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Courses, Curriculum, Instruction:	A standard-based curriculum that is consistent throughout the district is present. Our curriculum and tech provide tools for students to grow. Reading programs, including Reading Street and Pearson, address all learning styles. The GoMath and Big Ideas programs emphasize hands-on lessons with a focus on the skills that are necessary throughout life. The science curriculum stresses discovery. Programs reach the needs of diverse learners and include enrichment and intervention.
Clubs and Activities:	A variety of clubs and activities are available for students to participate at Oak Valley Elementary School. Students can take part in Art Club, OV Community Kids, Safety Patrol, PE Club, Office Helpers, Choir and Band.

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Before and After School Programs:	The Deptford Twp. School District offers the Spartan Care Program both before and after school at Oak Valley Elementary School.
Staff and Professional Learning:	Staff are provided with Professional Development opportunities throughout the year. Professional Development focuses on strengthening teaching skills, collaboration among staff and gaining understanding of the standards.

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Student Supports and Services:	Students at Oak Valley are provided various settings that meet the needs of students' with disabilities and students requiring interventions such as Basic Skills. E/I teaching blocks are provided along with staff push-in class settings. CST members, Basic Skills Teachers, and a School Guidance Counselor are available for student support. Oak Valley offers special area classes for art, music, instrumental lessons, technology, physical education, and Spanish for 5th and 6th graders.
Student Health and Wellness:	Students at Oak Valley are provided Health and Physical Education. Breakfast is provided as students arrive and a school nurse is on site and not only is present for medical needs, but to also provide lessons with the guidance counselor to classes addressing student health, growth and development.
Parent and Community Involvement:	An active Parent Teacher Association supports the school in many ways including student recognition and school-wide student activities. Students are recognized for their achievements in both academic and non-academic areas at PTA events. Community service and fundraising take place throughout the school year. Our PTA is always striving to find productive and meaningful ways to support the students and staff.

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Facilities:	Oak Valley Elementary School is located in the heart of the community. Oak Valley currently serves the needs of its community teaching grades 2-6 designed to serve the diverse needs of its learners. We offer a Spartan Care before and after school care program for the Oak Valley School community for a low cost.
School Safety:	Oak Valley's staff members are trained for emergency situations. The staff along with the students practice various drills monthly and collaborate on effective techniques. The SRO assists the school administration in maintaining a safe and secure environment. School administrators as well as staff benefit from the SRO's training, knowledge, and experience in handling situations.

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Technology and STEM:	Our technology program focuses on and teaches students many of the 21st century skills needed to succeed in today's Information Age. From basic computer & technology literacy skills such as keyboarding, online safety, and online research, to productivity tools such as word processing, spreadsheets, slideshows, and publications, our students learn how to navigate proficiently in today's digital world. Many of our cross curricular projects and activities foster creativity, and allow students to use their strengths and interests to collaborate with their peers and enhance their schoolwork. The program also exposes our students to the latest in educational technology, such as computer science and coding, graphic design, digital photography and film, allowing them to explore careers in the ever evolving field of technology.

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Other Information:	Parents are kept informed though websites, email and phone blasts, Remind, Twitter and newsletters. Over the years, Oak Valley Elementary has worked to achieve its technology-rich learning environment. Today, all classrooms are equipped with several computers, Chromebooks, a SMART board, and most have an Elmo document reader, which projects documents and images on a SMART board. The Media Center boasts more computers, a SMART board, a wall-mounted television, as well as a computerized catalogue system to allow for electronic circulation of all materials. In addition, mobile computer labs with Chromebooks are utilized throughout the building. The school is networked to provide Internet access to every classroom, office, and Media Center. Technology is a powerful tool in the classroom and has paved the way for Oak Valley students to access information and programs that reaches beyond the boundaries of their classroom walls. A School Improvement Panel works to provide input into the formulation of school improvement goals and to develop an action plan to meet those objectives. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth graders. An enriching assembly program, that supplements the curriculum, is given to students in all grades. An extensive character education program teaches students the essential qualities of good character. An anti-bullying program endeavors to make the school a safe and caring environment for all.