NJ SCHOOL PERFORMANCE REPORT

OAK VIEW ELEMENTARY SCHOOL
(13-0410-140)
Grades Offered: PK-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	ESSEX
District	BLOOMFIELD TWP
Principal Name	MS. DITRANI
Address	150 GARRABRANT AVENUE BLOOMFIELD, NJ 07003
Phone Number	(973)680-8590
Email Address	MDITRANI@BLOOMFIELD.K12.NJ.US
Website	https://oakview.bloomfield.k12.nj.us/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	1
KG	60	59	55
1	57	59	59
2	57	58	54
3	50	57	58
4	56	48	57
5	37	61	41
6	53	32	60
Total	370	374	385

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	49.5%	47.9%	47.8%
Male	50.5%	52.1%	52.2%
Economically Disadvantaged Students	8.1%	7.2%	8.1%
Students with Disabilities	15.4%	15.0%	14.0%
English Learners	0.3%	0.3%	0.8%
Homeless Students		0.0%	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	61.4%	59.4%	58.2%
Hispanic	17.3%	18.2%	17.7%
Black or African American	7.8%	8.8%	9.9%
Asian	7.8%	6.1%	7.0%
Native Hawaiian or Pacific Islander	5.1%	6.4%	5.5%
American Indian or Alaska Native	0.3%	0.8%	0.8%
Two or More Races	0.3%	0.3%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	1
KG - Half Day	0	0	0
KG - Full Day	60	59	55

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	97.7%
Spanish	1.0%
Other Languages	1.3%

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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	53.5	43	50	Met Standard	71	49	50	Exceeds Standard
White	52	44.5	50	Met Standard	69.5	53	51	Exceeds Standard
Hispanic	60	45	49	Exceeds Standard	61	46	48	Exceeds Standard
Black or African American	27.5	38	44	**	70	47	44	**
Asian, Native Hawaiian, or Pacific Islander	62	46	61	**	83	60	61	**
American Indian or Alaska Native	*	49.5	52	**	*	49	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	*	42	48	**	*	46.5	47	**
Students with Disabilities	*	38	41	**	*	49	43	**
English Learners	*	49	54	**	*	47	51	**

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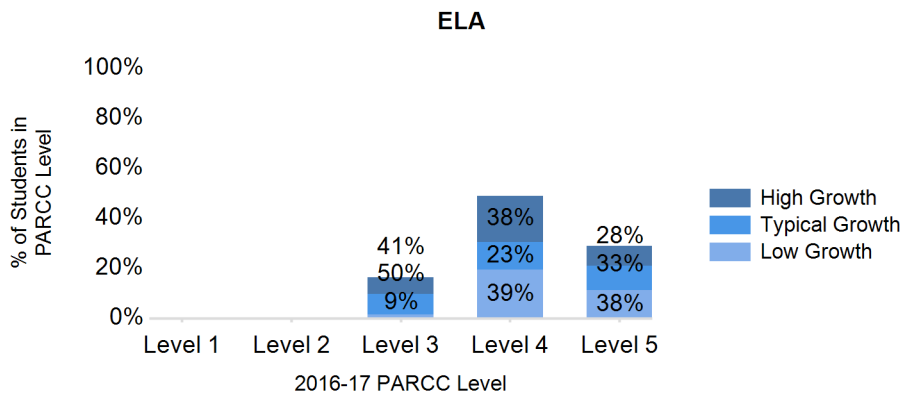
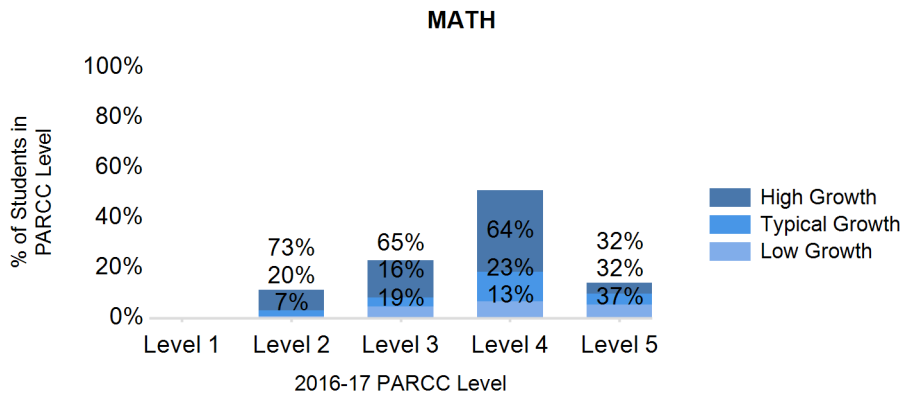
Student Growth by Performance Level

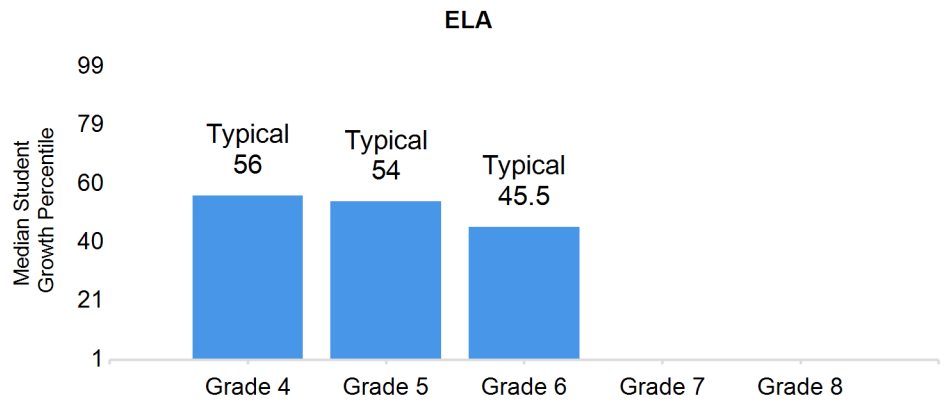
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

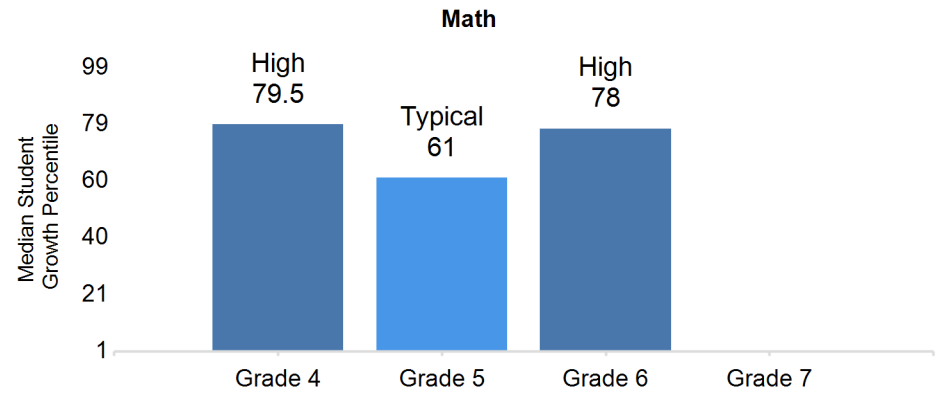




Student Growth by Grade

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	192	92.4	80.7	55.4	56.7	78.4	74.7	Met Target
White	116	93.5	82.8	*	65.6	81.5	74.4	Met Goal
Hispanic	32	84.6	78.1	50.4	42.5	69.3	69.6	Met Target†
Black or African American	*	*	*	44.2	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	96.4	81.4	74.4	82.3	81.4	73.6	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	104	92.9	86.5	64.8	64.5	84.6		
Male	88	91.8	73.8	46.2	49.4	71.3		
Economically Disadvantaged Students	13	86.7	53.9	*	38.5	*	**	**
Non-Economically Disadvantaged Students	179	92.8	82.7	*	67.5	*		
Students with Disabilities	20	69.0	55.0	*	21.6	39.9	41.7	Met Target†
Students without Disabilities	172	96.1	83.7	*	63.9	83.7		
English Learners	*	*	*	29.6	27.3	*	**	**
Non-English Learners	*	*	*	57.4	59.4	*		
Homeless Students	N	N	N	36.4	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	766	752	750	*	*	*	*	*	74%	52%
White	36	767	763	759	*	*	*	*	*	78%	61%
Hispanic	*	*	741	736	*	*	*	*	*	*	38%
Black or African American	*	*	749	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	24	764	756	756	*	*	*	*	*	75%	57%
Male	26	768	748	744	*	*	*	*	*	73%	46%
Economically Disadvantaged Students	*	*	741	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	759	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	727	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	N	N	721	712	N	N	N	N	N	N	15%
Non-English Learners	50	766	753	753	*	*	*	*	*	74%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	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	48	783	760	756	0%	*	*	44%	42%	85%	58%
White	28	779	773	764	0%	0%	*	*	*	82%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	787	*	782	0%	*	*	*	*	80%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	27	785	767	762	0%	*	*	*	*	81%	63%
Male	21	780	751	751	0%	*	*	*	*	90%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	762	*	*	*	*	*	*	64%
English Learners	N	N	732	720	N	N	N	N	N	N	17%
Non-English Learners	48	783	760	759	0%	*	*	44%	42%	85%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	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	40	778	756	755	*	0%	*	53%	33%	85%	58%
White	21	777	767	763	*	0%	*	*	*	81%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	744	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	21	790	766	762	*	0%	*	*	*	100%	66%
Male	19	765	746	749	*	0%	*	*	*	68%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	715	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	762	*	*	*	*	*	*	65%
English Learners	N	N	701	712	N	N	N	N	N	N	11%
Non-English Learners	40	778	758	757	*	0%	*	53%	33%	85%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	775	753	754	0%	*	*	45%	36%	81%	56%
White	30	786	766	761	0%	*	*	33%	57%	90%	66%
Hispanic	12	759	749	742	0%	0%	*	*	*	67%	42%
Black or African American	*	*	743	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	31	782	764	761	0%	*	*	*	*	90%	64%
Male	22	766	744	748	0%	*	*	*	*	68%	48%
Economically Disadvantaged Students	*	*	743	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	715	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	759	760	*	*	*	*	*	*	63%
English Learners	*	*	727	712	*	*	*	*	*	*	*
Non-English Learners	*	*	754	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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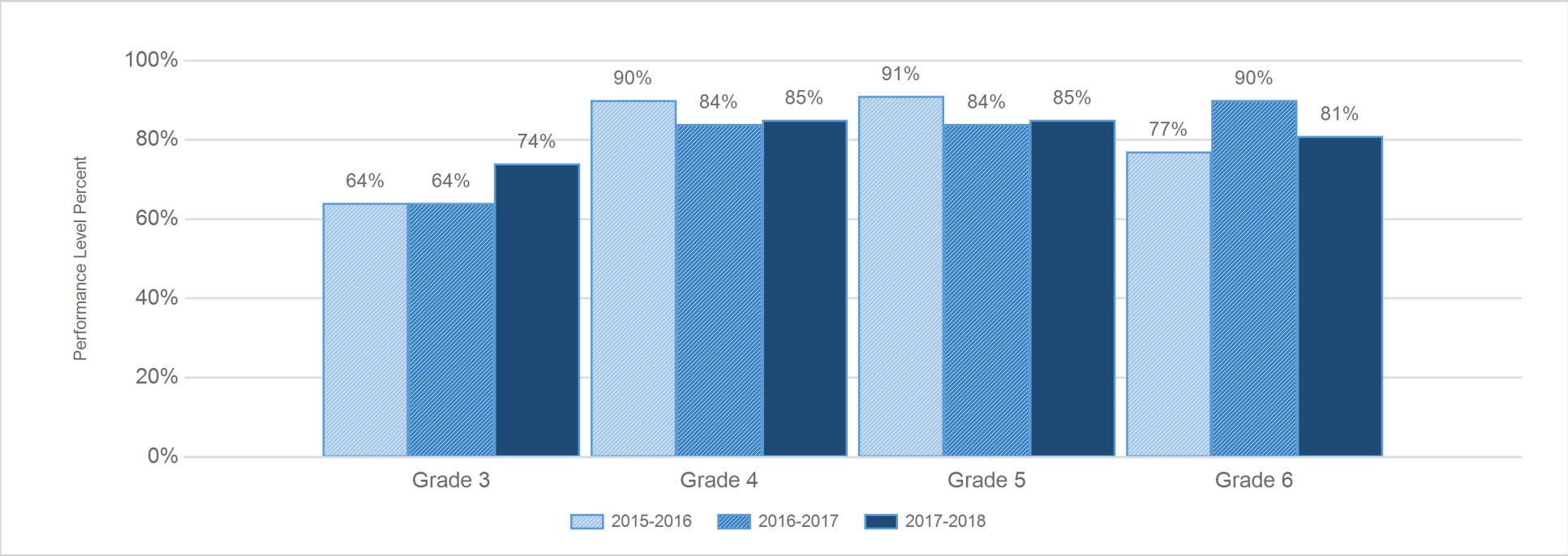
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	192	92.4	69.8	42.0	45.0	67.8	65.5	Met Target
White	116	93.5	73.3	*	54.1	72.1	69.6	Met Target
Hispanic	32	84.6	50.0	35.0	29.2	44.3	50.7	Met Target†
Black or African American	*	*	*	30.9	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	96.4	77.8	64.9	77.0	77.8	73.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	104	92.9	69.2	44.1	46.0	67.7		
Male	88	91.8	70.4	40.1	43.9	68.0		
Economically Disadvantaged Students	13	86.7	30.8	*	26.6	*	**	**
Non-Economically Disadvantaged Students	179	92.8	72.6	*	55.9	*		
Students with Disabilities	20	69.0	50.0	*	17.1	36.3	32.5	Met Target
Students without Disabilities	172	96.1	72.1	*	50.5	72.1		
English Learners	*	*	*	23.7	24.6	*	**	**
Non-English Learners	*	*	*	43.6	46.9	*		
Homeless Students	N	N	N	30.0	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

OAK VIEW ELEMENTARY SCHOOL
(13-0410-140)
Grades Offered: PK-06
2017-2018

Report Key:
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N No Data is available to display
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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	50	762	749	752	0%	*	20%	*	*	68%	53%
White	36	763	758	760	0%	*	*	*	*	72%	64%
Hispanic	*	*	742	739	*	*	*	*	*	*	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	24	758	746	752	0%	*	*	*	*	63%	53%
Male	26	766	752	751	0%	*	*	*	*	73%	53%
Economically Disadvantaged Students	*	*	738	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	756	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	735	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	N	N	728	726	N	N	N	N	N	N	23%
Non-English Learners	50	762	750	754	0%	*	20%	*	*	68%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	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 VIEW ELEMENTARY SCHOOL
(13-0410-140)
Grades Offered: PK-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	48	766	749	748	0%	*	21%	*	*	73%	49%
White	28	764	760	755	0%	*	*	*	*	68%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	738	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	777	*	774	0%	*	*	*	*	80%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	27	764	750	748	0%	*	*	*	*	67%	50%
Male	21	769	749	748	0%	*	*	*	*	81%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	753	*	*	*	*	*	*	55%
English Learners	N	N	721	722	N	N	N	N	N	N	16%
Non-English Learners	48	766	750	750	0%	*	21%	*	*	73%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Grades Offered: PK-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	40	765	745	748	*	*	*	*	*	73%	49%
White	21	765	755	756	*	0%	*	*	*	76%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	21	773	749	749	*	*	*	*	*	76%	50%
Male	19	757	741	747	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	726	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	55%
English Learners	N	N	720	718	N	N	N	N	N	N	13%
Non-English Learners	40	765	746	750	*	*	*	*	*	73%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	53	761	744	744	0%	*	30%	*	*	66%	44%
White	30	767	753	751	0%	*	*	*	*	77%	54%
Hispanic	12	748	740	731	0%	0%	*	*	*	42%	27%
Black or African American	*	*	735	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	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	31	761	746	745	0%	*	*	*	*	71%	45%
Male	22	762	742	742	0%	*	*	*	*	59%	42%
Economically Disadvantaged Students	*	*	734	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	750	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	714	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	748	748	*	*	*	*	*	*	49%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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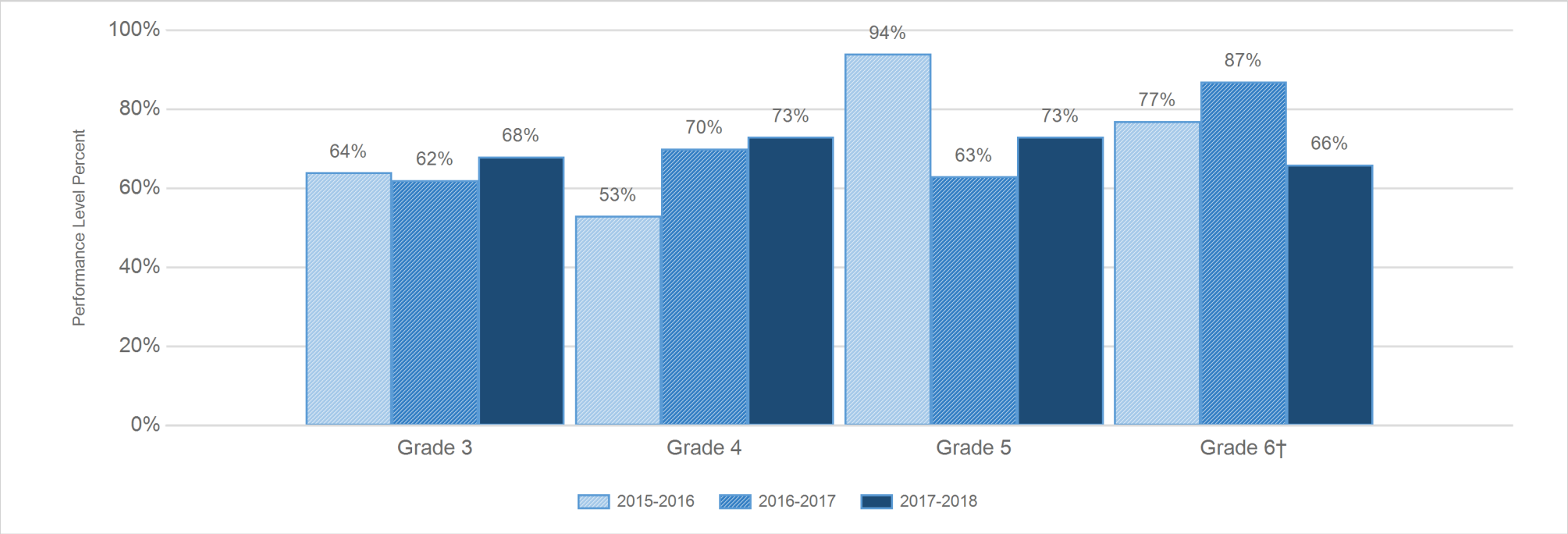
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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	*	*	*

† 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.

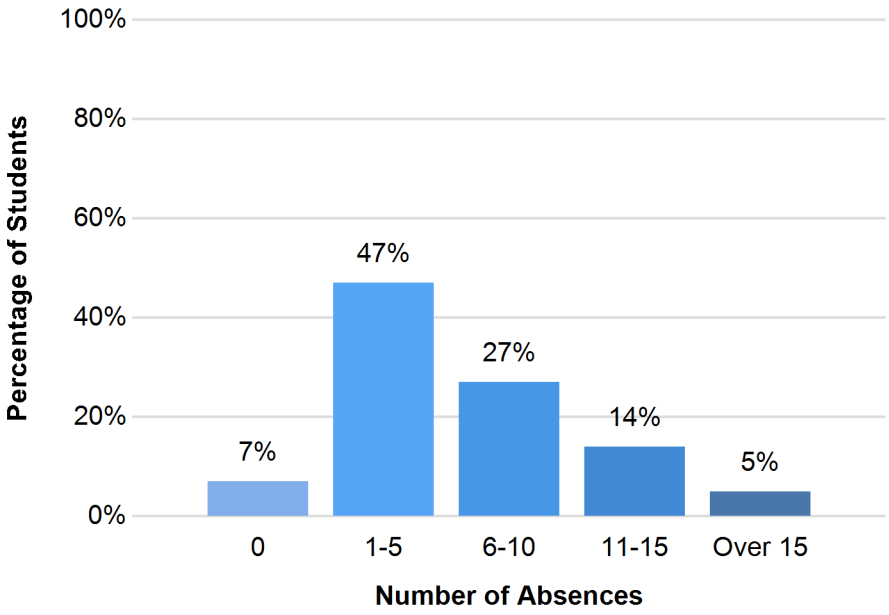
Chronic Absenteeism

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	9	2.3	8.9	Met
White	2	0.9	8.9	Met
Hispanic	3	4.2	8.9	Met
Black or African American	2	5.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	4.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	3	9.7	8.9	Not Met
Students with Disabilities	6	9.8	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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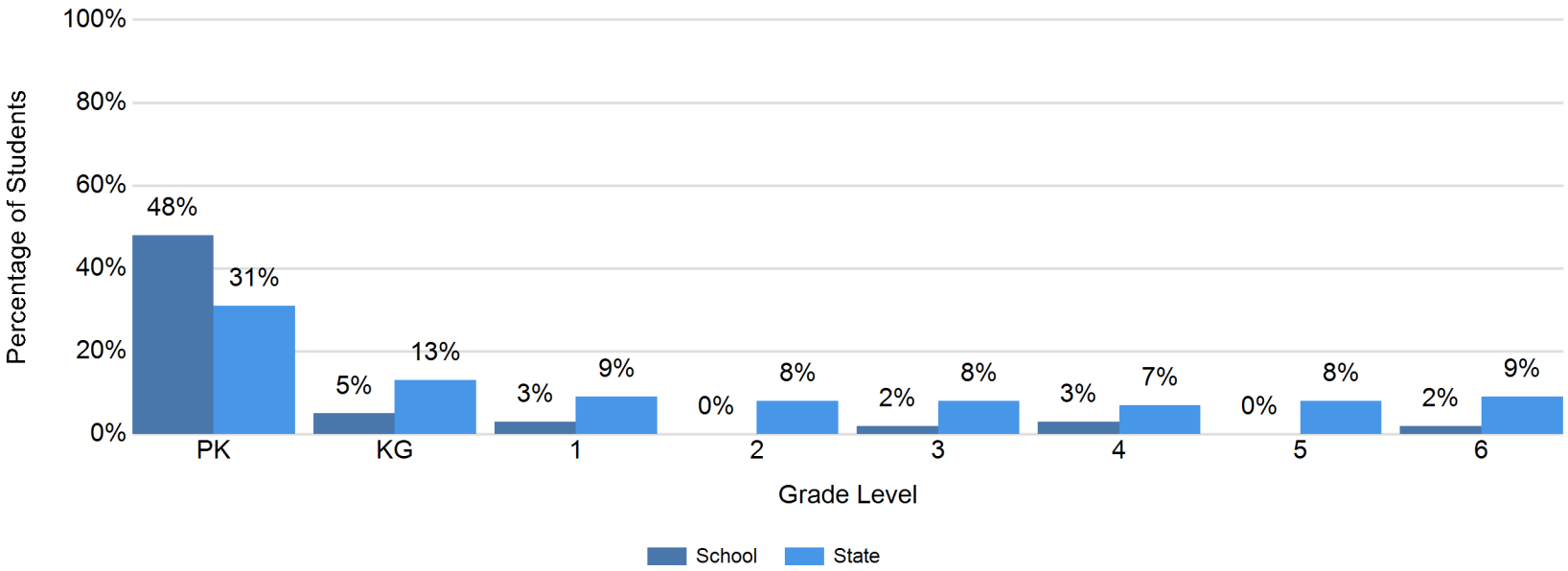
Chronic Absenteeism by Grade

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)	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	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.7:1

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)	$465	$12,831	$13,296

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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	34	117,464
Average years experience in public schools	7.3	12.0
Average years experience in district	7.1	10.7
Teachers in district for 4 or more years	58.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	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	11:1	12:1
Students to Administrators	385:1	189:1
Teachers to Administrators	34:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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(13-0410-140)
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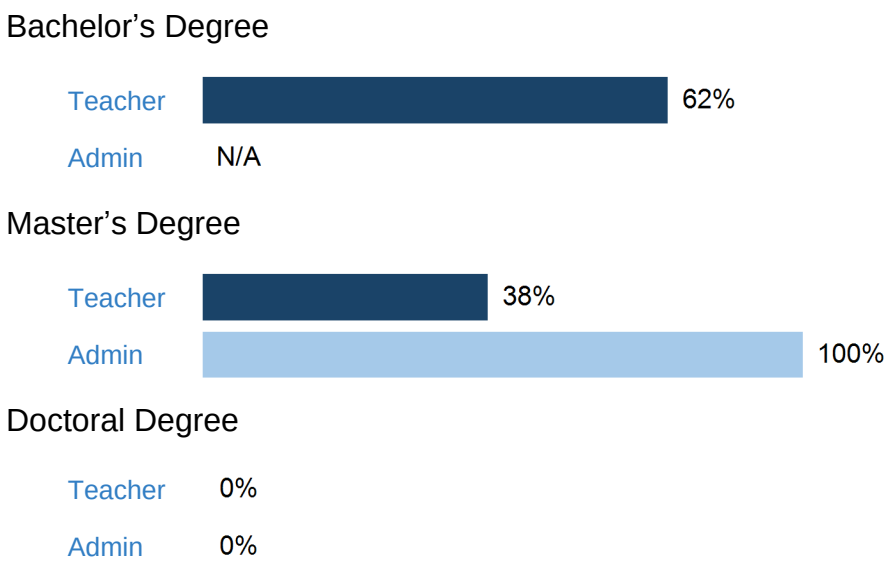
Teachers and Administrators - Level of Education

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	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.4%

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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	91.2%	100.0%
Male	8.8%	0.0%
White	91.2%	100.0%
Hispanic	8.8%	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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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	82.17	17.5%
Mathematics Proficiency	76.30	17.5%
English Language Arts Growth	66.94	25.0%
Mathematics Growth	95.25	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	87.23	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	81.37	n/a
Summative Rating: Percentile Rank of Summative Score	92.48	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	82.46	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	84.59	14.08	No	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	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	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	**	**	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 View's goal is for students to believe in themselves and become successful, lifelong learners. • Students are recognized for demonstrating respect, trustworthiness responsibility, fairness, caring and citizenship. • In the past, Oak View has been named a New Jersey "Reward School" and a "Blue Ribbon School".
Mission, Vision, Theme:	Oak View School provides a nurturing environment where students are empowered with academic and social skills to become enthusiastic learners. This is accomplished by working in close partnership with parents and the community to provide child-centered programs that recognize and build on the unique potential of each child. The school's primary goal is to build the foundations that will sustain and promote lifelong learning.
Awards, Recognition, Accomplishments:	In 2014, Oak View School was recognized by the Department of Education as a Reward School. We are very proud of our students' achievements. Our entire staff works to understand how each child learns and develops strategies to differentiate our teaching so that all students meet success.

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Courses, Curriculum, Instruction:	Oak View School provides for the teaching of literacy, mathematics, science, social studies, and interpersonal development. All subjects are integrated with computer literacy, and follow the NJSLS. Teachers use the Reader's Writer's Workshop Model to facilitate language arts instruction. Math instruction is interactive and focuses on student understanding of math concepts. By studying science, social studies and health, students gain a greater respect for life and the environment.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Oak View School provides activities that include technology/media classes, vocal and instrumental music, fine arts, physical education, world language, enrichment classes, and elementary guidance counseling. Other programs include D.A.R.E. (Drug Awareness and Resistance Education), a program taught by local law-enforcement personnel, and clubs including Forensics/Academically Speaking/Challenge 24/Basketball Skills/Young Authors, and an after school enrichment program.

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Before and After School Programs:	Oak View School has before and after school programs provided by the YMCA. We also have an after school enrichment program sponsored by our Home and School Association. Classes are taught by our teachers, parents, and outside vendors. All students may sign up and attend any of the classes that interest them. Classes offered fall into the categories of fine arts, sports, and academics.
Staff and Professional Learning:	Our Oak View teachers are always trying to find ways to improve instruction so that our students will meet success. Staff meets weekly in grade level professional learning communities to discuss teaching strategies and programs to improve the learning of their students. On the district level, teachers have the opportunity to both teach and learn within our Teacher's Academy. Our Teacher's Academy offers a variety of courses, designed for teachers to enhance their teaching abilities.

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Student Supports and Services:	Students benefit from the services of a full-time nurse, a full-time guidance counselor and an experienced child study team. Services such as resource, speech therapy, occupational therapy, and physical therapy are available for students needing these services. We have an Intervention and Referral Services committee that meets monthly to develop strategies and supports to help our students meet success in learning.
Student Health and Wellness:	Oak View School provides students with forty minutes of recess each day along with three physical education classes within a ten day period. We have a full-time nurse to take care of our students' health needs and teaches specialized health lessons at each grade level. Our HSA has a Health and Wellness committee that provides activities where students have fun learning about their health, along with teachers that administer our health curriculum.
Parent and Community Involvement:	Oak View School takes great pride in its very dedicated and hard-working Home and School Association. Parents raise funds to support the curriculum and special school programs such as educational classroom materials, field trips, assemblies and class parties. Their total efforts are endless in providing cultural and fun-filled annual events for the whole family.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

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Other Information:	Oak View School, which reflects a culturally diverse student population, provides a multi-faceted educational program to meet the needs of each student as an individual and integral member of society. In addition to 19 K-6 general education classes, Oak View School is the home of four autistic classes. Through our guidance department, students participate in our "buddy" program to both our kindergarten students and our students with autism. We also have a K-Kids program for our fifth and sixth grade students that promotes service activities within our community. Our school provides an educational program that challenges children to learn as they participate in meaningful real-world experiences. We recognize the importance of Technology and provide Smart Boards in every general education classroom and Chromebooks/Ipad carts. This technology infused into our curriculum enables our students to further meet the challenging demands of the 21st century.