NJ SCHOOL PERFORMANCE REPORT

SILVER BAY ELEMENTARY SCHOOL
(29-5190-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	OCEAN
District	TOMS RIVER REGIONAL
Principal Name	MR. DEVITA
Address	100 SILVER BAY ROAD TOMS RIVER, NJ 08753
Phone Number	(732)505-5880
Email Address	MDEVITA@TRSCHOOLS.COM
Website	http://www.trschools.com/silverbay

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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	75	97	96
KG	97	91	91
1	92	94	95
2	84	85	91
3	116	89	80
4	96	114	92
5	96	102	112
Total	656	672	657

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	46.8%	47.0%	47.9%
Male	53.2%	53.0%	52.1%
Economically Disadvantaged Students	25.9%	23.4%	19.3%
Students with Disabilities	18.3%	22.9%	25.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students		1.3%	2.3%
Students in Foster Care		0.7%	0.5%
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	81.7%	83.0%	82.3%
Hispanic	9.8%	9.1%	10.2%
Black or African American	3.0%	2.7%	2.7%
Asian	2.6%	2.2%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	2.9%	3.0%	2.9%

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	75	96	96
PK - Full Day	0	1	0
KG - Half Day	0	0	0
KG - Full Day	97	91	91

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	95.1%
Spanish	3.7%
Other Languages	1.2%

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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	43	47	50	Met Standard	38	41	50	Not Met
White	40	48	50	Met Standard	38.5	40	51	Not Met
Hispanic	60	48	49	**	39	42	48	**
Black or African American	*	39	44	**	*	34	44	**
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	50	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	42	49	**	*	42	51	**
Economically Disadvantaged	52	44	48	Met Standard	31.5	37	47	Not Met
Students with Disabilities	32	40.5	41	Not Met	33	39.5	43	Not Met
English Learners	N	62	54	**	N	45	51	**

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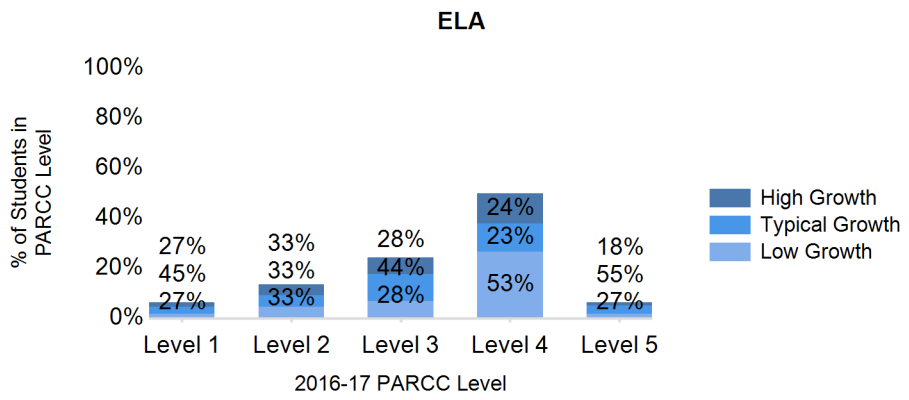
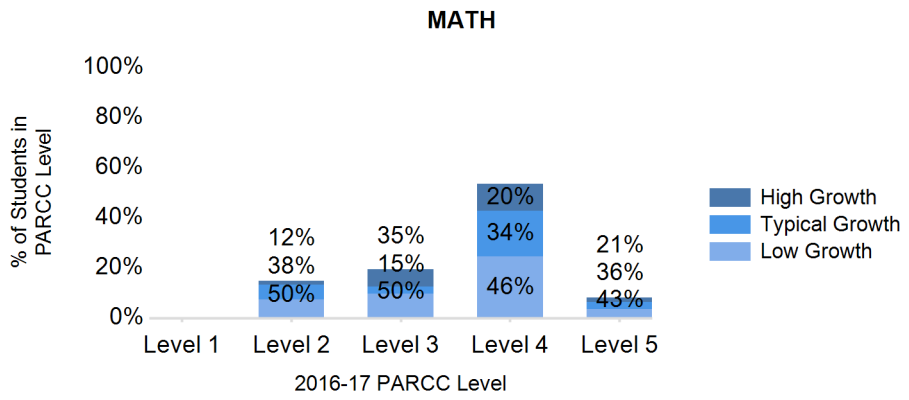
Student Growth by Performance Level

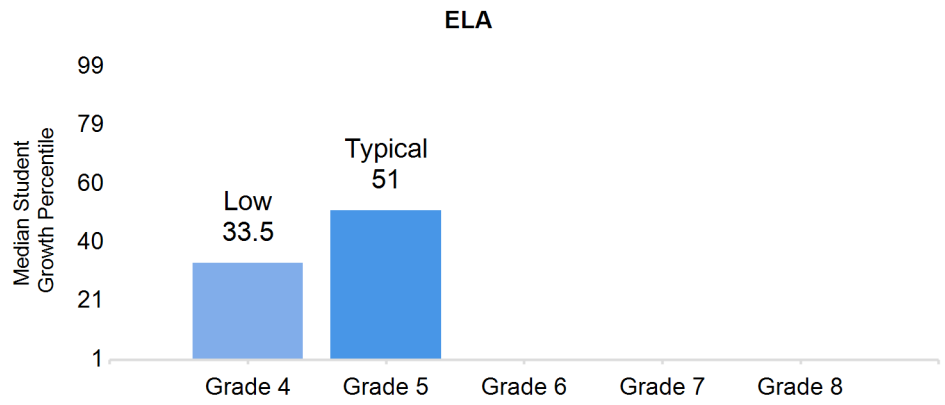
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

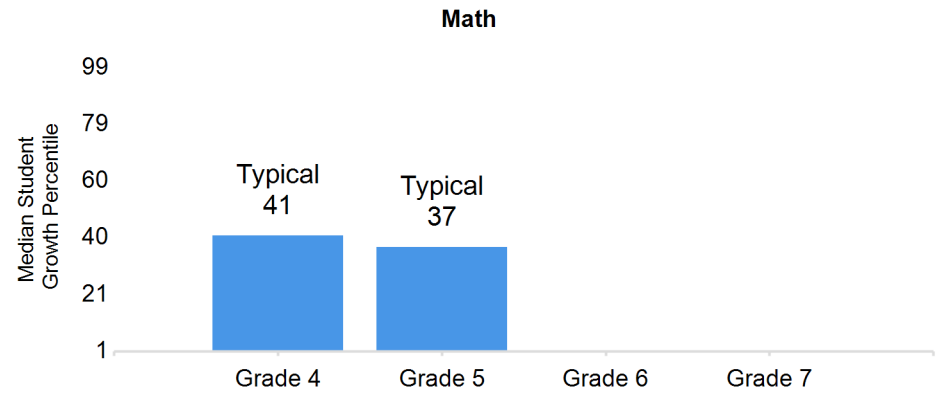




Student Growth by Grade

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	251	95.2	59.8	55.9	56.7	59.8	52	Met Target
White	204	95.4	60.3	59.3	65.6	60.3	51.3	Met Target
Hispanic	25	89.7	64.0	42.8	42.5	60.2	47.7	Met Target
Black or African American	10	100.0	40.0	37.5	37.3	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.2	82.3	*	**	**
American Indian or Alaska Native	*	*	*	63.6	52.7	*	**	**
Two or More Races	*	*	*	49.1	63.4	*	**	**
Female	111	93.4	62.2	65.0	64.5	61.1		
Male	140	96.6	57.9	47.1	49.4	57.9		
Economically Disadvantaged Students	47	92.3	51.0	38.7	38.5	49.5	38.7	Met Target
Non-Economically Disadvantaged Students	204	95.9	61.8	61.8	67.5	61.8		
Students with Disabilities	39	89.1	17.9	19.3	21.6	16.7	19.6	Met Target†
Students without Disabilities	212	96.4	67.4	63.0	63.9	67.4		
English Learners	N	N	N	26.9	27.3	N	**	**
Non-English Learners	251	95.2	59.8	56.6	59.4	59.8		
Homeless Students	*	*	*	36.5	27.7	*		
Students In Foster Care	N	N	N	25.9	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	72	758	750	750	*	*	19%	*	*	64%	52%
White	61	757	754	759	*	*	*	*	*	66%	61%
Hispanic	*	*	734	736	*	*	*	*	*	*	38%
Black or African American	*	*	736	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	34	762	756	756	*	*	*	*	*	68%	57%
Male	38	755	744	744	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	12	750	*	733	*	*	*	*	*	67%	34%
Non-Economically Disadvantaged Students	60	760	*	762	*	*	*	*	*	63%	64%
Students with Disabilities	11	723	714	719	*	*	*	*	*	36%	24%
Students without Disabilities	61	765	757	756	*	*	*	*	*	69%	57%
English Learners	N	N	712	712	N	N	N	N	N	N	15%
Non-English Learners	72	758	751	753	*	*	19%	*	*	64%	55%
Homeless Students	*	*	729	720	*	*	*	*	*	*	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	83	753	752	756	*	*	30%	41%	12%	53%	58%
White	70	753	754	764	*	*	31%	*	*	53%	68%
Hispanic	*	*	742	744	*	*	*	*	*	*	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	753	757	762	*	*	33%	*	*	50%	63%
Male	53	752	748	751	*	*	28%	*	*	55%	53%
Economically Disadvantaged Students	15	742	738	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	68	755	758	767	*	*	*	*	*	57%	70%
Students with Disabilities	15	722	725	726	*	*	*	*	*	13%	25%
Students without Disabilities	68	760	758	762	*	*	*	*	*	62%	64%
English Learners	N	N	724	720	N	N	N	N	N	N	17%
Non-English Learners	83	753	752	759	*	*	30%	41%	12%	53%	61%
Homeless Students	*	*	738	729	*	*	*	*	*	*	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	97	756	755	755	*	14%	18%	*	*	65%	58%
White	75	755	759	763	*	*	20%	*	*	64%	68%
Hispanic	12	760	746	743	0%	*	*	*	*	75%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	744	763	*	*	*	*	*	*	65%
Female	49	761	762	762	*	*	*	*	*	67%	66%
Male	48	751	749	749	*	*	*	*	*	63%	51%
Economically Disadvantaged Students	19	747	742	739	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	78	758	761	766	*	*	*	*	*	67%	71%
Students with Disabilities	10	714	*	724	*	*	*	*	*	10%	22%
Students without Disabilities	87	760	*	762	*	*	*	*	*	71%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	97	756	*	757	*	14%	18%	*	*	65%	60%
Homeless Students	*	*	745	731	*	*	*	*	*	*	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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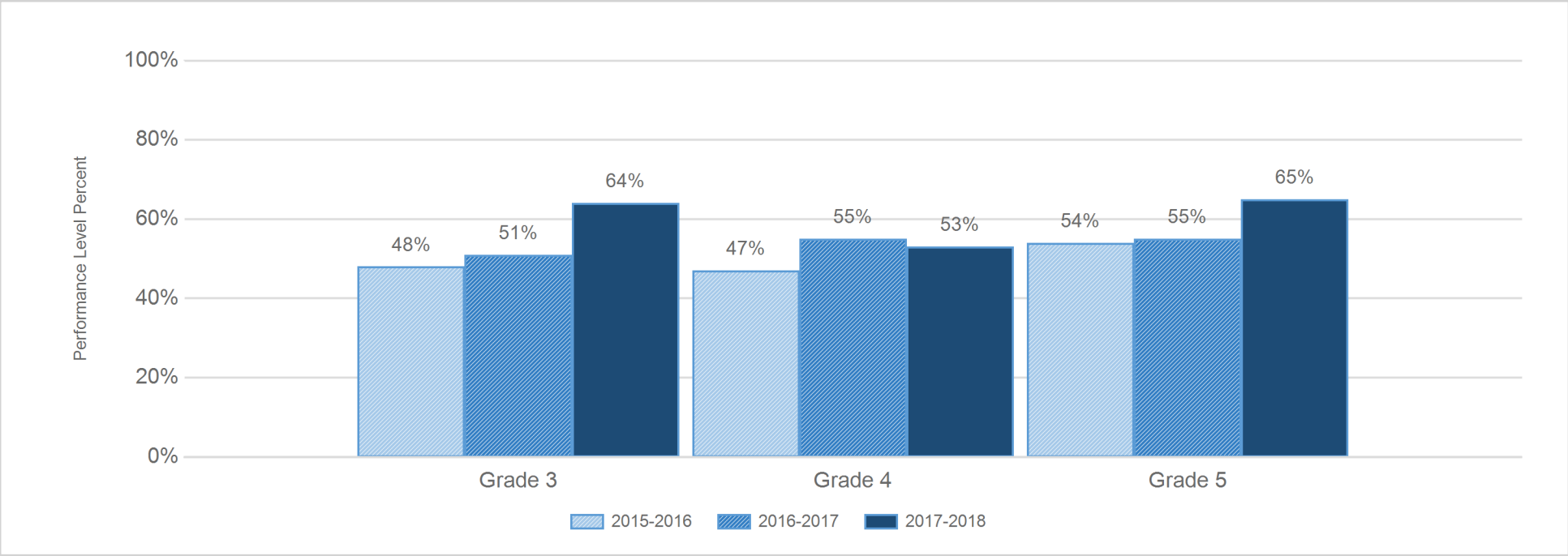
English Language Arts/Literacy Assessment - Performance Trends

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	252	95.2	50.4	37.3	45.0	50.4	57.6	Not Met
White	205	95.5	52.2	40.4	54.1	52.2	58.8	Not Met
Hispanic	25	89.7	52.0	*	29.2	48.9	38.6	Met Target
Black or African American	10	100.0	20.0	18.6	23.4	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	77.0	*	**	**
American Indian or Alaska Native	*	*	*	45.5	42.5	*	**	**
Two or More Races	*	*	*	30.4	53.0	*	**	**
Female	111	93.4	47.7	38.7	46.0	46.8		
Male	141	96.6	52.5	35.9	43.9	52.5		
Economically Disadvantaged Students	47	92.3	42.6	23.0	26.6	41.2	48	Met Target†
Non-Economically Disadvantaged Students	205	95.9	52.2	42.2	55.9	52.2		
Students with Disabilities	39	89.1	20.5	13.8	17.1	19.1	28.3	Met Target†
Students without Disabilities	213	96.4	55.9	41.9	50.5	55.9		
English Learners	*	*	*	23.7	24.6	*	**	**
Non-English Learners	*	*	*	37.7	46.9	*		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	N	N	N	25.9	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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	72	744	748	752	*	14%	29%	*	*	47%	53%
White	61	744	751	760	*	*	26%	*	*	49%	64%
Hispanic	*	*	736	739	*	*	*	*	*	*	38%
Black or African American	*	*	729	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	34	742	749	752	*	*	29%	*	*	44%	53%
Male	38	746	747	751	*	*	29%	*	*	50%	53%
Economically Disadvantaged Students	12	731	*	736	*	*	*	*	*	42%	35%
Non-Economically Disadvantaged Students	60	747	*	762	*	*	*	*	*	48%	66%
Students with Disabilities	11	707	722	730	*	*	0%	*	*	36%	29%
Students without Disabilities	61	751	754	756	*	*	34%	*	*	49%	57%
English Learners	N	N	723	726	N	N	N	N	N	N	23%
Non-English Learners	72	744	749	754	*	14%	29%	*	*	47%	56%
Homeless Students	*	*	732	723	*	*	*	*	*	*	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

SILVER BAY ELEMENTARY SCHOOL
(29-5190-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	84	748	744	748	*	14%	19%	*	*	58%	49%
White	71	749	746	755	*	14%	20%	*	*	59%	60%
Hispanic	*	*	734	737	*	*	*	*	*	*	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	30	743	742	748	*	*	*	*	*	53%	50%
Male	54	750	745	748	*	*	*	*	*	61%	49%
Economically Disadvantaged Students	15	736	732	733	*	*	*	*	*	47%	30%
Non-Economically Disadvantaged Students	69	750	748	758	*	*	*	*	*	61%	62%
Students with Disabilities	15	718	723	725	*	*	*	*	*	27%	22%
Students without Disabilities	69	754	749	753	*	*	*	*	*	65%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	*	*	727	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

SILVER BAY ELEMENTARY SCHOOL
(29-5190-095)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	746	747	748	*	16%	30%	*	*	48%	49%
White	75	746	751	756	*	17%	28%	*	*	49%	60%
Hispanic	12	748	738	736	0%	*	*	*	*	50%	32%
Black or African American	*	*	729	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	736	754	*	*	*	*	*	*	55%
Female	49	746	749	749	*	*	31%	*	*	49%	50%
Male	48	747	746	747	*	*	29%	*	*	48%	48%
Economically Disadvantaged Students	19	736	733	733	*	*	*	*	*	42%	29%
Non-Economically Disadvantaged Students	78	749	753	758	*	*	*	*	*	50%	62%
Students with Disabilities	10	708	*	726	*	*	*	*	*	*	20%
Students without Disabilities	87	751	*	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	97	746	*	750	*	16%	30%	*	*	48%	51%
Homeless Students	*	*	731	722	*	*	*	*	*	*	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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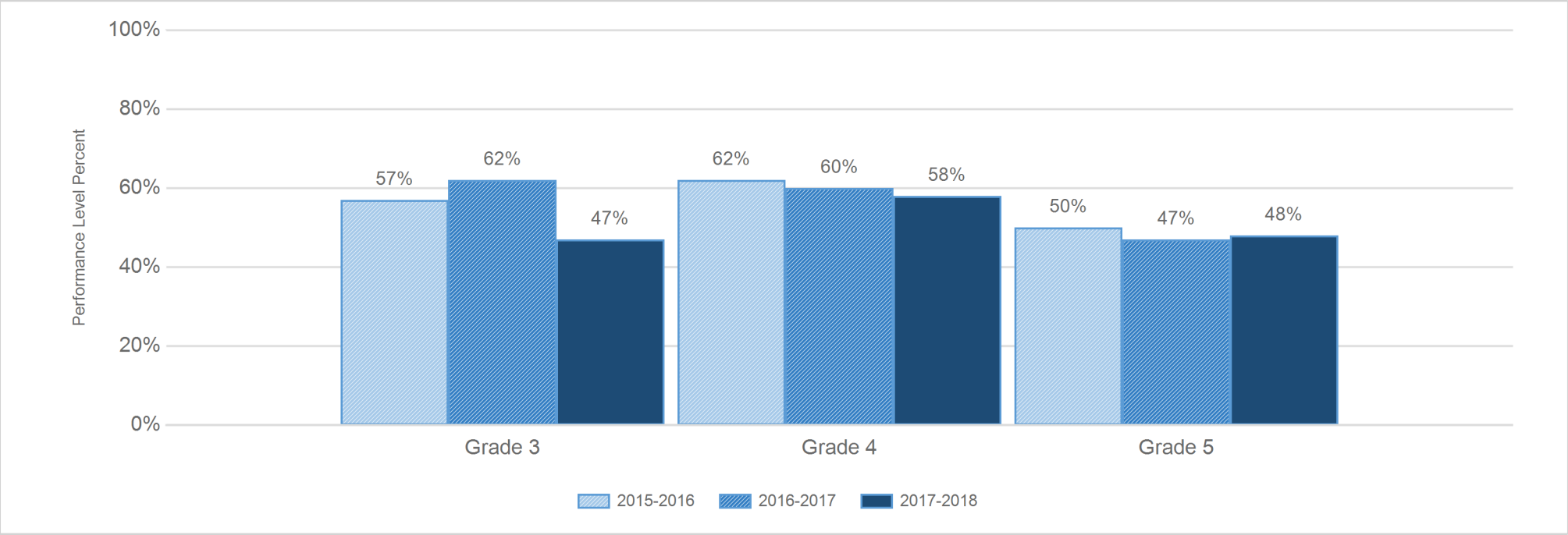
Mathematics Assessment – Performance Trends

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	*	*

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.

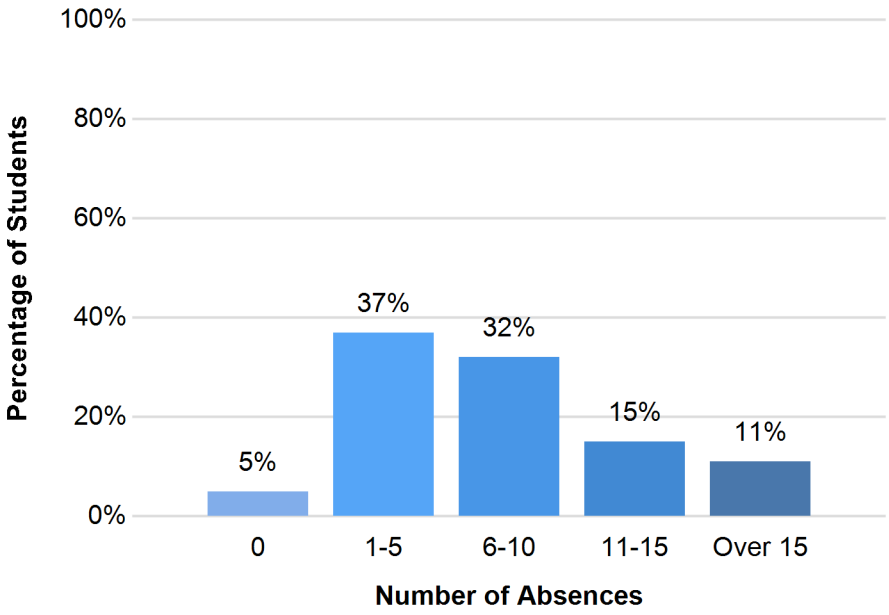
Chronic Absenteeism

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	48	8.6	8.9	Met
White	37	8.1	8.9	Met
Hispanic	7	11.9	8.9	Not Met
Black or African American	2	11.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	12.5	**	**
Economically Disadvantaged Students	20	17.1	8.9	Not Met
Students with Disabilities	15	16.3	8.9	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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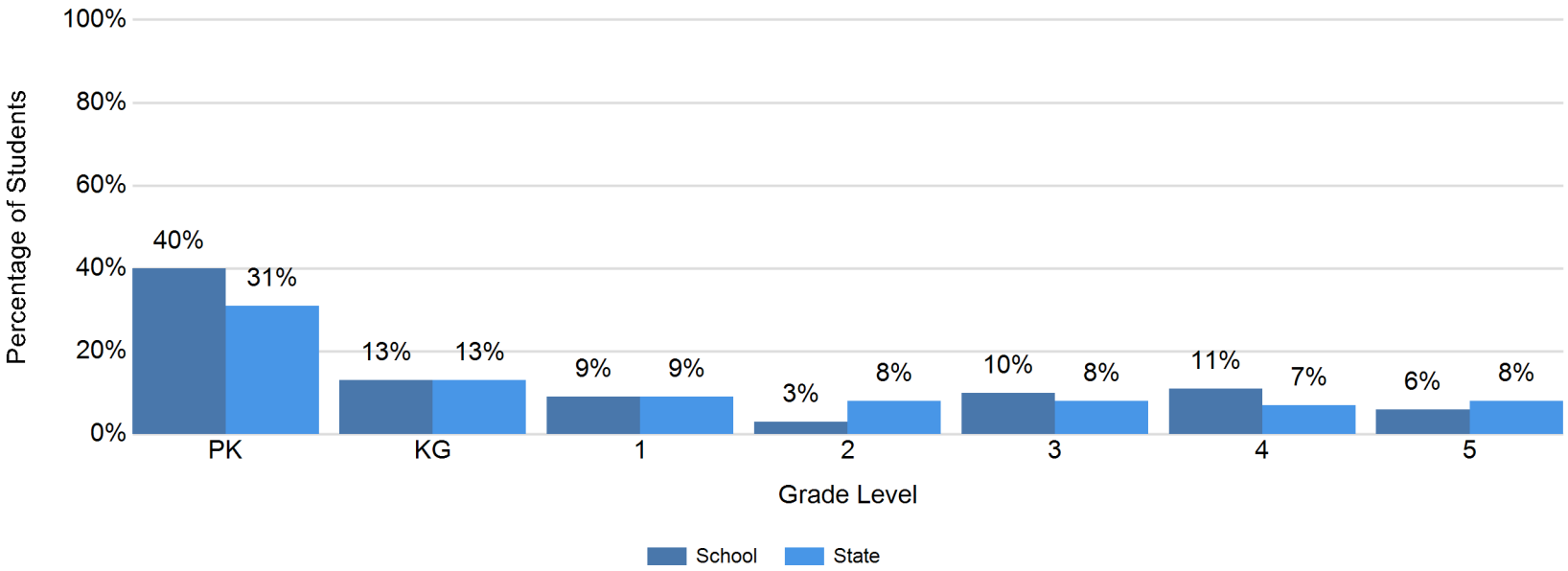
Chronic Absenteeism by Grade

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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

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	2	2
No Identified Nature	3		3

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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 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	1.0:1

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)	$477	$12,671	$13,148

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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	49	117,464
Average years experience in public schools	14.3	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	79.6%	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	71	9,374
Average years experience in public schools	21.4	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	77.5%	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	13:1	13:1
Students to Administrators	329:1	217:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		2568:1
Students to Nurses		593:1
Students to Counselors		395:1
Students to Child Study Team		428:1

NJ SCHOOL PERFORMANCE REPORT

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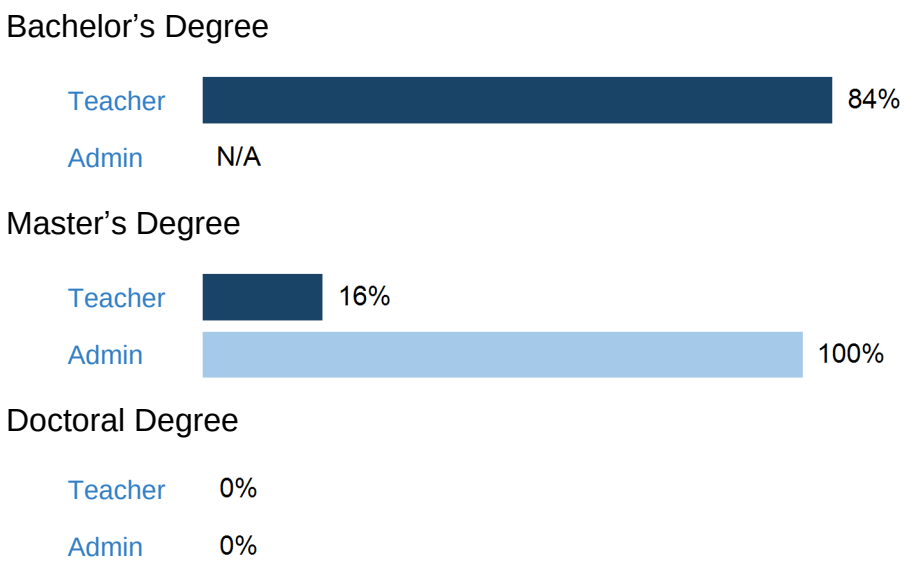
Teachers and Administrators - Level of Education

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	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	94.3%	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	96.9%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	95.9%	50.0%
Male	4.1%	50.0%
White	98.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

SILVER BAY ELEMENTARY SCHOOL
(29-5190-095)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	51.66	17.5%
Mathematics Proficiency	54.21	17.5%
English Language Arts Growth	25.89	25.0%
Mathematics Growth	10.92	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	31.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	32.42	n/a
Summative Rating: Percentile Rank of Summative Score	22.10	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	Not Met	N	Met	No
White	24.23	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	51.04	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	30.82	14.08	No	Met Target†	Met Target†	Not Met	Not Met	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:	• Technology has been infused across all content areas in each classroom. Arts infused lessons through a grant funded partnership with Young Audiences. • Positive school climate and culture which was enhanced by implementation of PBSIS. • Partnership between school and home strengthened through various PTO-sponsored events.
Mission, Vision, Theme:	At Silver Bay, we embrace and develop the unique abilities of each student through compelling, creative learning experiences. We provide a safe and nurturing environment and instill a sense of pride and self-worth in each student." There's No Place Like Silver Bay!
Awards, Recognition, Accomplishments:	Silver Bay's PBSIS Team was selected to be a showcase school for it's implementation of the Positive Behavior System in Schools. This program helps improve the whole child, mentally, physically, and emotionally.

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Courses, Curriculum, Instruction:	The teachers implement the New Jersey Learning Standards which establish high expectations for student learning. The instruction the students receive emphasize higher level thinking skills that incorporate real world applications. These skills will allow the students to be college or career ready. Students use curriculum that is research based to improve instruction in the classroom.
Clubs and Activities:	There are opportunities for the students to participate in activities that go beyond the classroom instruction. These programs are provided through our Music, Technology, and Gifted and Talented programs. Safety patrol is offered to 5th grade students as well.

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Before and After School Programs:	Y-Kids Program offered by the YMCA.
Staff and Professional Learning:	The staff continues to participate and facilitate professional learning activities that allow them to grow as instructional leaders. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. The staff participates in monthly Professional Learning Communities that share best practices which provide a horizontal/vertical articulation and collaboration.

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Student Supports and Services:	Student support services are available through the building wide intervention team, I&RS, and the Child Study Team. Teachers work collaboratively with parents to determine and apply strategies to promote student growth.
Student Health and Wellness:	Silver Bay has implemented the Positive Behavior System in Schools to promote a safe and healthy educational environment. This program helps improve the whole child, mentally, physically, and emotionally.
Parent and Community Involvement:	The PTO at Silver Bay works with school and community officials to support the educational goals that have been set for student success. They offer opportunities for parents to take an active role in their children's education with family nights. The community and school work together to provide educational opportunities beyond the classroom.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The staff and students participate in an annual climate and culture survey that the administration analyzes to improve the school culture. The students have taken an active role in assisting the administration in redesigning our media center based on the results of the survey. Administration has taken an active role in improving staff morale and building climate based on these results.
Facilities:	Silver Bay Elementary is 45 years old. We are in the process of renovating our Media Center and turning it into a dual purpose area. The new media center will accommodate our diverse student population and allow our students to grow as engineers. Recent improvements include the alteration of unused space into an area to properly administer necessary hygiene for a special needs population which is housed in the facility.
School Safety:	Silver Bay Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Silver Bay Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.

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Technology and STEM:	In 2017-18, the district upgraded the building-to-building WAN network to 1 Gb for all locations with a 10 Gb connection between our two data centers. There are 1 GB Internet circuits in each data center providing resiliency from potential outages. All ed spaces have WiFi access for district and BYOD devices. The district utilizes Google Apps. Cybersecurity has seen the addition of programs to monitor network activity with upgraded firewalls. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities are expanded and enhanced through grants and foundations. Approximately half of the $515,699 raised in the 17-18 school year went to STEAM and tech initiatives.
Early Childhood Education:	Silver Bay Elementary School has six preschool classrooms for children with special needs. At Silver Bay Elementary School, we educate apporximately 90 children with from ages 3-5. The six classrooms include General Education/Inclusion, Preschool Disabled, Preschool AI, and Preschool MD.

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Other Information:	Our language arts literacy curriculum in grades 3 through 5 is standards based, offering the children an opportunity to be exposed to rich literature and be given a platform to allow for discussion and independent practice related to the standard based skill being introduced. District created thematic reading units were created to support standards based instruction in the classroom. These programs support the workshop learning model that has become the focus of instruction in grade K-5. Teachers skillfully integrate language arts instruction throughout the content areas of math, science and social studies, with an emphasis on perfecting their listening, speaking, reading and writing skills. Teachers continued to implement writing workshop in their literacy block. All of our students were leveled using Fountas and Pinnell Leveling System, to provide our students with their independent and instructional level to help them with their selection of “just right” books. Students were also leveled using running records in order to guide small group literacy instruction. This process goes far in creating a lifelong love of reading and literature. Math and science curricula are designed to help students experience the richness and excitement of discovery, and help to develop scientific dispositions and habits of mind, including curiosity and heightened critical thinking skills. Children have enjoyed their hands-on experiences as they make discoveries in science using the NGSS. Students conduct engineering type experiments and learn about the engineering process.