NJ SCHOOL PERFORMANCE REPORT

BAYVIEW ELEMENTARY SCHOOL
(25-3160-060)
Grades Offered: KG-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
† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MONMOUTH
District	MIDDLETOWN TWP
Principal Name	MS. RASPANTI
Address	300 LEONARDVILLE ROAD BELFORD, NJ 07718-1299
Phone Number	(732)787-3590
Email Address	RASPANTIT@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/Domain/8
Twitter	https://twitter.com/BayviewESchool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	60	64	60
1	57	62	61
2	48	61	58
3	74	50	60
4	75	76	56
5	69	77	75
Total	383	390	370

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	50.4%	47.2%	43.0%
Male	49.6%	52.8%	57.0%
Economically Disadvantaged Students	18.5%	21.8%	18.1%
Students with Disabilities	19.8%	23.6%	25.9%
English Learners	0.5%	0.8%	0.5%
Homeless Students		0.8%	0.8%
Students in Foster Care		0.8%	0.3%
Military-Connected Students		0.5%	0.5%
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	84.3%	81.3%	82.4%
Hispanic	8.4%	10.0%	9.7%
Black or African American	0.8%	2.3%	2.4%
Asian	1.8%	1.8%	1.6%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	4.1%	3.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	60	64	60

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	98.1%
Spanish	1.1%
Other Languages	0.8%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	37.5	48	50	Not Met	45	48	50	Met Standard
White	40	48	50	Met Standard	44.5	48	51	Met Standard
Hispanic	30.5	44	49	**	43.5	45	48	**
Black or African American	*	42	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	61.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	39	49	**	*	47	51	**
Economically Disadvantaged	35	44	48	Not Met	41	43.5	47	Met Standard
Students with Disabilities	36	41.5	41	Not Met	51	38	43	Met Standard
English Learners	*	74	54	**	*	59	51	**

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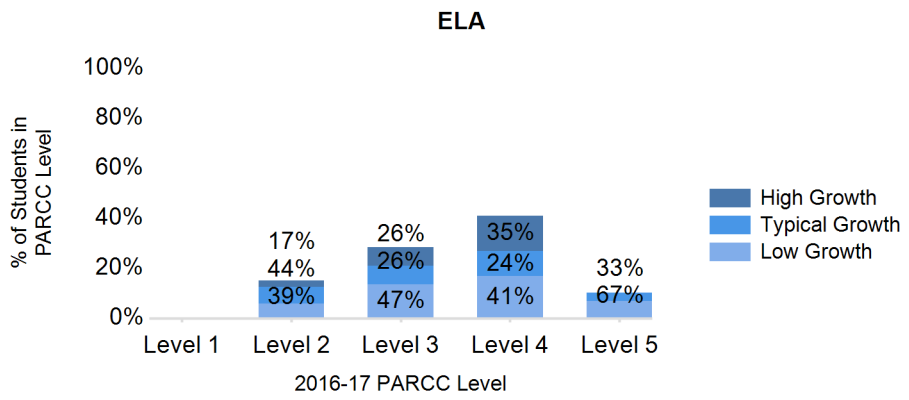
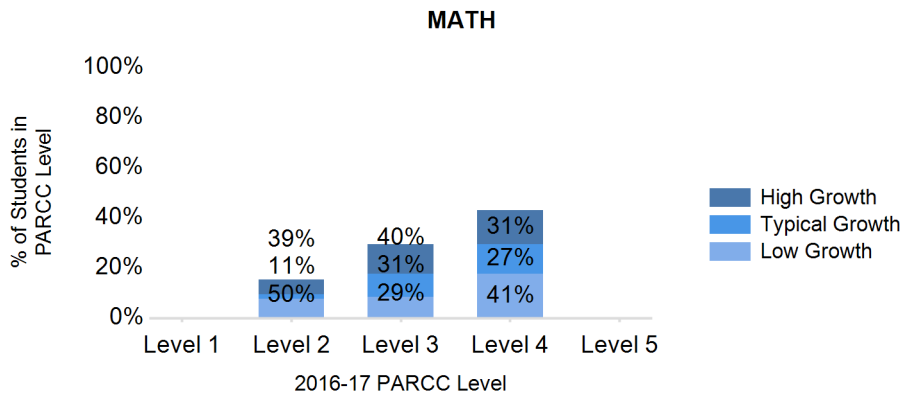
Student Growth by Performance Level

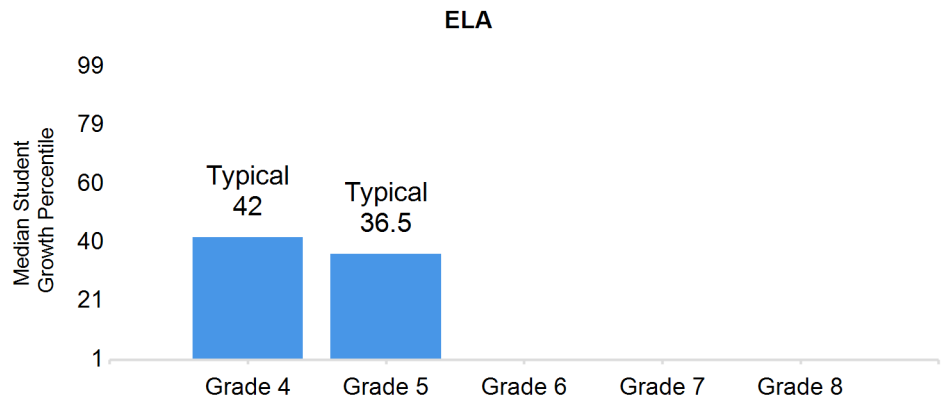
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

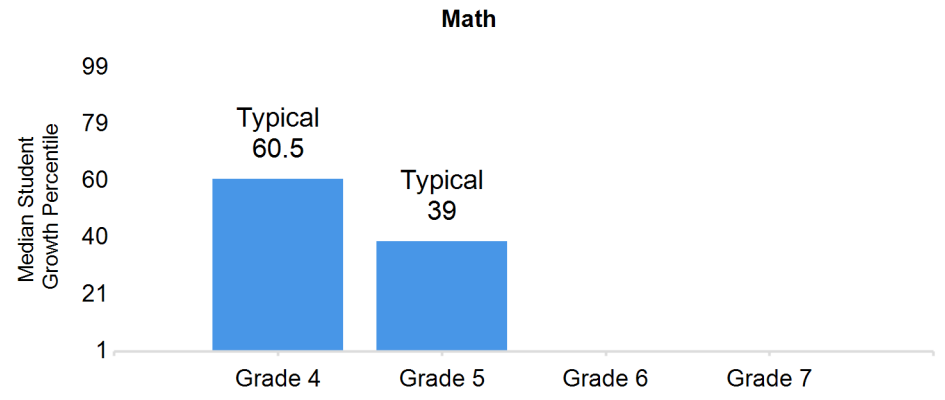




Student Growth by Grade

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	183	99.5	57.9	63.0	56.7	57.9	49.8	Met Target
White	144	99.3	59.7	63.8	65.6	59.7	48.9	Met Target
Hispanic	24	100.0	41.7	57.1	42.5	41.7	42.7	Met Target†
Black or African American	*	*	*	26.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	84	98.8	70.2	71.6	64.5	70.2		
Male	99	100.0	47.5	54.3	49.4	47.5		
Economically Disadvantaged Students	40	100.0	40.0	36.1	38.5	40.0	32.1	Met Target
Non-Economically Disadvantaged Students	143	99.3	62.9	66.4	67.5	62.9		
Students with Disabilities	41	97.7	14.6	*	21.6	14.6	25.3	Not Met
Students without Disabilities	142	100.0	70.5	*	63.9	70.5		
English Learners	*	*	*	55.5	27.3	*	**	**
Non-English Learners	*	*	*	63.0	59.4	*		
Homeless Students	*	*	*	41.4	27.7	*		
Students In Foster Care	*	*	*	50.0	26.3	*		
Military-Connected Students	*	*	*	72.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	758	754	750	*	*	*	*	*	63%	52%
White	46	761	755	759	*	*	*	*	*	65%	61%
Hispanic	*	*	744	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	758	*	*	*	*	*	*	58%
Female	34	764	761	756	*	*	*	*	*	68%	57%
Male	23	750	748	744	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	12	746	732	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	45	761	757	762	*	*	*	*	*	67%	64%
Students with Disabilities	10	724	722	719	*	*	*	*	*	30%	24%
Students without Disabilities	47	765	762	756	*	*	*	*	*	70%	57%
English Learners	N	N	736	712	N	N	N	N	N	N	15%
Non-English Learners	57	758	754	753	*	*	*	*	*	63%	55%
Homeless Students	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	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	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	52	756	764	756	*	*	19%	*	*	62%	58%
White	40	761	*	764	*	*	*	*	*	70%	68%
Hispanic	*	*	751	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	20	771	771	762	*	*	*	*	*	85%	63%
Male	32	746	756	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	13	734	742	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	39	763	767	767	*	*	*	*	*	69%	70%
Students with Disabilities	11	717	734	726	*	*	*	*	*	*	25%
Students without Disabilities	41	766	771	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	52	756	*	759	*	*	19%	*	*	62%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	748	761	755	*	18%	23%	*	*	51%	58%
White	58	748	*	763	*	19%	28%	*	*	48%	68%
Hispanic	10	752	755	743	*	*	*	*	*	60%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	31	756	768	762	*	*	*	*	*	61%	66%
Male	43	743	755	749	*	*	*	*	*	44%	51%
Economically Disadvantaged Students	14	731	740	739	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	60	752	764	766	*	*	*	*	*	55%	71%
Students with Disabilities	20	716	726	724	*	*	*	*	*	10%	22%
Students without Disabilities	54	760	770	762	*	*	*	*	*	67%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	74	748	*	757	*	18%	23%	*	*	51%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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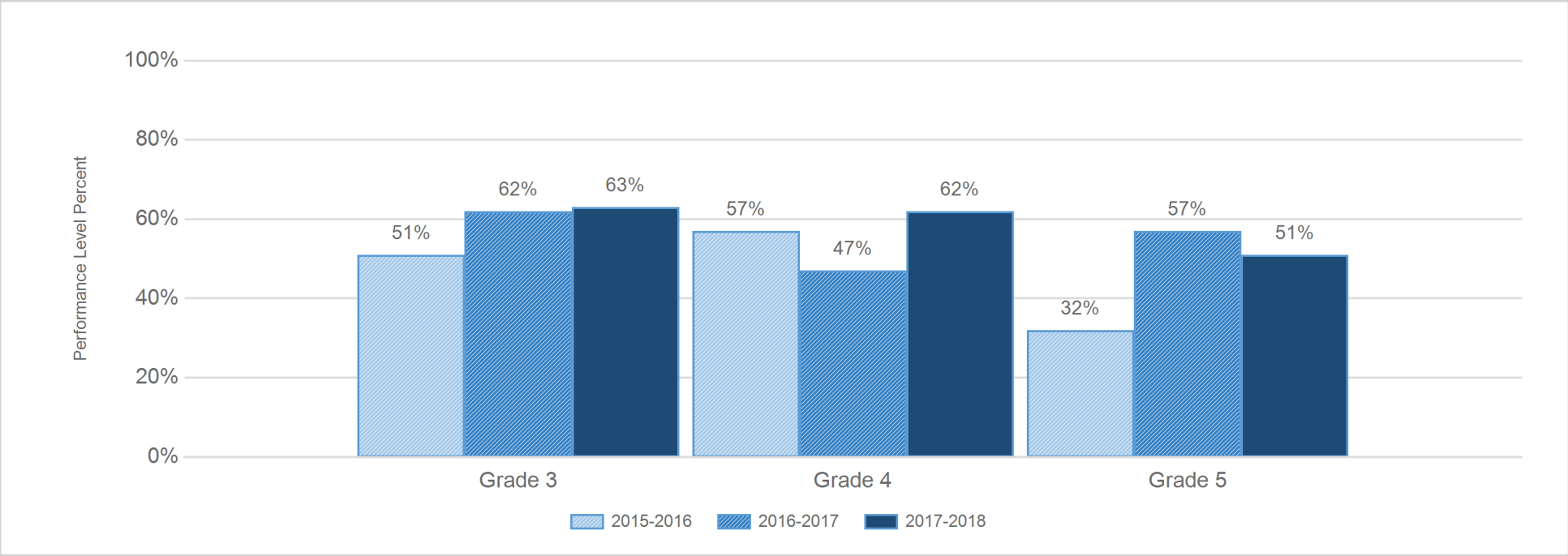
English Language Arts/Literacy Assessment - Performance Trends

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	182	99.5	56.6	50.9	45.0	56.6	55	Met Target
White	144	99.3	58.3	51.6	54.1	58.3	53	Met Target
Hispanic	23	100.0	39.1	43.5	29.2	39.1	35.6	Met Target
Black or African American	*	*	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	84	98.8	66.6	52.5	46.0	66.6		
Male	98	100.0	48.0	49.2	43.9	48.0		
Economically Disadvantaged Students	39	100.0	28.2	22.4	26.6	28.2	45.4	Not Met
Non-Economically Disadvantaged Students	143	99.3	64.3	54.4	55.9	64.3		
Students with Disabilities	40	97.6	15.0	15.9	17.1	15.0	35.7	Not Met
Students without Disabilities	142	100.0	68.3	59.4	50.5	68.3		
English Learners	*	*	*	45.5	24.6	*	**	**
Non-English Learners	*	*	*	50.9	46.9	*		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	*	*	*	23.1	16.2	*		
Military-Connected Students	*	*	*	54.6	45.8	*		
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	57	765	761	752	*	18%	*	46%	25%	70%	53%
White	46	770	761	760	0%	*	*	46%	28%	74%	64%
Hispanic	*	*	746	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	774	757	*	*	*	*	*	*	59%
Female	34	765	761	752	*	*	*	*	*	76%	53%
Male	23	766	760	751	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	12	745	739	736	*	*	*	*	*	42%	35%
Non-Economically Disadvantaged Students	45	771	763	762	*	*	*	*	*	78%	66%
Students with Disabilities	10	739	734	730	*	*	*	*	*	30%	29%
Students without Disabilities	47	771	768	756	*	*	*	*	*	79%	57%
English Learners	N	N	746	726	N	N	N	N	N	N	23%
Non-English Learners	57	765	761	754	*	18%	*	46%	25%	70%	56%
Homeless Students	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	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BAYVIEW ELEMENTARY SCHOOL
(25-3160-060)
Grades Offered: KG-05
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 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	52	752	757	748	0%	21%	25%	*	*	54%	49%
White	40	755	*	755	0%	*	25%	*	*	58%	60%
Hispanic	*	*	751	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	20	762	759	748	0%	*	*	*	*	75%	50%
Male	32	746	755	748	0%	*	*	*	*	41%	49%
Economically Disadvantaged Students	13	730	735	733	0%	*	*	*	*	23%	30%
Non-Economically Disadvantaged Students	39	760	760	758	0%	*	*	*	*	64%	62%
Students with Disabilities	11	731	732	725	*	*	*	*	*	*	22%
Students without Disabilities	41	758	763	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	52	752	*	750	0%	21%	25%	*	*	54%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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BAYVIEW ELEMENTARY SCHOOL
(25-3160-060)
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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	74	745	755	748	*	19%	30%	*	*	47%	49%
White	58	744	*	756	*	*	31%	47%	0%	47%	60%
Hispanic	10	737	749	736	*	*	*	*	*	40%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	31	742	755	749	*	*	*	*	*	48%	50%
Male	43	746	755	747	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	14	726	731	733	*	*	*	*	*	21%	29%
Non-Economically Disadvantaged Students	60	749	758	758	*	*	*	*	*	53%	62%
Students with Disabilities	20	728	727	726	*	*	*	*	*	10%	20%
Students without Disabilities	54	751	762	752	*	*	*	*	*	61%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	74	745	*	750	*	19%	30%	*	*	47%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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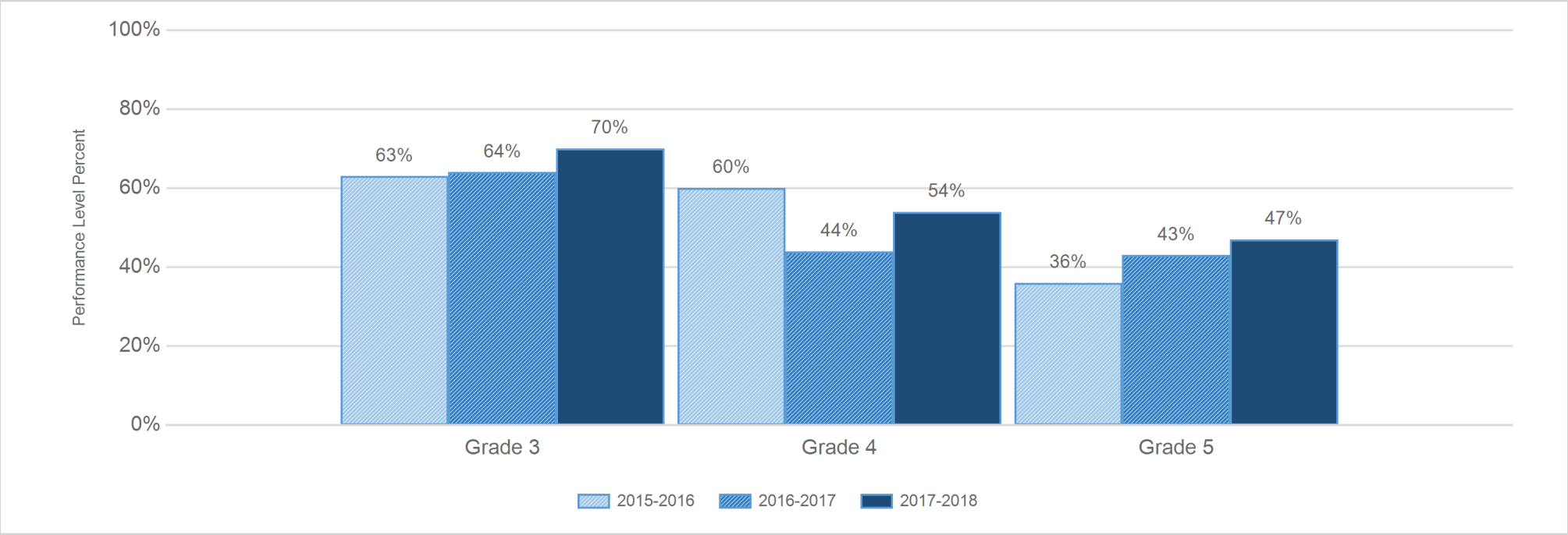
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	*	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	*	*	*
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.

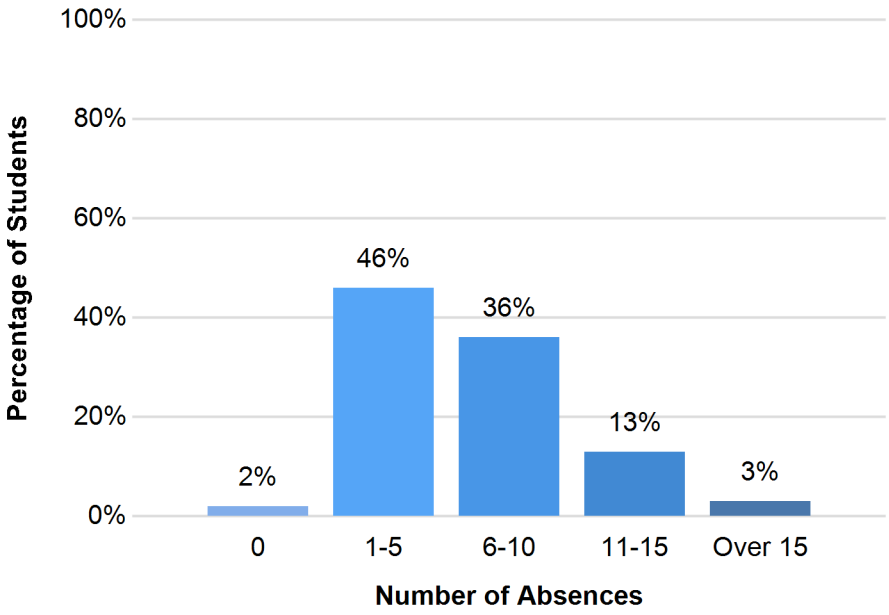
Chronic Absenteeism

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	6	1.6	8.9	Met
White	3	1.0	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	4	6.0	8.9	Met
Students with Disabilities	4	4.2	8.9	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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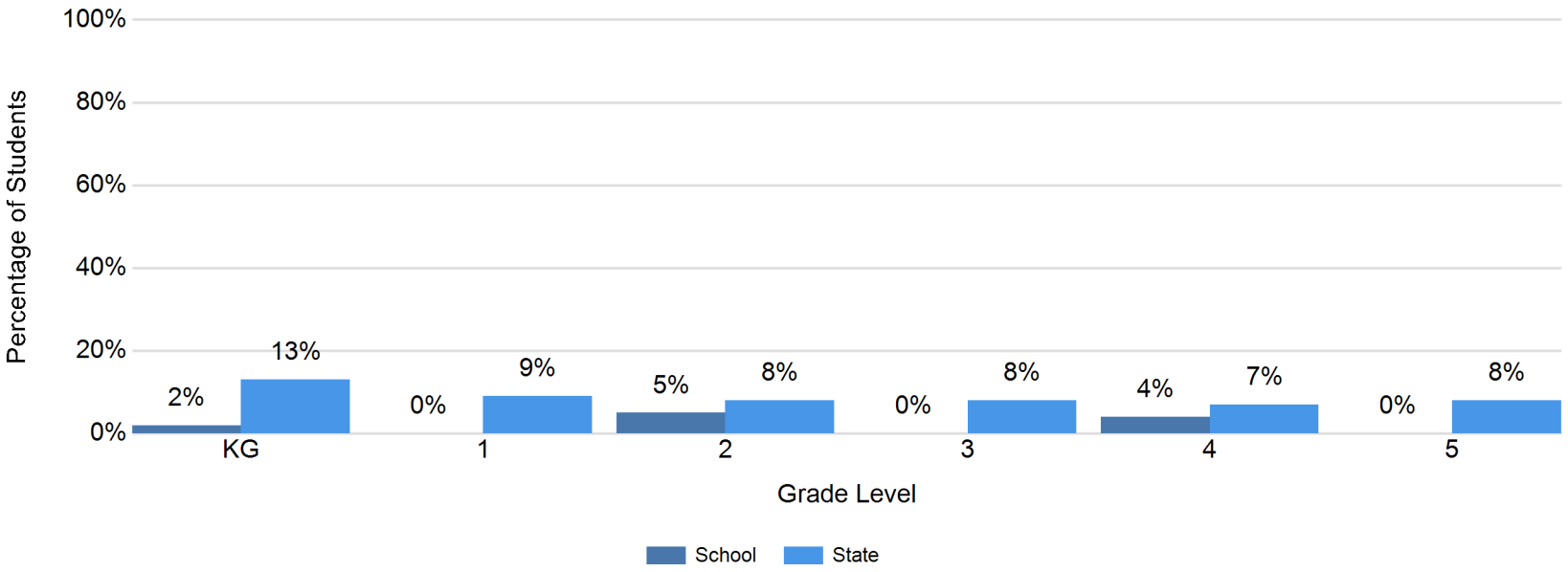
Chronic Absenteeism by Grade

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.54

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	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	1	1	2
No Identified Nature	5		5

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	8:55 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 5 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	1:1

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)	$376	$14,008	$14,384

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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	41	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	65.9%	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	48	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	66.7%	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	9:1	12:1
Students to Administrators	370:1	198:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1587:1
Students to Nurses		529:1
Students to Counselors		414:1
Students to Child Study Team		198:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	84.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.9%	100.0%
Male	17.1%	0.0%
White	95.1%	100.0%
Hispanic	2.4%	0.0%
Black or African American	2.4%	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

BAYVIEW ELEMENTARY SCHOOL
(25-3160-060)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	39.99	17.5%
Mathematics Proficiency	52.61	17.5%
English Language Arts Growth	12.14	25.0%
Mathematics Growth	33.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	97.00	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.17	n/a
Summative Rating: Percentile Rank of Summative Score	35.31	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	Not Met	Met Standard	**	Met	No
White	39.78	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	**	**	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	40.38	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	53.74	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	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:	• Curriculum includes GO Math Readers and Writers Workshop and Stemscopes for Science • Delivery of high quality instruction in a calm, orderly environment fosters autonomy and promotes student engagement. We get to know our students individually, culturally and developmentally. • We inspire students to become life long readers and writers both within the school and beyond the classroom walls. A digital learning environment is infused in our daily instruction.
Mission, Vision, Theme:	Our staff students and community members unite to create a friendly safe and enriching educational environment for all that inspires academic excellence leadership and collaboration. Bayview Elementary School students learn that goal setting is essential to reach their potential. From the very start of the school year students develop personal goals that support their success in academics as well as extracurricular activities.
Awards, Recognition, Accomplishments:	Bayview Elementary School is proud to be a Common Sense Digital Citizenship Certified School and Silver Certificated Future Ready School.

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Courses, Curriculum, Instruction:	A workshop based literacy program integrates the main components of Readers and Writers Workshop utilizing authentic literature and informational text. Word study as well as guided and strategic group instruction is used during the literacy block. Bayview utilizes the district GoMath Program that offers an engaging and interactive approach to math. STEMscopes is a hands-on engaging science program that promotes student learning through investigation.
Clubs and Activities:	Technology Club, Fitness Club, Y Clubs After School, Boys and Girls Scouts, Girls on the Run, Chorus Club

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Before and After School Programs:	Bayview offers YMCA Before and Aftercare for students in grades K through 5. Our After School Learning Academy provides targeted instruction to bolster student achievement.
Staff and Professional Learning:	Teachers are involved in Professional Learning Communities, which meet throughout the year, along with district and building based professional development. Emphasis is put on teacher leadership in the development and presentation of PD. Bayview PD Goals Research and implement best practices in social, emotional and academic learning; implement data analysis software, research and implement best practices in the workshop model for reading, writing and math.

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Student Supports and Services:	Bayview Elementary School has three MD classrooms, two LLD classrooms, ICR in grades K through 5, resource room for grades 2 through 5 and Intervention and Referral Service to assist with the interventions process. Our full time Social Behavior Support Specialist is here to integrate lessons that help students feel successful.
Student Health and Wellness:	Our school garden supports student inquiry and connects students to the natural world. Children become familiar with different fruits and vegetables which promotes healthy eating habits. Students have the opportunity to join Fit Club and teachers incorporate the outdoors and brain breaks into their daily schedules.
Parent and Community Involvement:	The PTA is very involved in supporting our students' social and academic growth. They provide enriching activities for our students such as assemblies, book fairs and family fun events where we come together as a community. In addition, they implement many fundraisers that give back to our students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students A school climate survey is given to all of our third, fourth and fifth grade students. Using the results, we facilitate activities that encourage students to be life long learners and good citizens. It is important for students to learn a set of social emotional competencies, cooperation, assertiveness, responsibility, empathy and self control.
Facilities:	Bayview was built in 1957. Ms. Tara Raspanti is the principal. Our classrooms reflect a student centered learning environment. We have an all purpose room and an enriching school library.
School Safety:	School Safety is our number one priority. Policies and practices have been put in place to create a safe and supportive school environment. The Middletown School District continues to work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self regulation, social awareness, interpersonal skills and responsible decision making.

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Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Bayview is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3 through 5 each have been assigned a Chromebook and actively work in a 1 to 1 digital environment on a daily basis.
Early Childhood Education:	We have a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.

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Other Information:	Bayview is a place Where Kids Come First! The Bayview community focuses on students academic and social needs. Our school is committed to providing a climate that is fair, respectful and caring. Teachers help students set goals that are challenging, compliment student learning styles and are aligned to the state standards. Students are taught that perseverance will help them grow as learners.