NJ SCHOOL PERFORMANCE REPORT

NAVESINK ELEMENTARY SCHOOL
(25-3160-140)
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	MR. ALTOBELLO
Address	151 MONMOUTH AVENUE ATLANTIC HIGHLANDS, NJ 07716
Phone Number	(732)291-0289
Email Address	ALTOBELLOJ@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/domain/14
Twitter	https://twitter.com/NavesinkSchool

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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	48	38	38
1	54	51	37
2	47	55	46
3	50	48	56
4	44	54	48
5	50	44	53
Total	293	290	278

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	52.2%	49.0%	48.2%
Male	47.8%	51.0%	51.8%
Economically Disadvantaged Students	16.7%	16.9%	14.4%
Students with Disabilities	22.5%	25.5%	25.5%
English Learners	1.7%	1.7%	2.9%
Homeless Students		1.7%	0.4%
Students in Foster Care		1.0%	0.0%
Military-Connected Students		0.0%	0.4%
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	86.3%	84.5%	82.0%
Hispanic	5.5%	6.9%	10.1%
Black or African American	2.7%	2.1%	2.2%
Asian	1.7%	2.4%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.7%	0.3%	0.4%
Two or More Races	3.1%	3.4%	3.6%

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	48	38	38

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.5%
Spanish	1.1%
Russian	1.1%
Other Languages	0.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	48	50	Met Standard	32	48	50	Not Met
White	48	48	50	Met Standard	32	48	51	Not Met
Hispanic	*	44	49	**	*	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	34	44	48	**	19.5	43.5	47	**
Students with Disabilities	32.5	41.5	41	**	27	38	43	**
English Learners	*	74	54	**	*	59	51	**

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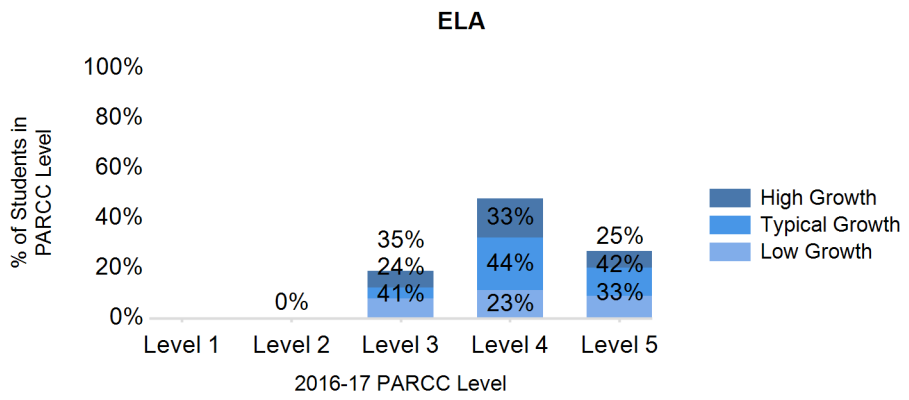
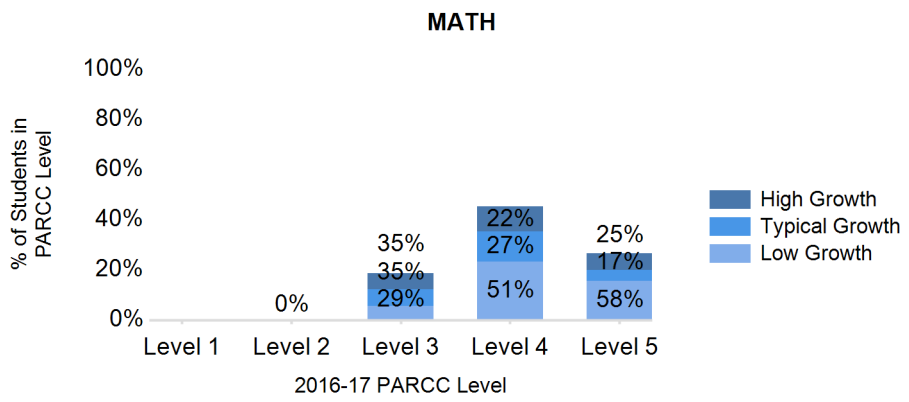
Student Growth by Performance Level

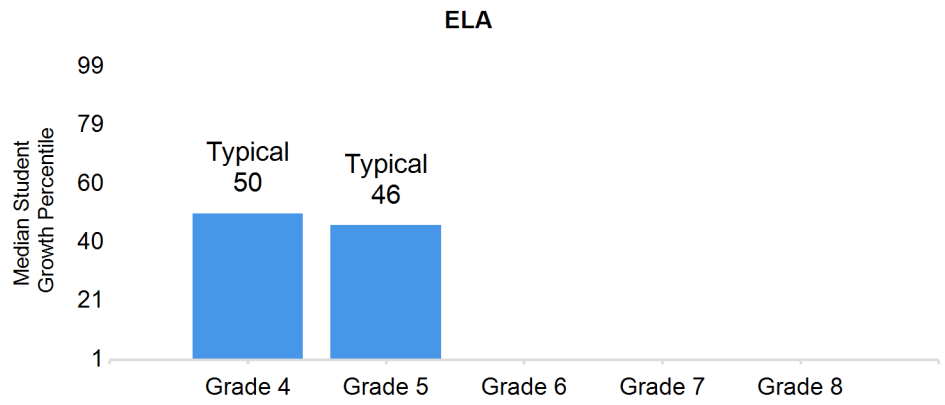
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

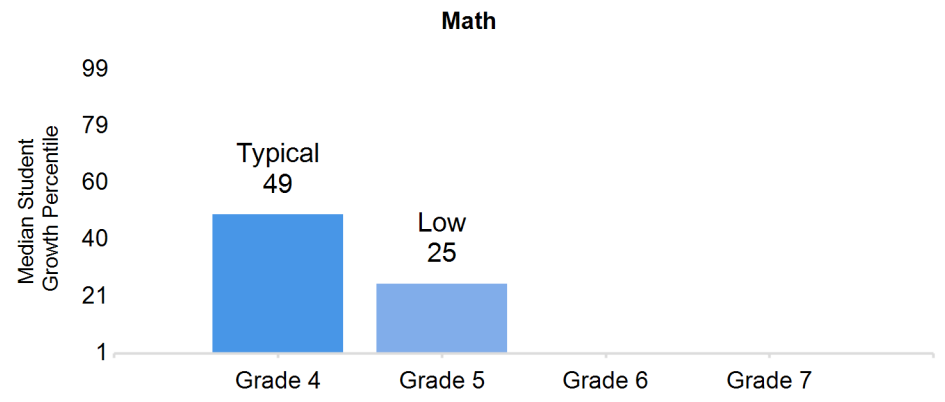




Student Growth by Grade

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	141	97.3	70.2	63.0	56.7	70.2	61.9	Met Target
White	119	97.6	74.8	63.8	65.6	74.8	65	Met Target
Hispanic	14	94.1	42.8	57.1	42.5	42.8	**	**
Black or African American	*	*	*	26.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	74	97.4	77.1	71.6	64.5	77.1		
Male	67	97.2	62.6	54.3	49.4	62.6		
Economically Disadvantaged Students	21	95.8	47.7	36.1	38.5	47.7	32.8	Met Target
Non-Economically Disadvantaged Students	120	97.6	74.2	66.4	67.5	74.2		
Students with Disabilities	32	94.4	25.0	*	21.6	24.8	23.4	Met Target
Students without Disabilities	109	98.2	83.5	*	63.9	83.5		
English Learners	*	*	*	55.5	27.3	*	**	**
Non-English Learners	*	*	*	63.0	59.4	*		
Homeless Students	*	*	*	41.4	27.7	*		
Students In Foster Care	N	N	N	50.0	26.3	N		
Military-Connected Students	N	N	N	72.7	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	758	754	750	*	*	26%	*	*	58%	52%
White	38	765	755	759	0%	*	*	*	*	66%	61%
Hispanic	*	*	744	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	758	758	*	*	*	*	*	*	58%
Female	26	765	761	756	*	*	*	*	*	62%	57%
Male	24	751	748	744	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	*	*	732	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	757	762	*	*	*	*	*	*	64%
Students with Disabilities	14	720	722	719	*	*	*	*	*	*	24%
Students without Disabilities	36	773	762	756	*	*	*	*	*	*	57%
English Learners	*	*	736	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	754	753	*	*	*	*	*	*	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	N	N	*	751	N	N	N	N	N	N	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	42	777	764	756	*	*	*	40%	38%	79%	58%
White	38	778	*	764	*	*	*	45%	37%	82%	68%
Hispanic	*	*	751	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	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	N	N	*	763	N	N	N	N	N	N	63%
Female	24	781	771	762	*	*	*	*	*	83%	63%
Male	18	771	756	751	*	*	*	*	*	72%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	767	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	42	777	*	759	*	*	*	40%	38%	79%	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	51	764	761	755	0%	*	*	*	*	73%	58%
White	43	767	*	763	0%	*	*	*	*	77%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	25	771	768	762	0%	*	*	*	*	88%	66%
Male	26	759	755	749	0%	*	*	*	*	58%	51%
Economically Disadvantaged Students	10	740	740	739	0%	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	41	771	764	766	0%	*	*	*	*	80%	71%
Students with Disabilities	11	730	726	724	0%	*	*	*	*	27%	22%
Students without Disabilities	40	774	770	762	0%	*	*	*	*	85%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	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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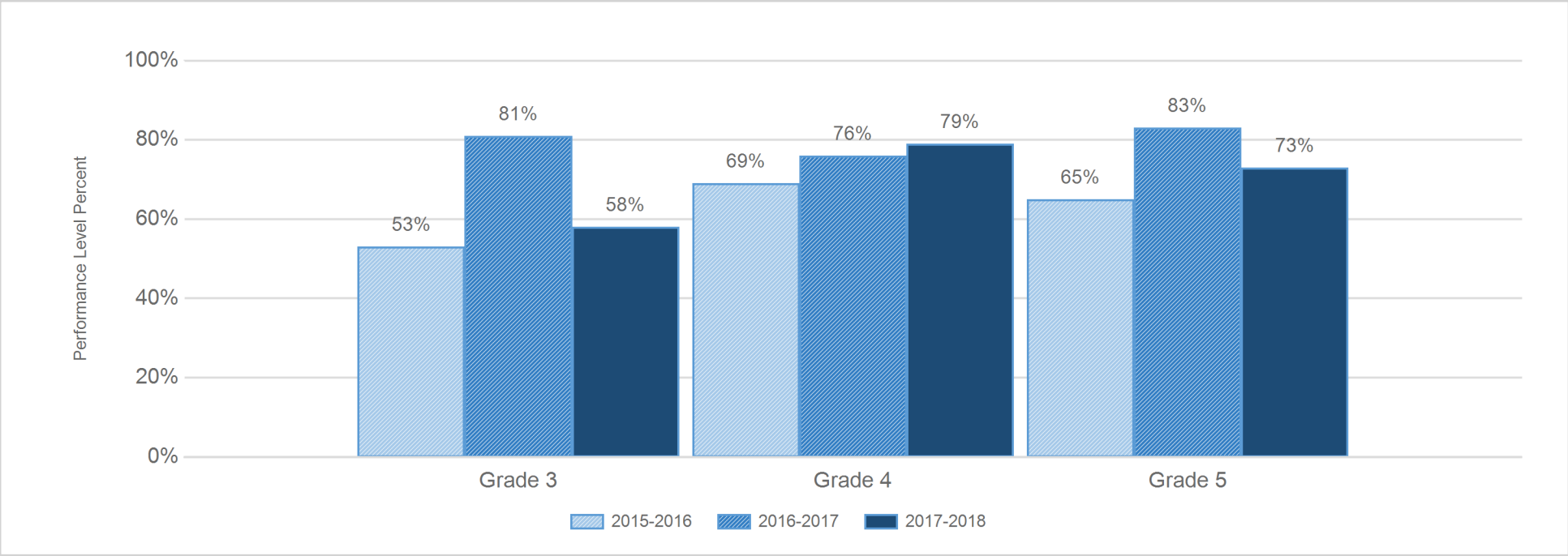
English Language Arts/Literacy Assessment - Performance Trends

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	142	98.0	67.6	50.9	45.0	67.6	71.8	Met Target†
White	120	98.4	67.5	51.6	54.1	67.5	73.9	Met Target†
Hispanic	14	94.1	78.6	43.5	29.2	78.6	**	**
Black or African American	*	*	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	74	97.4	67.6	52.5	46.0	67.6		
Male	68	98.6	67.7	49.2	43.9	67.7		
Economically Disadvantaged Students	22	100.0	40.9	22.4	26.6	40.9	49.2	Met Target†
Non-Economically Disadvantaged Students	120	97.6	72.5	54.4	55.9	72.5		
Students with Disabilities	33	97.2	21.2	15.9	17.1	21.2	41	Not Met
Students without Disabilities	109	98.2	81.7	59.4	50.5	81.7		
English Learners	*	*	*	45.5	24.6	*	**	**
Non-English Learners	*	*	*	50.9	46.9	*		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	N	N	N	23.1	16.2	N		
Military-Connected Students	N	N	N	54.6	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	50	765	761	752	*	*	*	38%	32%	70%	53%
White	38	771	761	760	*	*	*	32%	39%	71%	64%
Hispanic	*	*	746	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	774	757	*	*	*	*	*	*	59%
Female	26	764	761	752	*	*	*	*	*	69%	53%
Male	24	767	760	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	739	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	763	762	*	*	*	*	*	*	66%
Students with Disabilities	14	724	734	730	*	*	*	*	*	14%	29%
Students without Disabilities	36	781	768	756	*	*	*	*	*	92%	57%
English Learners	*	*	746	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	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	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

NAVESINK ELEMENTARY SCHOOL
(25-3160-140)
Grades Offered: KG-05
2017-2018

Report Key:
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****** 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	43	768	757	748	*	*	*	*	*	79%	49%
White	39	768	*	755	*	*	*	*	*	77%	60%
Hispanic	*	*	751	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	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	N	N	*	752	N	N	N	N	N	N	55%
Female	24	769	759	748	*	*	*	*	*	79%	50%
Male	19	767	755	748	*	*	*	*	*	79%	49%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	760	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	43	768	*	750	*	*	*	*	*	79%	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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(25-3160-140)
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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	51	752	755	748	*	*	33%	*	*	53%	49%
White	43	754	*	756	*	*	35%	*	*	56%	60%
Hispanic	*	*	749	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	25	753	755	749	*	*	*	*	*	56%	50%
Male	26	750	755	747	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	10	724	731	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	41	759	758	758	*	*	*	*	*	63%	62%
Students with Disabilities	11	718	727	726	*	*	*	*	*	*	20%
Students without Disabilities	40	761	762	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	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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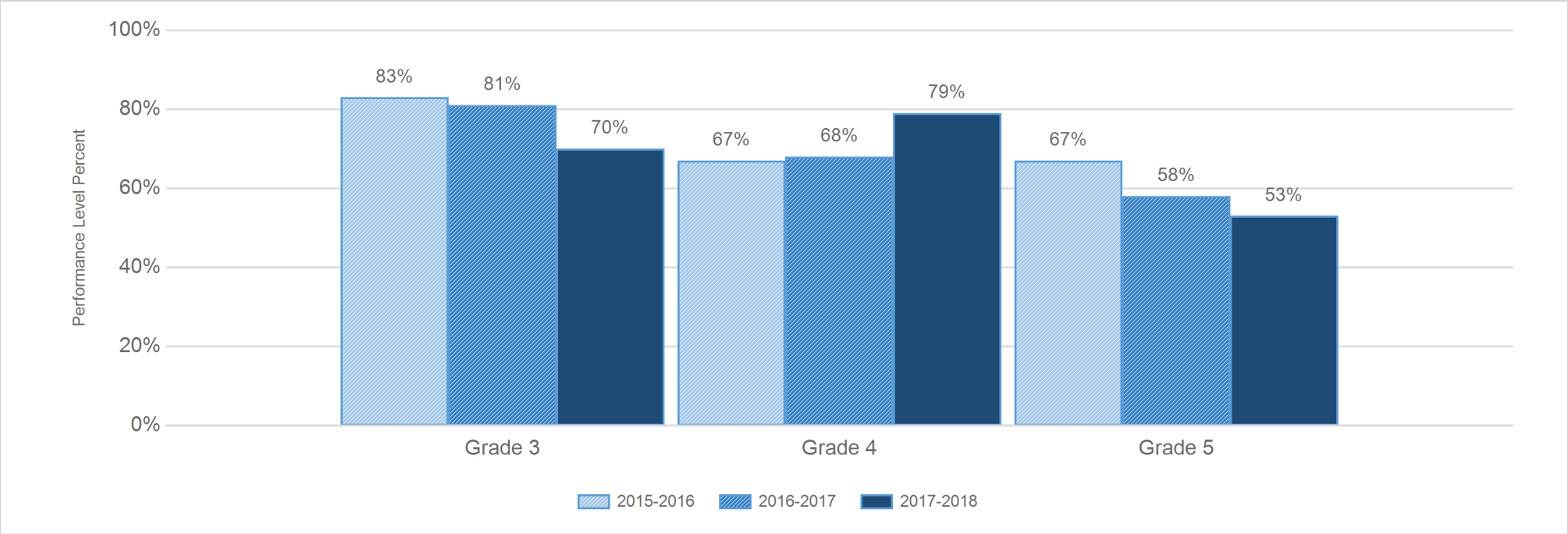
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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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.

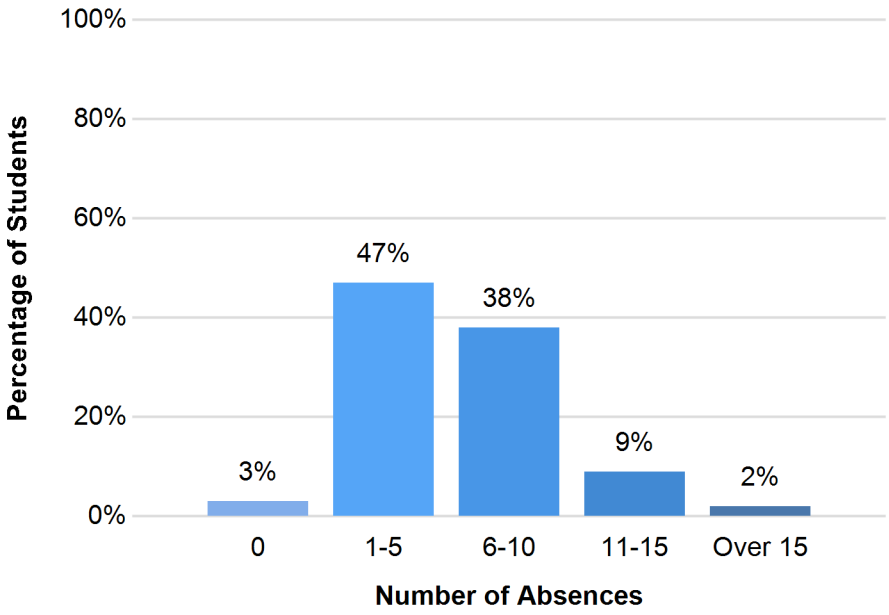
Chronic Absenteeism

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	2.2	8.9	Met
White	4	1.8	8.9	Met
Hispanic	2	7.1	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Economically Disadvantaged Students	1	2.5	8.9	Met
Students with Disabilities	2	2.9	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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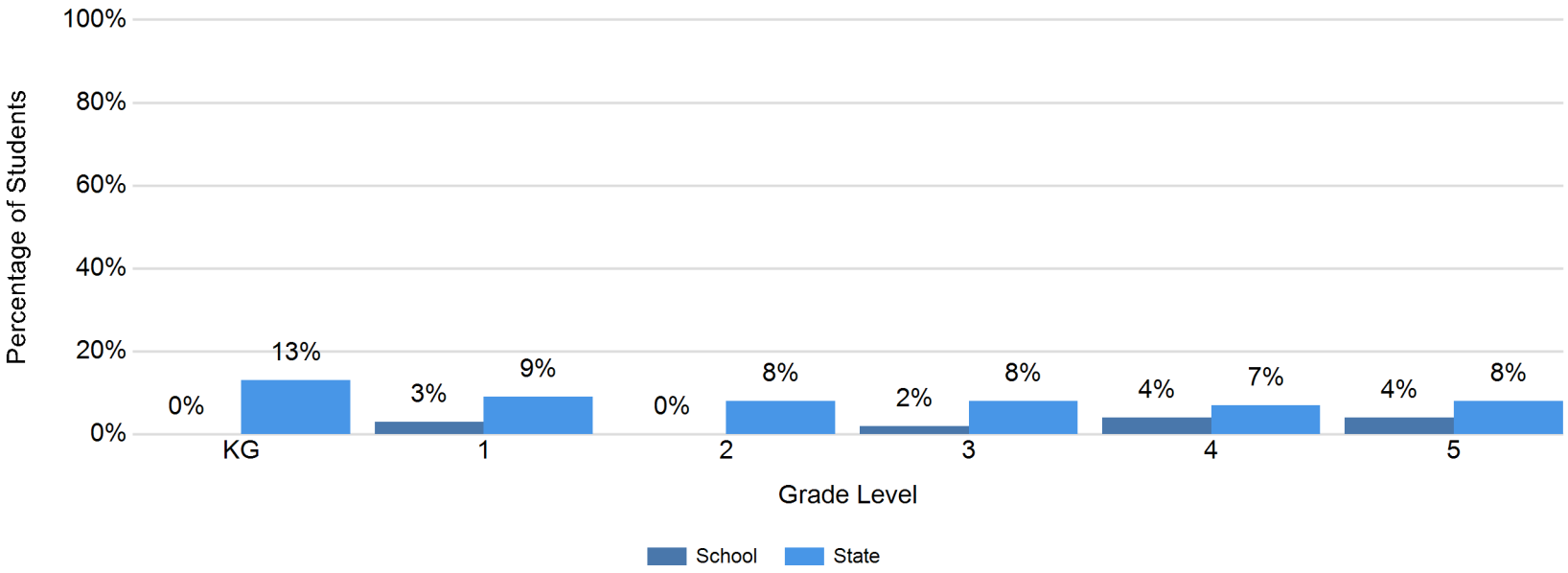
Chronic Absenteeism by Grade

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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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	33	117,464
Average years experience in public schools	17.2	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	81.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	8:1	12:1
Students to Administrators	278:1	198:1
Teachers to Administrators	33:1	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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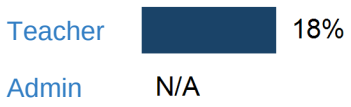
Teachers and Administrators - Level of Education

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	96.8%

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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	90.9%	0.0%
Male	9.1%	100.0%
White	90.9%	100.0%
Hispanic	3.0%	0.0%
Black or African American	6.1%	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

NAVESINK ELEMENTARY SCHOOL
(25-3160-140)
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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	66.47	17.5%
Mathematics Proficiency	73.64	17.5%
English Language Arts Growth	38.51	25.0%
Mathematics Growth	3.62	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	94.66	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.25	n/a
Summative Rating: Percentile Rank of Summative Score	47.93	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Not Met	**	Met	No
White	50.32	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	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	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Not Met	**	**	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 Next Generation Science Standards • Technology 1 to 1 Chromebook imitative in grades 3 thorugh 5 • Awards Future Ready Silver Certified School
Mission, Vision, Theme:	Navesink School works tirelessly to exceed expectations and ensure our students are prepared for their future as leaders. We embrace our educational responsibility to provide an academically rigorous program in an environment that empowers students to grow socially and emotionally as well. Navesink School is a Community of Learners today and a Community of Leaders for tomorrow.
Awards, Recognition, Accomplishments:	Navesink is a Future Ready Certificated School due to its commitment to differentiation and personalization for all students. Navesink is staffed with a dedicated group of teachers whose mission is to inspire the Whole Child through our comprehensive character education program that is infused throughout the school.

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Courses, Curriculum, Instruction:	Navesink School runs a full day K through 5 program whose curriculum aligns to both national and state standards with a focus on college and career readiness for all. Our balanced literacy approach is guided by the workshop model of instruction to ensure active engagement. Our GoMath Program offers a diverse experience that is both conceptual and procedural in nature. Finally, our commitment to the NGSS provides an inquiry based learning approach for all.
Clubs and Activities:	Navesink School offers students the ability to participate in before and after school activities including: fitness club, technology club, learning academy, book clubs, chorus and band.

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Before and After School Programs:	Navesink School partners with the Local YMCA to provide before and after care for students as well as a diverse offering of differentiated activities throughout the year.
Staff and Professional Learning:	Navesink School functions as a true learning organization and uses a Professional Learning Community approach to identify areas of strength, weakness, and opportunities for growth. Through collaboration and collegiality as a learning organization, we take an action research approach to our practice and use both quantitative and qualitative data to drive the decisions we make. Working together we continue to grow stronger as a professional community of learners.

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Student Supports and Services:	Navesink School is a Title I School. Navesink School provides the full scope of support services for students with disabilities. Navesink School has an active and engaged I and RS team dedicated to identifying and providing the supports necessary for all students to achieve success.
Student Health and Wellness:	Navesink School provides a daily Teacher Directed Physical Education Period for all students to promote health and wellness. Navesink School also offers a fitness club which runs in the fall and spring for students to continue to be active and promote health and wellness outside of the normal school day.
Parent and Community Involvement:	Navesink School has a dedicated PTA who works to support our students, our staff and to provide enrichment programs that enhance our curriculum and our school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	Navesink School is a facility that is effectively maintained to ensure that all students have access to an environment that is suitable, warm and encouraging.
School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We 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, 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:	Navesink School has a part time Educational Technology Specialist who works collaboratively with staff on Technology integration and STEM integration. 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. Our school 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. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology club.
Early Childhood Education:	Navesink School has 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:	The students at Navesink School are active participants in meaningful activities to guide them in becoming lifelong learners and responsible citizens. Students are provided with classes in Art, Music, Health, Spanish and Physical Education. In grades four and five, students have the opportunity to participate in instrumental music. Academic success is credited to students, teachers and parents working together as a cohesive group. Curricula in all subject areas align with the state standards, and teachers differentiate instruction to promote individual student academic success and use an interdisciplinary approach to promote personalized learning. Our balanced literacy program integrates authentic literature and informational texts using best practices such as guided group instruction, Readers Writers Workshop and word work. Math skills and concepts are supported with a hands on approach to foster conceptual as well as procedural understanding of the discipline and an appreciation for the world of numbers. Smart Boards, iPads, Chromebooks and document cameras are utilized in classrooms to enhance student learning. Students in Grades 3 through 5 each have a Chromebook and actively work in a 1 to environment on a daily basis. Navesink School prioritizes students safety, technology integration and a seamless communication structure that encompasses a multimodal approach. We are proud of our students, proud of our staff and proud of our community.