NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON HIGH SCHOOL
(13-2730-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	LIVINGSTON TWP
Principal Name	MR. STERN
Address	30 ROBERT HARP DRIVE LIVINGSTON, NJ 07039
Phone Number	(973)535-8000
Email Address	MSTERN@LIVINGSTON.ORG
Website	https://www.livingston.org/lhs
Facebook	https://www.facebook.com/LivSchools
Twitter	https://twitter.com/LivSchools

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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
9	444	489	490
10	485	448	491
11	461	491	452
12	450	446	493
Total	1,840	1,874	1,927

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	48.5%	48.7%	49.0%
Male	51.5%	51.3%	51.0%
Economically Disadvantaged Students	1.4%	1.8%	2.2%
Students with Disabilities	12.7%	12.0%	12.0%
English Learners	0.8%	0.4%	0.4%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	65.8%	64.5%	63.9%
Hispanic	3.9%	4.8%	4.5%
Black or African American	3.4%	3.5%	3.5%
Asian	25.5%	25.4%	25.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	1.3%	1.5%	2.1%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,840	1,872	1,925
Shared Time Students	0	2	2
Full Time Equivalent	1,840	1,873	1,926

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	79.6%
Chinese	6.7%
Russian	2.8%
Spanish	1.9%
Hindi	1.1%
Other Languages	7.9%

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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	971	98.8	81.6	84.6	56.7	81.6	51.2	Met Goal
White	635	98.6	78.5	81.5	65.6	78.5	42.2	Met Target
Hispanic	41	97.7	63.4	73.8	42.5	63.4	42.7	Met Target
Black or African American	35	100.0	71.4	68.0	37.3	71.4	42.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	233	99.2	94.8	94.5	82.3	94.8	75.4	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	Met Goal
Female	491	98.8	86.0	89.0	64.5	86.0		
Male	480	98.8	77.1	80.6	49.4	77.1		
Economically Disadvantaged Students	24	100.0	62.5	65.3	38.5	62.5	56.3	Met Target
Non-Economically Disadvantaged Students	947	98.8	82.0	85.0	67.5	82.0		
Students with Disabilities	160	97.6	46.3	46.5	21.6	46.3	24	Met Target
Students without Disabilities	811	99.0	88.6	91.9	63.9	88.6		
English Learners	15	100.0	46.7	75.4	27.3	46.7	**	**
Non-English Learners	956	98.8	82.1	84.9	59.4	82.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	489	784	784	752	*	*	10%	47%	40%	87%	55%
White	316	778	778	760	*	*	11%	53%	33%	85%	64%
Hispanic	18	755	755	735	0%	*	*	*	*	56%	38%
Black or African American	18	775	775	734	0%	0%	*	*	*	83%	34%
Asian, Native Hawaiian, or Pacific Islander	122	804	804	782	0%	*	0%	*	*	99%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	15	777	777	760	0%	0%	*	*	*	73%	63%
Female	250	793	793	759	*	*	6%	42%	52%	94%	63%
Male	239	774	774	744	*	*	14%	52%	28%	81%	46%
Economically Disadvantaged Students	13	771	771	733	*	*	0%	*	*	77%	34%
Non-Economically Disadvantaged Students	476	784	784	761	*	*	10%	*	*	88%	65%
Students with Disabilities	74	752	752	716	*	*	*	*	*	51%	15%
Students without Disabilities	415	789	789	758	*	*	*	*	*	94%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	482	776	776	749	2%	6%	16%	43%	32%	75%	51%
White	317	770	770	756	*	*	20%	46%	25%	71%	58%
Hispanic	25	760	760	733	*	0%	*	*	*	64%	38%
Black or African American	17	742	742	728	*	*	*	*	*	59%	32%
Asian, Native Hawaiian, or Pacific Islander	111	799	799	782	*	*	*	30%	60%	90%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	241	779	779	759	*	*	17%	45%	33%	78%	60%
Male	241	773	773	739	*	*	16%	41%	32%	72%	42%
Economically Disadvantaged Students	12	739	739	730	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	470	777	777	758	*	*	*	*	*	76%	59%
Students with Disabilities	81	741	741	707	*	*	26%	*	*	40%	15%
Students without Disabilities	401	783	783	756	*	*	14%	*	*	82%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	754	754	736	10%	12%	16%	46%	15%	61%	39%
White	101	749	749	737	12%	14%	18%	45%	12%	56%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	51	766	766	759	*	*	*	53%	25%	78%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	58	761	761	745	*	*	*	52%	19%	71%	48%
Male	113	750	750	728	*	*	*	43%	13%	57%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	37	731	731	708	*	27%	*	*	*	30%	13%
Students without Disabilities	134	760	760	742	*	8%	*	*	*	70%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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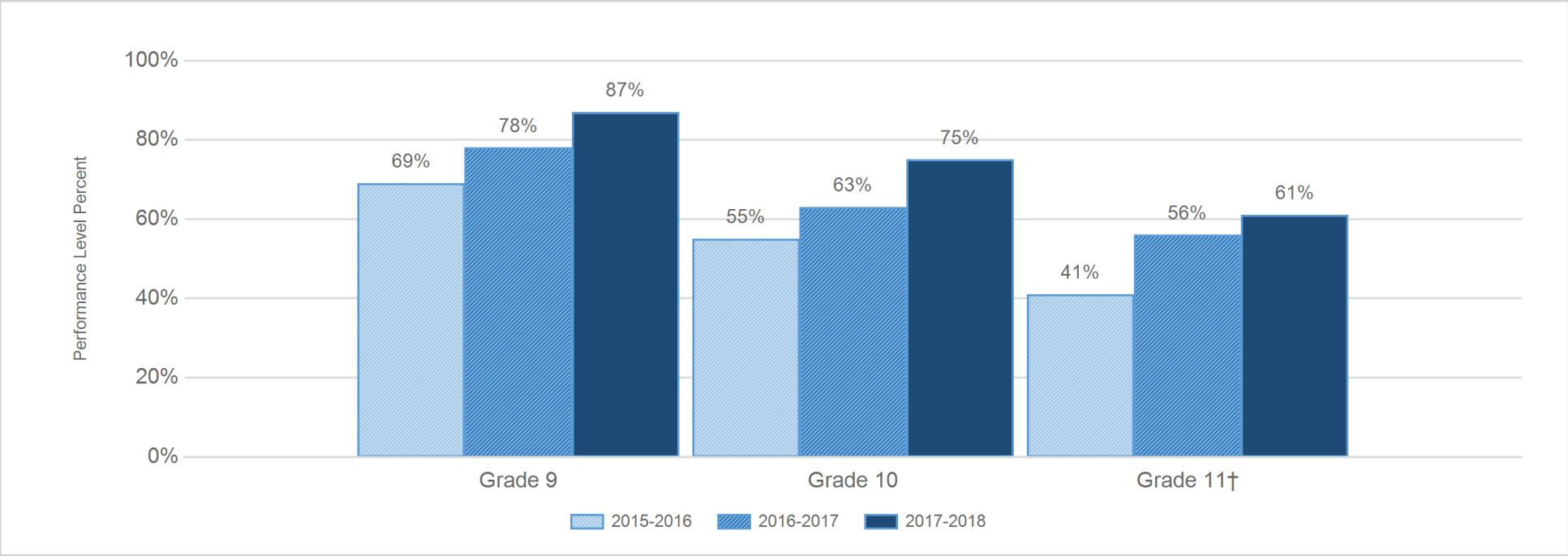
English Language Arts/Literacy Assessment - Performance Trends

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	908	98.5	57.6	71.3	45.0	57.6	38.6	Met Target
White	609	98.6	51.1	64.5	54.1	51.1	28.2	Met Target
Hispanic	39	95.3	30.7	48.1	29.2	30.7	25.5	Met Target
Black or African American	35	100.0	51.4	51.6	23.4	51.4	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	201	98.5	83.1	90.7	77.0	83.1	69.8	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	468	98.5	55.1	69.6	46.0	55.1		
Male	440	98.5	60.2	72.8	43.9	60.2		
Economically Disadvantaged Students	24	100.0	50.0	52.8	26.6	50.0	26.3	Met Target
Non-Economically Disadvantaged Students	884	98.4	57.8	71.7	55.9	57.8		
Students with Disabilities	152	97.5	26.4	31.7	17.1	26.4	21.2	Met Target
Students without Disabilities	756	98.7	63.9	78.9	50.5	63.9		
English Learners	15	94.4	53.3	69.4	24.6	53.3	**	**
Non-English Learners	893	98.6	57.6	71.4	46.9	57.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	252	751	773	746	6%	10%	29%	*	*	56%	46%
White	188	750	764	755	6%	9%	30%	54%	0%	54%	57%
Hispanic	14	740	*	730	*	*	*	*	*	29%	27%
Black or African American	17	750	*	727	*	*	*	65%	0%	65%	23%
Asian, Native Hawaiian, or Pacific Islander	21	769	799	779	0%	0%	*	*	*	76%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	12	751	767	755	0%	*	*	*	*	58%	54%
Female	117	751	772	748	*	*	29%	*	*	56%	48%
Male	135	750	773	745	*	*	30%	*	*	56%	44%
Economically Disadvantaged Students	*	*	742	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	773	756	*	*	*	*	*	*	57%
Students with Disabilities	74	732	*	716	19%	18%	34%	*	*	30%	13%
Students without Disabilities	178	758	*	752	0%	6%	28%	*	*	66%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	387	753	757	735	*	12%	33%	*	*	55%	30%
White	259	748	*	740	*	14%	38%	*	*	47%	37%
Hispanic	17	741	741	723	0%	*	65%	*	*	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	96	771	777	760	0%	*	*	58%	25%	83%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	217	753	754	736	*	11%	35%	*	*	53%	30%
Male	170	753	761	734	*	13%	29%	*	*	56%	29%
Economically Disadvantaged Students	12	750	*	722	*	*	*	*	*	42%	13%
Non-Economically Disadvantaged Students	375	753	*	741	*	*	*	*	*	55%	38%
Students with Disabilities	68	732	732	713	*	*	43%	*	*	16%	*
Students without Disabilities	319	757	762	738	*	*	31%	*	*	63%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON HIGH SCHOOL
(13-2730-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	307	761	761	727	3%	11%	26%	49%	11%	59%	30%
White	188	750	750	733	*	14%	30%	*	*	51%	35%
Hispanic	12	747	747	710	0%	*	*	*	*	42%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	90	785	785	766	*	*	11%	51%	30%	81%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	146	755	755	728	*	*	29%	*	*	54%	30%
Male	161	765	765	727	*	*	23%	*	*	64%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	21	741	741	693	*	*	*	*	*	38%	*
Students without Disabilities	286	762	762	732	*	*	*	*	*	61%	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	307	761	761	729	3%	11%	26%	49%	11%	59%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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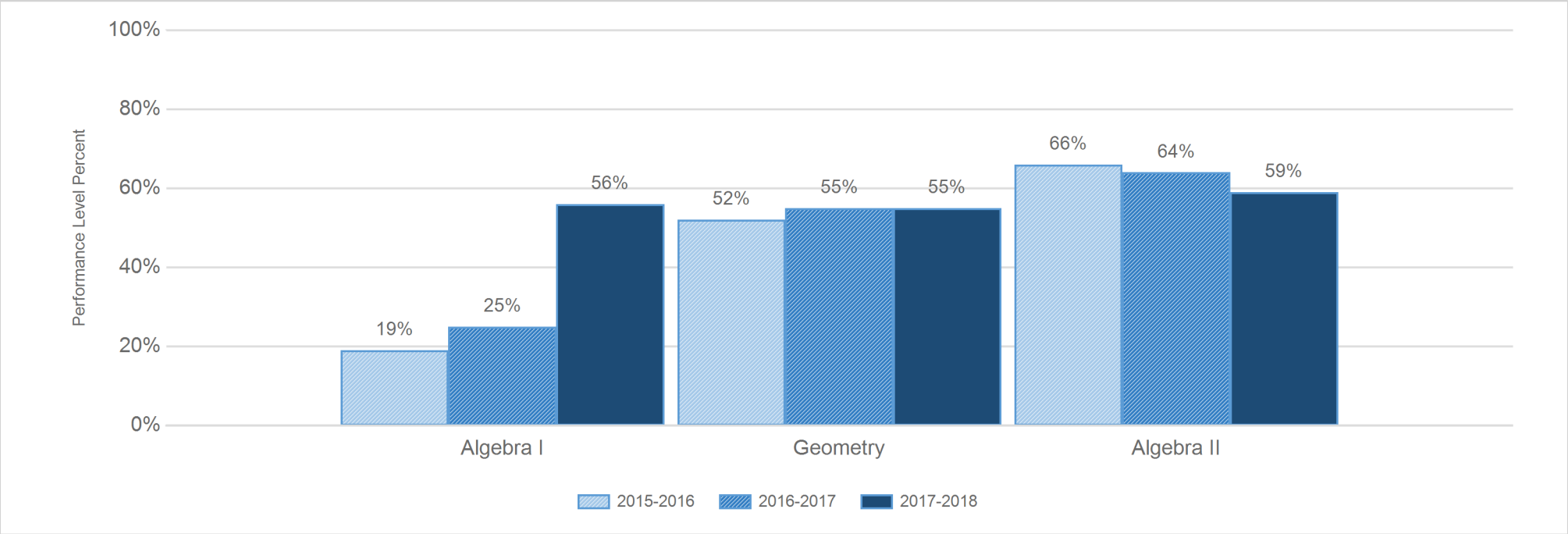
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	63.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	67.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	56.2%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	563	478	Grade 10: 430 Grade 11: 460	89%	62%
PSAT 10/NMSQT - Math	575	478	Grade 10: 480 Grade 11: 510	77%	42%
SAT - Reading and Writing	624	542	480	91%	72%
SAT - Math	642	543	530	83%	54%
ACT - Reading	26	24	22	77%	62%
ACT - English	27	24	18	90%	78%
ACT - Math	26	24	22	77%	62%
ACT - Science	26	23	23	71%	53%

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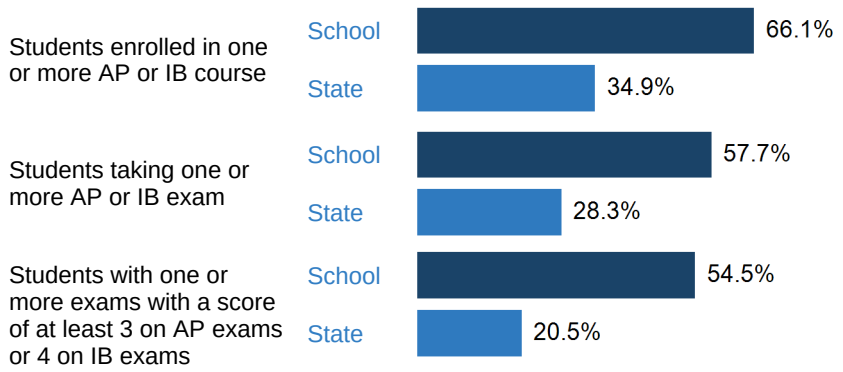
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

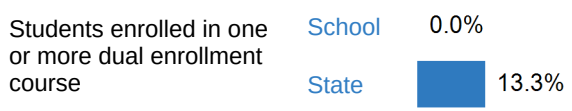
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	21	18
AP Biology	58	45
AP Calculus AB	0	73
AP Calculus BC	127	50
AP Chemistry	66	60
AP Chinese Language and Culture	10	23
AP Comparative Government and Politics	148	15
AP Computer Science A	71	64
AP Computer Science Principles	25	15
AP English Language and Composition	54	40
AP English Literature and Composition	71	35
AP Environmental Science	76	68
AP European History	23	19
AP French Language and Culture	20	10
AP Human Geography	79	64
AP Italian Language and Culture	9	7

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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	0	118
AP Microeconomics	139	119
AP Music Theory	14	11
AP Physics 1	160	140
AP Physics 2	24	23
AP Physics C: Electricity and Magnetism	15	11
AP Physics C: Mechanics	43	37
AP Psychology	133	108
AP Research	11	8
AP Seminar	0	44
AP Spanish Language	42	38
AP Statistics	87	65
AP Studio Art—Drawing Portfolio	26	20
AP Studio Art—Three-Demensional	12	9
AP Studio Art—Two-Demensional	101	102
AP U.S. Government and Politics	0	100

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	68	64
Total Exams taken		1623
Exams with scores of at least 3 on AP exams or 4 on IB exams		1503

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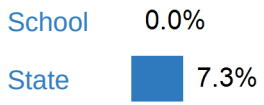
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Human Services	*		
Manufacturing	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	229	239	24	0	0	0	10
10	6	198	262	51	2	7	15
11	4	10	129	210	49	27	73
12	1	2	13	83	210	114	142
Total	240	449	428	344	261	148	240
Enrolled in AP/IB Course					127	87	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	498	0	0	0	0	0
10	38	473	0	31	45	16
11	86	74	0	205	172	27
12	187	45	0	52	171	117
Total	809	592	0	288	388	160
Enrolled in AP/IB Course	58	66		76	232	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	496	1	0	0	0	0
10	7	498	4	1	1	32
11	1	455	94	63	37	87
12	2	82	89	209	100	237
Total	506	1036	187	273	138	356
Enrolled in AP/IB Course	0	68	139	133		229
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	326	68	58	0	0	37	0
10	330	80	46	0	0	33	2
11	192	53	41	0	0	33	4
12	66	28	18	0	0	12	3
Total	914	229	163	0	0	115	9
Enrolled in AP/IB Course	42	20	9	0	0	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	440	117	70	0	0	61	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Chinese	*
Italian	*
Total	*

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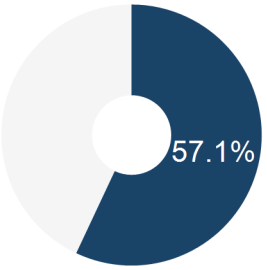
Visual and Performing Arts – Course Participation

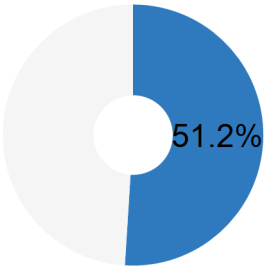
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

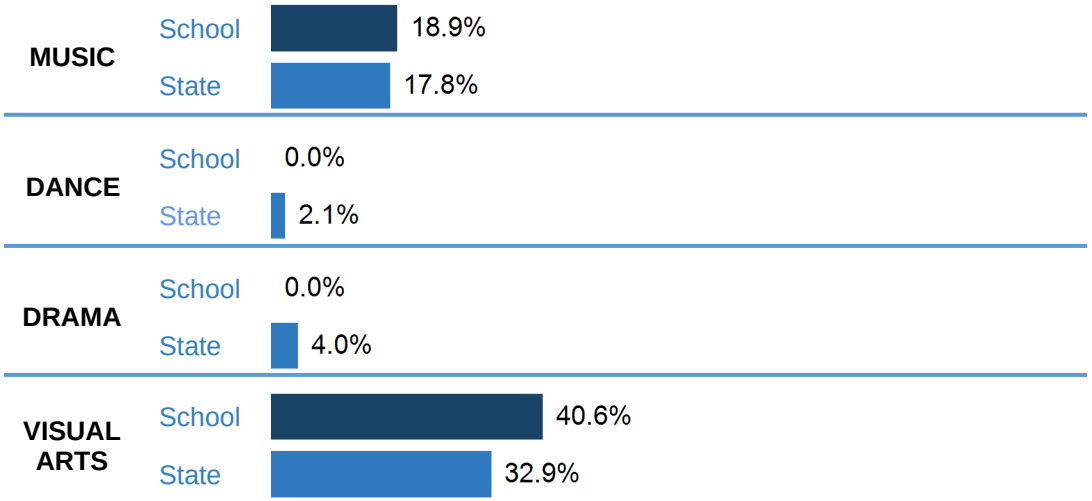


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.4%	90.9%	97.0%	92.4%	95.9%	N	Met Goal	97.0%	N	Met Goal
White	97.8%	95.0%	96.1%	95.7%	95.1%	N	Met Goal	97.6%	N	Met Goal
Hispanic	*	84.8%	95.5%	87.3%	90.9%	N	N	78.9%	**	**
Black or African American	95.0%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	96.4%	97.0%	100.0%	97.7%	99.1%	N	Met Goal	99.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	92.9%	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	87.0%	80.1%	82.6%	83.5%	79.7%	83.3%	Not Met	83.3%	91.9%	Not Met
English Learners	100.0%	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	45.6%	41.9%
Substitute Competency Test	53.4%	55.9%
Portfolio Appeals Process	0.0%	0.2%
Alternate Requirements specified in IEP	0.8%	1.8%
Unknown	0.2%	0.2%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	97.4%	-
2017	95.9%	97.0%
2016	95.6%	97.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON HIGH SCHOOL
(13-2730-050)
Grades Offered: 09-12
2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	90.7%	7.5%	92.5%
White	89.9%	8.4%	91.6%
Hispanic	94.4%	23.5%	76.5%
Black or African American	73.7%	21.4%	78.6%
Asian, Native Hawaiian, or Pacific Islander	93.9%	2.4%	97.6%
American Indian or Alaska Native	N	N	N
Two or More Races	100%	0%	100%
Economically Disadvantaged Students	81.8%	11.1%	88.9%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	90.9%	7.2%	92.8%	58.4%	41.6%	34.2%	65.8%
White	92%	7.2%	92.8%	58.3%	41.7%	29.2%	70.8%
Hispanic	77.3%	23.5%	76.5%	76.5%	23.5%	52.9%	47.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.7%	3.1%	96.9%	55.1%	44.9%	40.8%	59.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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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.

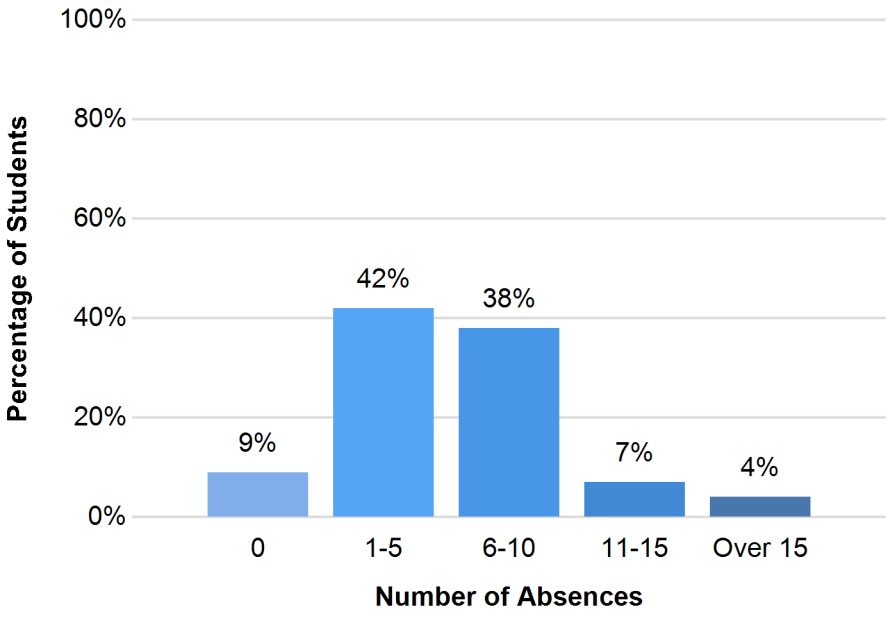
Chronic Absenteeism

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	59	3.0	14.9	Met
White	45	3.6	14.9	Met
Hispanic	4	4.5	14.9	Met
Black or African American	0	0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	10	2.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	3	7.0	14.9	Met
Students with Disabilities	20	7.4	14.9	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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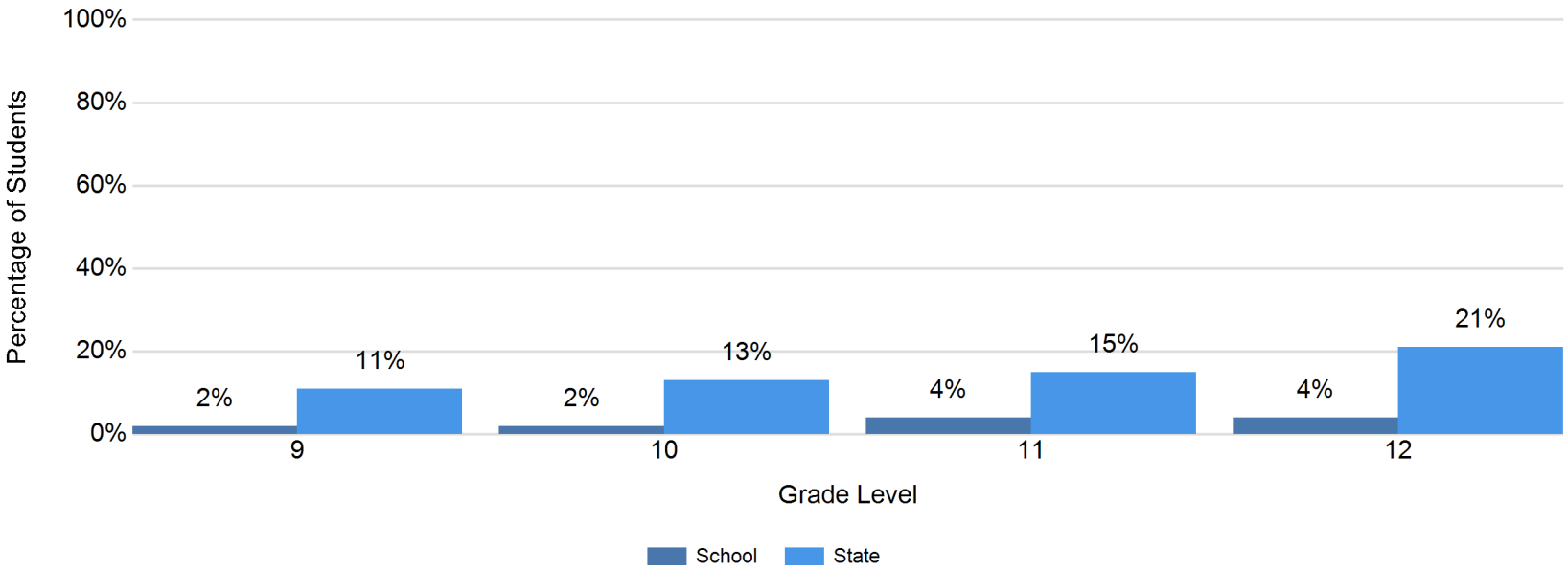
Chronic Absenteeism by Grade

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	6
Weapons	1
Vandalism	4
Substances	18
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	1.61

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	3
Weapons	1
Vandalism	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	1	0	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	5	1	6
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	21	1.1%
Out-of-School Suspensions	28	1.5%
Any Suspension	39	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
104

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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	7:55 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 39 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)	$270	$15,847	$16,117

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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	173	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	71.7%	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	38	9,374
Average years experience in public schools	12.7	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	68.4%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	120:1	159:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		670:1
Students to Counselors		287:1
Students to Child Study Team		232:1

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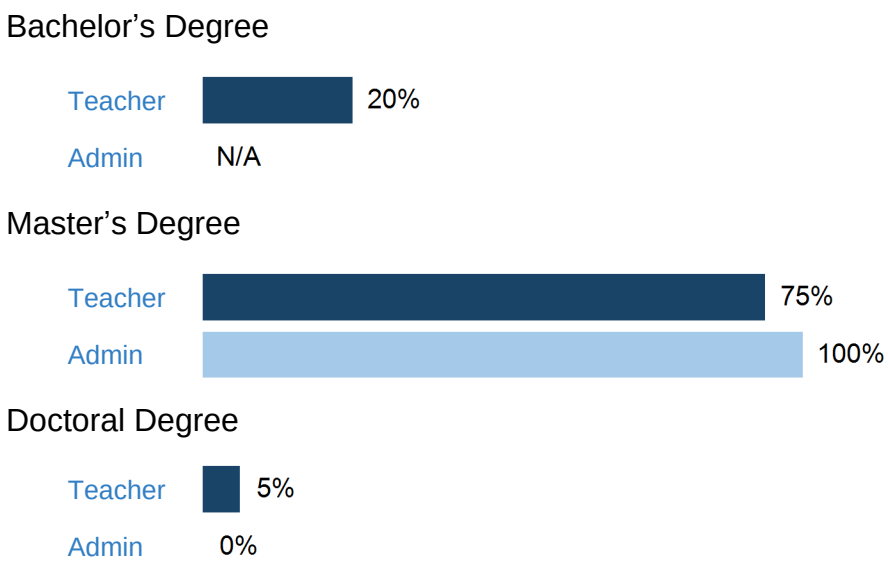
Teachers and Administrators - Level of Education

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.



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	89.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.9%

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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	62.4%	50.0%
Male	37.6%	50.0%
White	89.0%	100.0%
Hispanic	4.6%	0.0%
Black or African American	1.7%	0.0%
Asian	4.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	90.54	17.5%
Mathematics Proficiency	88.54	17.5%
Graduation Rate - 4-Year	59.03	25.0%
Graduation Rate - 5-Year	58.62	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	93.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	74.76	n/a
Summative Rating: Percentile Rank of Summative Score	80.80	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Met Target	Met Goal	Met Goal	**	Met	No
White	71.63	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	77.81	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	72.56	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	Met Goal	N	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Students with Disabilities	69.39	8.94	No	Met Target	Met Target	Not Met	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:	• LHS launched its 1:1 computer program, with all students utilizing a Microsoft Surface laptop in their classrooms daily. • Course Preview Day - opportunity for students to survey courses to make educated scheduling choices for 2017-2018. • Student Government Association created our first high school Multicultural Night to celebrate Livingston's diversity.
Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. We focus on helping our students become independent learners who are college and career ready while ensuring they remain healthy and whole academically, physically, socially and emotionally.
Awards, Recognition, Accomplishments:	National Merit Scholarship Program; National Hispanic Recognition Program; American Legion Boys'/Girls' State; New Jersey the Seal of Biliteracy; Ms. Walmsley LPS Teacher of the Year and Essex County Teacher of the Year and LPS Educational Services Professional of the Year; Dr. Jones NJ AAPERD Teacher of the Year; Ms. Giacobbe Livingston Chamber of Commerce Educator of the Year. 2017 Best Communities for Music Education Award – NAMM Foundation. Lancetalks: 2017 National Promising Practice

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Courses, Curriculum, Instruction:	AP and Honors courses are offered in: Art, Business, English, Math, Music, Science, Social Studies and World Language. Advanced course work opportunities are fruitful through the Science Research Program allowing students to perform research projects and participate in the scientific research community as part of their high school experience. The career internship program is a dedicated transition program that prepares students to negotiate between school, living and working within the community.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Boys Volleyball - Essex County Champions, Boys Tennis - State Sectional Champions, Boys Lacrosse - Conference Champions, Girls Soccer - State Sectional, County, & Conference Champions, Girls Volleyball - Conference Champions, Bowling - State Sectional, County, & Conference Champions, Girls Fencing - Saber State Champions
Clubs and Activities:	Livingston High School offers its students over 120 co-curricular clubs and activities. In addition to the Student Government Association, yearbook, newspaper and literary publications, and theater productions, these offerings include thirteen honor societies, seven band and choral groups, twelve academic competition teams, fifteen community service organizations, and over sixty student interest clubs ranging from bonsai, to archery, to groups for future physicians, nurses, and teachers.

NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON HIGH SCHOOL
(13-2730-050)
Grades Offered: 09-12
2017-2018

Report Key:
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School Narrative

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Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.
Postsecondary Information:	96% attended a post-secondary institution (90% attended a four-year institution, 6% attended two-year institutions and 3% are employed, active in military or taking a gap year). Programs offered include: Overview of the College & Career Planning Process, Financial Aid presentation, ASVAB assessment, 8th Orientation Program, College Admissions Panel, College & Career Fair, College Application Process, Senior Scholarships & Awards Program, Overview of the Junior year, Military Opportunities Day

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Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum.
Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The district engaged in a culture and climate survey in February 2018. All stakeholder groups were surveyed: teachers, administrators, students and parents. The district's Health & Wellness committee constructed the survey using the NJDOE Climate survey as the model. The LPS survey mirrored the NJDOE's survey, which has proven success and has garnered valid and reliable results. The committee did add some questions to the end of the NJDOE survey about homework and stress. The Superintendent reported the results of the survey at the May 21, 2018 LBOE meeting.
Facilities:	Built in 1955, Livingston High School underwent major reconstruction in 1966 and 2008. The most recent project included a modern science wing, equipped with instructional and laboratory settings in each classroom, and a state-of-the-art Fitness and Wellness Center with a gymnasium, conditioning room, and flexible space for education, yoga, and team practices. In 2017, the media center was renovated to allow for greater integration of technology, collaborative spaces, and student performance.

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Technology and STEM:	Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades 6, 7, & 8. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

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Other Information:	LHS utilizes a Rotating Drop Schedule in which classes run 56 minutes. Students experience more than 200 additional minutes of classroom interaction per section per year compared to a traditional schedule. Benefits of this schedule include a daily unit lunch for all students, more common time for teachers and students to meet informally, rotating class slots and a decrease in the number of student pull-outs for science labs, counseling and nurse visits. LHS students and staff participated in Challenge Day school year. This is a full-day experiential workshop with a goal of promoting youth leadership, social inclusion, self-expression, and positive change. In our continuous efforts to promote a reading culture, we initiated the Summer Reading Lollapalooza. Students were asked to pick two books to read from a list of 135 books, chosen by staff members who agreed to participate by offering titles and moderating book talks at the start of the school year. Together, we send the message that LHS is a community of readers. Reading is not the domain of solely the English department, but an activity that transcends discipline or department. LHS Role Models is a program designed to celebrate the students and staff within the building who exhibit exemplary behaviors. Each month is dedicated to a different character trait (enthusiasm, respect, civility, leadership, etc.). Staff and students nominate each other for demonstrating that trait. Students and parents are notified of their nominations and at the end of the month, winners are announced. A student production of a school wide Music Video was organized and executed including all students and staff. The video portrayed a movement that begins with an everyday student who is inspired to bring the community together in attempts to unite everyone's passions and embrace the individual. The 1:1 initiative engages students, differentiates instruction and assessment and personalizes learning.