NJ SCHOOL PERFORMANCE REPORT

HERITAGE MIDDLE SCHOOL
(13-2730-055)
Grades Offered: 07-08
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	ESSEX
District	LIVINGSTON TWP
Principal Name	MR. KELLY
Address	20 FOXCROFT DR LIVINGSTON, NJ 07039-2614
Phone Number	(973)535-8000
Email Address	SKELLY@LIVINGSTON.ORG
Website	https://www.livingston.org/heritage
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
7	484	466	483
8	490	488	474
Total	974	954	960

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.5%	47.3%	44.9%
Male	49.5%	52.7%	55.1%
Economically Disadvantaged Students	1.6%	2.4%	2.2%
Students with Disabilities	16.1%	13.6%	15.1%
English Learners	1.3%	0.2%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	67.8%	62.7%	61.0%
Hispanic	3.9%	3.8%	4.1%
Black or African American	3.1%	3.1%	3.2%
Asian	22.5%	27.5%	28.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	2.7%	2.8%	2.8%

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	69.6%
Chinese	11.7%
Hindi	2.9%
Russian	2.8%
Spanish	2.2%
Other Languages	10.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62	57	50	Exceeds Standard	57	56	50	Met Standard
White	58	53	50	Met Standard	56	53	51	Met Standard
Hispanic	59	56	49	Met Standard	41	54.5	48	**
Black or African American	55.5	58	44	Met Standard	46	49	44	**
Asian, Native Hawaiian, or Pacific Islander	68	66	61	Exceeds Standard	64	66	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	61	50	49	Exceeds Standard	*	59.5	51	**
Economically Disadvantaged	62	56	48	**	*	47	47	**
Students with Disabilities	49.5	47	41	Met Standard	51	51	43	Met Standard
English Learners	81	58	54	**	*	56	51	**

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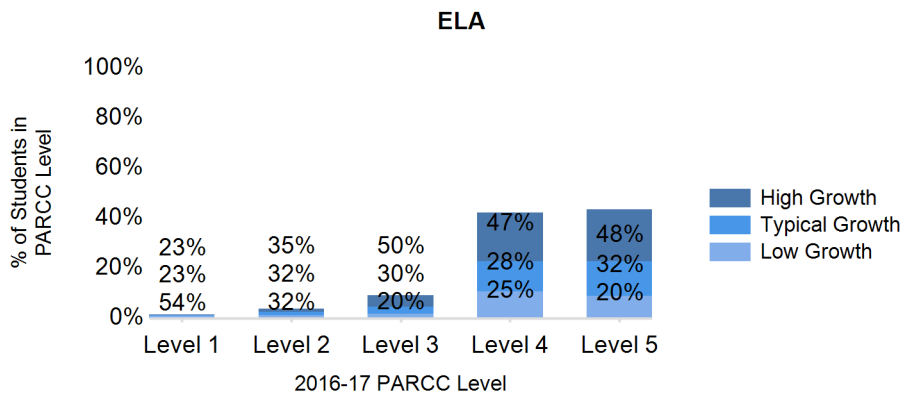
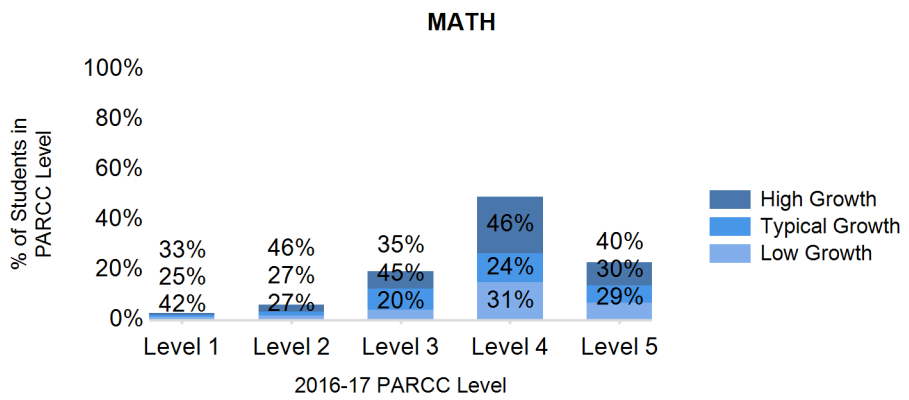
Student Growth by Performance Level

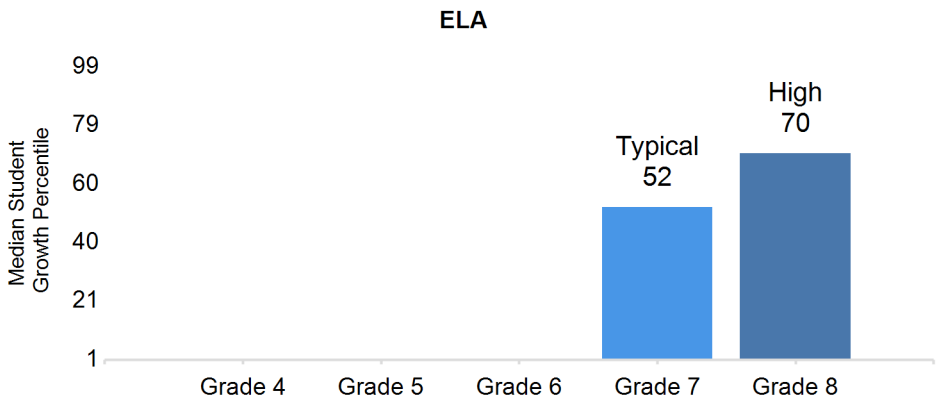
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

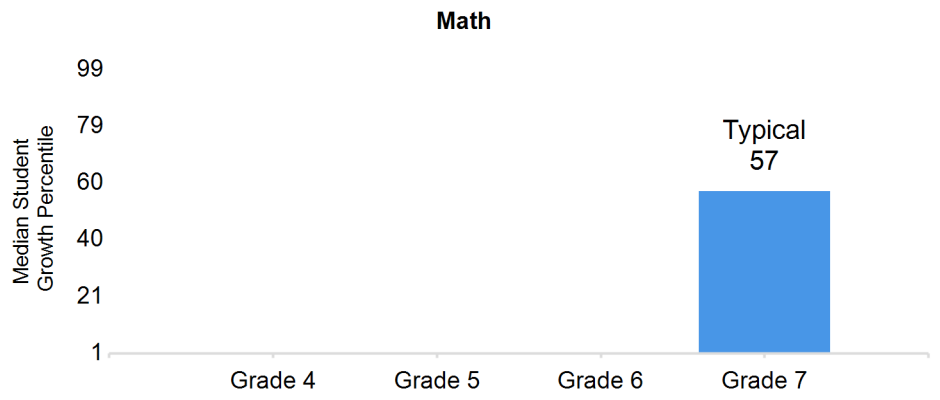




Student Growth by Grade

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	934	97.9	88.4	84.6	56.7	88.4	71.5	Met Goal
White	572	97.1	86.4	81.5	65.6	86.4	65.5	Met Goal
Hispanic	39	100.0	79.5	73.8	42.5	79.5	45.9	Met Target
Black or African American	*	*	*	68.0	37.3	*	50.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	268	99.6	95.9	94.5	82.3	95.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	80	Met Goal
Female	420	98.4	92.9	89.0	64.5	92.9		
Male	514	97.5	84.8	80.6	49.4	84.8		
Economically Disadvantaged Students	18	90.5	72.2	65.3	38.5	68.4	N	N
Non-Economically Disadvantaged Students	916	98.1	88.7	85.0	67.5	88.7		
Students with Disabilities	132	90.4	51.5	46.5	21.6	49.4	33.3	Met Target
Students without Disabilities	802	99.3	94.5	91.9	63.9	94.5		
English Learners	17	100.0	88.2	75.4	27.3	88.2	**	**
Non-English Learners	917	97.9	88.5	84.9	59.4	88.5		
Homeless Students	N	N	N	*	27.7	N		
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 7

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	474	787	787	760	3%	3%	8%	30%	57%	87%	63%
White	307	783	783	768	*	*	9%	36%	50%	85%	72%
Hispanic	16	770	770	746	*	0%	*	*	*	75%	49%
Black or African American	17	755	755	740	*	*	*	*	*	65%	42%
Asian, Native Hawaiian, or Pacific Islander	124	805	805	790	0%	*	*	16%	80%	96%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	220	796	796	769	*	*	6%	25%	66%	92%	72%
Male	254	780	780	752	*	*	9%	34%	48%	83%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	82	748	748	721	*	*	22%	39%	15%	54%	22%
Students without Disabilities	392	795	795	768	*	*	5%	28%	66%	94%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	462	796	796	759	*	*	5%	38%	53%	91%	60%
White	263	788	788	767	*	*	6%	45%	43%	88%	70%
Hispanic	23	785	785	744	0%	*	*	*	*	83%	45%
Black or African American	12	782	782	739	0%	0%	*	*	*	83%	39%
Asian, Native Hawaiian, or Pacific Islander	146	812	812	789	*	*	*	23%	74%	97%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	18	801	801	766	0%	0%	*	*	*	94%	66%
Female	203	799	799	768	*	*	*	37%	58%	95%	69%
Male	259	792	792	751	*	*	*	38%	49%	88%	52%
Economically Disadvantaged Students	12	783	783	740	*	*	*	*	*	75%	42%
Non-Economically Disadvantaged Students	450	796	796	769	*	*	*	*	*	91%	71%
Students with Disabilities	45	746	746	719	*	*	*	*	*	49%	19%
Students without Disabilities	417	801	801	766	*	*	*	*	*	95%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	462	796	796	761	*	*	5%	38%	53%	91%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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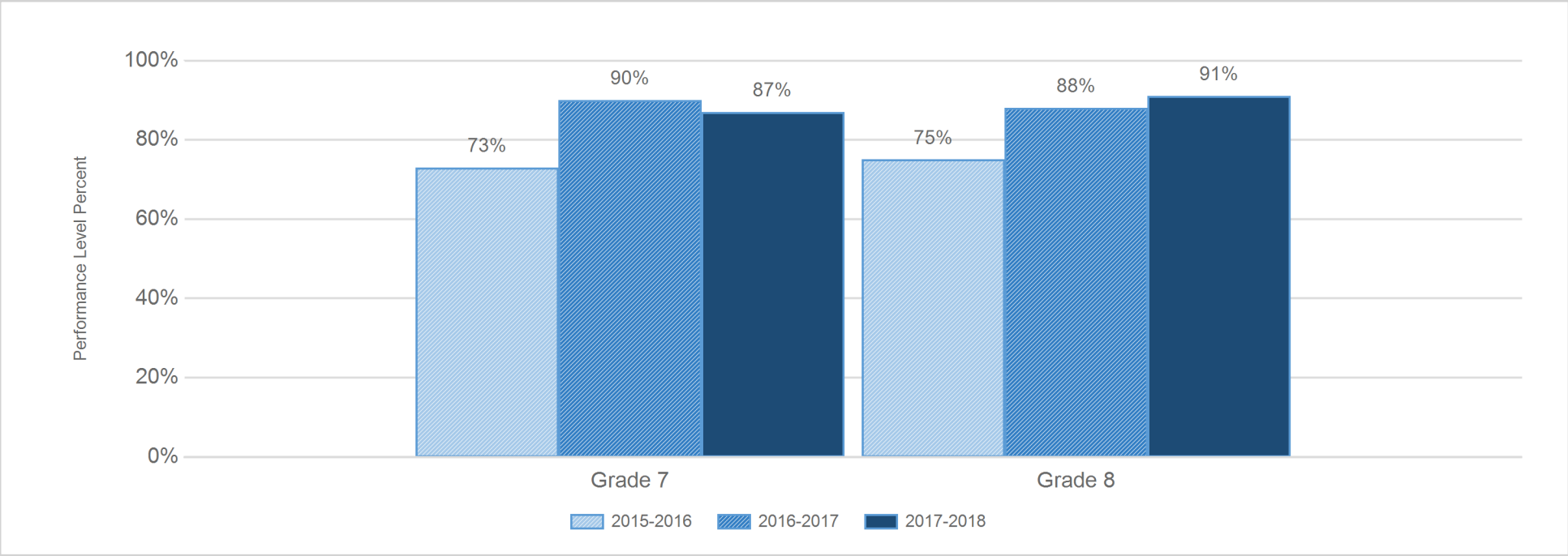
English Language Arts/Literacy Assessment - Performance Trends

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	934	97.9	75.1	71.3	45.0	75.1	59.8	Met Target
White	570	97.1	68.8	64.5	54.1	68.8	52.1	Met Target
Hispanic	39	100.0	53.9	48.1	29.2	53.9	35.1	Met Target
Black or African American	*	*	*	51.6	23.4	*	53.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	270	99.6	93.7	90.7	77.0	93.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	74.4	Met Goal
Female	422	98.6	74.4	69.6	46.0	74.4		
Male	512	97.4	75.5	72.8	43.9	75.5		
Economically Disadvantaged Students	18	90.5	61.1	52.8	26.6	57.9	N	N
Non-Economically Disadvantaged Students	916	98.1	75.3	71.7	55.9	75.3		
Students with Disabilities	132	90.4	30.3	31.7	17.1	29.0	24.7	Met Target
Students without Disabilities	802	99.3	82.4	78.9	50.5	82.4		
English Learners	18	100.0	66.6	69.4	24.6	66.6	**	**
Non-English Learners	916	97.9	75.2	71.4	46.9	75.2		
Homeless Students	N	N	N	*	17.3	N		
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 Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	449	766	766	743	2%	6%	20%	47%	26%	73%	43%
White	300	762	762	750	*	*	23%	49%	19%	69%	54%
Hispanic	15	748	748	732	*	*	*	*	*	53%	27%
Black or African American	17	742	742	727	*	*	*	*	*	35%	21%
Asian, Native Hawaiian, or Pacific Islander	107	783	783	767	0%	*	*	44%	49%	93%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	210	766	766	745	*	*	21%	49%	23%	72%	45%
Male	239	766	766	741	*	*	18%	45%	28%	73%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	82	736	736	717	*	*	35%	*	*	32%	12%
Students without Disabilities	367	772	772	748	*	*	16%	*	*	82%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	749	749	728	5%	10%	33%	*	*	52%	28%
White	154	747	747	736	*	13%	36%	*	*	47%	36%
Hispanic	16	741	741	722	*	0%	*	*	*	31%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	32	757	757	747	*	*	*	75%	0%	75%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	101	750	750	731	*	*	36%	*	*	51%	31%
Male	118	748	748	725	*	*	31%	*	*	52%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	42	730	730	705	*	*	31%	*	*	26%	*
Students without Disabilities	177	753	753	735	*	*	34%	*	*	58%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	219	749	749	729	5%	10%	33%	*	*	52%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

HERITAGE MIDDLE SCHOOL
(13-2730-055)
Grades Offered: 07-08
2017-2018

Report Key:
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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	218	798	773	746	0%	0%	0%	68%	32%	100%	46%
White	103	791	764	755	0%	0%	0%	79%	21%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	95	806	799	779	0%	0%	0%	53%	47%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	10	788	767	755	0%	0%	0%	100%	0%	100%	54%
Female	102	795	772	748	0%	0%	0%	71%	29%	100%	48%
Male	116	800	773	745	0%	0%	0%	66%	34%	100%	44%
Economically Disadvantaged Students	*	*	742	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	773	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	218	798	*	749	0%	0%	0%	68%	32%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	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	51	791	757	735	0%	0%	0%	27%	73%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	741	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	39	792	777	760	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	12	781	754	736	0%	0%	0%	*	*	100%	30%
Male	39	795	761	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	732	713	N	N	N	N	N	N	*
Students without Disabilities	51	791	762	738	0%	0%	0%	27%	73%	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	51	791	*	736	0%	0%	0%	27%	73%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
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%

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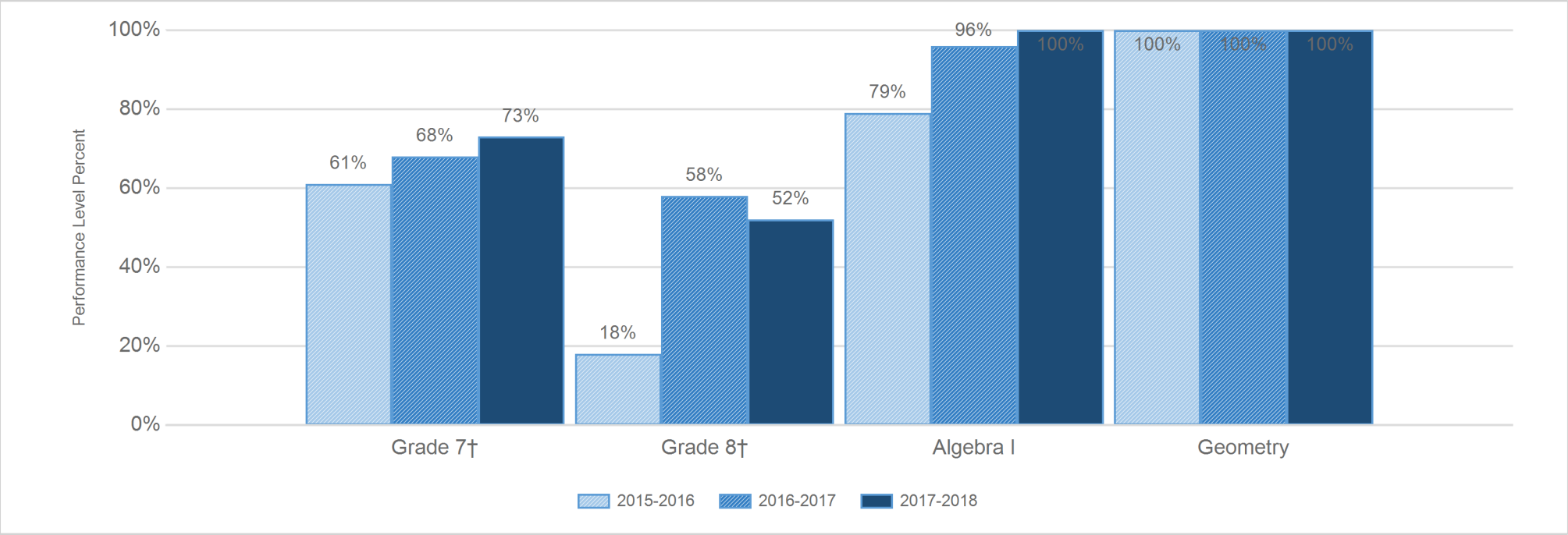
Mathematics Assessment – Performance Trends

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
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	29	0	459
8	208	52	236
Total	237	52	695

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	272	99	68	0	0	22	0
8	278	78	68	0	0	39	0
Total	550	177	136	0	0	61	0

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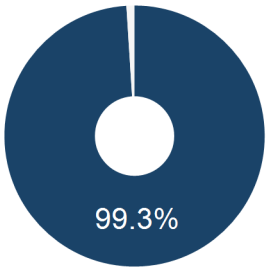
Visual and Performing Arts – Course Participation

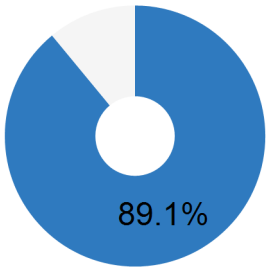
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

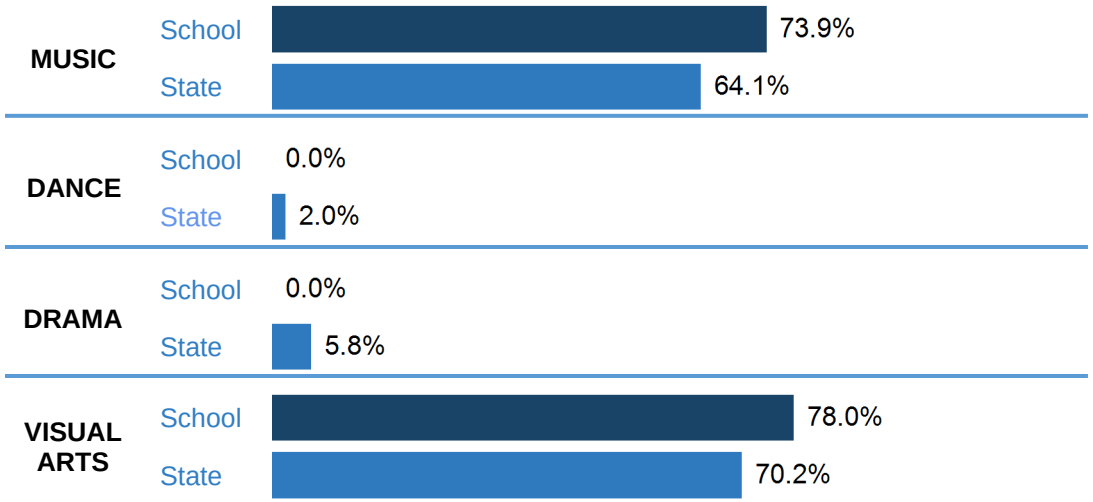


School



State

Students enrolled in one or more classes by discipline:



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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.

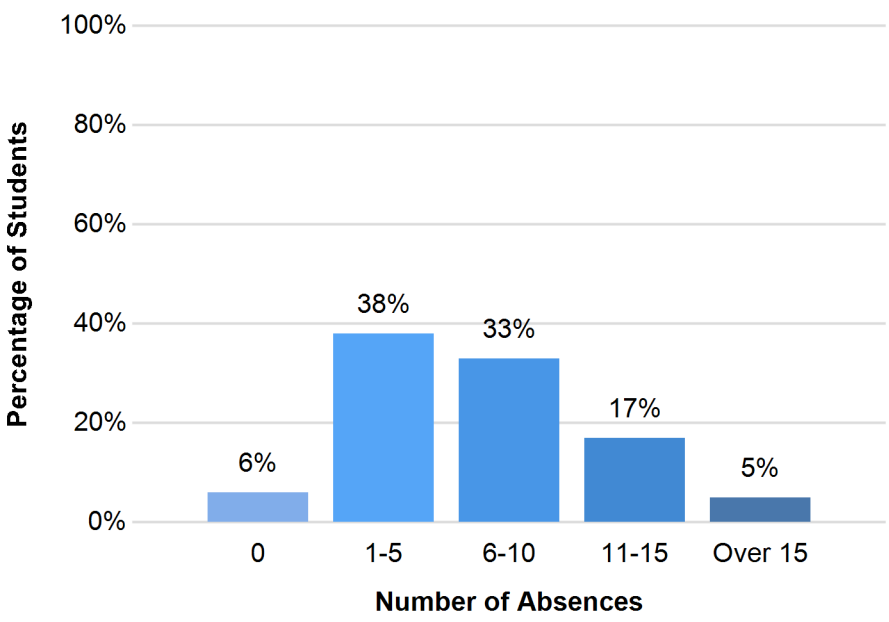
Chronic Absenteeism

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	18	1.9	10.0	Met
White	16	2.7	10.0	Met
Hispanic	1	2.6	10.0	Met
Black or African American	0	0	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.0	Met
Economically Disadvantaged Students	2	9.5	10.0	Met
Students with Disabilities	5	3.3	10.0	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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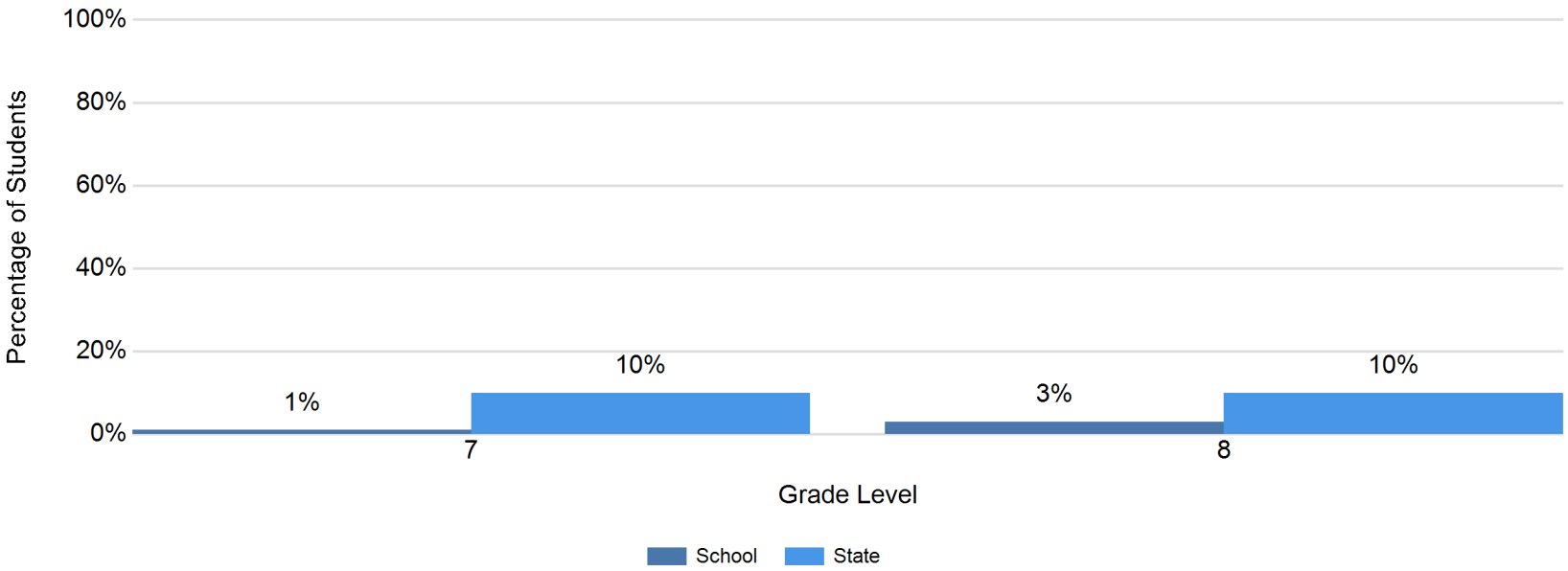
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.31

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	3	0	3
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	*	*
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	8:20 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 49 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	78	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	74.4%	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	12:1	12:1
Students to Administrators	320:1	159:1
Teachers to Administrators	26:1	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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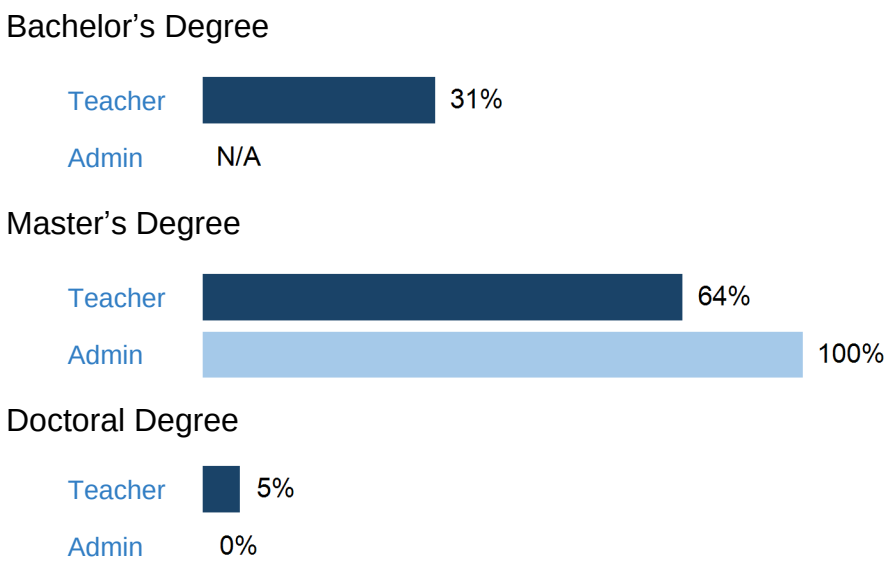
Teachers and Administrators - Level of Education

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	97.1%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	79.5%	33.3%
Male	20.5%	66.7%
White	92.3%	100.0%
Hispanic	3.8%	0.0%
Black or African American	0.0%	0.0%
Asian	3.8%	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	96.80	17.5%
Mathematics Proficiency	89.69	17.5%
English Language Arts Growth	83.35	25.0%
Mathematics Growth	69.38	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	94.48	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.99	n/a
Summative Rating: Percentile Rank of Summative Score	95.26	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 Goal	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	79.12	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	89.27	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Met	No
Black or African American	92.18	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	81.66	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	82.64	14.08	No	Met Goal	Met Goal	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	N	N	**	**	n/a	Met	No
Students with Disabilities	81.81	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Hosted Challenge Day Program the past two years to address the social and emotional needs of its students. • Through our Advisory Program, HMS provides its students a program to get involved in leadership opportunities. • HMS is in its second year of providing each of our students with a one-to-one technology device.
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:	The HMS MathCounts Competition Team placed third in the 2018 New Jersey competition. In addition, the Future Business Leaders of America Club had three finishers in the top five of the regional competition, with one student placing in first place. The HMS Femgineers Club had top ten finish in the 2018 New Jersey Future City Design Challenge. The HMS MathCounts Competition team finished in third place at the state level competition.

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Courses, Curriculum, Instruction:	The organization and delivery of our academic program prepares students by providing them with a comprehensive learning experience that fosters and develops 21st Century Learning Skills. The program also promotes study, organizational and critical thinking skills that help our students build self-confidence, responsibility, self-advocacy and independence. Ultimately, we want to prepare students for life by creating rich academic opportunities to ensure they are future ready.
Sports and Athletics:	HMS has a partnership with the West Essex YMCA and offers a variety of competitive interscholastic athletic opportunities to our students during the fall, winter and spring seasons. During the fall, students can participate in boys or girls soccer, cross country and girls field hockey. In the winter, we offer students boys and girls basketball and volleyball. During the spring season, students can participate in boys baseball, girls softball and track and field.
Clubs and Activities:	HMS offers its students an opportunity to get involved and become enriched in a number of co-curricular clubs. Our Student Government and Builders Club offer students leadership opportunities and the chance to give back and connect with greater surrounding community. In the arts, we present a fall drama and spring musical as well as compose a literary magazine. Our clubs also travel and compete in competitions in the fields of mathematics, forensics, science and technology.

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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.

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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 1964, Heritage Middle School originally serviced students in grades 6-8 who lived on the western side of town. In 2002, an addition was put onto the building and the school was redistricted to service all students in grades seven and eight. In 2012 the auditorium underwent a major renovation to offer our students in the arts a state of the art performance center.

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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:	Heritage Middle School is comprised of 970 students in grades seven and eight. Each student is placed on one of four interdisciplinary teams that consist of their CORE academic teachers. Students entering 7th grade are placed into a mathematics program that is leveled and based upon their readiness level. In addition to our rigorous academic program, we offer our students a wide variety of related arts programs in the fields of music, technology, multimedia, family and consumer science and art that they may choose to become involved in. Our school counseling department has created an Advisory Program designed to have students engage topics covering character education that look to bolster their social skills and promote opportunities for leadership. Heritage Middle School is in its second year of the district's One-to-One Initiative. Teachers utilize online platforms such as Schoology, Google Classroom and Microsoft OneNote to use state of the art technology to harness 21st Century Learning Skills with their students.