NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON PARK
(23-3620-070)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MIDDLESEX
District	NORTH BRUNSWICK TWP
Principal Name	MR. DAWSON
Address	1128 LIVINGSTON AVENUE NORTH BRUNSWICK, NJ 08902
Phone Number	(732)289-3302
Email Address	SDAWSON@NBTSCHOOLS.ORG
Website	http://lp.nbtschools.org
Facebook	https://www.facebook.com/Livingston-Park-Elementary-School-
Twitter	https://twitter.com/livingstonpark

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	92	80	83
1	101	91	84
2	120	98	99
3	96	118	102
4	105	96	126
5	102	114	94
Total	616	597	588

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	51.1%	50.1%	47.8%
Male	48.9%	49.9%	52.2%
Economically Disadvantaged Students	33.9%	34.0%	37.6%
Students with Disabilities	8.8%	10.1%	13.4%
English Learners	11.2%	10.6%	9.5%
Homeless Students		0.5%	0.3%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.2%	0.2%
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	15.3%	15.2%	13.6%
Hispanic	28.1%	28.8%	31.6%
Black or African American	19.3%	19.9%	19.7%
Asian	35.1%	33.7%	31.3%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	1.9%	1.8%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	92	80	83

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	64.8%
Spanish	18.0%
Telugu	3.6%
Hindi	3.1%
Gujarati	2.6%
Other Languages	8.0%

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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	42	55	50	Met Standard	57	52	50	Met Standard
White	44	57	50	Met Standard	64	53.5	51	Exceeds Standard
Hispanic	36	50	49	Not Met	51	51	48	Met Standard
Black or African American	40	52	44	Met Standard	44	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60.5	63	61	Exceeds Standard	67	61	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	44	49	**	*	52	51	**
Economically Disadvantaged	37	50	48	Not Met	51	51	47	Met Standard
Students with Disabilities	19.5	38	41	Not Met	44	46	43	Met Standard
English Learners	65	52.5	54	Exceeds Standard	44.5	48.5	51	Met Standard

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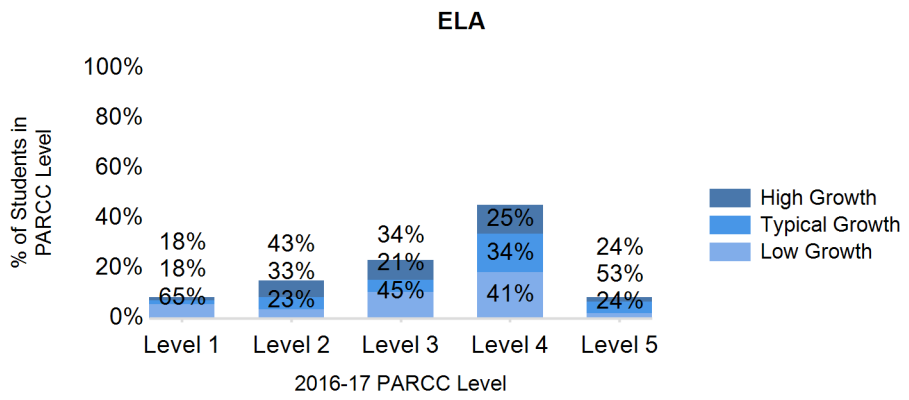
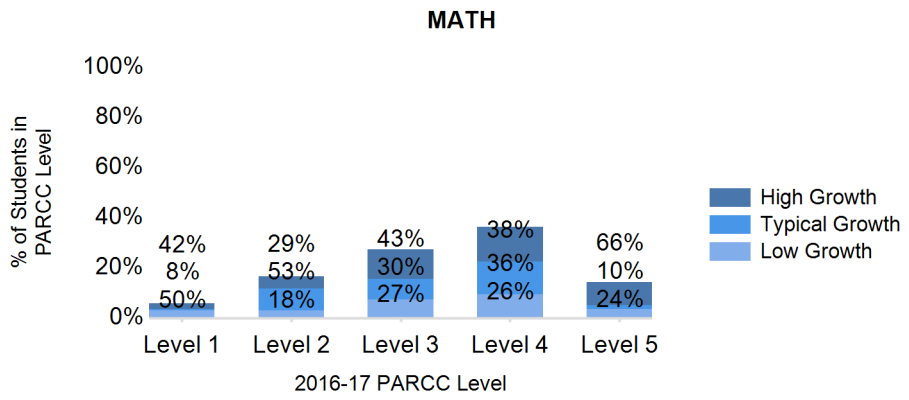
Student Growth by Performance Level

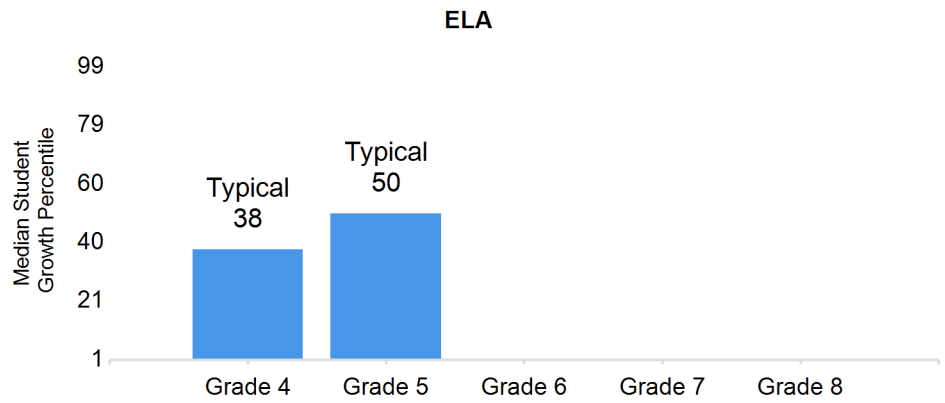
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

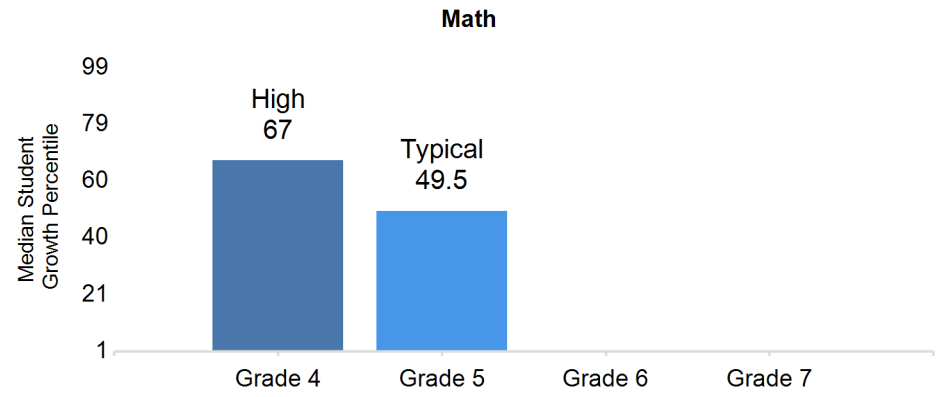




Student Growth by Grade

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	309	99.4	52.7	50.0	56.7	52.7	53	Met Target†
White	*	*	*	59.8	65.6	*	54.7	Met Target†
Hispanic	100	99.0	28.0	33.9	42.5	28.0	31.6	Met Target†
Black or African American	64	98.5	39.0	37.3	37.3	39.0	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	94	100.0	88.3	78.7	82.3	88.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	151	99.4	58.3	58.4	64.5	58.3		
Male	158	99.4	47.4	42.0	49.4	47.4		
Economically Disadvantaged Students	121	100.0	30.6	31.5	38.5	30.6	28.7	Met Target
Non-Economically Disadvantaged Students	188	99.0	67.0	63.4	67.5	67.0		
Students with Disabilities	48	100.0	18.8	12.9	21.6	18.8	19.6	Met Target†
Students without Disabilities	261	99.3	59.0	55.4	63.9	59.0		
English Learners	39	100.0	17.9	*	27.3	17.9	18.8	Met Target†
Non-English Learners	270	99.3	57.8	*	59.4	57.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	749	741	750	14%	11%	22%	*	*	53%	52%
White	11	751	752	759	*	*	*	*	*	55%	61%
Hispanic	31	721	723	736	*	*	*	*	*	23%	38%
Black or African American	22	747	737	733	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	35	774	771	777	*	0%	*	*	*	86%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	54	752	745	756	*	*	20%	*	*	59%	57%
Male	45	744	736	744	*	*	24%	*	*	44%	46%
Economically Disadvantaged Students	37	726	723	733	*	*	*	*	*	22%	34%
Non-Economically Disadvantaged Students	62	762	758	762	*	*	*	*	*	71%	64%
Students with Disabilities	12	712	697	719	*	*	*	*	*	17%	24%
Students without Disabilities	87	754	746	756	*	*	*	*	*	57%	57%
English Learners	10	705	697	712	*	*	*	*	*	*	15%
Non-English Learners	89	754	744	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	755	747	756	*	*	28%	36%	18%	54%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	38	740	731	744	*	*	39%	*	*	29%	44%
Black or African American	27	738	736	739	*	*	44%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	34	784	*	782	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	756	763	*	*	*	*	*	*	63%
Female	61	760	751	762	*	*	28%	*	*	59%	63%
Male	60	751	743	751	*	*	28%	*	*	48%	53%
Economically Disadvantaged Students	38	738	730	740	*	*	42%	*	*	29%	40%
Non-Economically Disadvantaged Students	83	763	758	767	*	*	22%	*	*	65%	70%
Students with Disabilities	13	723	705	726	*	*	*	*	*	15%	25%
Students without Disabilities	108	759	754	762	*	*	*	*	*	58%	64%
English Learners	12	718	717	720	*	*	*	*	*	17%	17%
Non-English Learners	109	760	749	759	*	*	*	*	*	58%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	748	746	755	*	13%	24%	*	*	54%	58%
White	16	739	753	763	*	*	*	*	*	50%	68%
Hispanic	31	727	731	743	*	*	35%	*	*	26%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	775	770	780	0%	*	*	*	*	87%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	39	755	752	762	*	*	26%	*	*	59%	66%
Male	54	744	740	749	*	*	22%	*	*	50%	51%
Economically Disadvantaged Students	45	732	731	739	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	48	764	757	766	*	*	*	*	*	71%	71%
Students with Disabilities	16	710	711	724	*	*	*	*	*	13%	22%
Students without Disabilities	77	757	751	762	*	*	*	*	*	62%	65%
English Learners	11	723	710	712	*	*	*	*	*	18%	11%
Non-English Learners	82	752	747	757	*	*	*	*	*	59%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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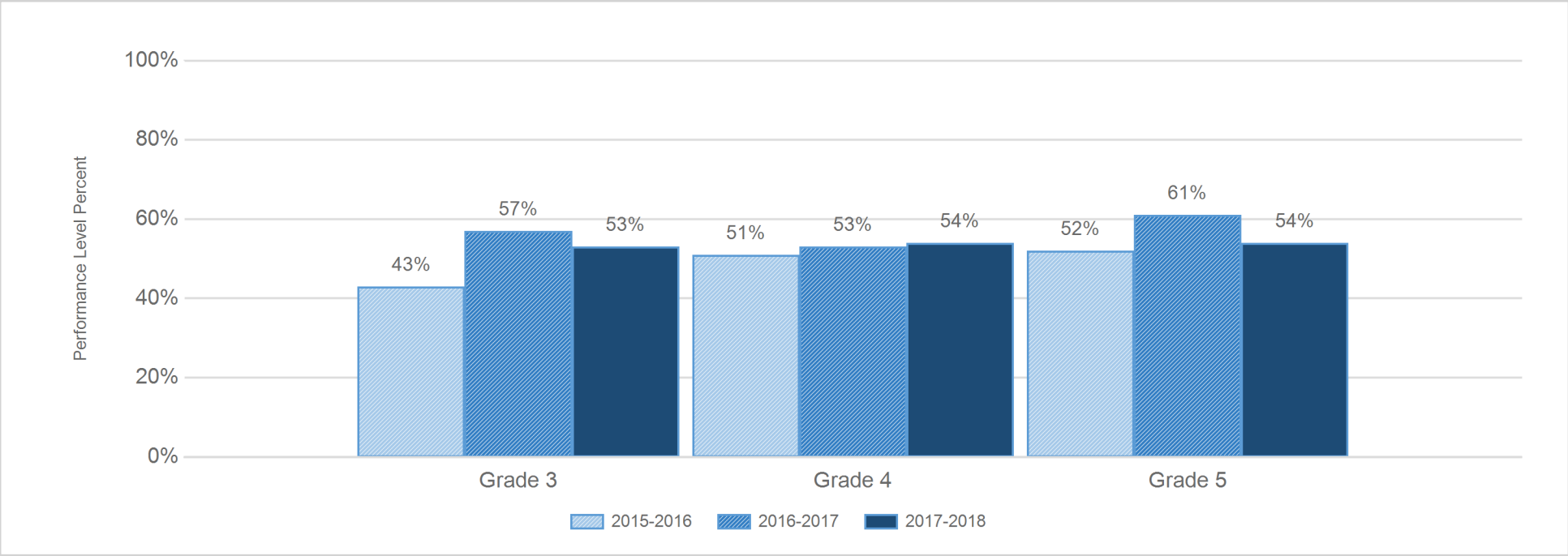
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	310	99.1	49.7	39.1	45.0	49.7	56.6	Not Met
White	*	*	*	*	54.1	*	58	Met Target†
Hispanic	101	99.0	31.7	23.5	29.2	31.7	30.5	Met Target
Black or African American	64	98.5	29.7	*	23.4	29.7	35.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	100.0	84.0	71.1	77.0	84.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	152	99.4	48.6	40.3	46.0	48.6		
Male	158	98.8	50.6	38.1	43.9	50.6		
Economically Disadvantaged Students	122	100.0	23.7	20.2	26.6	23.7	32.9	Not Met
Non-Economically Disadvantaged Students	188	98.5	66.5	52.8	55.9	66.5		
Students with Disabilities	48	100.0	14.6	10.1	17.1	14.6	28.3	Not Met
Students without Disabilities	262	98.9	56.1	43.2	50.5	56.1		
English Learners	40	100.0	12.5	13.6	24.6	12.5	26	Not Met
Non-English Learners	270	98.9	55.2	41.5	46.9	55.2		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	749	746	752	13%	15%	25%	28%	18%	46%	53%
White	11	748	757	760	*	0%	*	*	*	36%	64%
Hispanic	31	715	729	739	*	*	*	*	*	*	38%
Black or African American	22	742	740	734	*	*	*	*	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	35	783	779	780	0%	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	54	749	746	752	*	*	22%	*	*	50%	53%
Male	45	748	746	751	*	*	29%	*	*	42%	53%
Economically Disadvantaged Students	37	721	729	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	62	765	762	762	*	*	*	*	*	*	66%
Students with Disabilities	12	719	711	730	*	*	*	*	*	*	29%
Students without Disabilities	87	753	750	756	*	*	*	*	*	*	57%
English Learners	10	710	714	726	*	*	*	*	*	*	23%
Non-English Learners	89	753	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON PARK
(23-3620-070)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	758	747	748	*	*	31%	38%	17%	55%	49%
White	*	*	751	755	*	*	*	*	*	*	60%
Hispanic	39	749	735	737	*	*	26%	*	*	56%	34%
Black or African American	27	733	733	730	0%	*	59%	*	*	11%	27%
Asian, Native Hawaiian, or Pacific Islander	34	789	*	774	0%	0%	*	*	*	85%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	754	752	*	*	*	*	*	*	55%
Female	62	756	746	748	*	*	42%	*	*	48%	50%
Male	60	759	748	748	*	*	20%	*	*	62%	49%
Economically Disadvantaged Students	39	741	731	733	*	*	44%	*	*	33%	30%
Non-Economically Disadvantaged Students	83	765	758	758	*	*	25%	*	*	65%	62%
Students with Disabilities	13	731	711	725	*	*	*	*	*	15%	22%
Students without Disabilities	109	761	753	753	*	*	*	*	*	60%	55%
English Learners	13	717	718	722	*	*	*	*	*	*	16%
Non-English Learners	109	762	749	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LIVINGSTON PARK
(23-3620-070)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	747	744	748	*	17%	26%	*	*	50%	49%
White	15	746	753	756	*	*	*	*	*	47%	60%
Hispanic	31	725	729	736	*	*	*	*	*	26%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	30	772	771	777	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	39	745	746	749	*	*	26%	*	*	46%	50%
Male	53	749	743	747	*	*	26%	*	*	53%	48%
Economically Disadvantaged Students	45	732	729	733	*	*	29%	*	*	33%	29%
Non-Economically Disadvantaged Students	47	762	756	758	*	*	23%	*	*	66%	62%
Students with Disabilities	16	721	720	726	*	*	*	*	*	19%	20%
Students without Disabilities	76	753	748	752	*	*	*	*	*	57%	55%
English Learners	11	728	718	718	*	*	*	*	*	*	13%
Non-English Learners	81	750	746	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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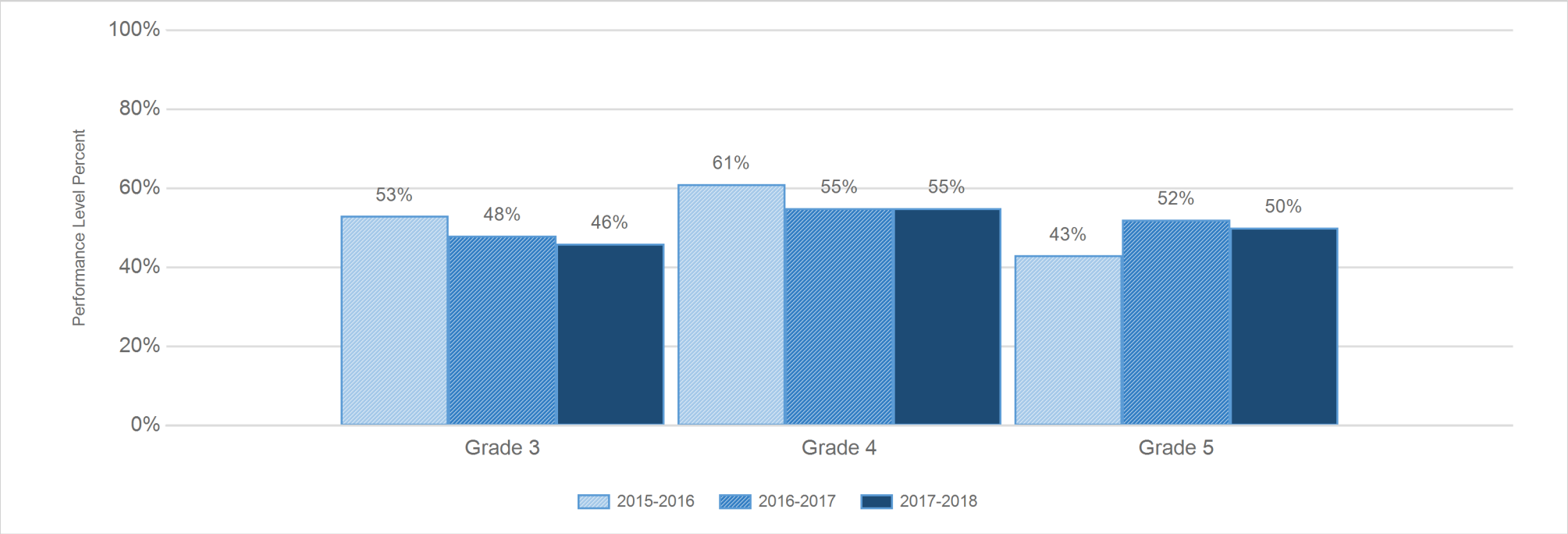
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	61.0%	60.7%	Met Target

† 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	30	90.0%	10.0%
3-4	10	80.0%	20.0%
5 or more	12	41.7%	58.3%

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

NJASK Science Assessment Information

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

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

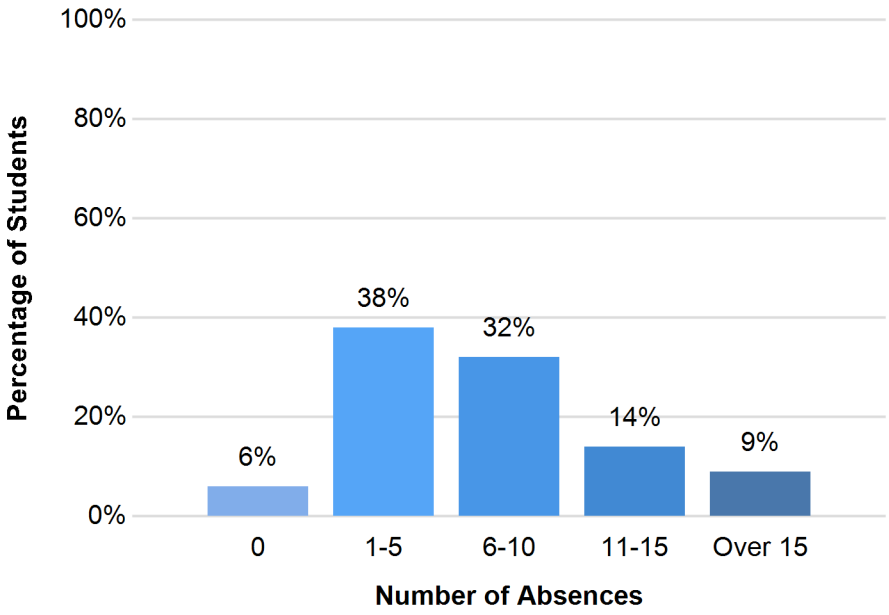
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	41	7.0	8.9	Met
White	14	17.5	8.9	Not Met
Hispanic	13	7.0	8.9	Met
Black or African American	8	7.0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	5	2.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.8	8.9	Met
Economically Disadvantaged Students	20	9.1	8.9	Not Met
Students with Disabilities	6	7.7	8.9	Met
English Learners	5	9.1	8.9	Not Met

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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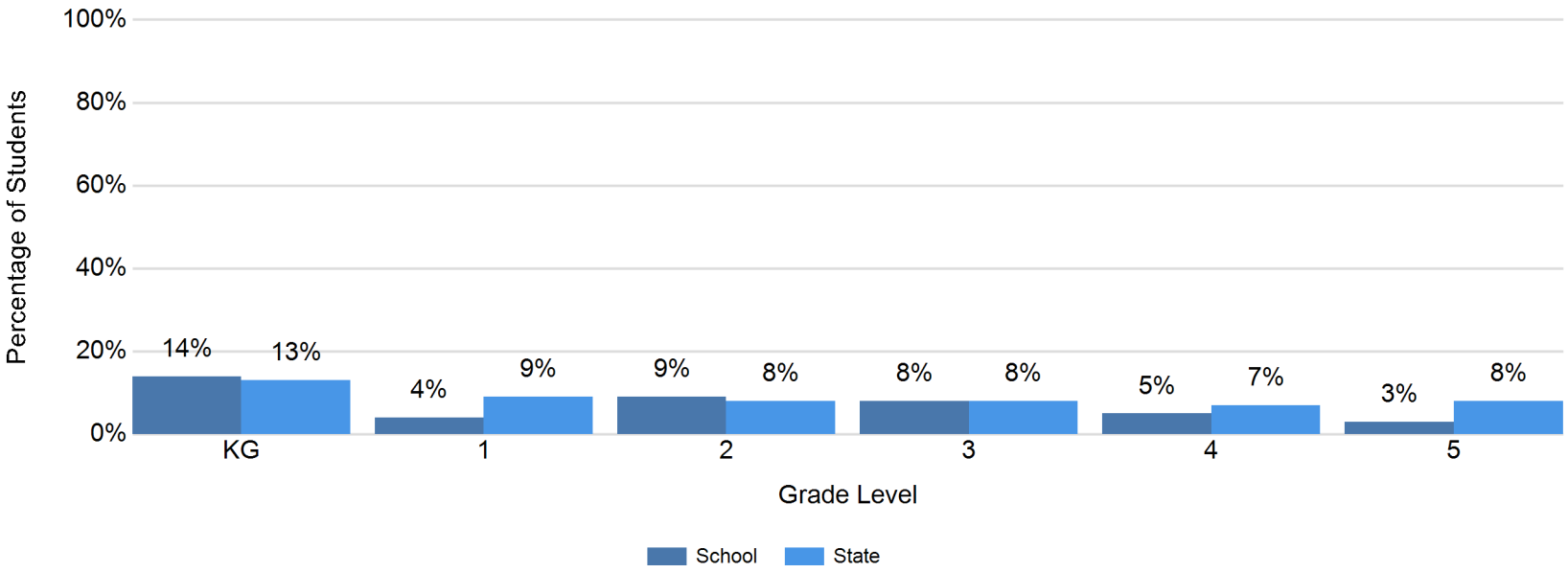
Chronic Absenteeism by Grade

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)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.68

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 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)	$455	$13,272	$13,727

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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	59	117,464
Average years experience in public schools	9.7	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	67.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	74.4%	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	10:1	12:1
Students to Administrators	196:1	139:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		996:1
Students to Nurses		996:1
Students to Counselors		398:1
Students to Child Study Team		374:1

NJ SCHOOL PERFORMANCE REPORT

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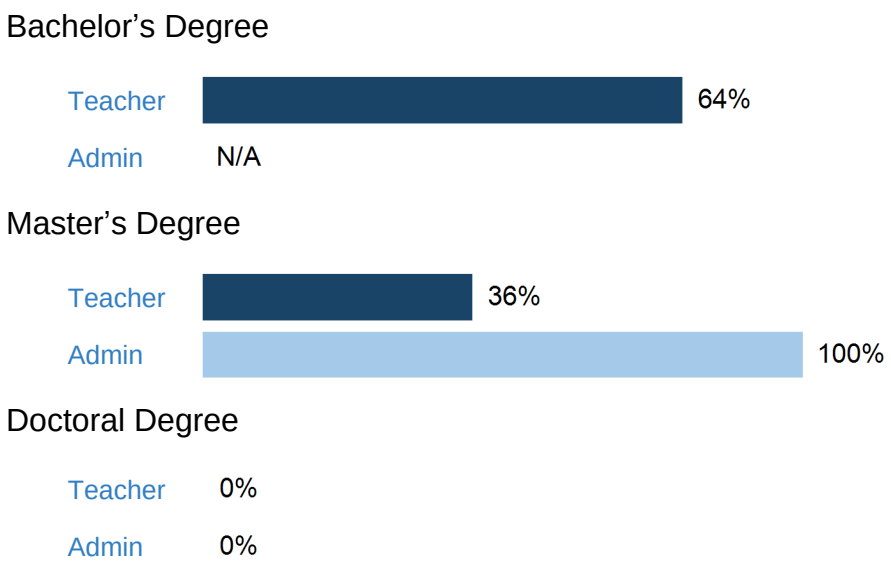
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.6%	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	97.5%

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Key terms for staff data:
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Teachers: All classroom teachers
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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	88.1%	66.7%
Male	11.9%	33.3%
White	96.6%	66.7%
Hispanic	0.0%	0.0%
Black or African American	1.7%	33.3%
Asian	1.7%	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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(23-3620-070)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	32.58	15.0%
Mathematics Proficiency	42.36	15.0%
English Language Arts Growth	21.92	20.0%
Mathematics Growth	65.88	20.0%
Progress Towards English Language Proficiency	65.96	20.0%
Chronic Absenteeism	49.22	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.91	n/a
Summative Rating: Percentile Rank of Summative Score	44.14	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	36.49	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	38.36	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Black or African American	55.56	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	58.97	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	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	40.80	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	40.25	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	48.20	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Standard	Not Met	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:	• We are proud to be a diverse school that serves many types of students. • Our staff and students have extensive access to use technology. • Using the Connected Action Roadmap, staff actively use PLC time to design targeted and rigorous instruction.
Mission, Vision, Theme:	Livingston Park Elementary School has served a diverse population of students in grades K-5 in North Brunswick, New Jersey for over 100 years. We believe that all students can learn, and that everyone is entitled to a rigorous, high quality education in a safe and positive environment. We know that good character is developed through teaching, example and practive, and that creating a caring school community is a prerequisite to effective teaching and learning.
Awards, Recognition, Accomplishments:	Livingston Park has been named a NJ School of Character. This honor is verification of the efforts we put towards fostering both interllectual and emotional growth in our students. Additionally, the NJ DOE has recognized Livingston Park as the Middlesex County winner of the Best Practices Awared in the category of Citizenship/Tolerance.

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Courses, Curriculum, Instruction:	A comprehensive curriculum including instruction in Mathematics, Language Arts, Science and Social Studies is offered to all students. Language Arts classes follow the Readers and Writer's Workshop model, while Math classes use the Everyday Math curriculum. A host of special elective classes including art, music, technology and foreign language compliment required classes.
Clubs and Activities:	Livingston Park's Student Council gives youngsters a voice in school issues. We believe the student government experience promotes citizenship and shared responsibility for the school. These values will carry over into the child's life and develop the sense of community.Through our fifth grade peer leadership program,students are empowered to be role models for younger children. Students may also participate in Robotics,Math Olympiad, Achieve, Gate,Yearbook,Explore,and the National Spelling Bee.

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Before and After School Programs:	Livingston Park Elementary School operates before and after school programs including Achieve and Explore, both of which serve students in K-5. Our Morning Math program services students in grades K-5. Math Olympiad is a designated 5th grade program and our robotics and chess clubs operate after school for grades 3-5. All morning and afternoon programs are facilitated by Livingston Park staff.
Staff and Professional Learning:	Professional learning communities (PLCs) provide opportunities for professional growth on an ongoing basis. Staff use the Connected Action Roadmap (CAR) to examine standards, create assessments and design instruction. Our school has several instructional coaches that help staff with math and literacy instruction. A special education coach assists staff with the differentiation of lessons. Learning never stops at Livingston Park.

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Student Supports and Services:	Livingston Park provides support services for English Languange Learners, students with IEP's, 504's and students with disabilites. Classroom support models include but are not limited to, co-teaching, resouce room, and self-contained classrooms. In addtion, students and staff are supported by a LAL coach and a Math coach. Academic Support Staff services students and teachers in the area of LAL and Math.
Student Health and Wellness:	A number of programs allow our students to learn about health and wellness. In addition to physical education, all students have access to recess and a healthy breakfast program. Assembly programs work to teach children to stop bullying, have positive interactions with one another, and live healthy lifestyles.
Parent and Community Involvement:	Parents are valued partners in the educational process and their participation is welcomed. Parents support and strengthen school programs and contribute greatly to our children's success through Livingston Park's PTO. The PTO sponsors assembly programs, coordinates classroom volunteers, and hosts a series of events for our students and their families. The local police and fire departments partner with our school to help students learn about safety and responsibility.

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Climate Surveys:	Is a Climate Survey Used: Yes Livingston Park School used the Connected Action Roadmap (CAR) survey. The Livingston Park staff was asked to participate in the survey twice in one calendar school year. The results of the survey were used to drive the work of Professional Learning Communites, Professional Developlment and to address and improve the school culture and climate. The results of the survey were reviewed and discussed with school community.
Facilities:	Though Livingston Park was constructed in 1896, the building has been renovated extenstively over time. Our school is air conditioned, and includes a library, computer lab, cafeteria, gymnasium and many classrooms. Multiple playgrounds are available for students. A kind and caring facilities staff, led by Mr. Smith, keeps our school spotlessly clean and in tip-top shape.

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Other Information:	Livingston Park Elementary School is an institution known for having a positive school culture, characterized by a highly dedicated staff that care deeply for students. Our staff work hard to help all students develop mastery of the curriculum, and we are proud to support learners with different needs and ability levels. We believe that all children can learn, and that all children will benefit from the guidance of a caring and devoted classroom teacher.