

Report Card Narratives

New Jersey Department of Education

LIVINGSTON AVE SCH

LIVINGSTON AVENUE SCHOOL SNAPSHOT OF OUR SCHOOL

At Livingston Avenue School the three C's--"C"aring, "C"ommunity, and "C"ommitment--continue to be the hallmarks of our educational program and mission. We seek to provide our students with a commitment to educational excellence and equality in an environment characterized by care, and infused by a sense of community. The teachers at Livingston Avenue School do an excellent job of providing services and programs that meet these goals and the individualized needs of our students.

Our central focus is to provide our students with an educational experience uniquely suited to their particular developmental needs. To achieve this, we tailor all of our academic programs and differentiate classroom instruction to meet the distinctive academic, social and emotional needs of each student. This helps ensure our students graduate from Livingston Avenue School not only with a deep understanding of specific subject matter, but also with an appreciation of their own unique skills, abilities and learning styles.

This year we continued our Service-Learning endeavors through a grant awarded by Learn and Serve America. Our teachers tied together the environment and creative writing to accomplish the goals of this grant. The first project was titled, "Bringing Nature Indoors" through which the students photographed scenes from nature and wrote poems capturing what they saw as the essence of each picture. The children framed their creations and offered them as keepsakes to seniors living in a local assisted-living facility. The second project involved the students creating and sharing environmentally themed books with children from local hospitals. After learning about the environment, the students wrote and illustrated original stories. Each of these experiences was educational and inspiring for all involved.

Students at Livingston Avenue School are encouraged to participate in a variety of co-curricular clubs and activities offered before and after school. We are particularly proud of our music program, which includes our school Band, Orchestra and Chorus. Beyond music, Livingston Avenue School offers students the chance to participate in a wide variety of extra-curricular activities including, Technology, Environmental, Homework, Mathematics, Student Council and Student Newspaper Clubs, and in various athletic activities. A school-wide favorite each year is our Playwrights Club, in which professional actors and writers coach student participants on how to pen original plays, later performed at a school assembly for all to enjoy.

Collaboration, another important "C" word, marks all that we do, whether it comes in the form of assessing student progress, designing and implementing interdisciplinary units of instruction, or working with our School Leadership Team--comprised of teachers, parents and other stakeholders in the education of our students.

Livingston Avenue School's Parent-Teacher Association (PTA) is very active, and plans numerous activities and endeavors for our students throughout the year. Night of the Stars, Family Volleyball Night, and Art Night are only a few of the PTA sponsored highlights our school community looks forward to each year. In addition, the PTA plans many of our school assemblies, and also sponsors our Early Morning Reading and Reflections Programs. Indeed, our school administration, teachers and parents enjoy a collaborative relationship centered on enhancing educational opportunities for our children.

At Livingston Avenue School we view education as a continuum, beginning with kindergarten and continuing throughout our students' lives. Accordingly, we place a high emphasis on our students' transition into Livingston Avenue School from Walnut Avenue School as well as out of it, as they move on to middle school at Hillside Avenue School. To smooth these transitions we engage in an ongoing conversation with our students to understand and meet their needs upon entering and leaving Livingston Avenue School. Only through this comprehensive approach to education can we truly be certain that Livingston Avenue School is a place where the lives of our children are guided by the three C's of Caring, Community, and Commitment.

Dineen Seeley
908-709-6248

Educational and Informational Technology | Report Card Office



LIVINGSTON AVE SCH 2008-09 SCHOOL REPORT CARD

COUNTY: UNION

DISTRICT: CRANFORD TWP

School Environment

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
School	6 hours: 20 minutes
State Average	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
School	5 hours: 10 minutes
State Average	5 hours: 42 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computer, available for the purposes of supervised instruction.		
	School	State Average
2008-09	2.5	3.3
2007-08	2.7	3.6
2006-07	2.3	3.5

<u>Average Class Size</u>	2008-2009	
	School	State
Grade 3	23.0	19.8
Grade 4	21.8	20.5
Grade 5	22.7	20.6
Total School	22.4	18.4

<u>Internet Connectivity</u>		
Numbers of instructional, multi-media-capable computers by location and how many have a connection to the Internet.		
	2008-2009	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	72	72
Library/Media Centers	2	2
Computer Labs	14	14
All Locations	88	88

Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2008-2009	2007-2008	2006-2007	2005-2006
Grade 3	69.0	86.0	67.0	71.0
Grade 4	87.0	69.0	70.0	82.0
Grade 5	68.0	70.0	78.0	75.0
Total School	224.0	225.0	215.0	228.0

<u>Student Mobility Rate</u>		
Percentage of students who entered and left during the school year.		
	School	State Average
2008-09	0.9%	10.7%
2007-08	1.3%	10.8%
2006-07	0.9%	11.8%

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	12.5%

<u>Language Diversity</u>	
First language spoken at home in order of frequency.	
Language	Percent
English	100.0%

<u>Limited English Proficient (LEP)</u>	
Percentage of LEP students	

Student Performance Indicators

ASSESSMENTS

New Jersey Assessment of Skills and Knowledge (NJASK3)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Language Arts Literacy	School	2008-09	69	43.5%	53.6%	2.9%
	District	2008-09	262	26.7%	68.3%	5%
	DFG	2008-09	19016	20.6%	68.4%	11%
	State	2008-09	101040	37.1%	57.1%	5.8%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

**New test administered in spring 2009.

New Jersey Assessment of Skills and Knowledge (NJASK3)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Mathematics	School	2008-09	69	31.9%	43.5%	24.6%
	District	2008-09	262	15.6%	49.6%	34.7%
	DFG	2008-09	19075	12.1%	42.3%	45.5%
	State	2008-09	101351	24.6%	43.4%	32%

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**New test administered in spring 2009.

New Jersey Assessment of Skills and Knowledge (NJASK4)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Language Arts Literacy	School	2008-09	87	21.8%	67.8%	10.3%
	District	2008-09	293	22.5%	69.6%	7.8%
	DFG	2008-09	19260	19.7%	68.2%	12.2%
	State	2008-09	101643	36.8%	56.4%	6.8%

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**New test administered in spring 2009.

National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » details for subgroups	State (NJ)	2007	22.8%	34.1%	31.1%	12.0%
	Nation	2007	34.3%	34.1%	24.3%	7.4%

New Jersey Assessment of Skills and Knowledge (NJASK4)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Mathematics	School	2008-09	87	24.1%	57.5%	18.4%
	District	2008-09	293	23.2%	48.5%	28.3%
	DFG	2008-09	19303	13.7%	46.2%	40.1%
	State	2008-09	101987	26.8%	45.5%	27.6%

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**New test administered in spring 2009.

National Assessment Educational Progress (NAEP) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » details for subgroups	State (NJ)	2009	12.5%	38.7%	39.9%	9.0%
	Nation	2009	18.8%	42.8%	32.5%	5.8%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Science	School	2008-09	87	3.4%	43.7%	52.9%
		2007-08	71	8.5%	54.9%	36.6%
	District	2008-09	293	3.8%	38.6%	57.7%
		2007-08	269	6.3%	43.1%	50.6%
	DFG	2008-09	19295	2.6%	33.8%	63.6%
		2007-08	19094	5.2%	39.1%	55.7%
	State	2008-09	101873	8.9%	44%	47.1%
		2007-08	100529	15%	45.8%	39.2%

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New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Language Arts Literacy	School	2008-09	68	16.2%	75%	8.8%
		2007-08	65	32.3%	61.5%	6.2%
	District	2008-09	283	23%	68.2%	8.8%
		2007-08	273	30%	63.4%	6.6%
	DFG	2008-09	19372	17.1%	67.3%	15.6%
		2007-08	19286	22.2%	69.6%	8.2%
	State	2008-09	101457	33.9%	57.4%	8.8%
		2007-08	100304	39.9%	55.9%	4.2%

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New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Mathematics	School	2008-09	68	17.6%	54.4%	27.9%
		2007-08	65	18.5%	61.5%	20%
	District	2008-09	283	16.3%	49.8%	33.9%
		2007-08	273	16.5%	54.9%	28.6%
	DFG	2008-09	19427	9.9%	40.8%	49.3%
		2007-08	19339	11.3%	46.5%	42.2%
	State	2008-09	101769	22.4%	45.4%	32.2%
		2007-08	100714	23.3%	48.7%	28%

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OTHER PERFORMANCE MEASURES

<u>Attendance Rates</u>	2008-2009		2007-2008	
	School	State	School	State
Percentage of students present on average each day.				
Grade 3	96.0%	95.7%	96.5%	95.8%
Grade 4	97.1%	95.8%	96.3%	96.0%
Grade 5	96.0%	95.8%	96.6%	95.9%
Total School	96.4%	94.6%	96.5%	94.5%

<u>Student Suspensions</u>			
Percentage of students who were suspended from the school during the school year.			
	School	District Average	State Average
2008-09	0%	1%	4%
2007-08	0%	1%	5%
2006-07	0%	1%	5%

<u>Student Expulsions</u>			
The number of students who were expelled during the school year.			
	School	District	State Total
2008-09	0	0	35
2007-08	0	0	66
2006-07	0	0	76

Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2008-09	224.0	276.8
2007-08	225.0	262.1
2006-07	215.0	273.2

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2008-09	12.7	10.8
2007-08	12.8	10.7
2006-07	11.9	10.9

<u>Faculty Attendance Rate</u>		
Percentage of faculty present on average each day.		
	School	State Average
2008-09	94.6%	95.3%
2007-08	96.3%	96.0%
2006-07	96.3%	96.2%

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average
2008-09	22.7%	4.0%
2007-08	22.7%	5.7%
2006-07	0.0%	6.2%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD
2008-09	70.6%	29.4%	0.0%
2007-08	71.4%	28.6%	0.0%
2006-07	64.3%	35.7%	0.0%

<u>National Board Certification</u>			
Number of teachers who have been certified by the National Board for Professional Teaching Standards.			
	School	District	State
2008-09	0	0	93
2007-08	0	0	93
2006-07	0	0	65

District Financial Data

Administrative and Faculty Personnel								
In FTE (Full-time Equivalents).								
	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2008-09	24	28	7.0	7.6	159.9	159.2	15.2	15.2
2007-08	25	29	7.0	7.6	150.9	155.3	14.1	14.7
2006-07	24	28		2.0	0.0	0.1	14.3	15.1

Median Salary and Years of Experience of Administrative and Faculty Personnel			
	2008-09	2007-08	2006-07
Administrators			
Salary - District	\$115,130	\$115,560	\$110,860
Salary - State	\$114,950	\$111,311	\$108,450
Years of Experience - District	23	22	25
Years of Experience - State	21	22	23
Faculty			
Salary - District	\$58,571	\$57,699	\$54,717
Salary - State	\$59,545	\$57,242	\$55,550
Years of Experience - District	9	9	9
Years of Experience - State	9	9	9

Teacher Salaries and Benefits				
Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.				
	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2008-09	56%	55%	5%	7%
2007-08	56%	55%	5%	7%
2006-07	55%	55%	4%	4%

Administrative Salaries and Benefits				
Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.				
	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2008-09	10%	8%	4%	4%
2007-08	10%	8%	4%	4%
2006-07	10%	8%	3%	3%

Revenues						
Percents of total revenues from various sources.						
	2008-2009		2007-2008		2006-2007	
	District	State Average	District	State Average	District	State Average
Local	84%	51%	83%	51%	83%	53%
State	7%	41%	6%	39%	7%	40%
Federal	2%	3%	2%	3%	2%	4%
Other	7%	5%	9%	7%	8%	3%

Per Pupil Expenditures						
Two calculations of the average cost per pupil in the district. (See #1 and #2 below).						
	2008-2009		2007-2008		2006-2007	
	District Budget	State Average	District Actual	State Average	District Actual	State Average
Classroom - Salaries and Benefits	\$7,059	\$7,483	\$6,727	\$7,112	\$6,500	\$6,760
Classroom - General Supplies/Textbooks	\$291	\$301	\$280	\$268	\$307	\$263
Classroom - Purchased Services and Other	\$123	\$237	\$100	\$204	\$90	\$191
Total Classroom Instruction	\$7,473	\$8,020	\$7,107	\$7,584	\$6,897	\$7,214
Support Services - Salaries and Benefits	\$1,725	\$1,903	\$1,667	\$1,764	\$1,465	\$1,663
Support Services - other	\$165	\$252	\$158	\$276	\$147	\$233
Total Support Services	\$1,890	\$2,155	\$1,825	\$2,040	\$1,612	\$1,896
Administration - Salaries and Benefits	\$1,227	\$1,120	\$1,183	\$1,097	\$1,155	\$1,050
Administration - other	\$192	\$267	\$195	\$252	\$168	\$248
Total Administration Costs	\$1,419	\$1,387	\$1,378	\$1,349	\$1,323	\$1,298
Op./Maint. of Plant - Salaries and Benefits	\$881	\$863	\$836	\$818	\$797	\$789
Op./Maint. of Plant - other	\$574	\$805	\$581	\$776	\$788	\$710
Total Operations and Maintenance of Plant	\$1,455	\$1,668	\$1,417	\$1,594	\$1,585	\$1,499
Total Food Services Costs	\$0	\$21	\$0	\$32	\$0	\$27
Total Extracurricular Costs	\$385	\$250	\$376	\$227	\$353	\$216
(1) TOTAL COMPARATIVE COST PER PUPIL	\$12,646	\$13,601	\$12,123	\$12,598	\$11,789	\$11,939
(2) TOTAL COST PER PUPIL	\$13,565	\$15,168	\$13,156	\$14,832	\$12,879	\$14,273

(1) The Comparative Cost Per Pupil represents comparisons with districts of similar budget type. The components that comprise the comparative cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment to calculate a total comparative cost per pupil.

(2) Total Cost Per Pupil, in addition to all of the costs listed above for the comparative cost, includes costs for tuition expenditures; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools, as well as students sent out of district. The total of all these expenditures is divided by the average daily enrollment, combined with all students sent out of district as reported in the ASSA, to calculate a total cost per pupil.

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NJ Department of Education

PO Box 500
Trenton, NJ 08625-0500
(609)292-4469



2008 NCLB Report



SCHOOL: LIVINGSTON AVE SCH
COUNTY: UNION
DISTRICT: CRANFORD TWP

Adequate Yearly Progress (AYP) Status	
▶ School made AYP:	YES

▶ School classified as "In Need of Improvement":	NO
"In Need of Improvement" status:	

▶ District classified as	
"in need of improvement" status:	NO

Attendance Rates			
	School	District	State
2007-08	96.5%	95.8%	94.6%
2006-07	96.2%	96.2%	94.4%
Target for AYP 90%			

SCHOOL DATA COMPONENTS

Elementary Grade Span

LANGUAGE ARTS LITERACY		Year	Percent Not Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
State Standard for AYP = 73% Proficient						
All Students » details for subgroups for LAL	School	2007-08	0.9%	17.9%	78.9%	3.2%
		2006-07	0%	10.6%	78.7%	10.6%
	District	2007-08	0.6%	14.6%	80.6%	4.8%
		2006-07	0%	7.9%	79%	13.2%
	State	2007-08	0.2%	22.4%	72.7%	4.9%
		2006-07	0.2%	14.4%	75.5%	10%

The state standard for Adequate Yearly Progress (AYP) for language arts literacy is 73% proficient for the school and each subgroup.

MATHEMATICS		Year	Percent Not Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
State Standard for AYP = 69% Proficient						
All Students » details for subgroups for MATH	School	2007-08	1.4%	12.4%	57.1%	30.4%
		2006-07	0%	11.6%	63%	25.5%
	District	2007-08	0.7%	9.8%	52.2%	38%
		2006-07	0.1%	7.5%	60.3%	32.2%
	State	2007-08	0.2%	15.7%	48.9%	35.4%
		2006-07	0.2%	13%	51.1%	35.9%

The state standard for Adequate Yearly Progress (AYP) for mathematics is 69% proficient for the school and each subgroup.

Teacher Information 2007-2008	
▶ % of teachers teaching with emergency or conditional certificates:	School: 0.0% District: 0.0% State: 0.3%

▶ % of classes NOT taught by highly qualified teachers:	School: 0.0% District: 0.0% State: 1.3%

There are three essential components of a highly qualified teacher:

- Hold at least a bachelor's degree;
- Be fully certified/licensed by New Jersey; and
- Demonstrate competence in each of the core academic subjects in which the teacher teaches.

▶ % of classes NOT taught by highly qualified teachers in quartiles for:
High poverty schools: 3.2%
Low poverty schools: 0.5%

Teachers can demonstrate competence in the subject(s) they teach by either:

Teachers' Professional Qualifications			
	BA/BS	MA/MS	PhD/EdD
2007-08	76.9%	23.1%	0.0%
2006-07	66.5%	33.5%	0.0%

- Passing a rigorous state test or completing an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or national certification or credentialing; OR
- Meeting the requirements of the [NJ High Objective Uniform Standard of Evaluation \(HOUSE\)](#) .

The results displayed on NCLB Reports are based on the state assessment data with the NCLB conditions applied. Additionally, the NCLB data incorporate the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the NCLB Reports may be different from the data displayed on the NJ School Report Cards.

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 PO Box 500
 Trenton, NJ 08625-0500
 (609)292-4469