NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Leonia Public School District
Principal Name	Dr. Maria Barcelo Martinez
Address	281 Broad Avenue Leonia, NJ 07605
Phone Number	201-302-5200
Email Address	mariamartinez@leoniaschools.org
Website	http://acs.leoniaschools.org/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	32	33	29
KG	94	108	103
1	98	102	120
2	104	105	105
3	100	109	111
4	108	101	113
5	114	112	103
Total	650	670	685

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	49.0%	48.5%
Male	50.9%	51.0%	51.5%
Economically Disadvantaged Students	17.8%	14.6%	14.3%
Students with Disabilities	15.4%	16.0%	17.4%
English Learners	5.5%	7.6%	7.7%
Homeless Students	0.0%	0.1%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.3%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	25.1%	24.2%	22.3%
Hispanic	22.9%	24.3%	25.5%
Black or African American	1.4%	1.9%	1.9%
Asian	44.0%	42.7%	43.6%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.6%
American Indian or Alaska Native	0.5%	0.3%	0.4%
Two or More Races	5.7%	6.0%	5.5%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	32	33	29
KG - Half Day	0	0	0
KG - Full Day	94	108	103

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	57.8%
Korean	23.5%
Spanish	10.7%
Chinese	3.2%
Other Languages	4.8%

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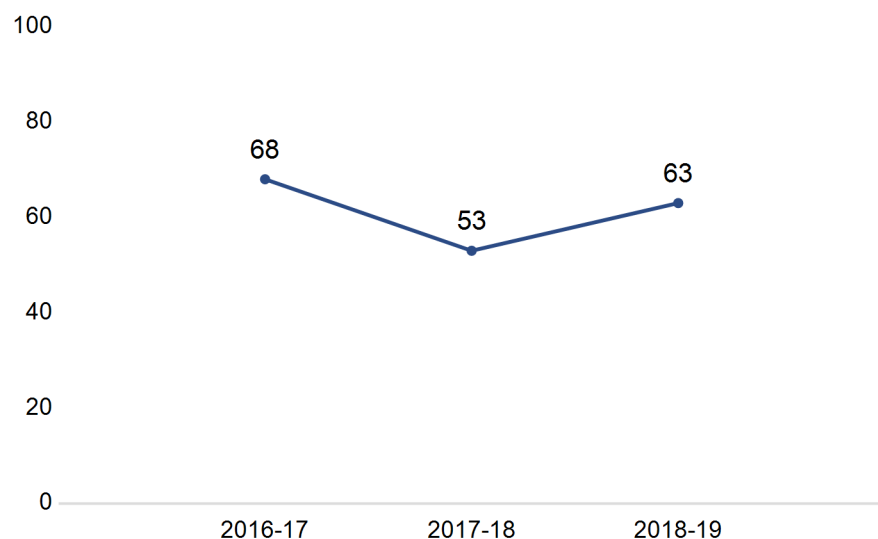
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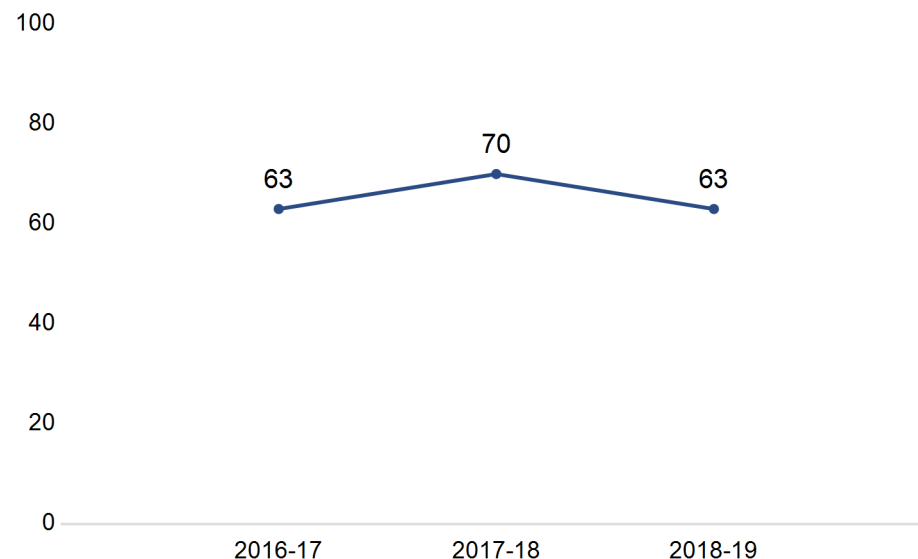- **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	53	63	63	70	63
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	63	56	50	Exceeds Standard	63	54	50	Exceeds Standard
White	43	48	50	Met Standard	60	54	52	Exceeds Standard
Hispanic	61.5	53.5	49	Exceeds Standard	60.5	49	47	Exceeds Standard
Black or African American	*	45	45	**	*	46.5	43	**
Asian, Native Hawaiian, or Pacific Islander	68	63	59	Exceeds Standard	68	58.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	63	55	49	**	58	54	52	**
Female	65	59.5	53	N	58	54	50	N
Male	60	52	47	N	66	55	51	N
Economically Disadvantaged Students	64	58	48	Exceeds Standard	49	49.5	46	Met Standard
Students with Disabilities	37.5	45	43	Not Met	48.5	47	45	Met Standard
English Learners	62	59	52	Exceeds Standard	69	54.5	50	Exceeds Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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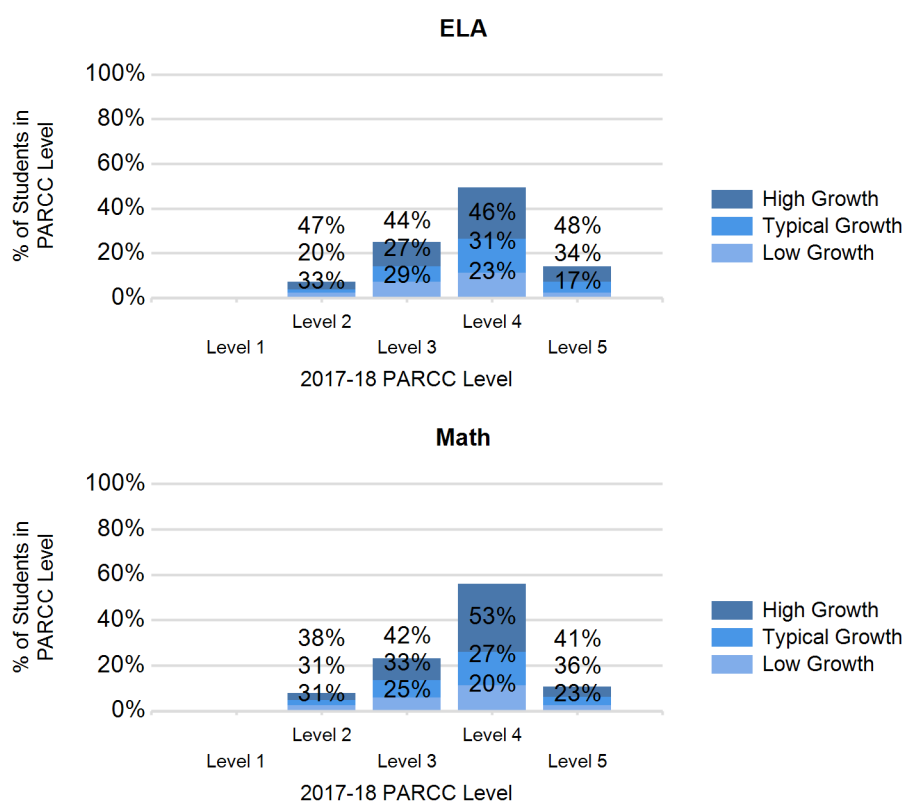- **†** This indicates a table specific note, see note below table

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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.
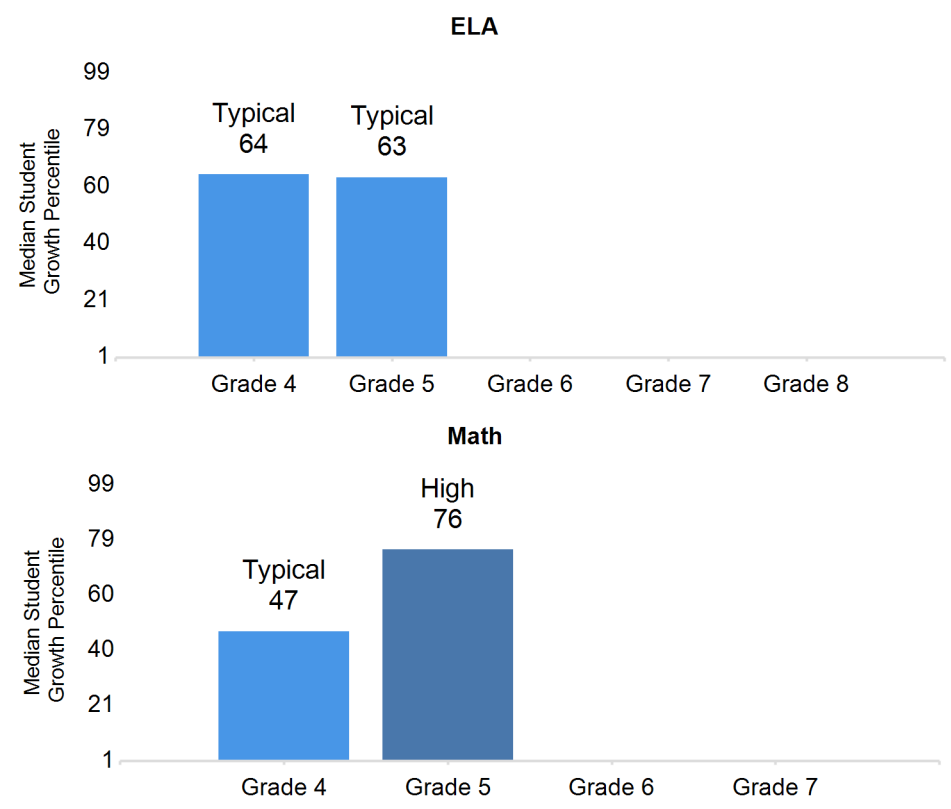
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math
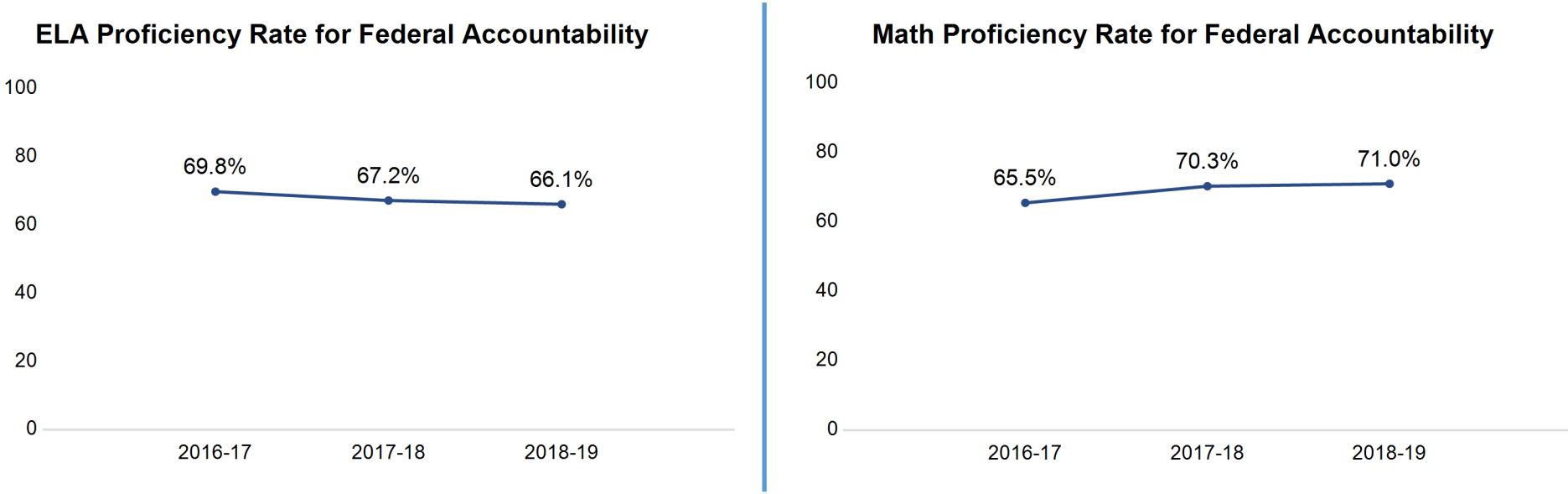

Math

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

69.8% 67.2% 66.1%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

65.5% 70.3% 71.0%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.1%	100.0%	98.7%	99.1%	100.0%
Proficiency Rate for Federal Accountability	69.8%	67.2%	66.1%	65.5%	70.3%	71.0%
Annual Target	65.6%	66.3%	67.1%	74.1%	74.4%	74.7%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	100.0	66.1	71.7	57.9	66.1	67.1	Met Target†
White	72	100.0	63.9	71.9	66.9	63.9	71.7	Met Target†
Hispanic	77	100.0	53.2	53.1	43.9	53.2	50.9	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	137	100.0	75.2	83.8	82.9	75.2	69.7	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	73.8	64.4	*	75.2	Met Target†
Female	158	100.0	73.4	77.5	64.8	73.4		
Male	158	100.0	58.9	66.7	51.3	58.9		
Economically Disadvantaged Students	47	100.0	51.1	58.1	40.0	51.1	48.5	Met Target
Non-Economically Disadvantaged Students	269	100.0	68.8	73.8	67.9	68.8		
Students with Disabilities	56	100.0	35.7	29.3	22.7	35.7	42.5	Met Target†
Students without Disabilities	260	100.0	72.7	79.3	65.1	72.7		
English Learners	38	100.0	47.4	41.7	29.3	47.4	38.2	Met Target
Non-English Learners	278	100.0	68.7	74.7	60.6	68.7		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

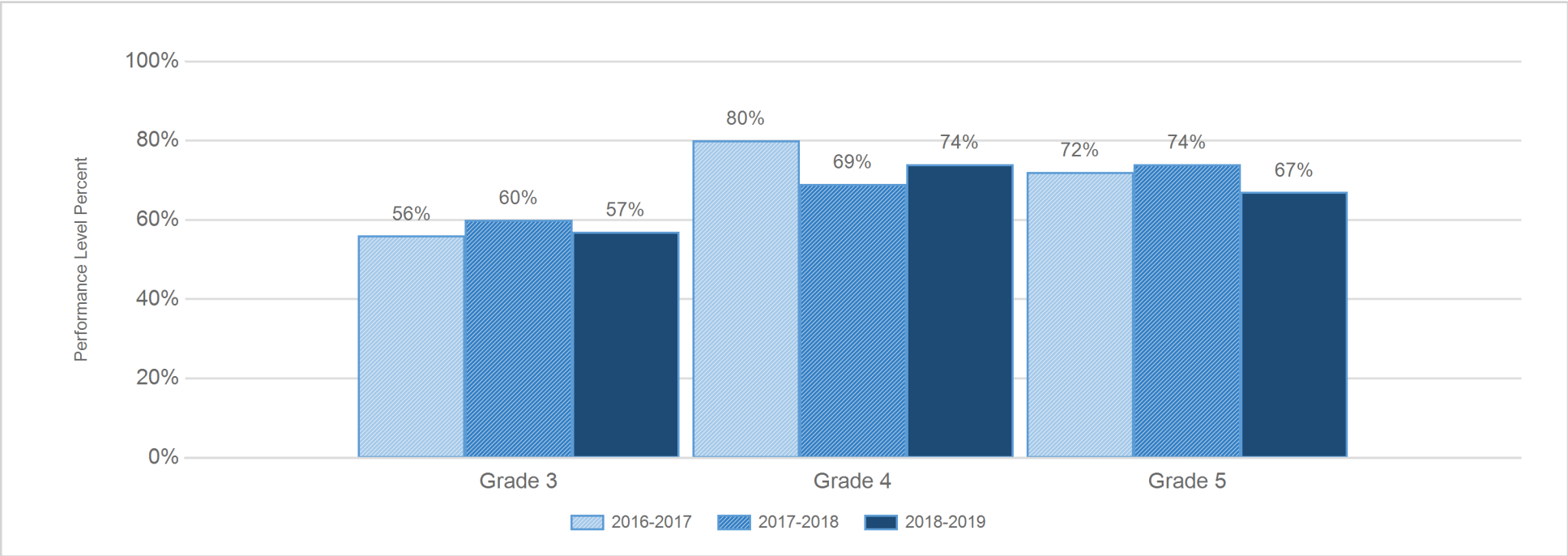† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	108	757	757	748	*	10%	27%	*	*	57%	50%
White	22	762	762	757	0%	*	*	*	*	68%	60%
Hispanic	28	740	740	734	*	*	*	39%	0%	39%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	47	763	763	773	*	*	26%	*	*	62%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	59	761	761	753	*	*	22%	*	*	64%	55%
Male	49	751	751	743	*	*	33%	*	*	49%	46%
Economically Disadvantaged Students	15	736	736	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	93	760	760	759	*	*	*	*	*	61%	61%
Students with Disabilities	19	740	740	719	*	*	*	*	*	32%	24%
Students without Disabilities	89	760	760	754	*	*	*	*	*	63%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	107	766	766	755	*	*	13%	51%	22%	74%	57%
White	26	761	761	763	*	*	*	*	*	65%	67%
Hispanic	26	751	751	743	*	*	*	*	*	62%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	48	777	777	779	0%	*	*	48%	38%	85%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	56	773	773	760	*	*	*	59%	25%	84%	62%
Male	51	759	759	750	*	*	*	43%	20%	63%	53%
Economically Disadvantaged Students	13	759	759	740	*	*	*	*	*	62%	40%
Non-Economically Disadvantaged Students	94	767	767	765	*	*	*	*	*	76%	69%
Students with Disabilities	16	734	734	725	*	*	*	*	*	44%	25%
Students without Disabilities	91	772	772	761	*	*	*	*	*	79%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

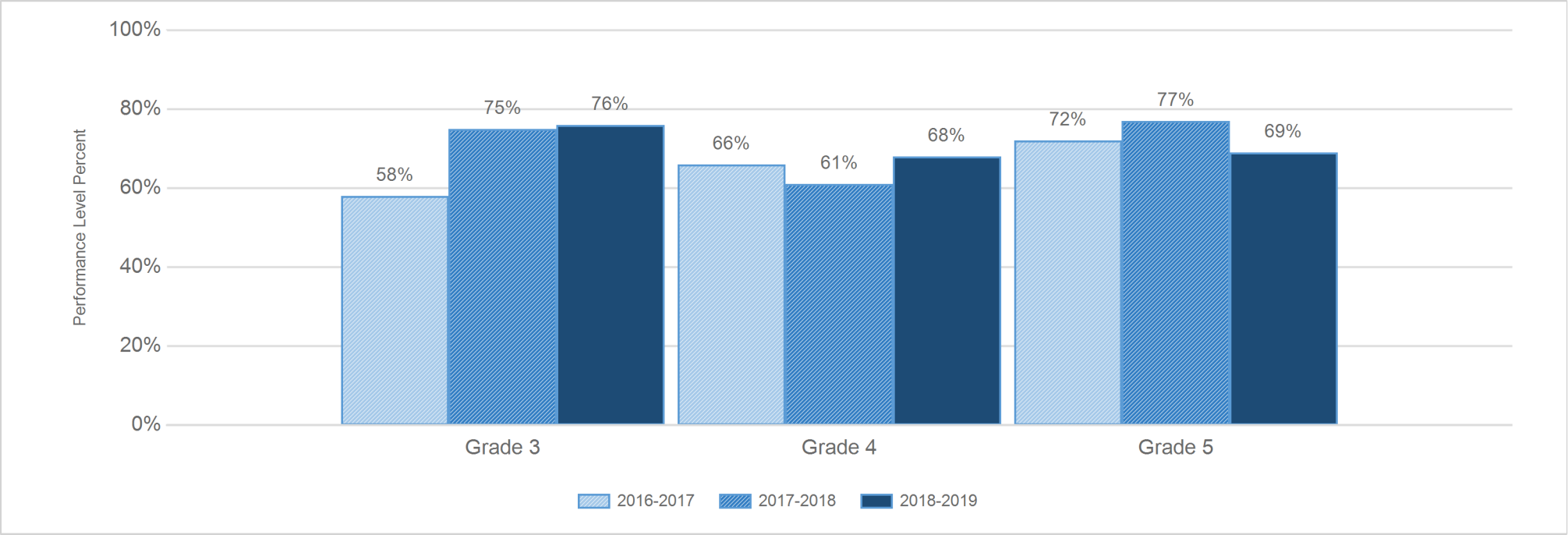| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	767	767	756	*	*	24%	49%	18%	67%	58%
White	23	756	756	764	*	*	*	*	*	57%	68%
Hispanic	23	762	762	743	*	*	*	*	*	61%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	45	778	778	781	*	*	*	49%	29%	78%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	44	772	772	761	*	*	*	*	*	75%	64%
Male	59	763	763	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	19	751	751	740	*	*	*	58%	0%	58%	39%
Non-Economically Disadvantaged Students	84	771	771	766	*	*	*	46%	23%	69%	69%
Students with Disabilities	18	738	738	724	*	*	*	*	*	28%	23%
Students without Disabilities	85	773	773	762	*	*	*	*	*	75%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	317	100.0	71.0	61.7	44.5	71.0	74.7	Met Target†
White	72	100.0	72.2	60.8	54.1	72.2	76.2	Met Target†
Hispanic	77	100.0	54.5	35.9	28.8	54.5	58.1	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	138	100.0	79.7	78.6	76.5	79.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	73.4	53.3	*	80	Met Goal
Female	159	100.0	73.0	63.8	44.9	73.0		
Male	158	100.0	69.0	59.9	44.2	69.0		
Economically Disadvantaged Students	47	100.0	46.8	42.3	26.3	46.8	62.1	Not Met
Non-Economically Disadvantaged Students	270	100.0	75.2	64.7	54.9	75.2		
Students with Disabilities	56	100.0	51.8	25.3	17.4	51.8	46.6	Met Target
Students without Disabilities	261	100.0	75.1	68.4	50.0	75.1		
English Learners	39	100.0	66.7	45.9	25.0	66.7	51.3	Met Target
Non-English Learners	278	100.0	71.6	63.4	46.5	71.6		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

(03-2620-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	110	771	771	752	*	*	17%	50%	26%	76%	55%
White	22	775	775	760	0%	0%	*	*	*	86%	66%
Hispanic	28	751	751	739	*	*	*	*	*	54%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	49	780	780	778	*	*	*	49%	37%	86%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	60	772	772	751	*	*	*	*	*	77%	54%
Male	50	770	770	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	15	744	744	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	95	775	775	761	*	*	*	*	*	80%	67%
Students with Disabilities	19	766	766	731	*	*	*	*	*	68%	31%
Students without Disabilities	91	772	772	756	*	*	*	*	*	78%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	108	758	758	749	*	9%	21%	*	*	68%	51%
White	26	763	763	757	0%	0%	*	*	*	77%	62%
Hispanic	26	738	738	737	*	*	*	42%	0%	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	49	766	766	776	0%	*	*	*	*	73%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	56	762	762	749	*	*	*	*	*	77%	50%
Male	52	754	754	749	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	13	741	741	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	95	761	761	759	*	*	*	*	*	72%	63%
Students with Disabilities	16	739	739	726	*	*	*	*	*	38%	25%
Students without Disabilities	92	762	762	754	*	*	*	*	*	73%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

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Grades Offered: PK-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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	103	765	765	747	*	*	23%	48%	21%	69%	47%
White	23	760	760	755	0%	*	43%	*	*	52%	58%
Hispanic	23	756	756	735	*	*	*	*	*	70%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	45	776	776	775	0%	*	*	47%	33%	80%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	44	762	762	747	*	*	25%	*	*	66%	47%
Male	59	768	768	747	*	*	22%	*	*	71%	47%
Economically Disadvantaged Students	19	749	749	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	84	769	769	757	*	*	*	*	*	74%	59%
Students with Disabilities	18	747	747	725	*	*	*	*	*	44%	19%
Students without Disabilities	85	769	769	752	*	*	*	*	*	74%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Anna C. Scott Elementary School

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	85.7%	56.6%	Exceeds

 † 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	40	82.5%	17.5%
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

2018-2019

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1
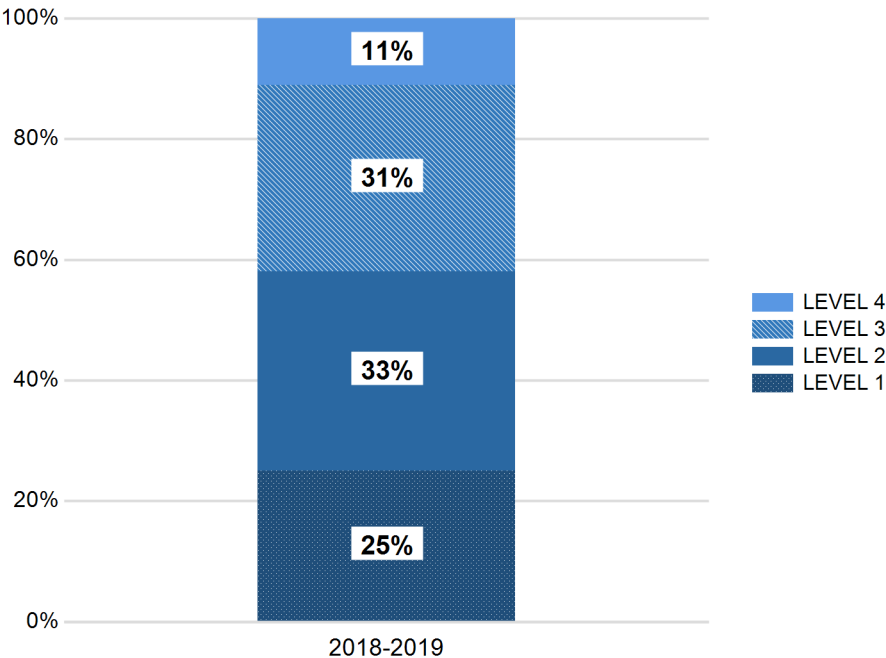
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

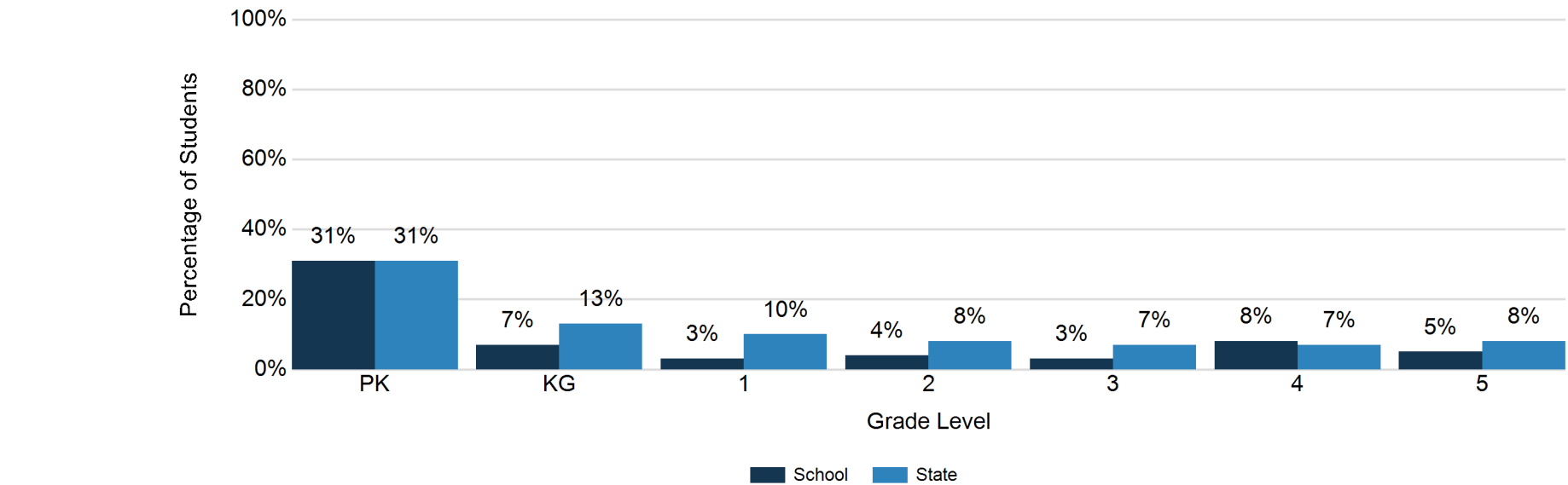| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	25	33	31	11
White	39	30	22	9
Hispanic	30	35	30	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	33	38	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	32	34	7
Male	24	34	29	14
Economically Disadvantaged Students	50	35	15	0
Non-Economically Disadvantaged Students	19	33	35	13
Students with Disabilities	56	33	11	0
Students without Disabilities	19	33	35	13
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	32	4.9	8.9	Met
White	7	5.0	8.9	Met
Hispanic	16	9.8	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	6	2.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.1	8.9	Met
Female	8	2.5		
Male	24	7.1		
Economically Disadvantaged Students	10	11.0	8.9	Not Met
Students with Disabilities	11	10.3	8.9	Not Met
English Learners	2	3.8	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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.

Grade Level	School	State
PK	31%	31%
KG	7%	13%
1	3%	10%
2	4%	8%
3	3%	7%
4	8%	7%
5	5%	8%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0

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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	8:35 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	58.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	343:1	116:1
Teachers to Administrators	31:1	10:1
Students to Librarians/Media Specialists		1966:1
Students to Nurses		655:1
Students to Counselors		328:1
Students to Child Study Team Members		218:1

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	87.1%	50.0%	48.4%	77.1%	54.9%
Male	51.5%	12.9%	50.0%	51.6%	22.9%	45.1%
White	22.3%	79.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	25.5%	4.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	43.6%	14.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	1.6%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School
(03-2620-060)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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 - Level of Education

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

Bachelor's Degree

Teacher 50%
Admin N/A

Master's Degree

Teacher 50%
Admin 50%

Doctoral Degree

Teacher 0%
Admin 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

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
2018-19	97.4%

Anna C. Scott Elementary School
(03-2620-060)
Grades Offered: PK-05
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.8%	67.2%	66.1%
Math Proficiency	65.5%	70.3%	71.0%
ELA Growth	68	53	63
Math Growth	63	70	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		78.0%	85.7%
Chronic Absenteeism	4.6%	5.8%	4.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Goal	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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

Anna C. Scott Elementary School

(03-2620-060)

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2018-2019

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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 the school or district directly.

Highlights:	• Problem Based Learning Global Citizens Project • Partners with Teachers College Reading and Writing Project and school based literacy coaches • Active student council works with the community in advocacy and taking action on special causes
Mission, Vision, Theme:	The school motto for ACS is All Can Succeed. We follow an assessment driven approach to instruction. Teachers follow the teaching, learning, assessment cycle as they plan targeted instruction based on the strengths and needs of their students.

Anna C. Scott Elementary School

(03-2620-060)

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2018-2019

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Clubs and Activities:	Fifth Grade Drama Club; Strings Classes: Band: After School Enrichment; Student Council

NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	Before and after school SACC program housed in the school; classroom teachers' homework clubs
Staff and Professional Learning:	Partners with Teachers College Reading and Writing Project; in house literacy and math coaches; teachers schedule interclass visits; common planning sessions; teachers lead and participate in various study groups

NJ SCHOOL PERFORMANCE REPORT

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

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Student Supports and Services:	Small group instruction for ELLs; ABA program; Basic Skills Intervention programs at every grade level
Student Health and Wellness:	Students, teachers, and parents participate in a wellness committee which plans health and nutrition for the school
Parent and Community Involvement:	Active Home and School plans events and fundraisers throughout the year. Parents participate in study groups and committees with teachers. A parent liaison is available to offer translations, explanations, and assistance whenever needed.

Anna C. Scott Elementary School

(03-2620-060)

Grades Offered: PK-05

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Google forms are frequently used to gather and analyze feedback on events and activities from students, teachers, and parents.
Facilities:	A literacy library serves as a library and a literacy lab; All students visit the computer lab weekly; all students visit the art room weekly; central air conditioning allows for the extended year program.

Anna C. Scott Elementary School

(03-2620-060)

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2018-2019

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School Narrative

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Technology and STEM:	Students in grades 2-5 are metched with a chrome book. Classes visit the ACS computer lab throughout the year to learning coding and to carry out research based units of study. Students in grades 3-5 visit the science lab one to two times a week to engage in collaborative science projects. Each class has a plot in the ACS garden which they take care of in conjunction with our Science teacher.
Early Childhood Education:	Two co-teaching preschool classes provide academic and social emotional learning in an inclusive classroom setting. The play based Pre School for All curriculum is implemented.

Anna C. Scott Elementary School

(03-2620-060)

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2018-2019

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Other Information

The Anna C. Scott School is a student centered community dedicated to helping each child develop intellectually, personally, affectively, socially and physically. Anna C. Scott serves to meet the needs of students in Pre-Kindergarten through Fifth Grade. The staff is committed to creating life-long learners who are interested in reading, writing, math, science and the arts. Our ACS Enrichment and Global Citizens Programs are designed to present additional academic challenge and intellectual exercise through problem based projects. All Kindergarten through second grade students receive enrichment in the classroom with a specialist teacher. This teacher also supports classroom teachers in planning differentiated instruction for all students. The program in 3rd through 5th grade attends to students through in-class projects that extend students' leadership skills, thinking in reading and writing, Science, Art History/Social Studies, and Mathematics / Technology. Our T.R.A.C.K. program is unique and recognized as a successful approach to teaching tolerance, respect, attitude (positive and caring), cooperation, and kindness by providing multiple opportunities to acquire the skills for positive human relations. An added component is the Be Your Best: Anti-Bullying Program based on the six essential lessons format advocated by the N.J. Bar Foundation. Throughout the fall and early winter all teachers and students work on developing conflict resolution skills, the importance of delivering "I" messages and other interpersonal skills, which are reinforced throughout the school year. Additionally, the personal growth of every student is addressed in each classroom as part of our socially and culturally responsive balanced literacy program that encourages students to derive life lessons from quality literature.

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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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

Notes from the New Jersey Department of Education:

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Leonia Public School District
Principal Name	Mr. Charles Kalender
Address	100 Christie Heights Street Leonia, NJ 07605-1525
Phone Number	201-302-5200
Email Address	kalender@leoniaschools.org
Website	http://www.lhs.leoniaschools.org

Leonia High School

(03-2620-050)

Grades Offered: 09-12

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	164	173	217
10	171	167	181
11	171	172	167
12	158	179	183
Total	664	691	748

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.0%	50.1%	47.1%
Male	48.0%	49.9%	52.9%
Economically Disadvantaged Students	18.8%	16.2%	13.9%
Students with Disabilities	13.4%	14.1%	15.3%
English Learners	2.7%	3.3%	4.0%
Homeless Students	0.5%	0.4%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	32.1%	31.5%	33.9%
Hispanic	24.2%	24.8%	23.4%
Black or African American	6.0%	6.3%	5.4%
Asian	36.0%	35.8%	35.5%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	1.2%	1.3%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	664	689	747
Shared Time Students	0	2	1
Full Time Equivalent	664	690	748

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.

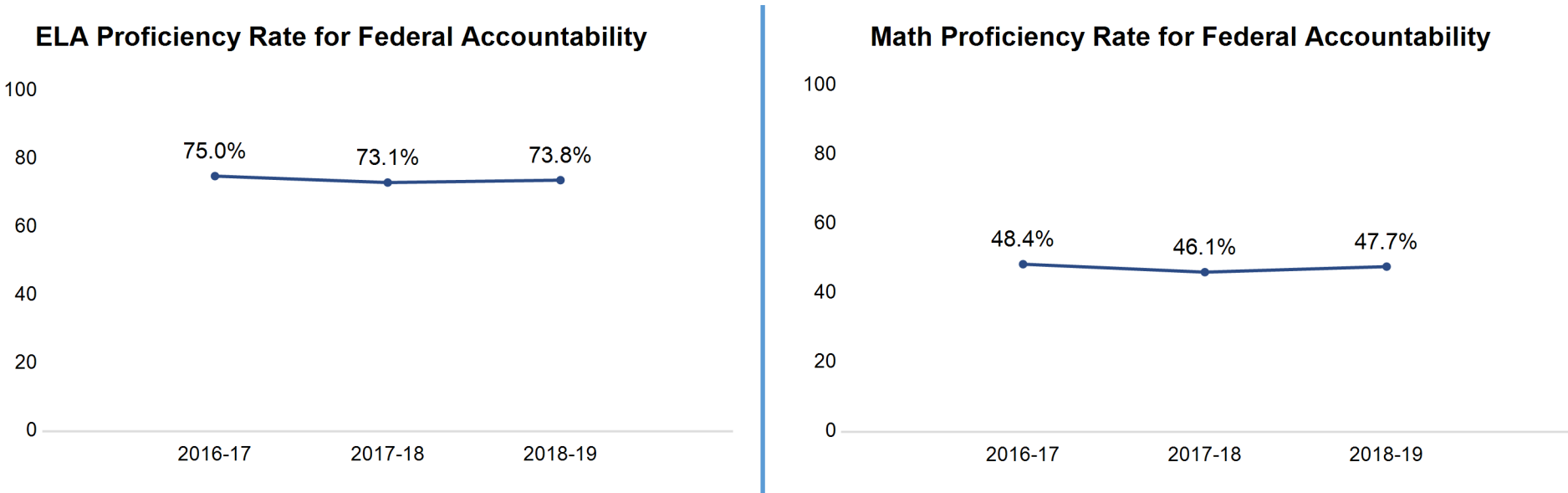| Home Language	% of Students
English	60.4%
Korean	17.8%
Spanish	10.4%
Chinese	2.0%
Russian	1.7%
Other Languages	7.6%

Leonia High School

(03-2620-050)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

75.0%   73.1%   73.8%
(2016-17, 2017-18, 2018-19)

Math Proficiency Rate for Federal Accountability

48.4%   46.1%   47.7%
(2016-17, 2017-18, 2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.7%	99.5%	98.7%	99.3%	98.9%
Proficiency Rate for Federal Accountability	75.0%	73.1%	73.8%	48.4%	46.1%	47.7%
Annual Target	74.5%	74.8%	75.1%	55.5%	56.8%	58.1%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

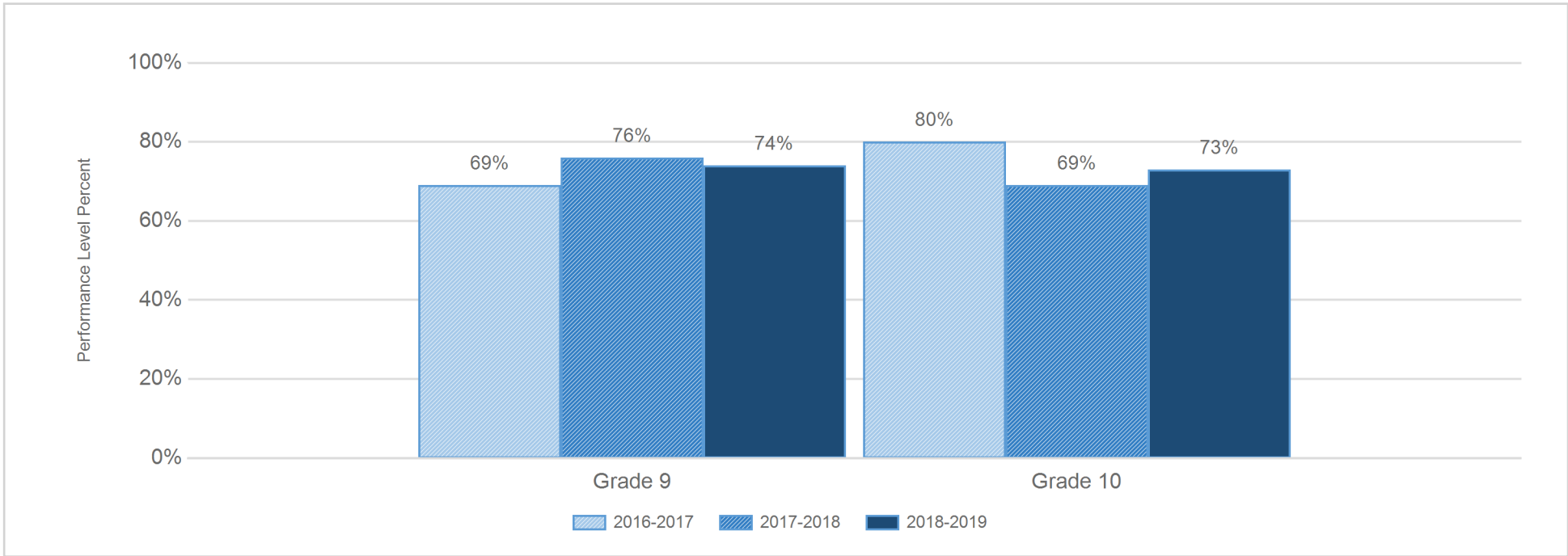† Target was met within a confidence interval.

4

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	386	99.5	73.8	71.7	57.9	73.8	75.1	Met Target†
White	129	100.0	73.6	71.9	66.9	73.6	77.4	Met Target†
Hispanic	97	100.0	52.6	53.1	43.9	52.6	67.8	Not Met
Black or African American	*	*	*	*	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	133	99.3	91.0	83.8	82.9	91.0	77.5	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	73.8	64.4	*	**	**
Female	169	99.4	79.9	77.5	64.8	79.9		
Male	217	99.6	69.1	66.7	51.3	69.1		
Economically Disadvantaged Students	30	96.8	56.7	58.1	40.0	56.7	55.3	Met Target
Non-Economically Disadvantaged Students	356	99.7	75.3	73.8	67.9	75.3		
Students with Disabilities	58	98.4	27.6	29.3	22.7	27.6	34.5	Met Target†
Students without Disabilities	328	99.7	82.0	79.3	65.1	82.0		
English Learners	29	100.0	41.4	41.7	29.3	41.4	41.7	Met Target†
Non-English Learners	357	99.5	76.5	74.7	60.6	76.5		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	217	773	773	753	*	*	17%	39%	35%	74%	56%
White	76	775	775	762	*	*	20%	41%	36%	76%	65%
Hispanic	49	750	750	737	*	*	35%	*	*	49%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	77	788	788	783	*	*	*	39%	53%	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	94	783	783	760	*	*	*	33%	48%	81%	63%
Male	123	765	765	746	*	*	*	44%	25%	69%	49%
Economically Disadvantaged Students	12	740	740	734	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	205	775	775	762	*	*	*	*	*	77%	65%
Students with Disabilities	36	738	738	717	*	*	36%	*	*	31%	17%
Students without Disabilities	181	780	780	760	*	*	13%	*	*	83%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

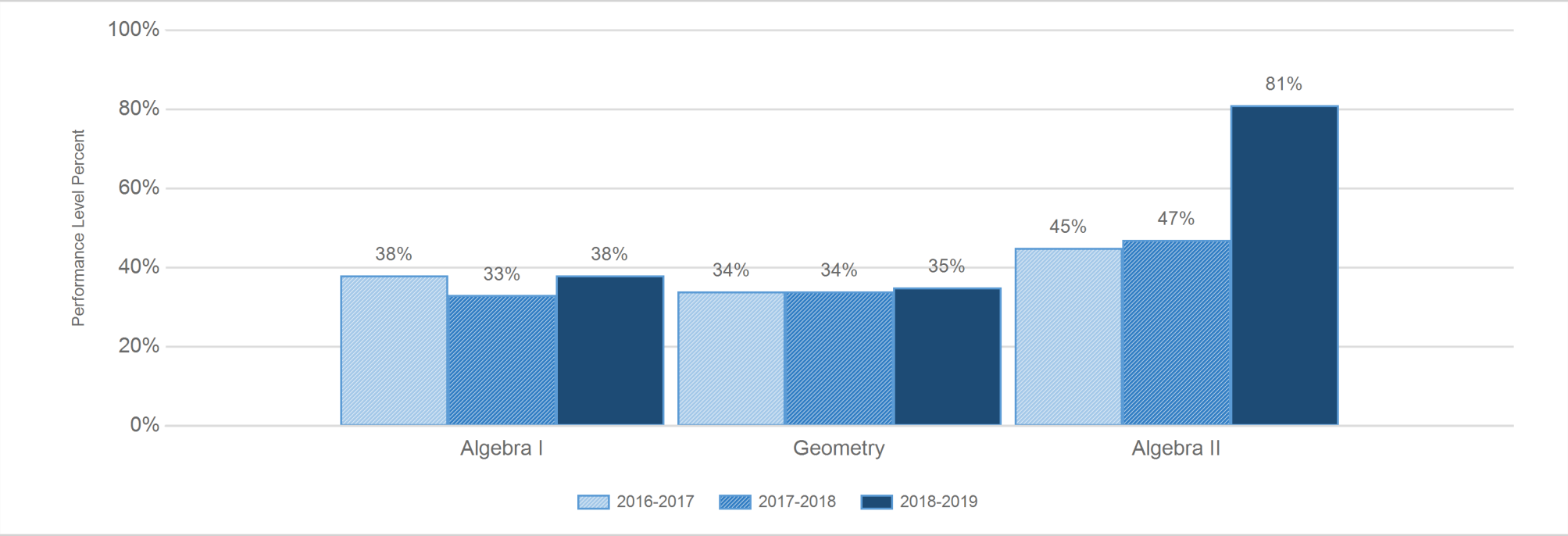| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	777	777	757	*	*	12%	38%	35%	73%	58%
White	54	777	777	767	*	*	*	35%	35%	70%	67%
Hispanic	51	758	758	738	*	*	22%	33%	24%	57%	43%
Black or African American	*	*	*	*	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	56	795	795	792	*	*	*	41%	48%	89%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	78	782	782	766	*	*	*	35%	42%	77%	66%
Male	97	773	773	749	*	*	*	40%	30%	70%	51%
Economically Disadvantaged Students	18	780	780	735	*	0%	*	*	*	72%	40%
Non-Economically Disadvantaged Students	157	777	777	767	*	11%	*	*	*	73%	67%
Students with Disabilities	22	730	730	711	*	*	*	*	*	27%	19%
Students without Disabilities	153	784	784	765	*	*	*	*	*	80%	65%
English Learners	12	722	722	687	*	*	*	*	*	33%	*
Non-English Learners	163	781	781	760	*	*	*	*	*	76%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	350	98.9	47.7	61.7	44.5	47.7	58.1	Not Met
White	123	100.0	49.6	60.8	54.1	49.6	60.1	Not Met
Hispanic	95	99.0	21.1	35.9	28.8	21.1	47.4	Not Met
Black or African American	*	*	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	107	99.1	69.2	78.6	76.5	69.2	66.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	73.4	53.3	*	**	**
Female	159	98.8	49.1	63.8	44.9	49.1		
Male	191	99.0	46.6	59.9	44.2	46.6		
Economically Disadvantaged Students	26	100.0	23.1	42.3	26.3	23.1	49	Not Met
Non-Economically Disadvantaged Students	324	98.8	49.7	64.7	54.9	49.7		
Students with Disabilities	57	96.7	15.8	25.3	17.4	15.8	24.6	Not Met
Students without Disabilities	293	99.3	53.9	68.4	50.0	53.9		
English Learners	27	100.0	25.9	45.9	25.0	25.9	26.6	Met Target†
Non-English Learners	323	98.8	49.5	63.4	46.5	49.5		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

Leonia High School

(03-2620-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	155	738	758	744	8%	26%	28%	38%	0%	38%	42%
White	61	751	764	752	0%	16%	31%	52%	0%	52%	53%
Hispanic	48	719	*	728	23%	38%	25%	*	*	15%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	37	744	774	775	*	*	27%	49%	0%	49%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	62	738	760	745	*	*	*	34%	0%	34%	44%
Male	93	738	756	743	*	*	*	41%	0%	41%	41%
Economically Disadvantaged Students	15	723	*	727	*	*	*	*	*	20%	23%
Non-Economically Disadvantaged Students	140	740	*	752	*	*	*	*	*	40%	52%
Students with Disabilities	36	720	*	717	*	*	*	*	*	19%	12%
Students without Disabilities	119	743	*	748	*	*	*	*	*	44%	47%
English Learners	11	723	723	710	*	*	*	*	*	*	*
Non-English Learners	144	739	759	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	113	737	746	737	9%	27%	28%	*	*	35%	35%
White	43	738	*	743	*	*	35%	*	*	35%	43%
Hispanic	39	722	722	724	*	49%	26%	*	*	13%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	22	758	771	762	0%	*	*	*	*	73%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	48	734	745	738	*	31%	25%	*	*	33%	36%
Male	65	739	747	736	*	25%	31%	*	*	37%	34%
Economically Disadvantaged Students	*	*	742	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	746	743	*	*	*	*	*	*	43%
Students with Disabilities	20	719	719	712	*	*	*	*	*	10%	*
Students without Disabilities	93	741	751	741	*	*	*	*	*	41%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

**Leonia High School**
(03-2620-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	85	769	769	755	*	*	12%	*	*	81%	58%
White	20	763	763	758	*	*	*	75%	0%	75%	62%
Hispanic	10	766	766	731	0%	*	*	*	*	80%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	47	772	772	777	*	0%	*	*	*	85%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	51	767	767	752	*	*	*	*	*	80%	55%
Male	34	770	770	758	*	*	*	*	*	82%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	85	769	769	756	*	*	12%	*	*	81%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Leonia High School
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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	70.6%	**	**

† 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	16	56.3%	43.8%
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

2018-2019
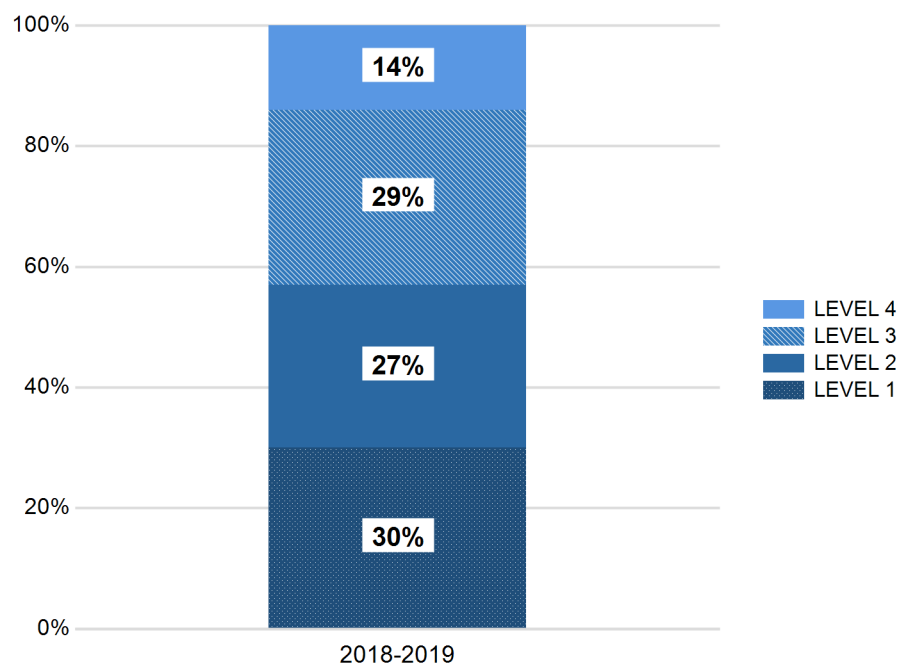
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

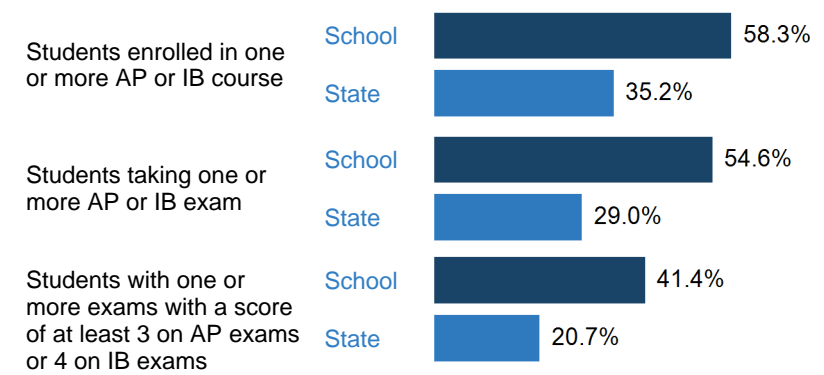| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	27	29	14
White	35	19	29	17
Hispanic	43	30	23	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	33	33	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	27	32	15
Male	33	26	26	14
Economically Disadvantaged Students	17	33	29	21
Non-Economically Disadvantaged Students	33	25	29	13
Students with Disabilities	64	21	14	0
Students without Disabilities	23	28	32	17
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
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2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	27.3%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	496	476	Grade 10: 430 Grade 11: 460	66%	61%
PSAT 10/NMSQT - Math	507	477	Grade 10: 480 Grade 11: 510	53%	43%
SAT - Reading and Writing	591	539	480	83%	70%
SAT - Math	601	541	530	75%	53%
ACT - Reading	27	25	22	76%	66%
ACT - English	27	24	18	90%	81%
ACT - Math	25	24	22	76%	65%
ACT - Science	25	24	23	64%	57%

Leonia High School
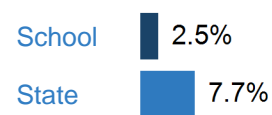(03-2620-050)
Grades Offered: 09-12
2018-2019

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
School 58.3%
State 35.2%

Students taking one or more AP or IB exam
School 54.6%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 41.4%
State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
School 0.0%
State 19.0%
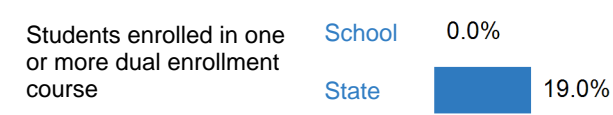
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	68	61
AP Calculus AB	44	41
AP Calculus BC	22	22
AP Chemistry	14	13
AP Chinese Language and Culture	0	2
AP Computer Science A	45	5
AP Computer Science Principles	0	43
AP English Language and Composition	28	26
AP English Literature and Composition	31	31
AP Environmental Science	11	10
AP European History	0	14
AP French Language and Culture	15	15
AP Japanese Language and Culture	0	1
AP Microeconomics	16	16
AP Music Theory	4	4
AP Physics 1	0	26

NJ SCHOOL PERFORMANCE REPORT

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

Report Key:
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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	9
AP Physics B	37	0
AP Psychology	76	62
AP Spanish Language	12	12
AP Statistics	19	16
AP Studio Art—Drawing Portfolio	8	6
AP U.S. Government and Politics	24	24
AP U.S. History	23	19
AP World History	14	0
Total Exams taken		478
Exams with scores of at least 3 on AP exams or 4 on IB exams		342

**Leonia High School**
(03-2620-050)
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2018-2019

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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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

School 2.5%
State 7.7%

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

School 8.2%
State 10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 4.8%
State 3.3%

Leonia High School
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	2.5%	8.2%	7.7%	10.3%
White	*	10.8%	6.1%	9.6%
Hispanic	*	6.9%	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	6.8%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	8.5%	7.3%	10.6%
Male	*	8.0%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

Leonia High School
(03-2620-050)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%
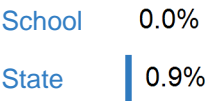
Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Information Technology	*		
Marketing	*		
Total (All Clusters)	81	0	0

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	146	61	37	1	0	0	3
10	8	99	49	33	1	0	6
11	5	15	78	52	27	3	2
12	0	2	20	51	75	16	28
Total	159	177	184	137	103	19	39
Enrolled in AP/IB Course					66	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

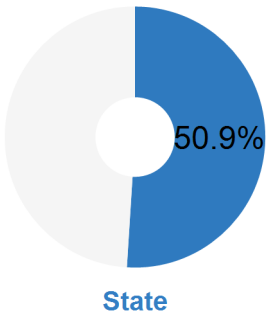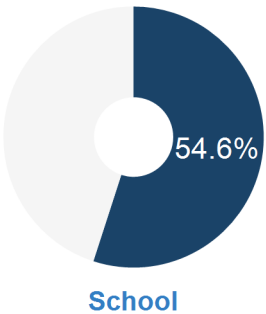| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	124	25	0	0	33	52
10	78	96	0	4	1	28
11	46	36	0	33	37	5
12	11	10	0	18	21	10
Total	259	167	0	55	92	95
Enrolled in AP/IB Course	68	14		11	37	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Leonia High School

(03-2620-050)

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2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	212	1	3	12	8	3
10	7	168	1	11	8	6
11	16	166	9	30	15	16
12	14	16	11	73	13	26
Total	249	351	24	126	44	51
Enrolled in AP/IB Course	14	23	16	76		24
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	111	50	0	26	0	16	0
10	96	37	0	23	0	9	0
11	64	19	0	25	0	14	8
12	28	23	0	22	0	14	10
Total	299	129	0	96	0	53	18
Enrolled in AP/IB Course	12	15	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	99	49	0	44	0	21	0

Leonia High School
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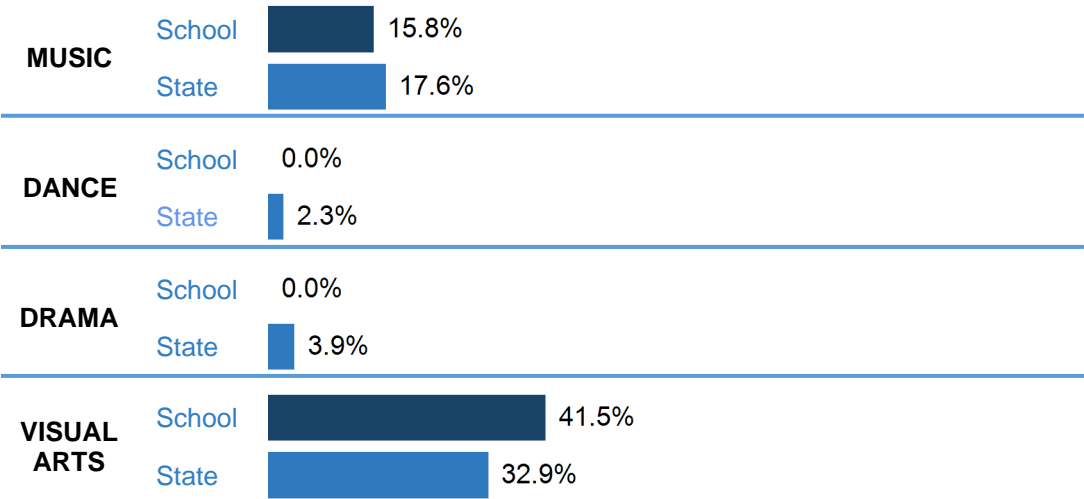 **†** This indicates a table specific note, see note below table

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	18	0	0	0	0	0
11	19	0	0	0	0	0
12	12	0	0	0	0	0
Total	50	0	0	0	0	0
Enrolled in AP/IB Course	45		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

Leonia High School

(03-2620-050)

Grades Offered: 09-12

2018-2019

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Grades Offered: 09-12
2018-2019

Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

54.6% — **School**

50.9% — **State**

Students enrolled in one or more classes by discipline:

MUSIC
School 15.8%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.0%
State 3.9%

VISUAL ARTS
School 41.5%
State 32.9%

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

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

- Cohort 2017: 93.6%
- Cohort 2018: 96.0%
- Cohort 2019: 94.4%

5-Year Graduation Rate Trends
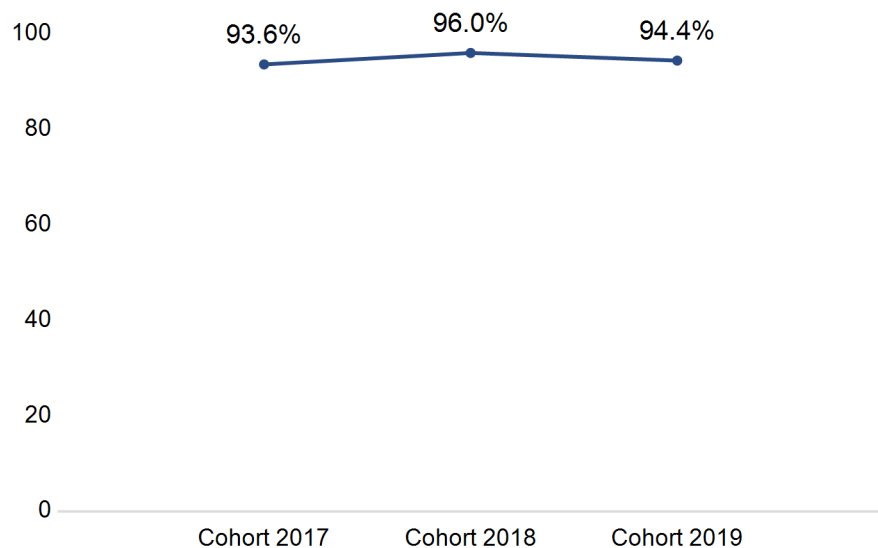
- Cohort 2016: 96.0%
- Cohort 2017: 95.5%
- Cohort 2018: 97.1%
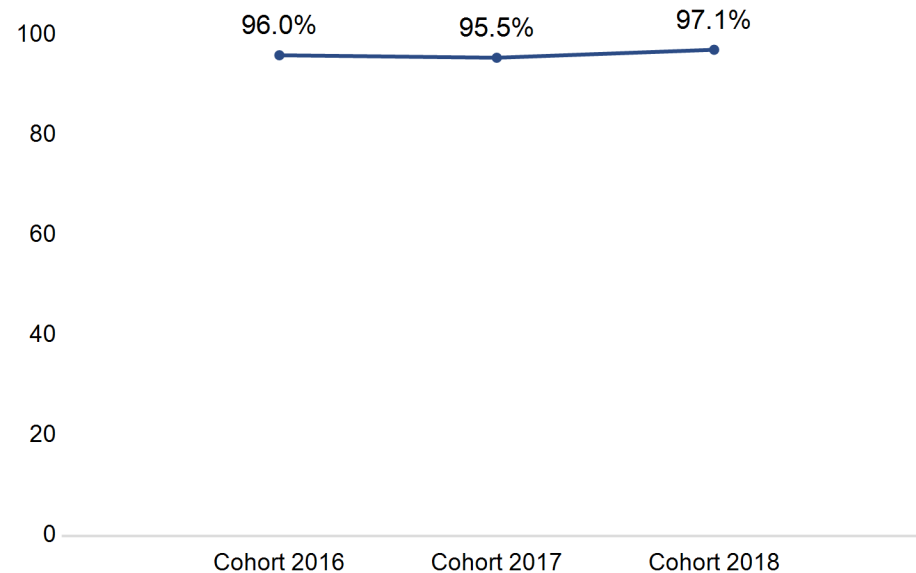
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.6%	96.0%	94.4%	96.0%	95.5%	97.1%
Annual Target	92.6%	N		N	N	
Met Annual Target?	Met Target	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Leonia High School
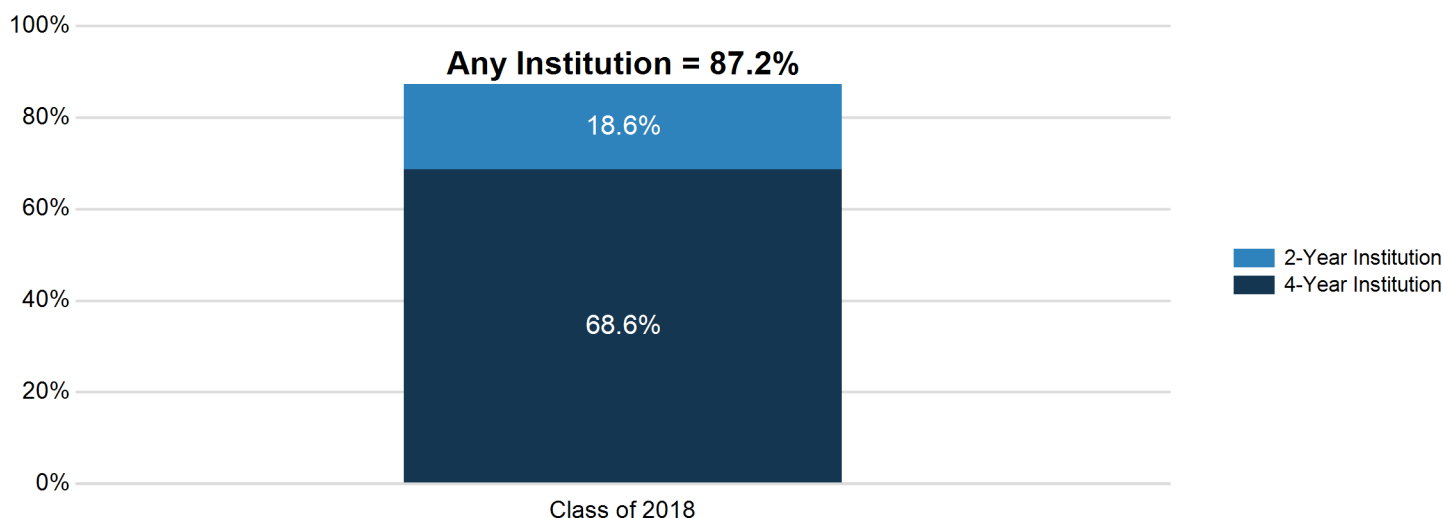(03-2620-050)
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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.4%	90.6%	97.1%	92.5%	96.0%	N	Met Goal	95.5%	N	Met Goal
White	93.0%	94.9%	100.0%	95.9%	98.2%	N	Met Goal	93.3%	94.6%	Not Met
Hispanic	87.2%	84.5%	95.3%	87.3%	95.3%	N	Met Goal	97.7%	N	Met Goal
Black or African American	*	83.3%	90.9%	87.1%	90.9%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	96.9%	97.8%	95.4%	N	Met Goal	96.4%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	94.0%	92.8%	98.9%	94.4%	98.9%			100.0%		
Male	94.9%	88.5%	95.1%	90.8%	92.7%			90.4%		
Economically Disadvantaged Students	97.1%	84.0%	92.9%	87.3%	85.7%	87.1%	Not Met	96.9%	N	Met Goal
Students with Disabilities	80.0%	79.2%	86.7%	83.8%	80.0%	**	**	81.0%	74.2%	Met Target
English Learners	*	75.4%	100.0%	80.1%	93.3%	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Leonia High School
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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	89.3%	79.8%
Substitute Competency Test	7.7%	14.9%
Portfolio Appeals Process	1.2%	1.2%
Alternate Requirements specified in IEP	1.8%	4.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.0%	1.1%

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

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 87.2%

2-Year Institution: 18.6%
4-Year Institution: 68.6%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.6%
% Enrolled in 4-Year Institution	68.6%
% Enrolled in Any Postsecondary Institution	87.2%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	81.8%	20.1%	79.9%
White	87.7%	19.3%	80.7%
Hispanic	75%	25.9%	74.1%
Black or African American	90%	11.1%	88.9%
Asian, Native Hawaiian, or Pacific Islander	80%	20.5%	79.5%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	69.4%	28%	72%
Students with Disabilities	70.6%	75%	25%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

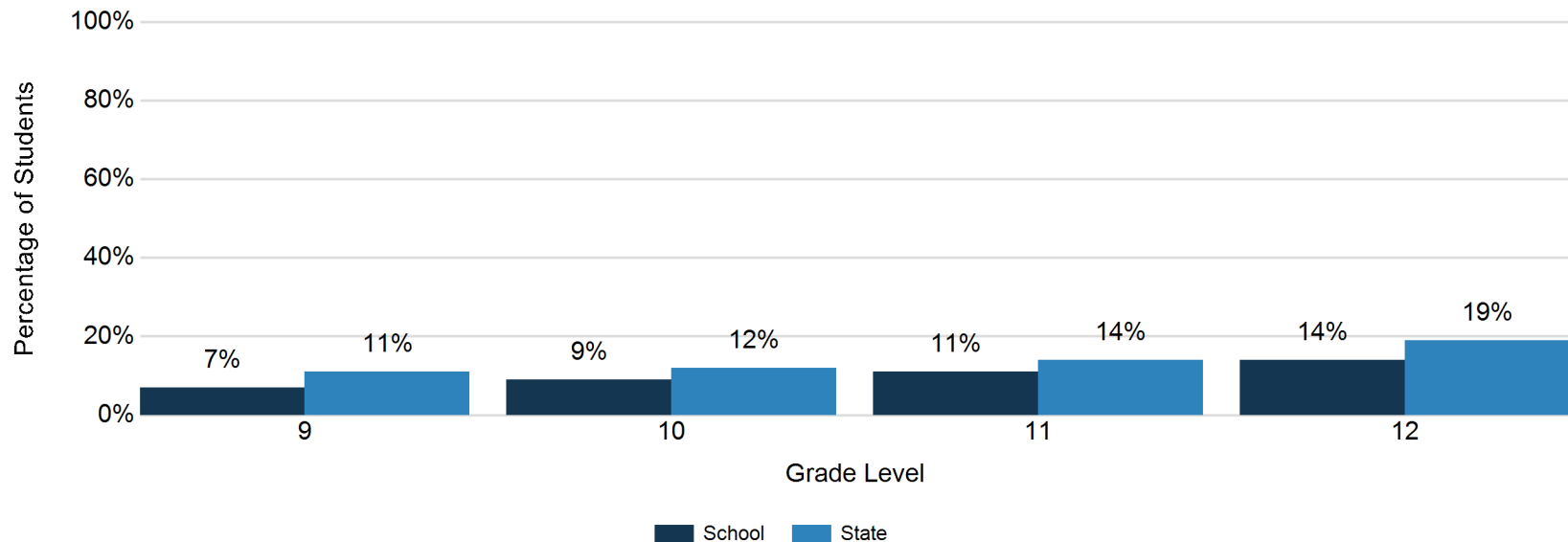| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.2%	21.3%	78.7%	74%	26%	58.7%	41.3%
White	92.6%	16%	84%	78%	22%	54%	46%
Hispanic	81.4%	37.1%	62.9%	77.1%	22.9%	77.1%	22.9%
Black or African American	66.7%	25%	75%	87.5%	12.5%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	90.5%	15.8%	84.2%	66.7%	33.3%	52.6%	47.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	94.3%	36.4%	63.6%	75.8%	24.2%	72.7%	27.3%
Students with Disabilities	76.5%	53.8%	46.2%	69.2%	30.8%	76.9%	23.1%
English Learners	*	*	*	*	*	*	*

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	75	10.1	14.2	Met
White	33	13.1	14.2	Met
Hispanic	17	10.0	14.2	Met
Black or African American	3	7.7	14.2	Met
Asian, Native Hawaiian, or Pacific	20	7.5	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	45	12.9		
Male	30	7.6		
Economically Disadvantaged Students	12	11.8	14.2	Met
Students with Disabilities	15	13.0	14.2	Met
English Learners	1	3.4	14.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	1
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.74

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	1
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	1	4	5
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
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	116	15.5%
Out-of-School Suspensions	41	5.5%
Any Suspension	122	16.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
204

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:58 PM
Length of School Day	7 Hrs 8 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	5 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	67.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	58.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	75:1	116:1
Teachers to Administrators	7:1	10:1
Students to Librarians/Media Specialists		1966:1
Students to Nurses		655:1
Students to Counselors		328:1
Students to Child Study Team Members		218:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	66.2%	40.0%	48.4%	77.1%	54.9%
Male	52.9%	33.8%	60.0%	51.6%	22.9%	45.1%
White	33.9%	79.4%	80.0%	42.4%	83.6%	77.4%
Hispanic	23.4%	7.4%	10.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	35.5%	11.8%	10.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 46%
Admin N/A

Master's Degree

Teacher 52%
Admin 100%

Doctoral Degree

Teacher 3%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

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
2018-19	97.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.0%	73.1%	73.8%
Math Proficiency	48.4%	46.1%	47.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.6%	96.0%	94.4%
5-Year Graduation Rate†	96.0%	95.5%	97.1%
Progress toward English Language Proficiency		66.7%	70.6%
Chronic Absenteeism	10.7%	10.8%	10.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target†	Not Met	Met Goal	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	**	Met Target	n/a	Met	No
English Learners	Met Target†	Met Target†	**	**	**	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 the school or district directly.

Highlights:	• The Academies at Leonia High School are a focused study for students interested in certain academic areas. Visit www.lhs.leoniaschools.org • The high school has been ranked nationally by both the Washington Post and U.S. News & World Report. This year LHS was recognized by Newsweek as one of the top STEM schools in the nation. • The Quiz Bowl team continues to be a national power qualifying for the DC nationals each of the last five years.
Awards, Recognition, Accomplishments:	The high school has been ranked nationally by both the Washington Post and U.S. News & World Report. Recently, the high school administration has been asked to provide an overview of the high school's academy program to groups of administrators from several local school districts including a presentation at the annual New Jersey School Boards Association Convention.

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Courses, Curriculum, Instruction:	It is the responsibility of the high school to educate all of our students. With that said, we offer a varied program to meet the needs of our students. We offer approximately 25 Advanced Placement courses. There is an open door for our AP classes, as we encourage students to challenge themselves. The six academy programs reach students that are interested in science, math, culinary, hospitality, economics, finance, marketing, accounting, the social science, language arts, fine arts and music.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed) A large number of students participate in NJSIAA athletic programs. Over 60% of the student body compete in at least one interscholastic sport. The high school currently offers fall sports, winter sports and spring sports for an overall total of 13 athletic programs. In previous years, girls tennis, boys and girls swimming, and girls volleyball were traditional powers in our league.
Clubs and Activities:	There are many clubs at the high school: Art Association, Butterfly, Chess, Cooking,, Dance, Dungeons & Dragons Guild, Debate, DECA, Environmental , Fitness & Nutrition, Gay-Straight, Harvesters, Interact, J.S.A., Limelighters, Leonian, Lion's Pride, Math League, Mock Trial, Multi-Cultural, Peer Leadership, Photo, Poets & Writers, Literary Magazine, Pre-Med Club, Quiz Bowl, Ribbon, Science League, Service, Fashion, Senate, Chamber, Men's, Women's Choir, Instrumental & String Ensembles

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Before and After School Programs:	On the high school level, there are no other before or after-school programs except clubs and athletic sports.
Staff and Professional Learning:	During this school year, there has been a focus on professional development related to Tier I support for students in need of interventions. Annually, all non-tenured teachers are required to participate in the peer observation program. Non-tenured teachers observe up to ten tenured staff members to gain insight into teaching strategies and techniques. The new staff members find this very helpful as they develop into master teachers.
Postsecondary Information:	Most of the high school's graduates attend college. Over 90% of The Class of 2019 applied to either a two or four year with over 90% of the students registering for post-high school education. Each year, there is a Financial Aid Night for both parents and students to assist them in the process. Our graduates attend a wide range of school including the Ivy League universities and Bergen Community College, a highly respected two-year college located in our county.

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Student Supports and Services:	The district has a very well-known special needs program. We offer ABA, MD, LLD, and mainstream program for our special needs students. In addition, our ELL students are immersed in ELL courses along with a traditional course of study. The National Honor Society allows students to assist struggling student four days a week. The after school program is well-attended with transportation provided for our sending district students.
Student Health and Wellness:	The ninth grade students participate in a peer leadership program to build self-esteem. Throughout the year, senior leaders guide them through the program. About 20% of the student body is on free or reduced lunch; a hot breakfast and lunch is offered each day of the school year. Students are required to schedule Physical /Education and Health each of the four years in high school. Health classes include Human Sexuality, Driver Education, Teen Issues and Family Planning.
Parent and Community Involvement:	The parents are very active in the high school. The Home & School Association is the base group for all parent activities. Each month, the principal and vice principal meet with parents and the Home & School Association to discuss issues in the school. In addition, parents are members of the Education Committee of the Home & School Association and this group also meets monthly with the principal. The parental input is valued by the high school administration.

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Facilities:	Leonia High School consists of three wings to the building for the 805 students on the rolls. Last year we opened the new North Wing of the building, which includes four math classrooms, one computer science lab, one social studies class, and two Family and Consumer sciences rooms, which includes a state-of-the-art culinary lab with six restaurant style kitchen stations and one teacher demonstration kitchen.
School Safety:	Leonia High School has three School Safety officers that work from the time the building opens until it closes in the evening. There is a staff member dedicated to a reception area at the main entrance that checks in all visitors into the Raptor visitor management system.

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Technology and STEM:	This year LHS was recognized by NewsweekMagazine as one of the top STEM programs in the country. Out STEM program consists of the Leonia Academy of STEM, Computer Science, Engineering, Architecture, and Robotics. There is a new Computer Science lab and two room Engineering/Robotics suite, consisting of a computer lab and a makerspace. This lab includes 3Dprinters, laser cutters, tablets and desktops and industry level software packages such as Inventor and Revit.

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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 the school or district directly.

Other Information	The high school's day is based on a modified rotating schedule- the MRB. There is a morning rotation of four classes, in which three classes meet daily for 58 minutes. The afternoon rotation mirrors the morning one. There are two lunches of 43 minutes each. Students attend Leonia High School based on their residency in either Edgewater or Leonia. Tuition students are accepted to the academy, special needs and general educating programs. The school has a limited dress code; no uniforms are required. There is a goal of having a Chrome cart in each classroom and the central office is close to reaching this educational goal. In addition to the classroom carts, there are labs throughout the building, including two in the media center. Students have access to the labs during free time or lunch.

NJ SCHOOL PERFORMANCE REPORT

Leonia Middle School
(03-2620-055)
Grades Offered: 06-08
2018-2019

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

Notes from the New Jersey Department of Education:

Leonia Middle School

(03-2620-055)

Grades Offered: 06-08

2018-2019

School Contact Information

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

Type	Contact Information
County	Bergen
District	Leonia Public School District
Principal Name	Mr. David Saco
Address	500 Broad Avenue Leonia, NJ 07605
Phone Number	201-302-5200
Email Address	saco@leoniaschools.org
Website	http://lms.leoniaschools.org/

NJ SCHOOL PERFORMANCE REPORT

Leonia Middle School

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	122	115	116
7	209	210	207
8	184	207	210
Total	515	533	533

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.7%	46.3%	47.5%
Male	55.3%	53.7%	52.5%
Economically Disadvantaged Students	18.1%	15.8%	18.2%
Students with Disabilities	13.4%	13.9%	12.9%
English Learners	3.9%	5.6%	5.3%
Homeless Students	0.2%	0.2%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	33.2%	31.7%	29.3%
Hispanic	21.0%	19.5%	20.5%
Black or African American	3.9%	3.8%	4.3%
Asian	38.8%	40.2%	39.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.4%	0.4%
Two or More Races	3.1%	4.5%	6.4%

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	56.3%
Korean	20.5%
Spanish	8.4%
Chinese	2.4%
Japanese	1.9%
Other Languages	10.5%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

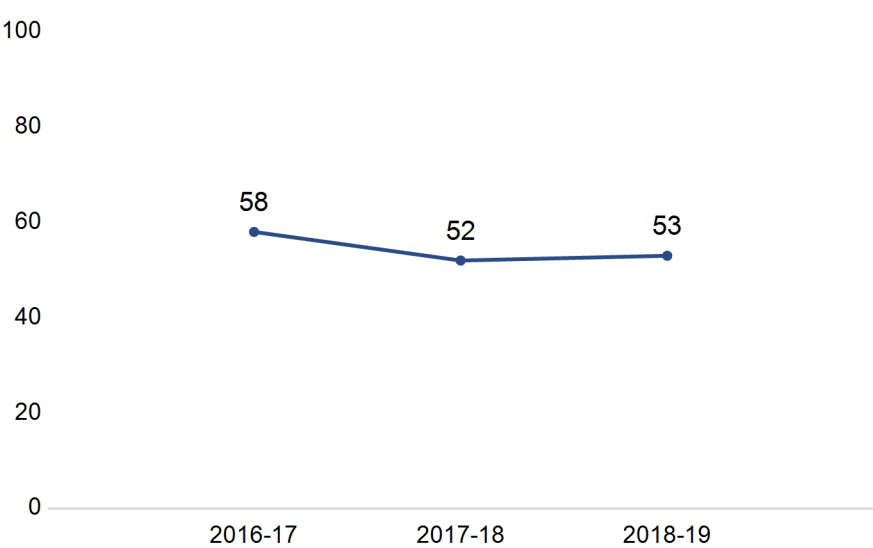| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	52	53	49	53	49.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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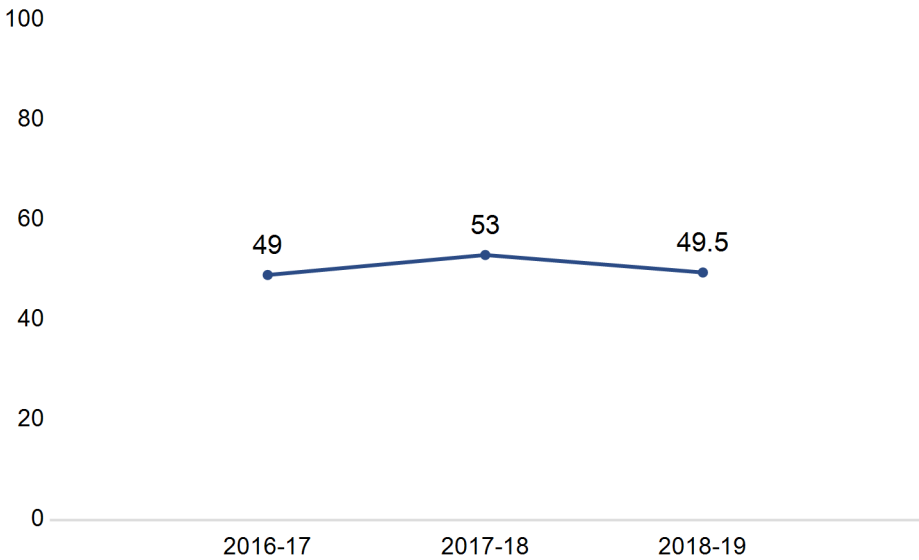- **†** This indicates a table specific note, see note below table

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 (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 (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	53	56	50	Met Standard	49.5	54	50	Met Standard
White	49	48	50	Met Standard	52.5	54	52	Met Standard
Hispanic	48.5	53.5	49	Met Standard	37	49	47	Not Met
Black or African American	46	45	45	**	50	46.5	43	**
Asian, Native Hawaiian, or Pacific Islander	57	63	59	Met Standard	55	58.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	52.5	55	49	Met Standard	49	54	52	**
Female	55	59.5	53	N	48	54	50	N
Male	48	52	47	N	50	55	51	N
Economically Disadvantaged Students	56	58	48	Met Standard	50	49.5	46	Met Standard
Students with Disabilities	46	45	43	Met Standard	42	47	45	Met Standard
English Learners	57	59	52	Met Standard	50	54.5	50	Met Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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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 by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

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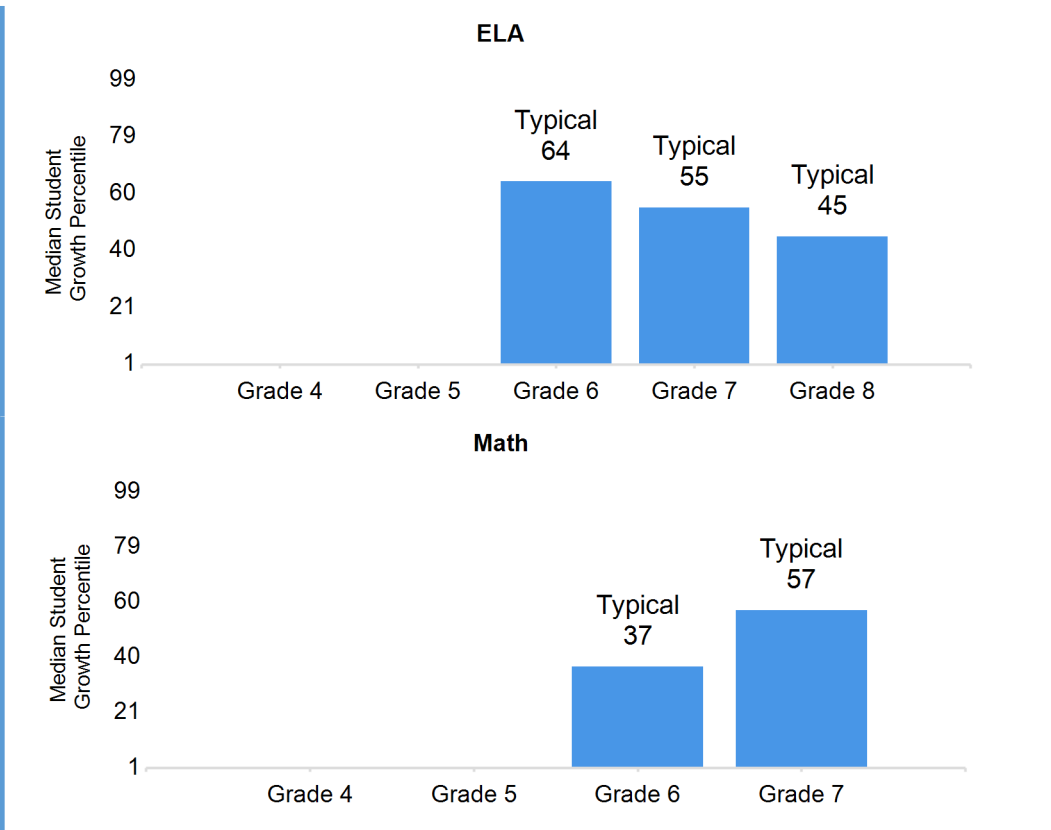**Report Key:**
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 71.9%
- 2017-18: 74.5%
- 2018-19: 73.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 63.3%
- 2017-18: 66.9%
- 2018-19: 65.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	98.9%	96.6%	99.8%	98.9%	96.6%
Proficiency Rate for Federal Accountability	71.9%	74.5%	73.6%	63.3%	66.9%	65.6%
Annual Target	71.9%	72.3%	72.8%	63.8%	64.6%	65.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
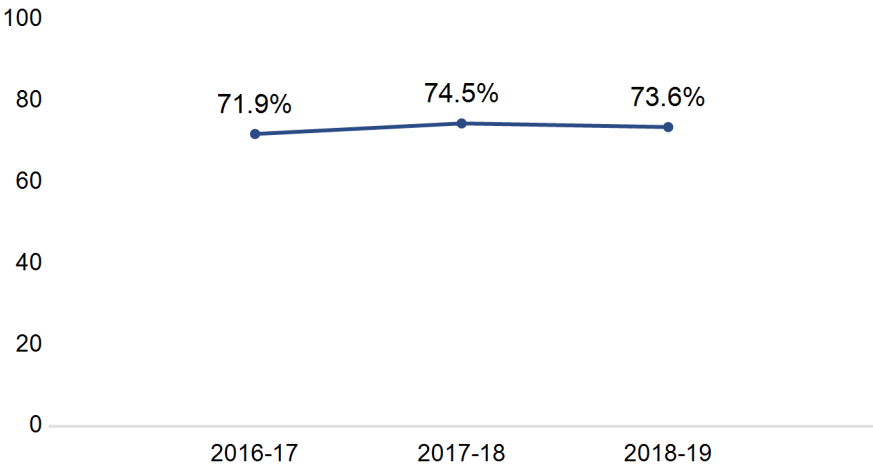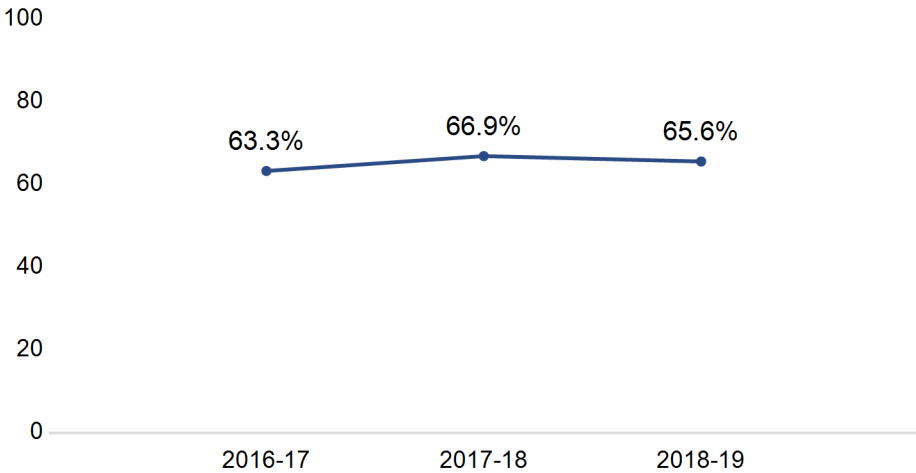
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	508	96.6	73.6	71.7	57.9	73.6	72.8	Met Target
White	148	96.1	74.3	71.9	66.9	74.3	78.3	Met Target†
Hispanic	101	92.7	53.5	53.1	43.9	52.1	58	Met Target†
Black or African American	*	*	*	*	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	204	99.5	84.8	83.8	82.9	84.8	74.1	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	34	97.1	76.5	73.8	64.4	76.5	80	Met Target†
Female	234	94.8	78.6	77.5	64.8	78.4		
Male	274	98.2	69.3	66.7	51.3	69.3		
Economically Disadvantaged Students	83	96.6	62.7	58.1	40.0	62.7	64.3	Met Target†
Non-Economically Disadvantaged Students	425	96.6	75.8	73.8	67.9	75.8		
Students with Disabilities	70	95.9	25.7	29.3	22.7	25.7	37.2	Not Met
Students without Disabilities	438	96.7	81.3	79.3	65.1	81.3		
English Learners	41	100.0	36.6	41.7	29.3	36.6	36.5	Met Target
Non-English Learners	467	96.3	76.9	74.7	60.6	76.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Leonia Middle School

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
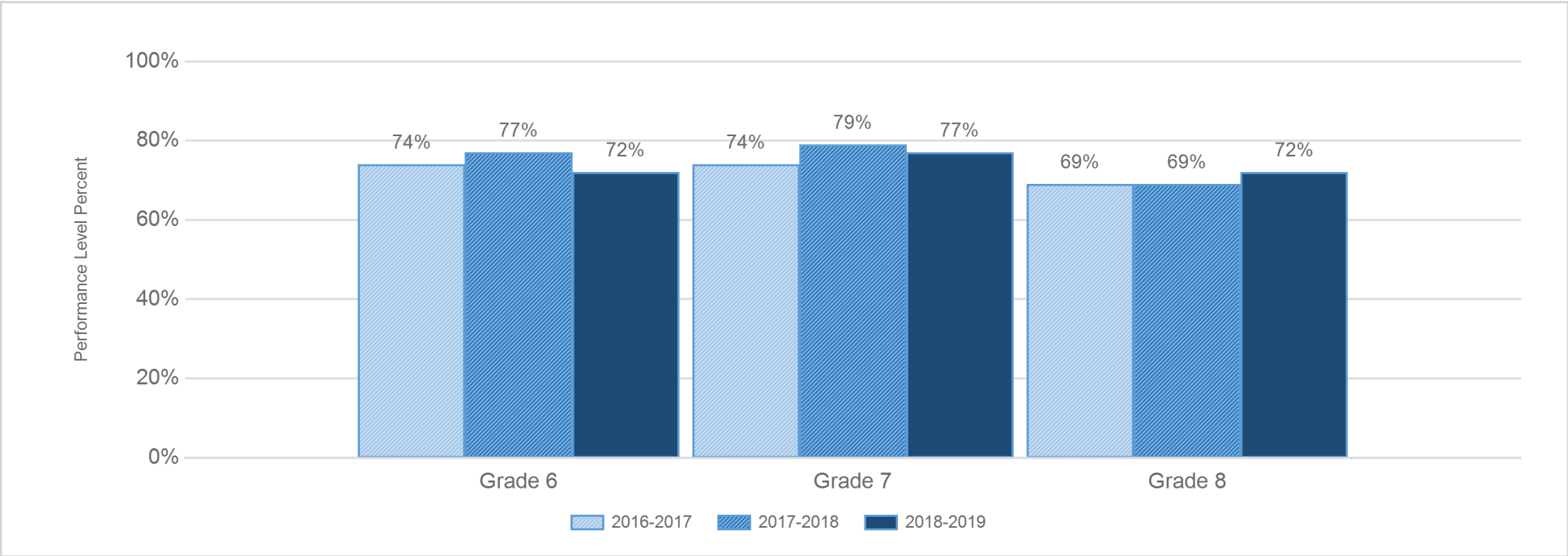
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	116	771	771	754	*	*	18%	40%	33%	72%	56%
White	34	765	765	762	*	*	*	44%	29%	74%	65%
Hispanic	29	755	755	743	*	*	*	*	*	66%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	46	784	784	780	0%	*	*	28%	48%	76%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	55	777	777	762	*	*	*	36%	40%	76%	64%
Male	61	765	765	748	*	*	*	43%	26%	69%	48%
Economically Disadvantaged Students	21	757	757	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	95	774	774	763	*	*	*	*	*	76%	67%
Students with Disabilities	14	719	719	722	*	*	*	*	*	14%	19%
Students without Disabilities	102	778	778	761	*	*	*	*	*	80%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	199	776	776	761	5%	6%	13%	31%	46%	77%	63%
White	56	769	769	769	*	*	*	34%	36%	70%	72%
Hispanic	34	751	751	747	*	*	*	*	*	59%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	84	792	792	790	0%	0%	*	*	*	93%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	14	788	788	768	0%	*	*	*	*	79%	68%
Female	91	784	784	769	*	*	13%	24%	56%	80%	71%
Male	108	768	768	753	*	*	12%	37%	37%	74%	55%
Economically Disadvantaged Students	31	758	758	743	*	*	*	*	*	65%	45%
Non-Economically Disadvantaged Students	168	779	779	771	*	*	*	*	*	79%	73%
Students with Disabilities	23	724	724	720	*	*	*	*	*	17%	22%
Students without Disabilities	176	782	782	769	*	*	*	*	*	85%	71%
English Learners	10	709	709	706	*	*	*	*	*	10%	12%
Non-English Learners	189	779	779	763	*	*	*	*	*	80%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	193	778	778	762	*	*	18%	34%	37%	72%	63%
White	57	779	779	770	*	*	*	46%	35%	81%	72%
Hispanic	37	751	751	747	*	*	30%	*	*	43%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	74	794	794	794	*	*	14%	26%	55%	81%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	15	782	782	769	0%	*	*	*	*	67%	69%
Female	90	787	787	771	*	*	*	33%	44%	78%	71%
Male	103	771	771	753	*	*	*	35%	31%	66%	55%
Economically Disadvantaged Students	32	776	776	743	*	*	*	34%	31%	66%	45%
Non-Economically Disadvantaged Students	161	779	779	772	*	*	*	34%	39%	73%	72%
Students with Disabilities	30	740	740	721	*	*	*	*	*	37%	22%
Students without Disabilities	163	785	785	770	*	*	*	*	*	78%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	509	96.6	65.6	61.7	44.5	65.6	65.5	Met Target
White	149	96.1	64.4	60.8	54.1	64.4	66.8	Met Target†
Hispanic	101	92.9	35.6	35.9	28.8	34.8	44.6	Not Met
Black or African American	*	*	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	204	99.5	82.8	78.6	76.5	82.8	73.3	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	34	97.1	70.6	73.4	53.3	70.6	75.2	Met Target†
Female	235	94.9	67.7	63.8	44.9	67.5		
Male	274	98.2	63.9	59.9	44.2	63.9		
Economically Disadvantaged Students	83	96.6	45.8	42.3	26.3	45.8	56.6	Not Met
Non-Economically Disadvantaged Students	426	96.7	69.5	64.7	54.9	69.5		
Students with Disabilities	69	95.9	11.6	25.3	17.4	11.6	31.5	Not Met
Students without Disabilities	440	96.8	74.1	68.4	50.0	74.1		
English Learners	43	100.0	39.5	45.9	25.0	39.5	39.3	Met Target
Non-English Learners	466	96.3	68.0	63.4	46.5	68.0		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
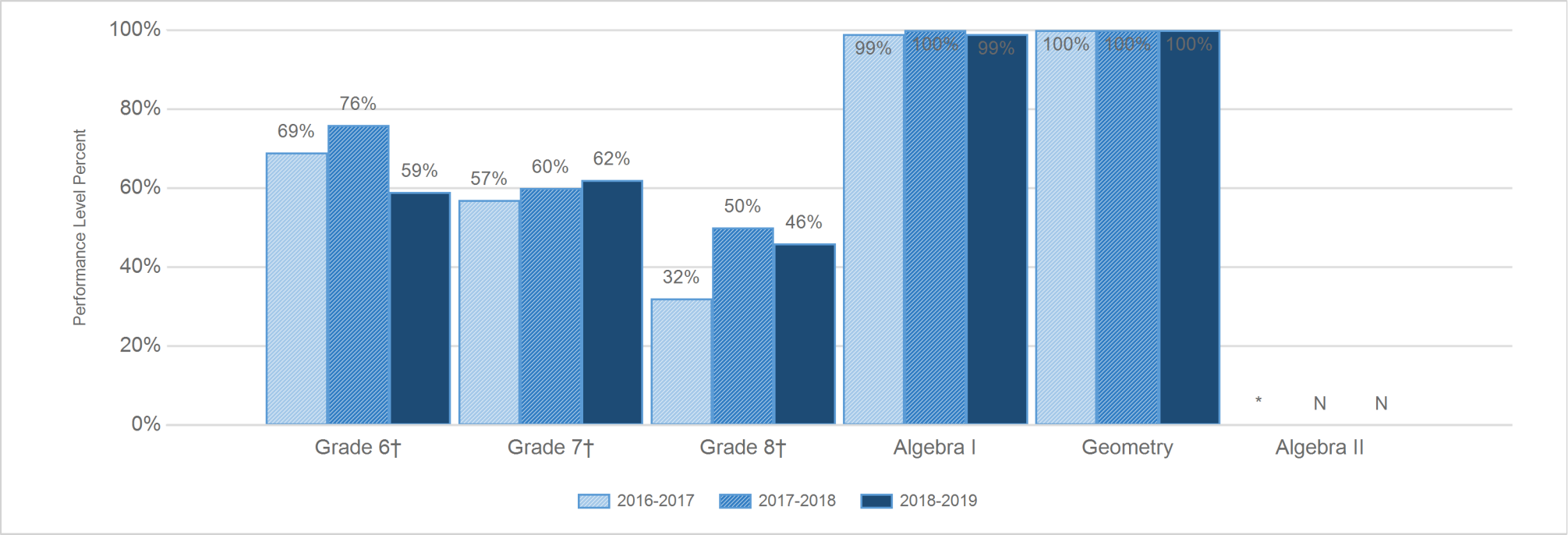
NJ SCHOOL PERFORMANCE REPORT

Leonia Middle School
(03-2620-055)
Grades Offered: 06-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	117	750	750	741	*	*	19%	42%	17%	59%	41%
White	34	750	750	749	*	*	*	*	*	59%	51%
Hispanic	29	734	734	729	*	*	*	*	*	48%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	47	760	760	769	*	*	*	40%	28%	68%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	752	752	742	*	*	20%	*	*	58%	42%
Male	62	749	749	740	*	*	18%	*	*	60%	40%
Economically Disadvantaged Students	21	735	735	726	*	*	*	*	*	38%	21%
Non-Economically Disadvantaged Students	96	753	753	750	*	*	*	*	*	64%	53%
Students with Disabilities	14	707	707	716	*	*	*	*	*	*	12%
Students without Disabilities	103	756	756	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	187	755	755	744	*	*	21%	47%	16%	62%	42%
White	55	753	753	751	*	*	22%	38%	18%	56%	53%
Hispanic	35	733	733	733	*	*	37%	*	*	26%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	74	770	770	768	0%	*	*	65%	23%	88%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	12	752	752	749	*	0%	*	*	*	67%	51%
Female	84	759	759	744	*	*	23%	*	*	63%	42%
Male	103	751	751	743	*	*	19%	*	*	61%	42%
Economically Disadvantaged Students	29	741	741	731	*	*	34%	*	*	38%	24%
Non-Economically Disadvantaged Students	158	757	757	751	*	*	18%	*	*	66%	53%
Students with Disabilities	23	712	712	718	*	*	*	*	*	*	13%
Students without Disabilities	164	761	761	749	*	*	*	*	*	*	48%
English Learners	14	725	725	716	*	*	*	*	*	29%	10%
Non-English Learners	173	757	757	745	*	*	*	*	*	65%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Leonia Middle School

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	108	746	746	728	11%	16%	27%	*	*	46%	29%
White	26	749	749	737	*	*	*	*	*	46%	38%
Hispanic	35	735	735	722	*	*	29%	31%	0%	31%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	31	754	754	747	*	*	*	*	*	61%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	53	748	748	731	*	*	19%	*	*	55%	31%
Male	55	744	744	726	*	*	35%	*	*	38%	27%
Economically Disadvantaged Students	24	741	741	719	*	*	*	*	*	42%	20%
Non-Economically Disadvantaged Students	84	747	747	735	*	*	*	*	*	48%	36%
Students with Disabilities	29	719	719	707	*	*	*	*	*	10%	10%
Students without Disabilities	79	756	756	734	*	*	*	*	*	59%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Leonia Middle School

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	79	797	758	744	0%	0%	*	*	*	99%	42%
White	30	790	764	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	37	804	774	775	0%	0%	0%	59%	41%	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	35	797	760	745	0%	0%	*	*	*	100%	44%
Male	44	796	756	743	0%	0%	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	723	710	N	N	N	N	N	N	*
Non-English Learners	79	797	759	745	0%	0%	*	*	*	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Leonia Middle School

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

| 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	24	788	746	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	722	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	18	788	771	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	13	786	745	738	0%	0%	0%	*	*	100%	36%
Male	11	790	747	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	742	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	746	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	719	712	N	N	N	N	N	N	*
Students without Disabilities	24	788	751	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	24	788	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	N	N	769	755	N	N	N	N	N	N	58%
White	N	N	763	758	N	N	N	N	N	N	62%
Hispanic	N	N	766	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	772	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	767	752	N	N	N	N	N	N	55%
Male	N	N	770	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	769	756	N	N	N	N	N	N	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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Leonia Middle School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
6	*	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	40.9%	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	16	68.8%	31.3%
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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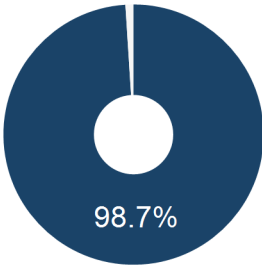
(03-2620-055)

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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
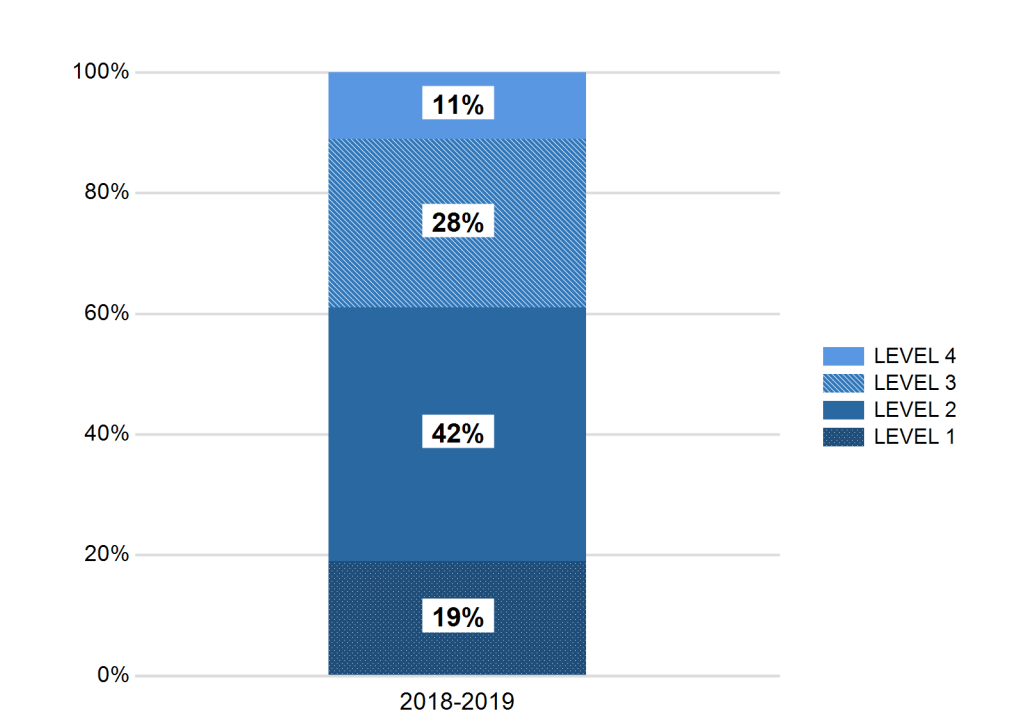
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	42	28	11
White	12	40	34	14
Hispanic	42	47	11	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	32	39	16
American Indian or Alaska Native	*	*	*	*
Two or More Races	19	56	19	6
Female	18	45	30	7
Male	20	39	27	14
Economically Disadvantaged Students	33	36	18	12
Non-Economically Disadvantaged Students	16	43	30	10
Students with Disabilities	63	33	3	0
Students without Disabilities	11	43	33	13
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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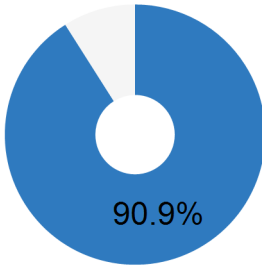† This indicates a table specific note, see note below table

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
6	0	0	117
7	18	0	208
8	64	25	125
Total	82	25	450

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
6	92	0	0	0	0	0	0
7	117	55	0	0	0	0	0
8	107	55	0	0	0	0	0
Total	316	110	0	0	0	0	0

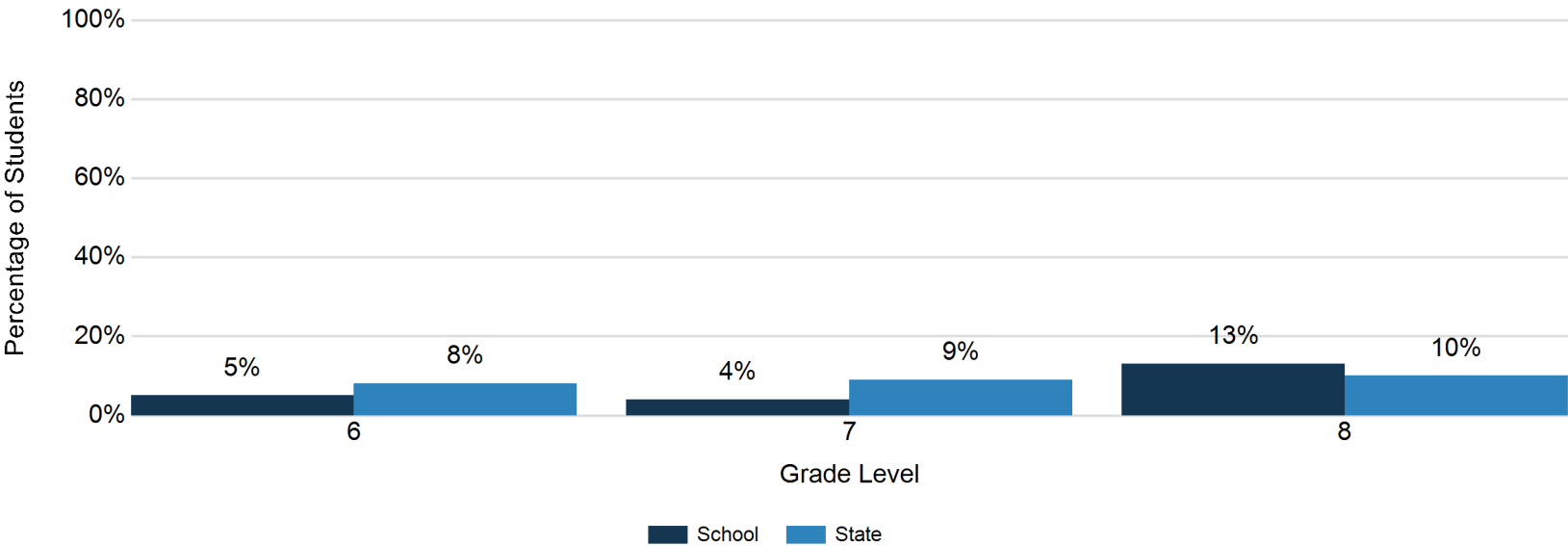**NJ SCHOOL PERFORMANCE REPORT**

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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

98.7%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	97.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	85.0%
	State	70.0%

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Leonia Middle School

(03-2620-055)

Grades Offered: 06-08

2018-2019

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	7.7	9.1	Met
White	17	11.0	9.1	Not Met
Hispanic	10	9.2	9.1	Not Met
Black or African American	*	*	9.1	Met
Asian, Native Hawaiian, or Pacific	6	2.9	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	17.6	9.1	Not Met
Female	18	7.2		
Male	23	8.2		
Economically Disadvantaged Students	14	14.6	9.1	Not Met
Students with Disabilities	7	10.0	9.1	Not Met
English Learners	0	0	9.1	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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.

Leonia Middle School

(03-2620-055)

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2018-2019

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† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	9
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.81

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	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	0	0
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	30	5.6%
Out-of-School Suspensions	14	2.6%
Any Suspension	34	6.4%
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
72

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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	2:49 PM
Length of School Day	6 Hrs 29 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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
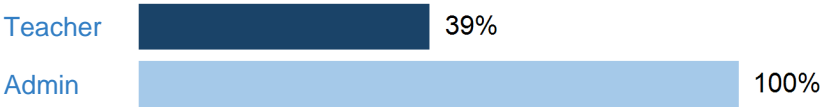
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	10.6	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	58.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	267:1	116:1
Teachers to Administrators	25:1	10:1
Students to Librarians/Media Specialists		1966:1
Students to Nurses		655:1
Students to Counselors		328:1
Students to Child Study Team Members		218:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	73.5%	50.0%	48.4%	77.1%	54.9%
Male	52.5%	26.5%	50.0%	51.6%	22.9%	45.1%
White	29.3%	81.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	20.5%	12.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	39.0%	6.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 61%
Admin N/A

Master's Degree

Teacher 39%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

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
2018-19	97.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.9%	74.5%	73.6%
Math Proficiency	63.3%	66.9%	65.6%
ELA Growth	58	52	53
Math Growth	49	53	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.9%	42.9%
Chronic Absenteeism	5.0%	6.3%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Met Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	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 the school or district directly.

Highlights:	• Leonia Middle School is a re-designated New Jersey School to Watch for 2018-2021 • Rigorous curriculum includes TCRWP Balanced Literacy, Connected Math, and engaging lab-based Science • Award-winning concert band, chorus, and orchestra
Mission, Vision, Theme:	For every course taught in Leonia Middle School, there is a coherent curriculum that provides clear learning objectives and values equity and flexibility. The goal in all classes in Leonia is to develop student capacity for independent performance. Flexible and reflective teachers accomplish this by engaging student learners with the curriculum, through clear learning objectives and purposeful work. We embrace student differences through responsive teaching.
Awards, Recognition, Accomplishments:	In 2018 the Leonia Middle School was re-designated as a New Jersey School to Watch. New Jersey Schools to Watch recognizes middle schools that demonstrate effective organizational structures that foster academic excellence, developmental responsiveness, and social equity. LMS was originally designated a New Jersey School to Watch in 2014.

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Courses, Curriculum, Instruction:	Leonia Middle School provides our students with a rigorous and engaging curriculum. Our Teachers' College Balanced Literacy model emphasizes writing across all content areas. Our exciting lab-based experiences challenge our students to think critically about science and the scientific method. We offer a rich Portfolio enrichment program, and accelerated math courses including Algebra and Geometry. Social Studies, Cycle, and World Language courses round out the academic experience at LMS.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Girls), Wrestling (Coed)
Clubs and Activities:	Leonia Middle School offers students the opportunity to participate in a number extra-curricular activities and clubs. These include Student Council, Service Club, Drama Club, MathCounts, Homework Club, Yearbook, Newspaper Club, National Junior Honor Society, Lego Club, Technology Club, Brainbusters, Knitting Club.

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	Staff and Professional Learning:	LMS faculty and staff participate in weekly common planning periods. During these PLC-style meetings, faculty members discuss their students learning needs, write action plans to support at-risk students, work on common assessments, and collaborate when planning units of instruction. Additional teacher-driven PLCs include our Advisory Committee, Leadership Team, Master Scheduling Committee, and our Tuesday Tech Talks, and other teacher-led Study Groups.

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Student Supports and Services:	LMS meets our students varied learning needs by providing support services that include and ESL program, Intervention and Referral Services, Section 504 Planning, School Counselors, and a full range child study team and Special Services Department.
Student Health and Wellness:	At Leonia Middle School, we meet the health and wellness needs of all our students. We offer breakfast daily, and provide a variety of healthy lunch options. Our Physical Education Department emphasized fitness and participation that encourages our students to lead an active and healthy lifestyle. Our Advisory Program pays close attention to our students' social learning development. LMS has partnered with the Rotary Club to provide healthy snacks through our Weekend Snack Pack Program.
Parent and Community Involvement:	Leonia has a receiving relationship with our neighboring town of Edgewater. That relationship begins in Leonia Middle School at the 7th Grade. LMS has a wonderful partnership with our parent community. We have a very active and supportive Home and School Association. The Leonia Middle School Leadership Team includes parent members. We work closely with our Public Library and Recreation Department to meet the needs of our student community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As a New Jersey School to Watch, Leonia Middle School conducts an annual school climate and culture survey.

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Other Information

Leonia Middle School is a caring community dedicated to respect, honesty, and learning. The school's 77 teaching faculty and staff members commit to this vision and work diligently, every day, to develop the unique talents and capabilities of each individual student through a broad spectrum of academic, extracurricular, and technology-based programs. LMS faculty and staff affirm the value of every individual and recognize the unique needs of each learner. Our collaborative process and careful attention to student data allow teachers to assess each student's progress in an effort to target areas of deficiency, build on student strengths, and ultimately assist students in achieving academic success. Our faculty's team philosophy emphasizes active interdisciplinary learning experiences. A cornerstone of the approach is our common planning process, which fosters professional dialogue among colleagues related to curriculum, assessment, student needs, and social issues. When aggregated, these factors contribute to LMS maintaining an individually focused, academically rigorous, and engaging learning environment.