




Anna C. Scott Elementary School  
2016-2017  
Grade Span PK-05

03-2620-060  
BERGEN  
LEONIA BORO  
100 HIGHLAND STREET  
LEONIA, NJ 07605

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	18	19	24
KG	96	82	90
1	87	97	95
2	108	92	99
3	104	104	96
4	101	102	104
5	110	103	107
Ungraded	30	43	35
Total	654	642	650

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	49%
Male	54%	51%	51%
Economically Disadvantaged Students	14%	16%	18%
Students with Disabilities	13%	15%	15%
English Learners	6%	5%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	44.0%
White	25.1%
Hispanic	22.9%
Black or African American	1.4%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	21	19	24
KG - Half Day	0	0	0
KG - Full Day	93	82	90

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. All other students are included in Other Languages.

Home Language	% of Students
English	58.0%
Korean	25.2%
Spanish	9.7%
Chinese	2.2%
Other	5.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	294	98.7	69.80	72.20	54.90	69.8	65.6	Met Target
White	75	98.7	68.00	74.00	63.90	68	70.7	Met Target†
Hispanic	60	98.5	58.40	55.00	39.80	58.4	47.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	136	98.6	77.20	78.80	80.70	77.2	68.5	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	17	100.0	70.50	*	54.90	70.5	**	**
Female	134	100.0	76.10	79.80	62.20	76.1		
Male	160	97.6	64.40	65.70	48.10	64.4		
Economically Disadvantaged Students	53	100.0	56.60	57.90	36.20	56.6	44.8	Met Target
Non-Economically Disadvantaged Students	241	98.5	72.60	74.50	65.80	72.6		
Students with Disabilities	42	93.5	42.80	29.90	20.50	42	38.1	Met Target
Students without Disabilities	252	99.6	74.20	79.50	61.90	74.2		
English Learners	40	100.0	47.50	40.50	25.20	47.5	33.3	Met Target
Non-English Learners	254	98.5	73.20	75.00	57.40	73.2		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	98	757	757	749	*	20%	20%	48%	*	56%	50%
White	19	746	746	759	0%	*	*	*	0%	37%	61%
Hispanic	18	759	759	734	*	*	*	*	*	61%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	48	765	765	775	*	21%	*	52%	*	65%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	10	745	745	751	*	*	*	*	0%	50%	52%
Female	43	755	755	754	*	*	*	58%	*	61%	55%
Male	55	758	758	745	*	*	*	40%	*	53%	46%
Economically Disadvantaged Students	15	734	734	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	83	761	761	762	*	*	*	*	*	60%	63%
Students with Disabilities	16	742	742	720	*	*	*	*	*	38%	24%
Students without Disabilities	82	760	760	755	*	*	*	*	*	60%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
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	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	102	774	774	753	*	*	11%	47%	33%	80%	56%
White	30	772	772	762	0%	*	*	57%	*	80%	67%
Hispanic	25	766	766	740	*	*	*	56%	*	76%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	42	779	779	777	*	*	*	36%	48%	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	50	776	776	758	*	*	*	54%	28%	82%	61%
Male	52	771	771	749	*	*	*	40%	39%	79%	51%
Economically Disadvantaged Students	16	758	758	737	*	*	*	*	*	75%	36%
Non-Economically Disadvantaged Students	86	777	777	764	*	*	*	*	*	81%	69%
Students with Disabilities	11	761	761	725	*	*	*	*	*	55%	25%
Students without Disabilities	91	775	775	759	*	*	*	*	*	84%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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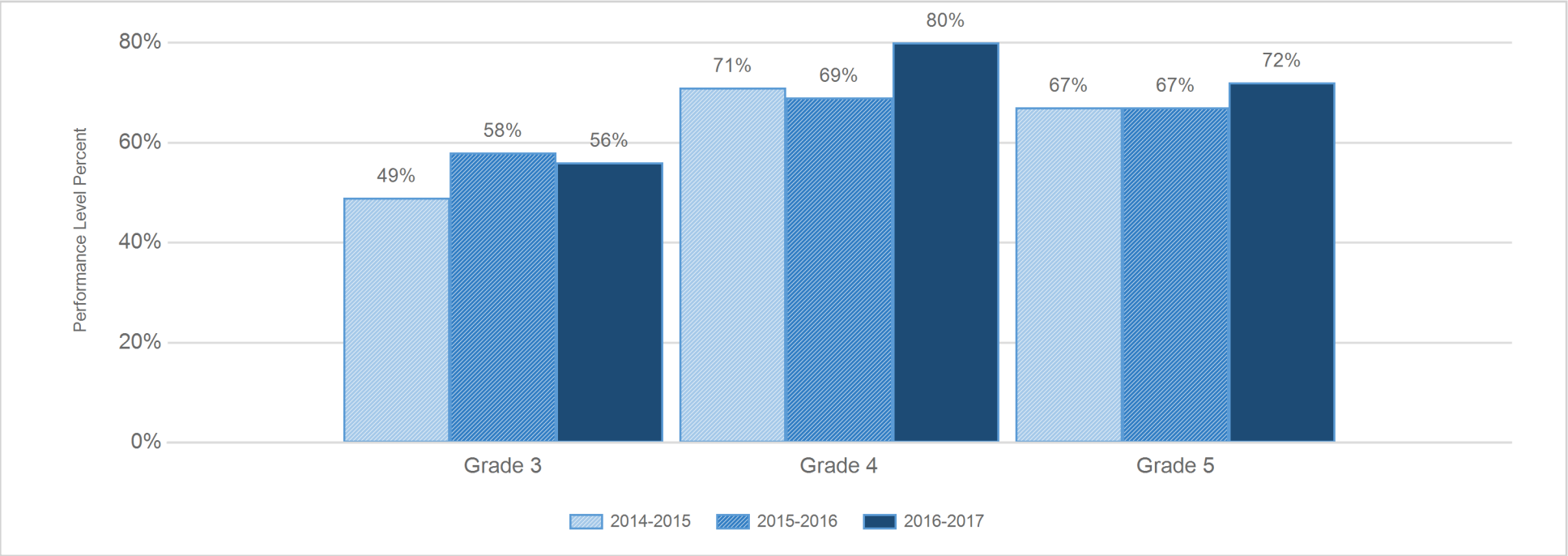
**English Language Arts/Literacy Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	108	769	769	756	*	*	21%	54%	19%	72%	59%
White	29	771	771	763	0%	*	*	59%	*	76%	69%
Hispanic	22	748	748	743	0%	*	46%	*	*	36%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	52	776	776	779	*	*	*	60%	25%	85%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	52	781	781	761	*	*	*	46%	*	81%	66%
Male	56	758	758	750	*	*	*	61%	*	64%	53%
Economically Disadvantaged Students	22	758	758	740	*	*	*	50%	*	59%	40%
Non-Economically Disadvantaged Students	86	772	772	765	*	*	*	55%	*	76%	71%
Students with Disabilities	13	746	746	725	*	*	*	*	0%	39%	22%
Students without Disabilities	95	772	772	762	*	*	*	*	21%	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	296	98.7	65.50	59.60	43.50	65.5	74.1	Not Met
White	75	98.7	66.60	60.80	52.40	66.6	75.7	Not Met
Hispanic	62	98.6	43.60	34.30	27.60	43.6	55.5	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	136	98.6	77.20	73.10	75.60	77.2	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	17	100.0	70.50	*	44.90	70.5	**	**
Female	135	100.0	64.40	58.60	44.10	64.4		
Male	161	97.7	66.40	60.50	42.90	66.4		
Economically Disadvantaged Students	54	100.0	44.40	39.90	25.10	44.4	60	Not Met
Non-Economically Disadvantaged Students	242	98.5	70.30	62.60	54.30	70.3		
Students with Disabilities	42	93.5	47.60	*	16.50	46.7	42.7	Met Target
Students without Disabilities	254	99.6	68.50	*	48.80	68.5		
English Learners	42	100.0	42.80	42.30	23.30	42.8	47.9	Met Target†
Non-English Learners	254	98.5	69.30	61.10	45.20	69.3		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	100	758	758	751	*	*	30%	41%	17%	58%	53%
White	19	749	749	759	0%	*	53%	*	*	42%	63%
Hispanic	20	747	747	738	*	*	*	*	*	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	48	769	769	779	*	*	*	46%	27%	73%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	10	759	759	751	0%	*	*	*	*	60%	53%
Female	44	755	755	751	*	*	32%	41%	*	52%	52%
Male	56	761	761	751	*	*	29%	41%	*	63%	53%
Economically Disadvantaged Students	16	738	738	736	*	*	*	*	0%	38%	34%
Non-Economically Disadvantaged Students	84	762	762	761	*	*	*	*	20%	62%	65%
Students with Disabilities	16	749	749	729	*	*	*	*	0%	56%	29%
Students without Disabilities	84	760	760	755	*	*	*	*	20%	58%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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<b>Schoolwide</b>	103	759	759	747	*	12%	19%	56%	*	66%	47%
White	30	760	760	755	0%	*	*	67%	*	73%	59%
Hispanic	26	744	744	734	*	*	*	42%	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	42	768	768	774	*	*	*	57%	*	74%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	51	756	756	747	*	*	*	51%	*	59%	47%
Male	52	762	762	747	*	*	*	62%	*	73%	48%
Economically Disadvantaged Students	16	748	748	732	*	*	*	*	0%	38%	27%
Non-Economically Disadvantaged Students	87	761	761	757	*	*	*	*	12%	71%	61%
Students with Disabilities	11	743	743	724	*	*	*	*	0%	55%	22%
Students without Disabilities	92	761	761	751	*	*	*	*	11%	67%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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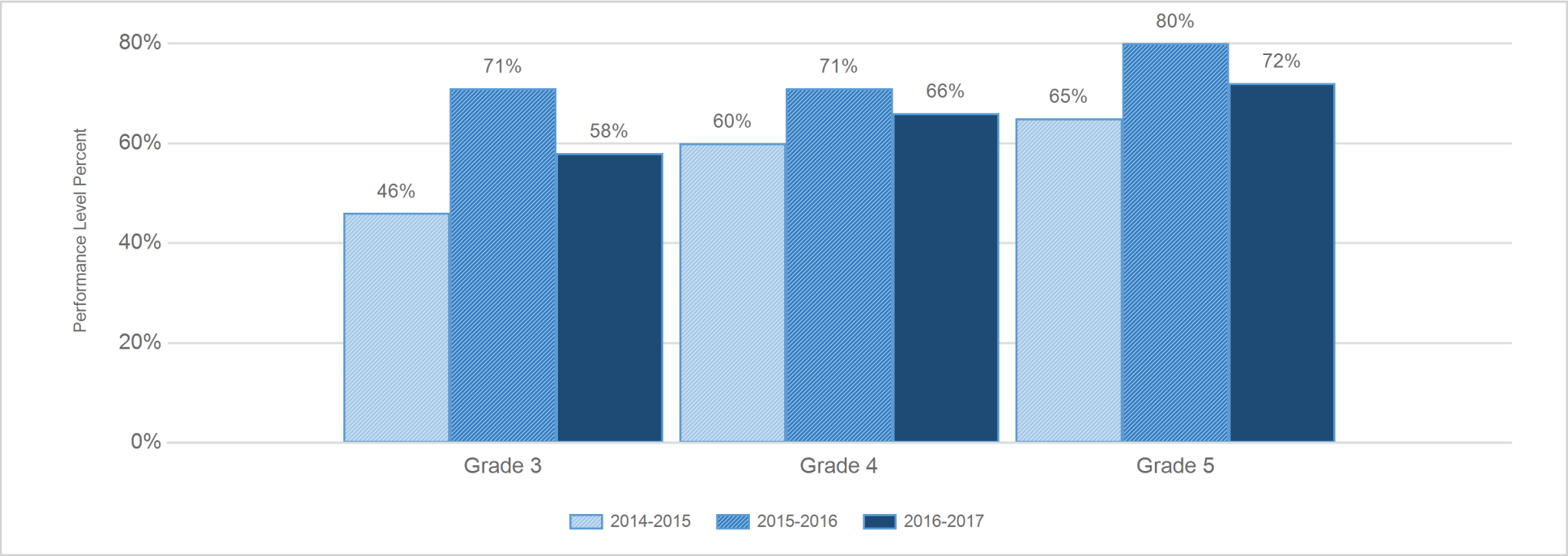
Mathematics Assessment - Performance by Grade: Grade 5

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<b>Schoolwide</b>	110	768	768	747	*	*	19%	46%	26%	72%	46%
White	29	768	768	754	*	*	*	55%	*	79%	57%
Hispanic	24	744	744	735	0%	*	42%	*	*	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	52	779	779	774	0%	*	*	52%	35%	87%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	53	775	775	747	*	*	19%	45%	34%	79%	47%
Male	57	761	761	746	*	*	19%	46%	19%	65%	46%
Economically Disadvantaged Students	24	752	752	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	86	772	772	756	*	*	*	*	*	78%	59%
Students with Disabilities	13	738	738	725	*	*	*	*	0%	31%	19%
Students without Disabilities	97	772	772	751	*	*	*	*	30%	77%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	24	87.5%	12.5%
2	11	54.5%	45.5%
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

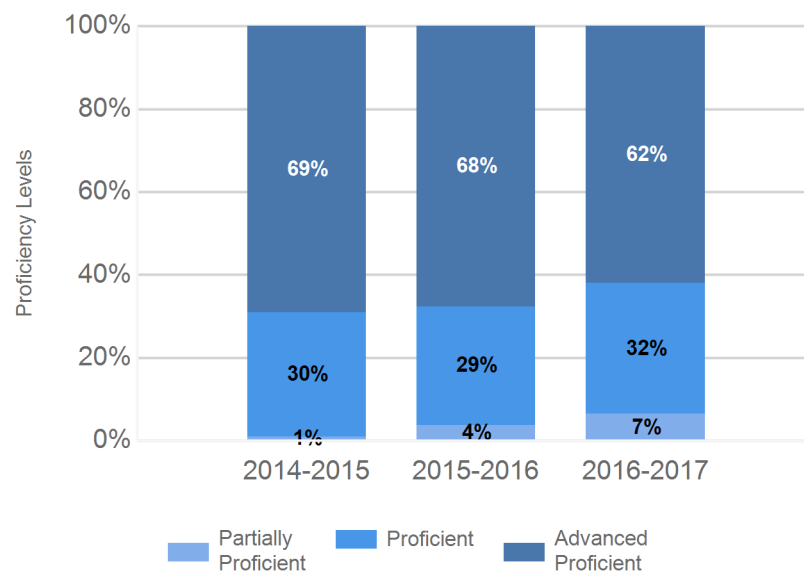
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	62%	32%	7%
White	59%	38%	3%
Hispanic	*	30%	19%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	71%	27%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	53%	37%	11%
Students with Disabilities	46%	46%	9%
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	62	50	Exceeds Target	63	57	50	Exceeds Target
White	65	62	50	Exceeds Target	66	58	52	Exceeds Target
Hispanic	57.5	53.5	49	Met Target	54	42.5	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70	66	60	Exceeds Target	67.5	61	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	53.5	52	**
Economically Disadvantaged	70	64.5	47	Exceeds Target	61	53.5	46	Exceeds Target
Students with Disabilities	82	70.5	41	Exceeds Target	65.5	49	43	Exceeds Target
English Learners	70	64	53	Exceeds Target	67	*	51	Exceeds Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





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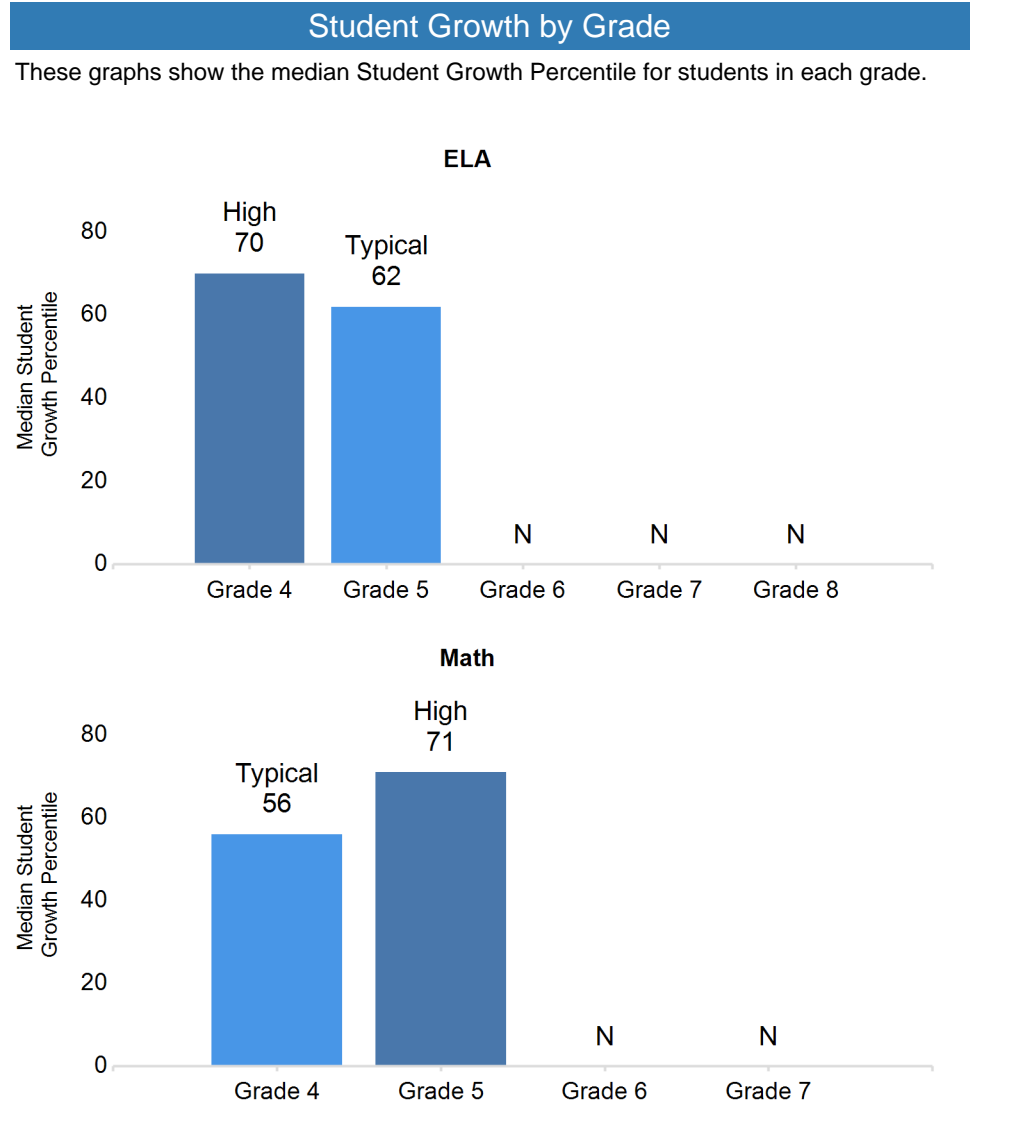
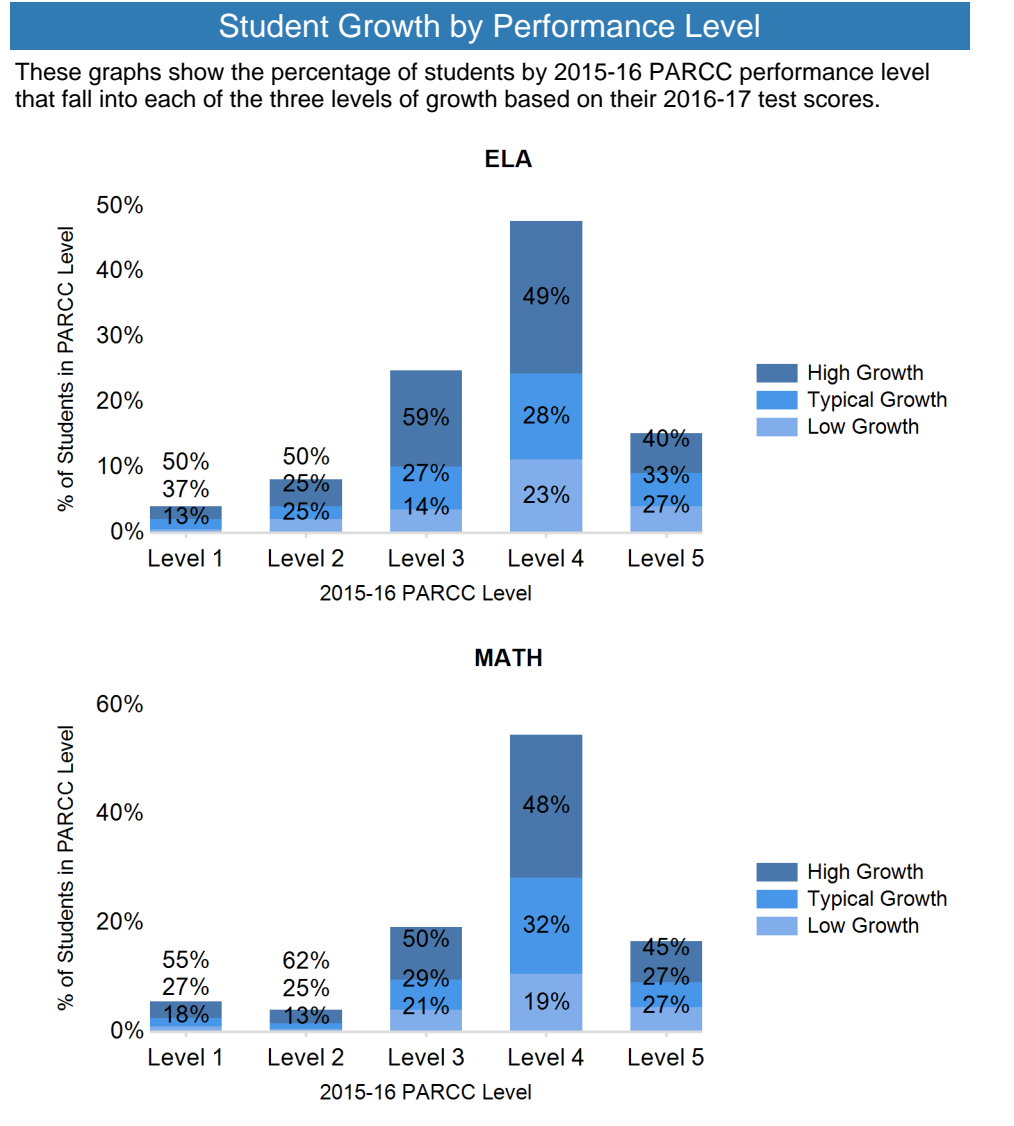
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

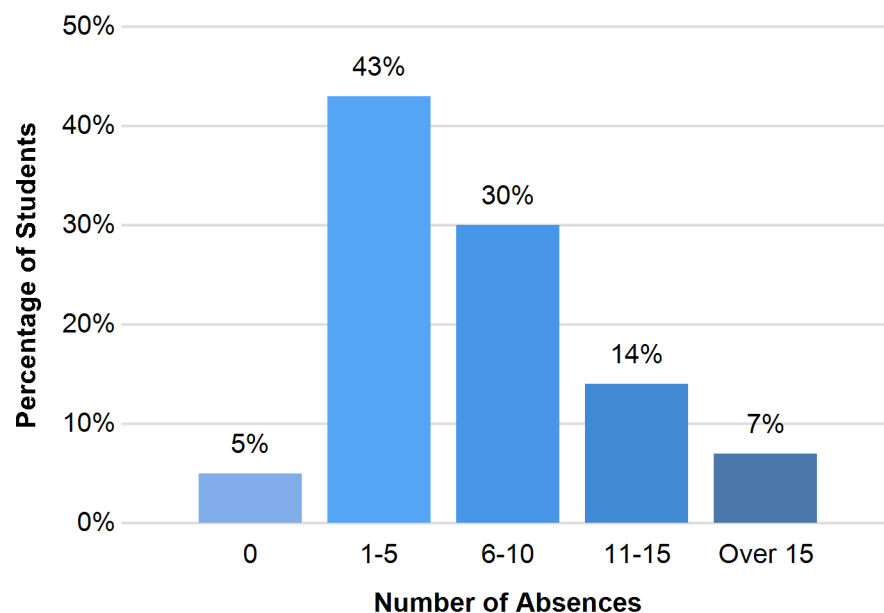
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.40	Met Target
White	5.90	8.40	Met Target
Hispanic	8.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	5.50	8.40	Met Target
Students with Disabilities	7.20	8.40	Met Target
English Learners	5.60	8.40	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

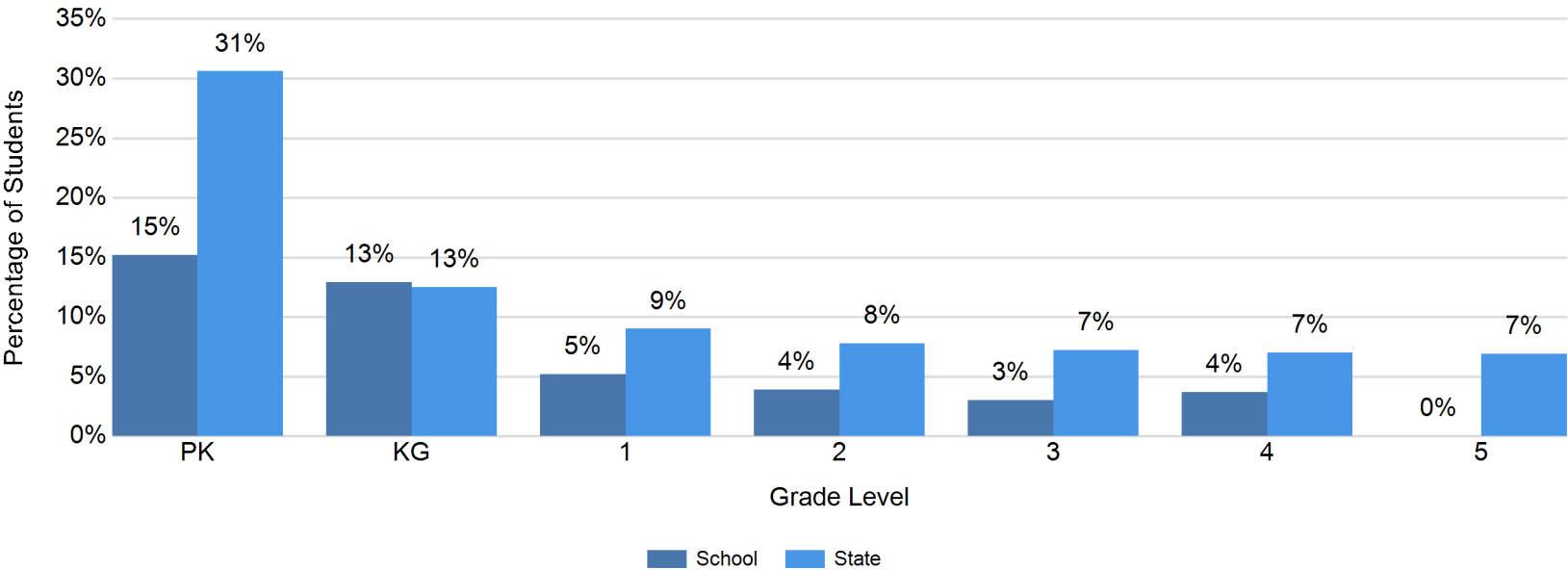
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	273.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$338	\$15,155	\$15,493



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	17.4	15.9
Average years experience in district	11.6	11.6
Administrators in district for 4 or more years	59%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	325:1	108:1
Librarian/Media Specialists		1829:1
Nurses		610:1
Counselors		305:1
Child Study Team		229:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%





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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.1	17.5%
Mathematics Proficiency	78.8	17.5%
English Language Arts Growth	95.5	25.0%
Mathematics Growth	86.9	25.0%
Chronic Absenteeism	73.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		83.2
<b>Summative Rating:</b> Percentile rank of Summative Score		93.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	83.2	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Exceeds Target	No
White	74.4	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	72.6	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	91.0	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	92.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
English Learners	85.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Dr. Barcelo Martinez	<b>Email Address:</b>	<a href="mailto:mariamartinez@leoniaschools.org">mariamartinez@leoniaschools.org</a>
<b>Address:</b>	100 HIGHLAND STREET LEONIA, NJ 07605	<b>Website:</b>	<a href="http://acs.leoniaschools.org/">http://acs.leoniaschools.org/</a>
<b>Phone:</b>	(201)302-5200		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Problem Based Learning Global Citizens Project</li> <li>• Partners with Teachers College Reading and Writing Project and school based literacy coaches</li> <li>• Active student council works with the community in advocacy and taking action on special causes</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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.</p>





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School Narrative

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 <div>Clubs and Activities:</div>	Fifth Grade Drama Club; Strings Classes: Band: After School Enrichment; Student Council
 <div>Before and After School Programs:</div>	Before and after school SACC program housed in the school; classroom teachers' homework clubs







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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	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
 <b>Student Supports and Services:</b>	Small group instruction for ELLs; ABA program; Basic Skills Intervention programs at every grade level
 <b>Student Health and Wellness:</b>	Students, teachers, and parents participate in a wellness committee which plans health and nutrition for the school
 <b>Parent and Community Involvement:</b>	Active Home and School plans events and fundraisers throughout the year. Parents participate in study groups and committees with teachers.

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>Google forms are frequently used to gather and analyze feedback on events and activities from students, teachers, and parents.</div>
 <div>Facilities:</div>	<div>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.</div>




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School Narrative

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

<div>Other Information:</div>	<p>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.</p>
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Leonia High School  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



Leonia High School  
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LEONIA, NJ 07605-1525

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	163	161	158
10	149	168	162
11	177	147	165
12	173	159	147
Ungraded	27	39	32
Total	689	674	664

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	52%
Male	50%	49%	48%
Economically Disadvantaged Students	17%	20%	19%
Students with Disabilities	12%	14%	13%
English Learners	6%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	36.0%
White	32.1%
Hispanic	24.2%
Black or African American	6.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
Two or More Races	1.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	664
Shared Time Students	0
Full Time Equivalent	664

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. All other students are included in Other Languages.

Home Language	% of Students
English	59.0%
Korean	16.7%
Spanish	10.5%
Japanese	2.7%
Chinese	2.4%
Other	9.7%



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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	99.7	75.00	72.20	54.90	75	74.5	Met Target
White	110	99.1	82.70	74.00	63.90	82.7	77.1	Met Goal
Hispanic	66	100.0	53.00	55.00	39.80	53	66.4	Not Met
Black or African American	17	100.0	82.30	*	35.20	82.3	**	**
Asian, Native Hawaiian, or Pacific Islander	124	100.0	79.00	78.80	80.70	79	77.2	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	160	99.4	84.40	79.80	62.20	84.4		
Male	160	100.0	65.60	65.70	48.10	65.6		
Economically Disadvantaged Students	35	100.0	65.70	57.90	36.20	65.7	52.5	Met Target
Non-Economically Disadvantaged Students	285	99.7	76.20	74.50	65.80	76.2		
Students with Disabilities	48	100.0	20.80	29.90	20.50	20.8	29.2	Met Target†
Students without Disabilities	272	99.7	84.50	79.50	61.90	84.5		
English Learners	24	100.0	37.50	40.50	25.20	37.5	N	N
Non-English Learners	296	99.7	78.00	75.00	57.40	78		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**Leonora High School**  
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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	163	767	767	749	*	*	15%	39%	29%	69%	52%
White	49	777	777	757	0%	*	*	35%	41%	76%	62%
Hispanic	35	748	748	733	*	*	*	40%	*	54%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	71	772	772	777	*	*	16%	39%	32%	72%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	74	782	782	756	*	*	*	42%	41%	82%	60%
Male	89	755	755	741	*	*	*	37%	20%	57%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	30	729	729	714	*	*	*	*	0%	23%	13%
Students without Disabilities	133	776	776	754	*	*	*	*	36%	79%	58%
English Learners	11	703	703	690	*	*	*	*	*	*	*
Non-English Learners	152	772	772	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	174	782	782	743	7%	6%	7%	35%	45%	80%	46%
White	65	793	793	749	*	*	*	35%	52%	88%	52%
Hispanic	38	752	752	728	*	*	*	29%	*	50%	34%
Black or African American	12	781	781	725	*	0%	0%	*	*	92%	31%
Asian, Native Hawaiian, or Pacific Islander	55	791	791	774	*	*	*	31%	56%	87%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	92	793	793	752	*	*	*	28%	58%	86%	54%
Male	82	770	770	734	*	*	*	42%	32%	73%	39%
Economically Disadvantaged Students	28	769	769	726	*	*	*	*	36%	68%	32%
Non-Economically Disadvantaged Students	146	785	785	751	*	*	*	*	47%	82%	54%
Students with Disabilities	18	710	710	704	*	*	0%	*	0%	22%	12%
Students without Disabilities	156	790	790	749	*	*	8%	*	51%	87%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

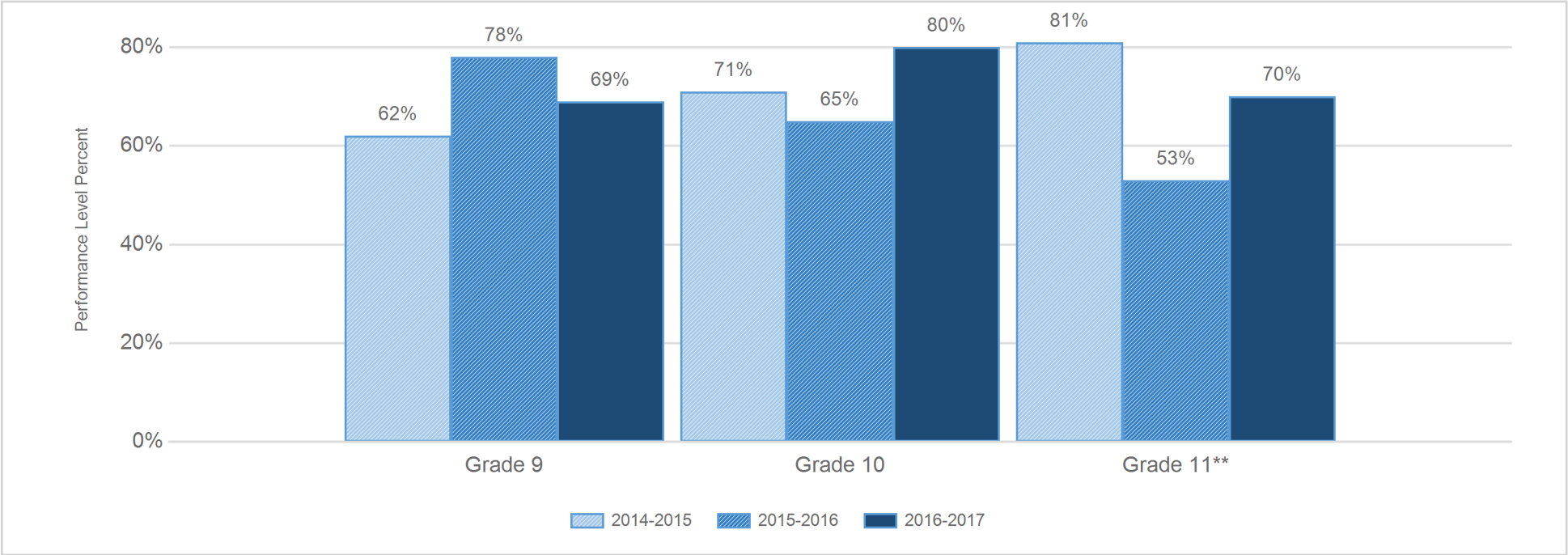
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	143	765	765	736	*	*	16%	45%	25%	70%	38%
White	46	758	758	738	*	*	*	39%	*	59%	40%
Hispanic	39	768	768	731	*	*	*	49%	26%	74%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	47	772	772	756	*	*	*	43%	34%	77%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	75	775	775	744	*	*	15%	48%	32%	80%	46%
Male	68	755	755	729	*	*	18%	41%	18%	59%	31%
Economically Disadvantaged Students	26	753	753	729	*	*	*	39%	*	54%	32%
Non-Economically Disadvantaged Students	117	768	768	740	*	*	*	46%	*	74%	42%
Students with Disabilities	13	738	738	709	*	*	*	0%	*	23%	12%
Students without Disabilities	130	768	768	741	*	*	*	49%	*	75%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	283	98.7	48.40	59.60	43.50	48.4	55.5	Not Met
White	101	98.1	51.50	60.80	52.40	51.5	57.8	Met Target†
Hispanic	61	100.0	34.40	34.30	27.60	34.4	43.6	Met Target†
Black or African American	15	93.7	26.70	*	21.70	26.3	**	**
Asian, Native Hawaiian, or Pacific Islander	103	99.1	58.20	73.10	75.60	58.2	65.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	141	97.3	47.50	58.60	44.10	47.5		
Male	142	100.0	49.30	60.50	42.90	49.3		
Economically Disadvantaged Students	26	100.0	30.80	39.90	25.10	30.8	45.3	Met Target†
Non-Economically Disadvantaged Students	257	98.5	50.20	62.60	54.30	50.2		
Students with Disabilities	47	100.0	*	*	16.50	*	18.1	Not Met
Students without Disabilities	236	98.4	*	*	48.80	*		
English Learners	19	95.2	42.10	42.30	23.30	42.1	N	N
Non-English Learners	264	98.9	48.90	61.10	45.20	48.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	120	736	754	743	16%	19%	27%	38%	0%	38%	42%
White	38	741	*	751	*	*	32%	42%	0%	42%	52%
Hispanic	34	725	*	728	*	29%	*	32%	0%	32%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	39	740	766	774	*	*	31%	41%	0%	41%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	48	738	754	744	*	*	35%	33%	0%	33%	43%
Male	72	735	754	741	*	*	21%	42%	0%	42%	40%
Economically Disadvantaged Students	11	725	*	727	*	*	*	*	0%	27%	23%
Non-Economically Disadvantaged Students	109	737	*	751	*	*	*	*	0%	39%	52%
Students with Disabilities	35	707	707	714	*	*	*	*	*	*	10%
Students without Disabilities	85	748	765	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	740	746	734	*	21%	43%	30%	*	34%	30%
White	44	743	*	740	*	*	36%	36%	*	41%	38%
Hispanic	31	734	*	722	*	*	39%	*	*	26%	14%
Black or African American	10	730	730	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	33	746	*	758	0%	*	39%	42%	*	46%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	57	740	*	735	*	19%	46%	30%	*	33%	31%
Male	65	740	*	733	*	22%	40%	31%	*	34%	30%
Economically Disadvantaged Students	18	730	730	721	*	*	*	*	*	22%	13%
Non-Economically Disadvantaged Students	104	742	749	740	*	*	*	*	*	36%	39%
Students with Disabilities	16	721	721	711	*	*	*	*	*	13%	*
Students without Disabilities	106	743	750	738	*	*	*	*	*	37%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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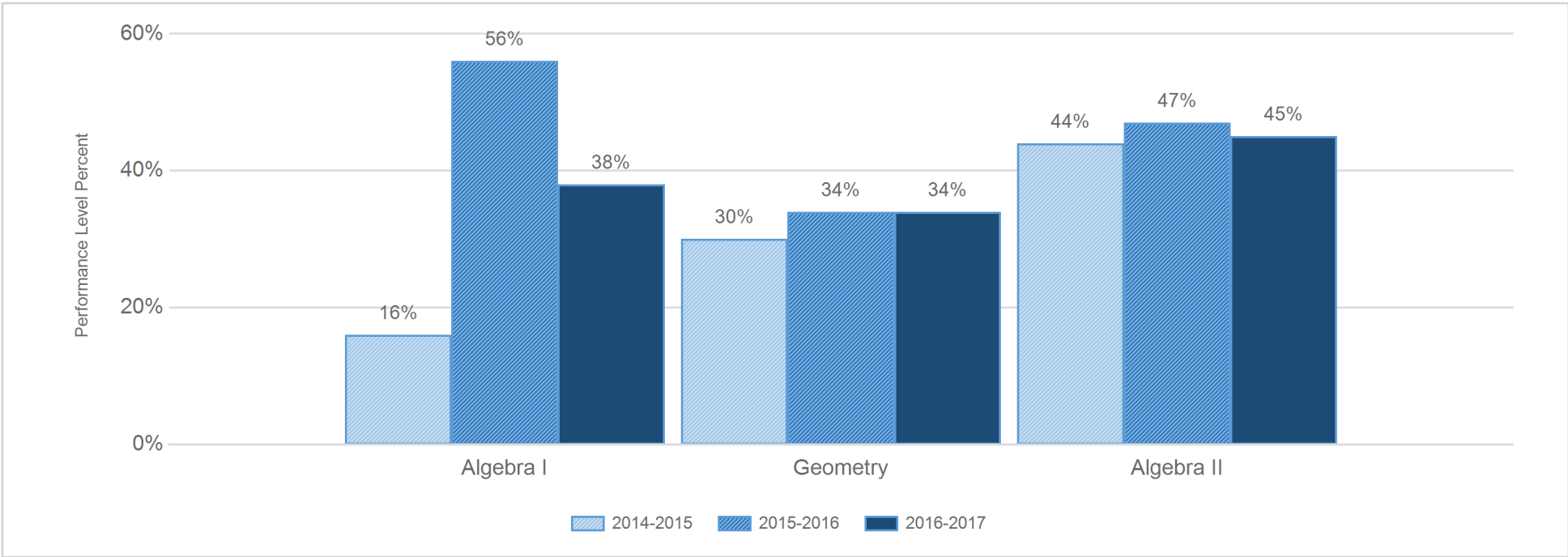
Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	139	744	744	725	*	21%	20%	42%	*	45%	28%
White	53	740	740	731	*	23%	21%	36%	*	40%	33%
Hispanic	29	731	731	710	*	*	*	*	*	31%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	49	757	*	761	*	*	*	61%	*	63%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	82	744	*	725	*	20%	*	48%	*	49%	27%
Male	57	744	744	725	*	23%	*	35%	*	40%	29%
Economically Disadvantaged Students	19	732	*	708	*	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	120	746	746	733	*	*	*	*	*	49%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language 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. The table also shows 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
1	17	76.5%	23.5%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

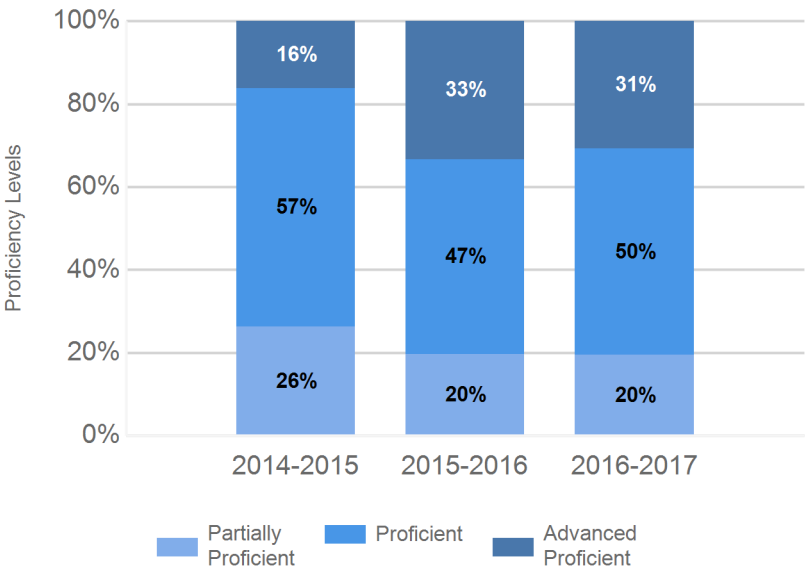
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	31%	50%	20%
White	32%	51%	18%
Hispanic	11%	50%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	46%	9%
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	42%	38%
Students with Disabilities	N	40%	60%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

### PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	21.8%	28.3%

### PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	518	481	Varies By Grade	82%	67%
PSAT - Math	519	483	Varies By Grade	64%	49%
SAT - Reading and Writing	595	551	480	90%	77%
SAT - Math	580	552	530	68%	58%
ACT - Reading	28	24	22	88%	65%
ACT - English	27	24	18	94%	79%
ACT - Math	28	24	22	91%	65%
ACT - Science	26	23	23	66%	54%





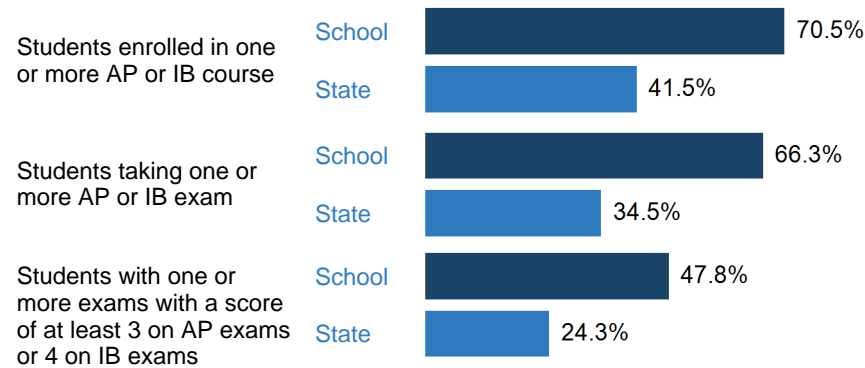
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

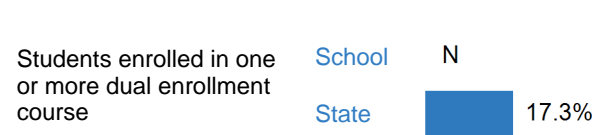
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	61	56
AP Calculus AB	39	39
AP Calculus BC	10	10
AP Chemistry	19	12
AP Computer Science A	6	5
AP English Language and Composition	25	23
AP English Literature and Composition	30	30
AP Environmental Science	32	32
AP French Language and Culture	13	12
AP Microeconomics	15	15
AP Music Theory	6	6
AP Physics 1	0	17
AP Physics 2	0	3
AP Physics B	46	0
AP Psychology	51	50
AP Spanish Language	15	13
AP Statistics	26	25
AP Studio Art—Drawing Portfolio	7	7
AP U.S. Government and Politics	42	37
AP U.S. History	22	20



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AP/IB Course	Students Enrolled	Students Tested
AP World History	7	6
Total Exams Taken		418
Exams with scores of at least 3 on AP exams or 4 on IB exams		279



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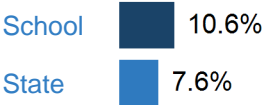
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

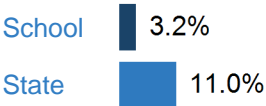
Career and Technical Education Participation

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

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



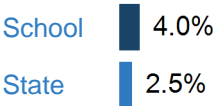
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	110	47	27	0	0	0	6
10	17	97	51	28	2	1	2
11	3	20	72	55	30	10	3
12	1	3	25	19	71	15	28
Schoolwide	131	167	175	102	103	26	39
Enrolled in AP/IB Course					49	26	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	109	17	0	0	24	50
10	74	106	0	25	1	24
11	47	62	0	12	64	24
12	9	16	0	17	40	33
Schoolwide	239	201	0	54	129	131
Enrolled in AP/IB Course	61	19		32	46	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	157	3	9	0	8	1
10	7	173	18	1	18	3
11	3	168	3	15	5	9
12	13	23	16	35	10	36
Schoolwide	180	367	46	51	41	49
Enrolled in AP/IB Course	7	22	15	51	0	42

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	76	36	0	31	0	13	0
10	83	42	0	31	0	15	0
11	63	29	0	26	0	17	16
12	34	15	0	20	0	9	10
Schoolwide	256	122	0	108	0	54	26
Enrolled in AP/IB Course	15	13	0	0	0	0	0
Enrolled in Level 3 or Higher	100	49	0	32	0	15	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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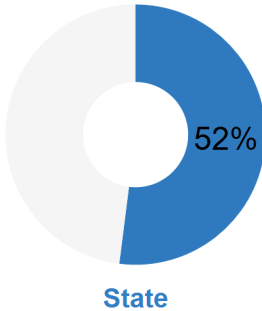
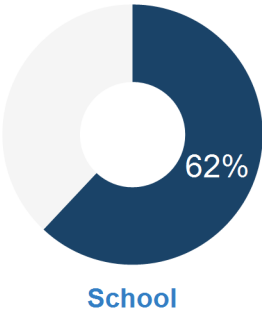
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Visual and Performing Arts – Course Participation

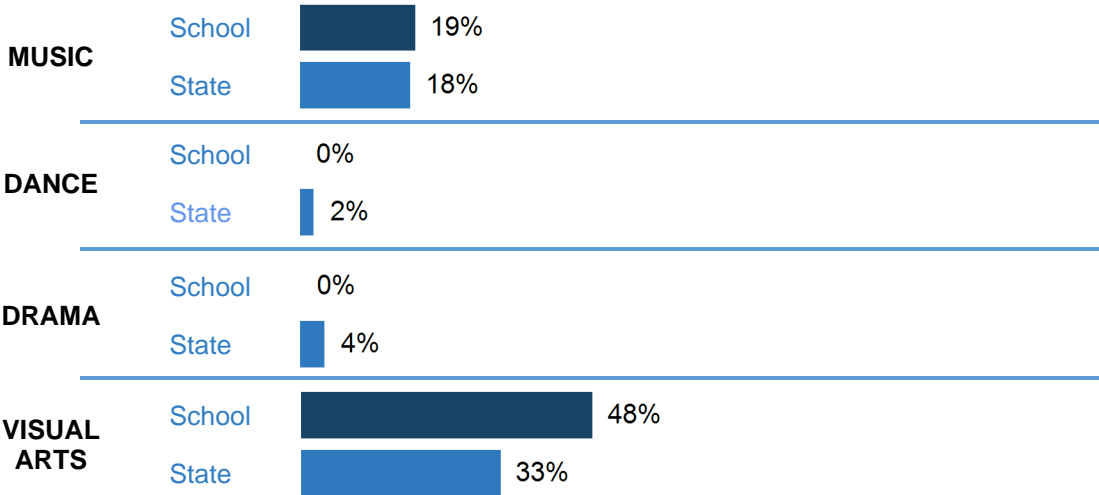
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.6%	90.5%	96.0%	91.8%	92.1%	92.4%	Not Met	95.6%	N	Met Goal
White	91.3%	94.5%	95.3%	95.1%	89.2%	89.4%	Not Met	95.2%	N	Met Goal
Hispanic	95.4%	84.3%	95.6%	86.3%	88.9%	95.0%	Not Met	95.2%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	91.7%	**	**
Asian, Native Hawaiian or Pacific Islander	94.6%	96.6%	98.4%	97.5%	98.4%	N	Met Goal	96.8%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	**	**
Economically Disadvantaged Students	93.8%	83.9%	96.4%	85.6%	92.9%	86.2%	Met Target	90.5%	85.0%	Met Target
Students with Disabilities	77.3%	78.8%	93.8%	82.1%	93.9%	N	N	93.8%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	100.0%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.6%	-
2016	92.1%	96.0%
2015	92.3%	95.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.3%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	76.6%	14.4%	85.6%
White	71.4%	20%	80%
Hispanic	77.5%	16.1%	83.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.4%	5%	95%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	75.7%	21.4%	78.6%
Students with Disabilities	52.9%	22.2%	77.8%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	80.6%	20.9%	79.1%	59.7%	40.3%	56.6%	43.4%
White	82.1%	23.9%	76.1%	63%	37%	50%	50%
Hispanic	84.2%	31.3%	68.8%	68.8%	31.3%	75%	25%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.3%	12.8%	87.2%	51.1%	48.9%	51.1%	48.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	20.8%	79.2%	54.2%	45.8%	58.3%	41.7%
Students with Disabilities	72%	50%	50%	77.8%	22.2%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

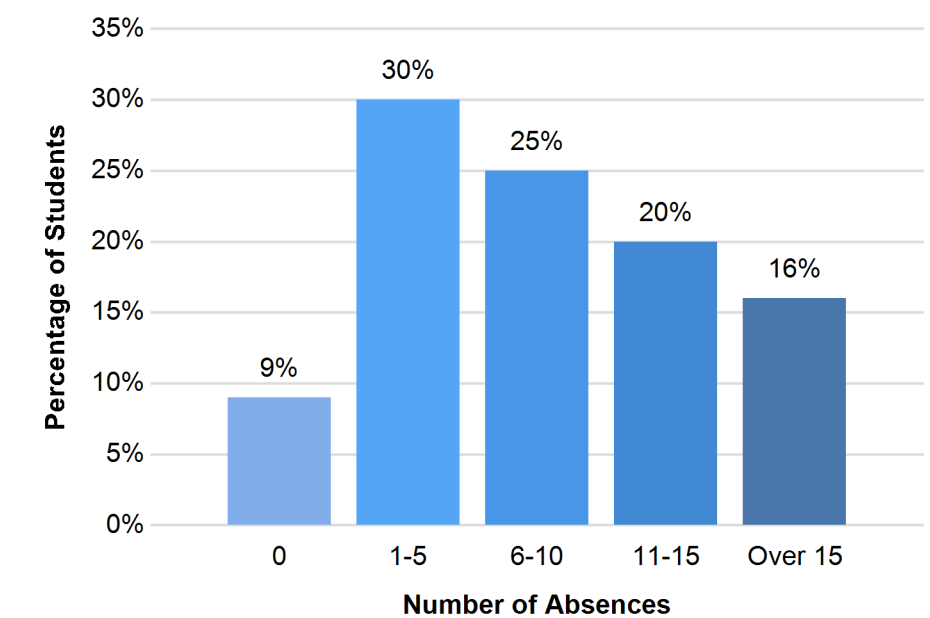
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.70	14.30	Met Target
White	9.60	14.30	Met Target
Hispanic	12.70	14.30	Met Target
Black or African American	12.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	14.30	Not Met
Students with Disabilities	8.00	14.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



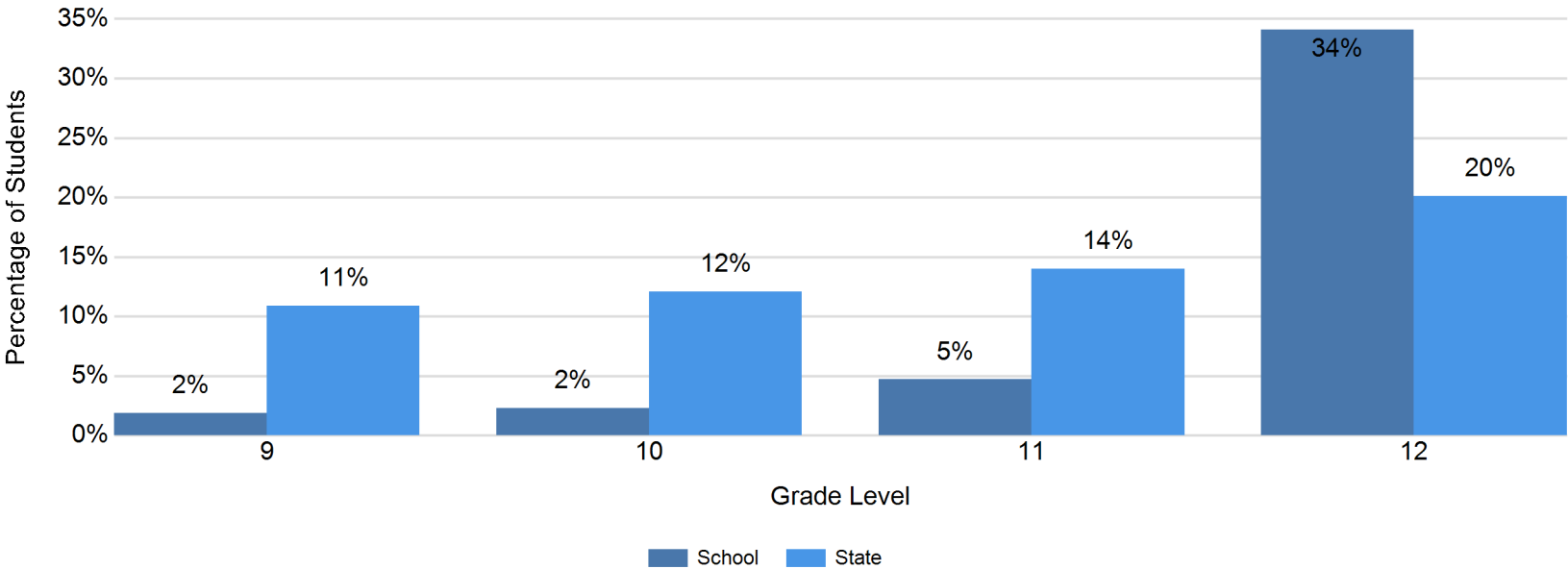


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:50AM
Typical End Time	2:55PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs. 56 Mins.
Shared Time - Instructional Time	3 Hrs. 2 Mins.

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.36

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	3.9%
Any Suspension	4.2%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	273.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$338	\$15,155	\$15,493



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	17.4	15.9
Average years experience in district	11.6	11.6
Administrators in district for 4 or more years	59%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	66:1	108:1
Librarian/Media Specialists		1829:1
Nurses		610:1
Counselors		305:1
Child Study Team		229:1



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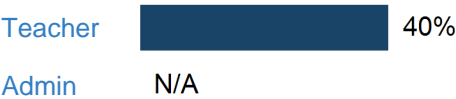
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.9	17.5%
Mathematics Proficiency	82.5	17.5%
Graduation - 4-Year	48.5	25.0%
Graduation - 5-Year	54.0	25.0%
Chronic Absenteeism	53.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		63.6
<b>Summative Rating:</b> Percentile rank of Summative Score		67.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	63.6	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Goal	No
White	53.3	6.2	No	Met Goal	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	71.8	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Goal	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	40.8	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76.4	6.2	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	82.7	6.2	No	Met Target†	Not Met	Met Target	N	**	No
English Learners	**	**	No	N	N	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Dr. Bertolini	<b>Email Address:</b>	<a href="mailto:bertolini@leoniaschools.org">bertolini@leoniaschools.org</a>
<b>Address:</b>	100 CHRISTIE HEIGHTS STREET LEONIA, NJ 07605-1525	<b>Website:</b>	<a href="http://lhs.leoniaschools.org">lhs.leoniaschools.org</a>
<b>Phone:</b>	(201)302-5200		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• The Academies at Leonia High School are a focused study for students interested in certain academic areas.</li> <li>• The high school has been ranked nationally by both the Washington Post and U.S. News &amp; World Report</li> <li>• The Quiz Bowl team continues to be a national power qualifying for the DC nationals each of the last three years.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our District's mission is to provide schools that respond to individual needs and abilities, as well as our democracy's interest in an educated citizenry. We seek to inspire our students to develop their unique talents, to live productively and to make a positive difference in an increasingly complex and interconnected world. Our students will learn to think clearly, critically, and creatively; they will acquire a lifelong love of learning.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>The high school has been ranked nationally by both the Washington Post and U.S. News &amp; World Report. Recently, the high school administration has been asked to provide an overview of the high school's academy program to Northern Ignite, a group of administrators and superintendents.</p>



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## School Narrative

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### Courses, Curriculum, Instruction:

It is the responsibility of the high school is 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 course, . There is an open door for our AP classes, as we encourage students to challenge themselves. The four academy programs reach students that are interested in science, math, culinary, hospitality, economics, finance, marketing, accounting, the social science & language arts.



### Sports and Athletics:

Sports Offered: Baseball (Co-ed), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Co-ed), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)

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. In addition to the sports listed above, the high school is proud to offer a boys and girls crew team.



### 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



### Before and After School Programs:

On the high school level, there are no other before or after-school programs except clubs and athletic sports.








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>During this year, the teachers have participated in a Suicide Prevention two-hour workshop. 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.</p>
 <b>Postsecondary Information:</b>	<p>Most of the high school's graduates attend college. Over 95% of The Class of 2017 applied to either a two or four year with 86% 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.</p>
 <b>Student Supports and Services:</b>	<p>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.</p>
 <b>Student Health and Wellness:</b>	<p>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.</p>
 <b>Parent and Community Involvement:</b>	<p>The parents are very active in the high school. The Home &amp; School Association is the base group for all parent activities. Each month, the principal and vice principal meet to discuss issues in the school. In addition, parents are members of the Education Committee of the Home &amp; School Association and this group also meets monthly with the principal. The parental input is valued by the high school administration.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The high school community is looking forward to an expansion for the 2018-2019 school year. Next year there will be three wings to the building for the 725 students on the rolls. The new North Wing will house four math classes, one computer science lab, one social studies class, and two Family and Consumer sciences rooms. One of these two rooms will be a state-of-the-art culinary kitchen with six stations.</p>
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School Narrative

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<div>Other Information:</div>	<p>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 three in the media center. Students have access to the labs during free time or lunch.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	103	112	116
7	191	178	202
8	174	184	177
Ungraded	22	28	20
Total	490	502	515

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	45%
Male	53%	56%	55%
Economically Disadvantaged Students	14%	14%	18%
Students with Disabilities	12%	16%	13%
English Learners	7%	3%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	38.8%
White	33.2%
Hispanic	21.0%
Black or African American	3.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	61.6%
Korean	18.8%
Spanish	8.9%
Japanese	1.9%
Arabic	1.6%
Other	7.4%



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## English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	391	99.8	71.90	72.20	54.90	71.9	71.9	Met Target
White	130	100.0	70.00	74.00	63.90	70	78.1	Not Met
Hispanic	74	99.0	54.00	55.00	39.80	54	55.4	Met Target†
Black or African American	15	100.0	73.40	*	35.20	73.4	N	N
Asian, Native Hawaiian, or Pacific Islander	160	100.0	80.00	78.80	80.70	80	73.4	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	12	100.0	91.60	*	54.90	91.6	**	**
Female	172	99.6	78.50	79.80	62.20	78.5		
Male	219	100.0	66.70	65.70	48.10	66.7		
Economically Disadvantaged Students	50	100.0	54.00	57.90	36.20	54	62.4	Met Target†
Non-Economically Disadvantaged Students	341	99.8	74.50	74.50	65.80	74.5		
Students with Disabilities	57	100.0	28.10	29.90	20.50	28.1	32.1	Met Target†
Students without Disabilities	334	99.8	79.30	79.50	61.90	79.3		
English Learners	15	100.0	26.60	40.50	25.20	26.6	N	N
Non-English Learners	376	99.8	73.70	75.00	57.40	73.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.





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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	120	772	772	752	*	*	20%	38%	37%	74%	54%
White	42	777	777	758	0%	*	*	36%	43%	79%	63%
Hispanic	21	751	751	740	*	*	*	*	*	48%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	50	777	777	776	*	*	20%	36%	42%	78%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	52	777	777	758	*	*	23%	35%	42%	77%	61%
Male	68	769	769	746	*	*	18%	40%	32%	72%	46%
Economically Disadvantaged Students	19	762	762	737	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	101	774	774	761	*	*	*	*	*	78%	65%
Students with Disabilities	14	744	744	722	*	*	*	*	*	29%	17%
Students without Disabilities	106	776	776	758	*	*	*	*	*	80%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	204	771	771	756	*	*	13%	35%	39%	74%	59%
White	74	773	773	764	*	*	14%	37%	41%	77%	69%
Hispanic	35	744	744	742	*	*	*	37%	*	49%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	82	781	781	784	*	*	*	34%	48%	82%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	92	782	782	764	*	*	*	28%	52%	80%	68%
Male	112	762	762	749	*	*	*	40%	29%	69%	51%
Economically Disadvantaged Students	22	735	735	739	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	182	776	776	766	*	*	*	*	*	79%	70%
Students with Disabilities	30	737	737	719	*	*	*	*	*	37%	19%
Students without Disabilities	174	777	777	763	*	*	*	*	*	81%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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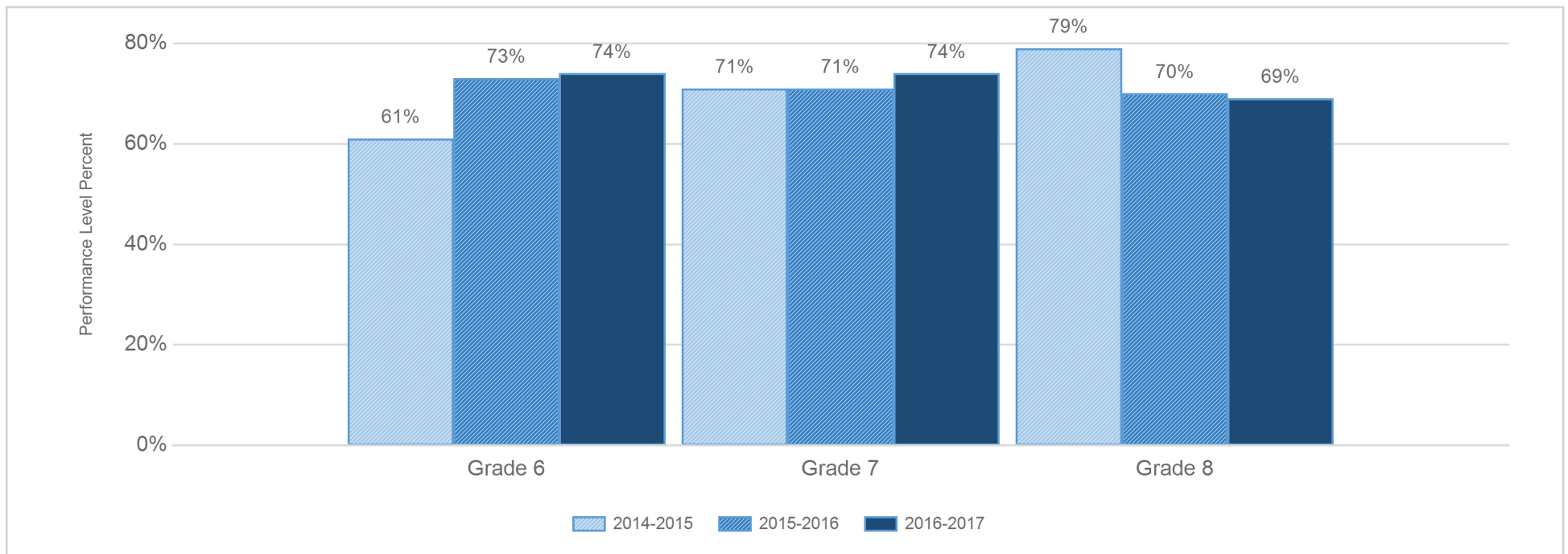
### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	177	767	767	757	*	*	20%	46%	23%	69%	59%
White	53	769	769	764	*	*	23%	40%	26%	66%	68%
Hispanic	46	752	752	742	*	*	33%	39%	*	52%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	62	774	774	786	*	*	*	52%	29%	81%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	77	778	778	766	*	*	18%	47%	34%	81%	68%
Male	100	758	758	749	*	*	21%	45%	15%	60%	50%
Economically Disadvantaged Students	25	756	756	739	*	*	*	48%	*	64%	40%
Non-Economically Disadvantaged Students	152	769	769	766	*	*	*	45%	*	70%	69%
Students with Disabilities	18	730	730	718	*	*	*	*	*	17%	18%
Students without Disabilities	159	771	771	764	*	*	*	*	*	75%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	389	99.8	63.30	59.60	43.50	63.3	63.8	Met Target†
White	128	100.0	64.80	60.80	52.40	64.8	65.3	Met Target†
Hispanic	75	99.1	26.60	34.30	27.60	26.6	40.5	Not Met
Black or African American	15	100.0	53.30	*	21.70	53.3	N	N
Asian, Native Hawaiian, or Pacific Islander	159	100.0	79.20	73.10	75.60	79.2	72.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	100.0	75.00	*	44.90	75	**	**
Female	171	99.6	63.10	58.60	44.10	63.1		
Male	218	100.0	63.30	60.50	42.90	63.3		
Economically Disadvantaged Students	48	100.0	39.60	39.90	25.10	39.6	53.9	Not Met
Non-Economically Disadvantaged Students	341	99.8	66.50	62.60	54.30	66.5		
Students with Disabilities	54	100.0	25.90	*	16.50	25.9	25.9	Met Target
Students without Disabilities	335	99.8	69.20	*	48.80	69.2		
English Learners	17	100.0	41.20	42.30	23.30	41.2	N	N
Non-English Learners	372	99.8	64.30	61.10	45.20	64.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	763	763	743	*	*	21%	49%	20%	69%	44%
White	43	765	765	751	*	*	*	54%	*	74%	54%
Hispanic	21	738	738	731	0%	*	*	*	0%	29%	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	51	769	769	771	*	*	*	51%	26%	77%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	52	764	764	745	*	*	*	50%	25%	75%	45%
Male	70	762	762	742	*	*	*	49%	16%	64%	43%
Economically Disadvantaged Students	20	744	744	728	*	*	*	*	*	40%	24%
Non-Economically Disadvantaged Students	102	767	767	752	*	*	*	*	*	75%	56%
Students with Disabilities	14	722	722	717	*	*	*	*	0%	21%	13%
Students without Disabilities	108	768	768	748	*	*	*	*	22%	75%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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### Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	200	749	749	741	7%	12%	25%	48%	9%	57%	40%
White	74	751	751	748	*	*	28%	57%	*	61%	49%
Hispanic	36	719	719	730	28%	28%	31%	*	*	14%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	77	760	760	764	*	*	20%	57%	16%	73%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	92	751	751	743	*	*	22%	48%	*	60%	41%
Male	108	747	747	740	*	*	27%	48%	*	54%	38%
Economically Disadvantaged Students	23	724	724	729	*	*	*	*	*	30%	22%
Non-Economically Disadvantaged Students	177	752	752	749	*	*	*	*	*	60%	50%
Students with Disabilities	30	719	719	716	*	*	*	*	*	23%	11%
Students without Disabilities	170	754	754	746	*	*	*	*	*	62%	45%
English Learners	12	726	726	712	*	*	*	*	*	25%	*
Non-English Learners	188	750	750	742	*	*	*	*	*	59%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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### Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	100	733	733	728	15%	24%	29%	32%	0%	32%	28%
White	28	735	735	736	*	*	36%	39%	0%	39%	35%
Hispanic	39	721	721	721	*	44%	26%	*	0%	13%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	22	749	749	747	0%	*	*	55%	0%	55%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	43	733	733	730	*	28%	33%	26%	*	26%	30%
Male	57	733	733	725	*	21%	26%	37%	*	37%	26%
Economically Disadvantaged Students	18	713	713	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	82	737	737	734	*	*	*	*	*	*	34%
Students with Disabilities	18	716	716	705	*	*	*	*	*	28%	*
Students without Disabilities	82	737	737	734	*	*	*	*	*	33%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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### Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	68	786	754	743	*	*	*	78%	21%	99%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	36	795	766	774	0%	0%	0%	67%	33%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	29	780	754	744	0%	0%	*	93%	*	97%	43%
Male	39	791	754	741	0%	0%	*	67%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	68	786	765	747	*	*	*	78%	21%	99%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	17	790	746	734	*	*	*	*	71%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	17	790	749	740	*	*	*	*	71%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	17	790	750	738	*	*	*	*	71%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	17	790	*	735	*	*	*	*	71%	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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

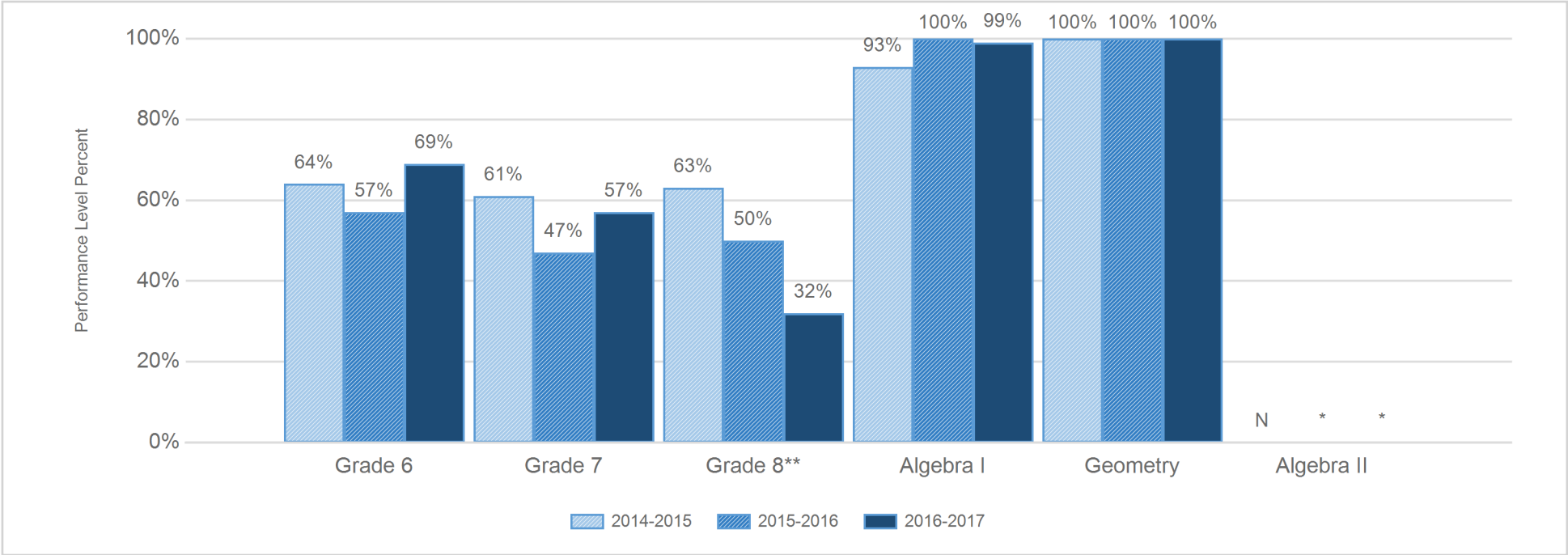


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	N
8	*	*

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. The table also shows 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
1	11	72.7%	27.3%
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

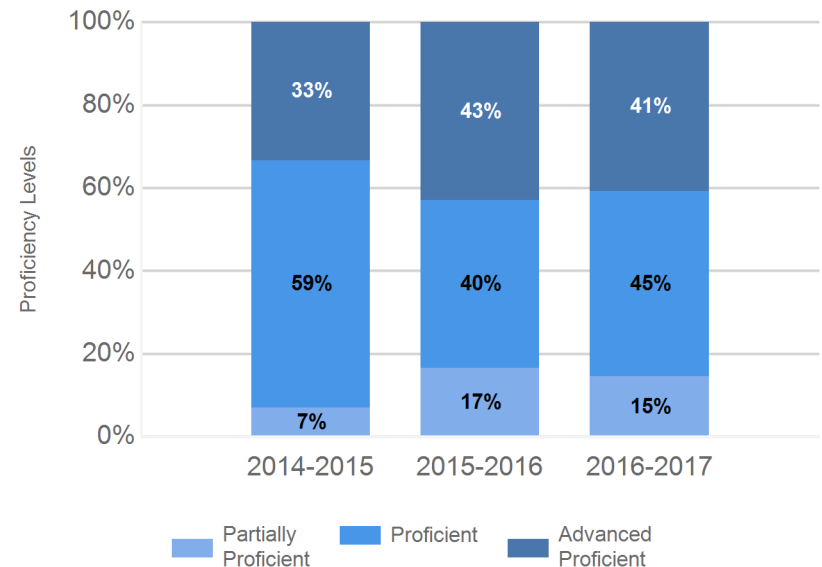
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	41%	45%	15%
White	43%	40%	17%
Hispanic	25%	51%	25%
Black or African American	*	*	9%
Asian, Native Hawaiian, or Pacific Islander	47%	47%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	21%	39%	39%
Students with Disabilities	20%	25%	55%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	62	50	Met Target	49	57	50	Met Target
White	58	62	50	Met Target	52	58	52	Met Target
Hispanic	48.5	53.5	49	Met Target	34	42.5	47	Not Met
Black or African American	33	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	60	66	60	Exceeds Target	50	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	76	*	51	**	*	53.5	52	**
Economically Disadvantaged	52	64.5	47	Met Target	43	53.5	46	Met Target
Students with Disabilities	53	70.5	41	Met Target	33	49	43	Not Met
English Learners	59	64	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

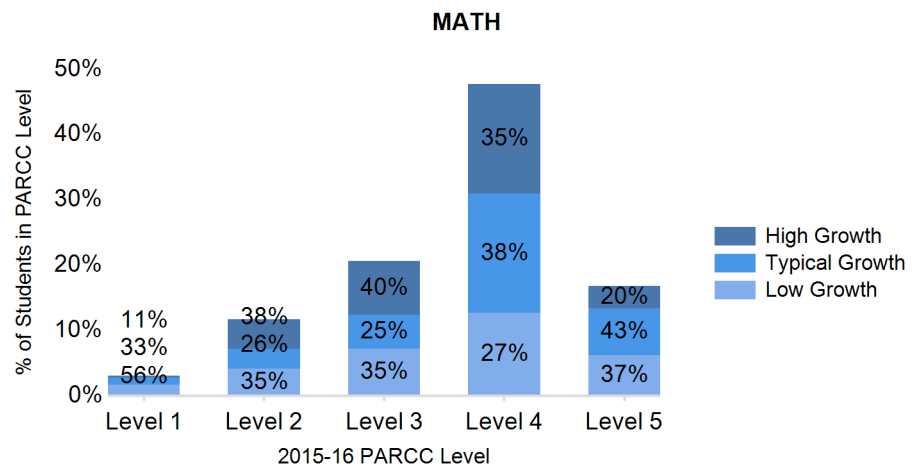
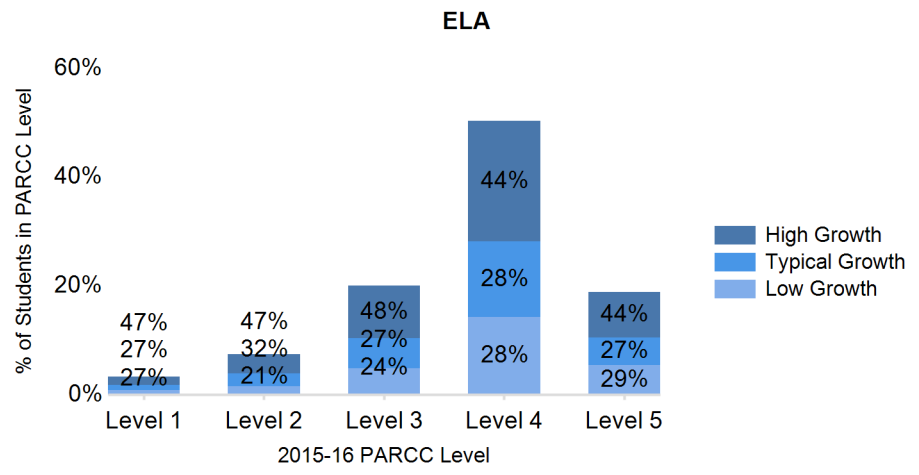
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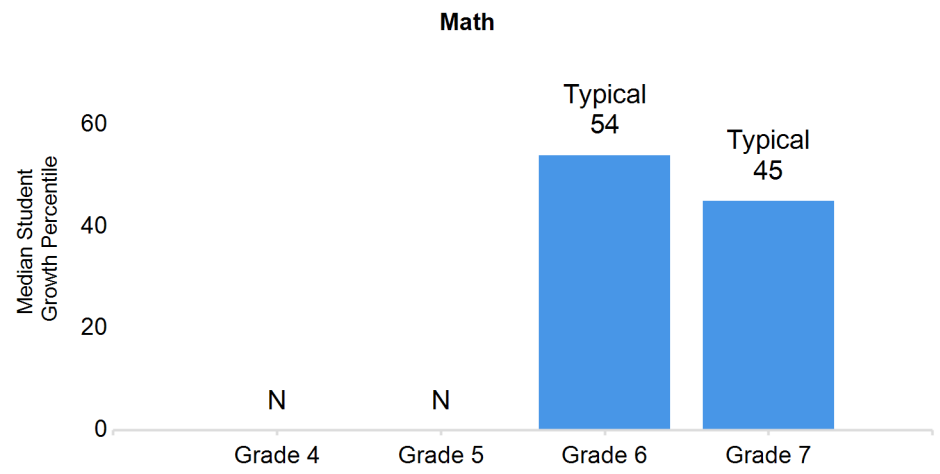
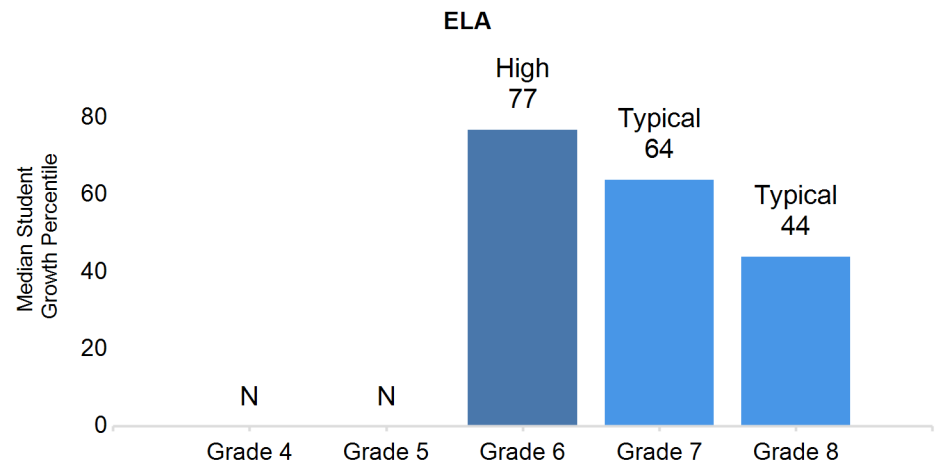
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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







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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	122
7	8	0	213
8	63	18	114
Schoolwide	71	18	449

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

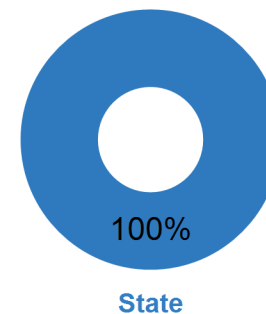
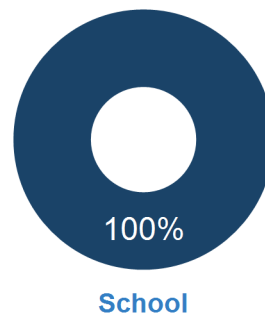
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	96	0	0	0	0	0	0
7	110	56	0	0	0	0	1
8	92	57	0	0	0	0	0
Schoolwide	298	113	0	0	0	0	1
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

## Visual and Performing Arts – Course Participation

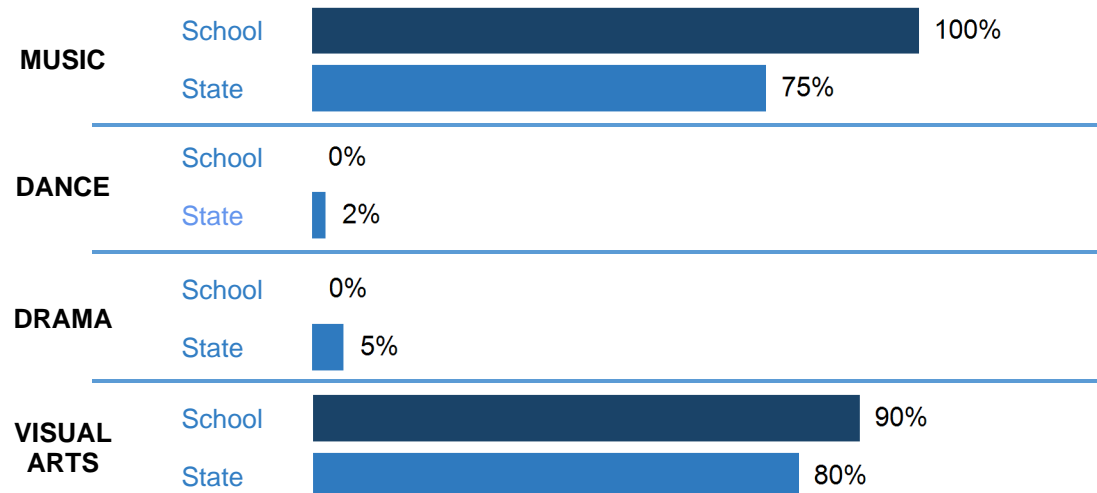
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

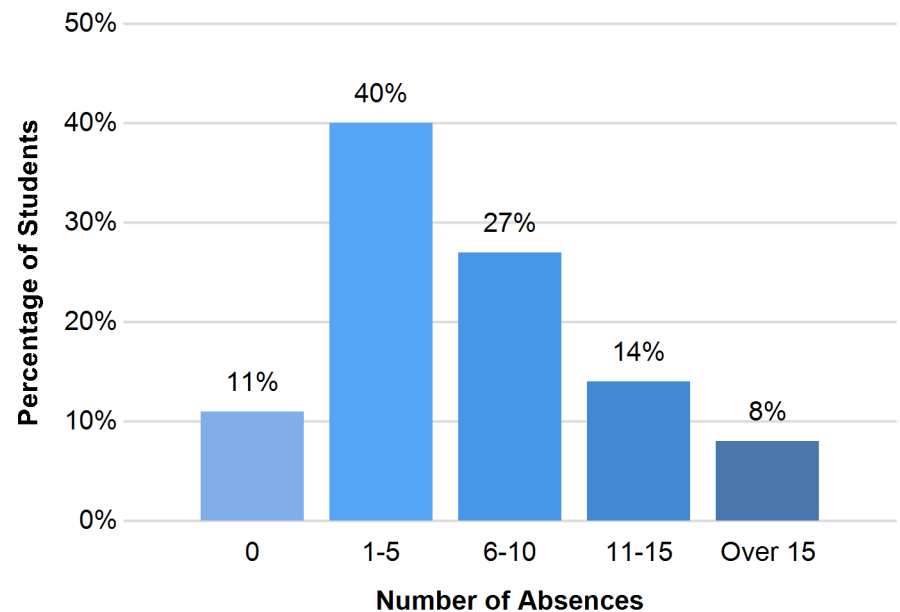
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	9.20	8.70	Not Met
Hispanic	4.60	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.50	8.70	Met Target
Students with Disabilities	9.90	8.70	Not Met
English Learners	0	8.70	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



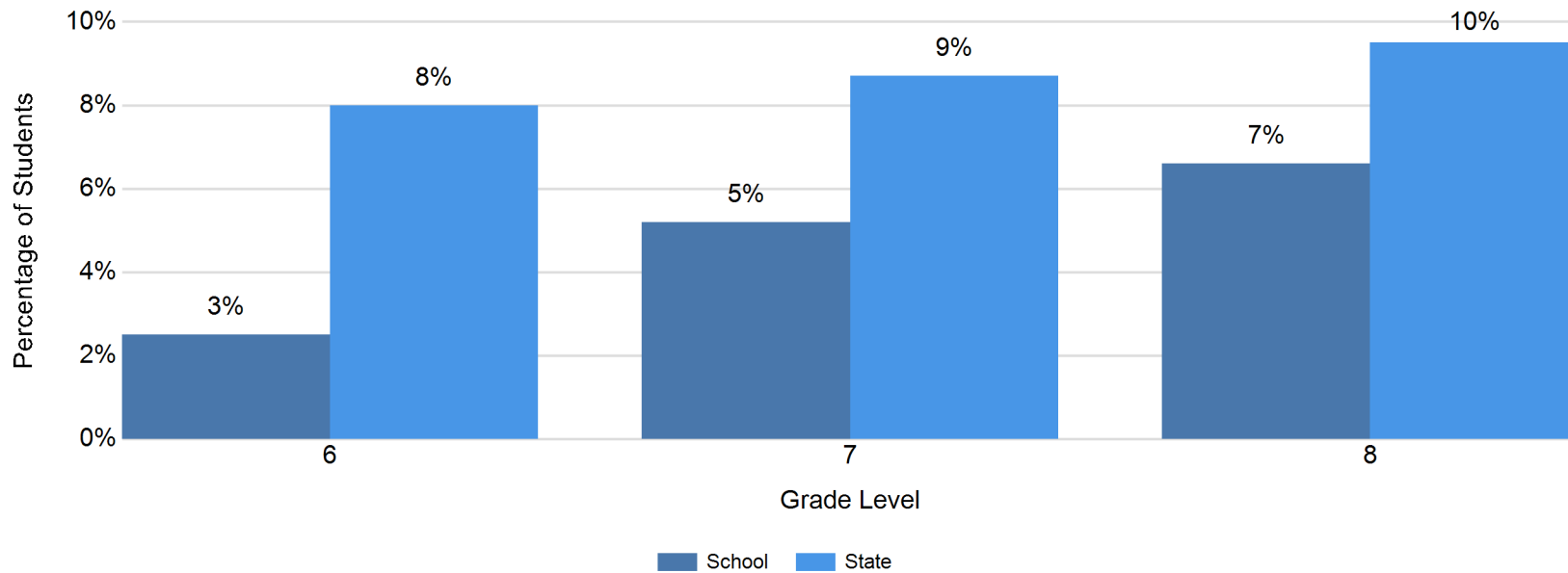


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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.97

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.9%
Out-of-School Suspensions	3.7%
Any Suspension	5.6%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	273.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$338	\$15,155	\$15,493



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	9.0	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	65%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	17.4	15.9
Average years experience in district	11.6	11.6
Administrators in district for 4 or more years	59%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	258:1	108:1
Librarian/Media Specialists		1829:1
Nurses		610:1
Counselors		305:1
Child Study Team		229:1



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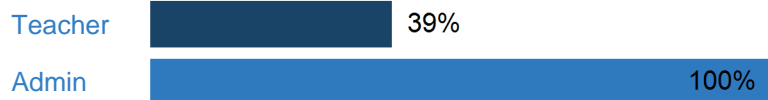
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%





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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.9	17.5%
Mathematics Proficiency	72.3	17.5%
English Language Arts Growth	72.2	25.0%
Mathematics Growth	33.6	25.0%
Chronic Absenteeism	71.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		62.7
<b>Summative Rating:</b> Percentile rank of Summative Score		70.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	57.2	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	46.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	N	N	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	45.2	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.1	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	59.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Saco	<b>Email Address:</b>	<a href="mailto:saco@leoniaschools.org">saco@leoniaschools.org</a>
<b>Address:</b>	500 BROAD AVENUE LEONIA, NJ 07605	<b>Website:</b>	<a href="http://lms.leoniaschools.org/">http://lms.leoniaschools.org/</a>
<b>Phone:</b>	(201)302-5200		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Leonia Middle School is a designated New Jersey School to Watch for 2014-2017</li> <li>• Rigorous curriculum includes TCRWP Balanced Literacy, Connected Math, and engaging lab-based Science</li> <li>• Award-winning concert band, chorus, and orchestra</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>In 2014 Leonia Middle School was 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.</p>






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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 (Co-ed), Volleyball (Girls), Wrestling (Co-ed)
 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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LEONIA, NJ 07605

School Narrative

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

 <div>Staff and Professional Learning:</div>	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.
 <div>Student Supports and Services:</div>	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.
 <div>Student Health and Wellness:</div>	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.
 <div>Parent and Community Involvement:</div>	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.




Leonia Middle School  
2016-2017  
Grade Span 06-08

03-2620-055  
BERGEN  
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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As a New Jersey School to Watch, Leonia Middle School conducts an annual school climate and culture survey.</p>
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<div><div>Other Information:</div></div>	<p>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.</p>
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