NJ SCHOOL PERFORMANCE REPORT

LEONIA MIDDLE SCHOOL
(03-2620-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	LEONIA BORO
Principal Name	MR. SACO
Address	500 BROAD AVENUE LEONIA, NJ 07605
Phone Number	(201)302-5200
Email Address	SACO@LEONIASCHOOLS.ORG
Website	http://lms.leoniaschools.org/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	120	122	115
7	186	209	210
8	193	184	207
Total	502	515	533

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	44.0%	44.7%	46.3%
Male	56.0%	55.3%	53.7%
Economically Disadvantaged Students	14.1%	18.1%	15.8%
Students with Disabilities	15.9%	13.4%	13.9%
English Learners	2.6%	3.9%	5.6%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	31.3%	33.2%	31.7%
Hispanic	19.5%	21.0%	19.5%
Black or African American	5.2%	3.9%	3.8%
Asian	42.4%	38.8%	40.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	1.4%	3.1%	4.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	58.7%
Korean	20.8%
Spanish	8.6%
Japanese	1.9%
Russian	1.7%
Other Languages	8.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	52	50	Met Standard	53	58	50	Met Standard
White	48	47	50	Met Standard	58	58	51	Met Standard
Hispanic	47	48	49	Met Standard	46	58	48	Met Standard
Black or African American	49	49.5	44	**	*	65	44	**
Asian, Native Hawaiian, or Pacific Islander	55	57	61	Met Standard	53	60.5	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	66.5	66	49	Exceeds Standard	33.5	51	51	**
Economically Disadvantaged	52.5	52	48	Met Standard	68	70.5	47	Exceeds Standard
Students with Disabilities	56	48	41	Met Standard	67	65	43	Exceeds Standard
English Learners	51	48	54	Met Standard	48	64	51	Met Standard

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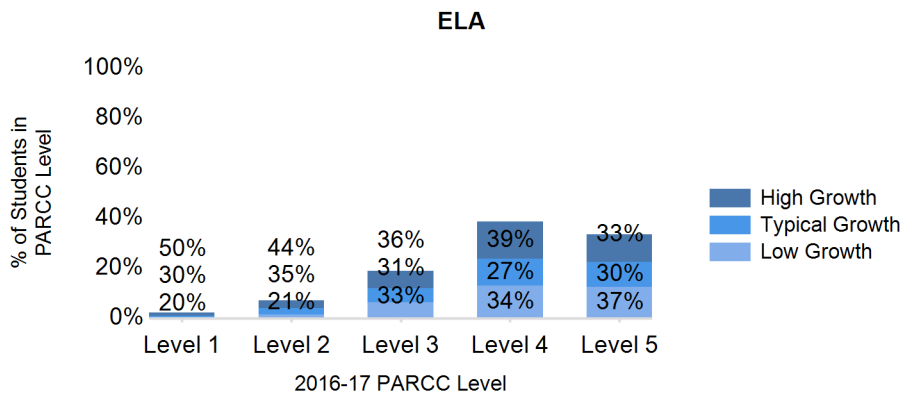
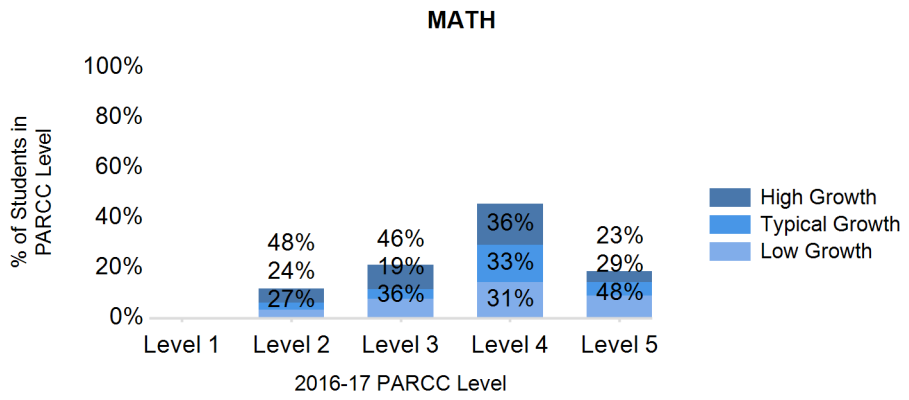
Student Growth by Performance Level

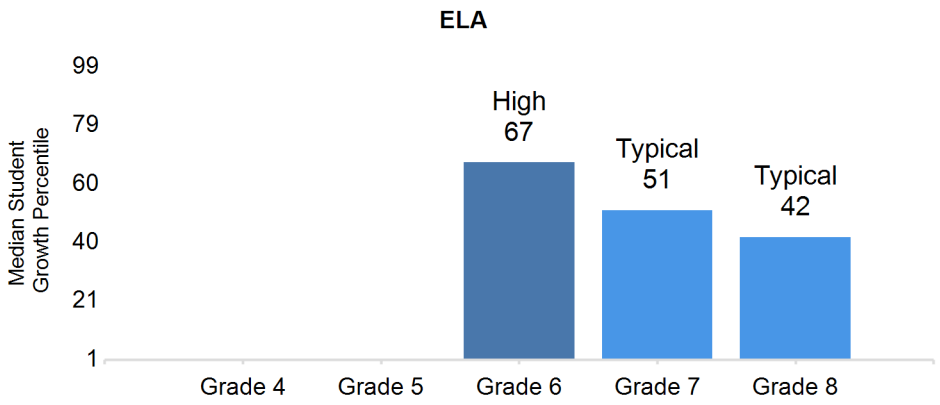
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

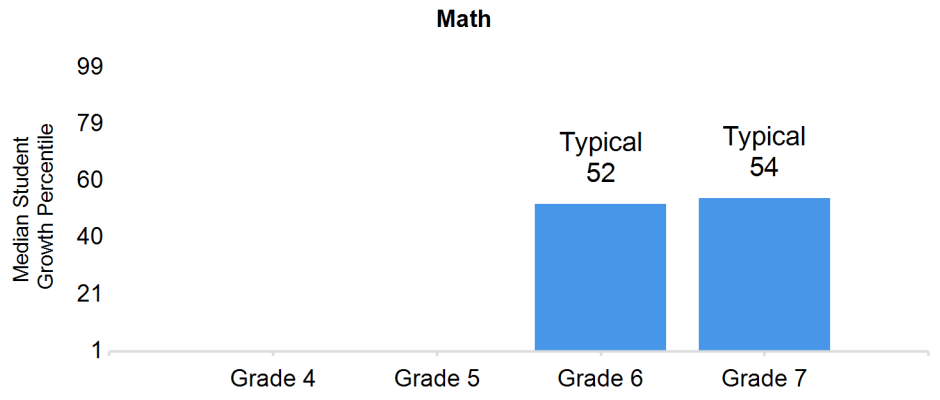




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	524	98.9	74.5	72.1	56.7	74.5	72.3	Met Target
White	167	98.8	80.8	76.4	65.6	80.8	78.2	Met Goal
Hispanic	100	97.1	46.0	50.9	42.5	46.0	56.7	Not Met
Black or African American	*	*	*	*	37.3	*	N	N
Asian, Native Hawaiian, or Pacific Islander	213	100.0	82.6	80.6	82.3	82.6	73.7	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	24	100.0	87.5	80.0	63.4	87.5	N	Met Goal
Female	240	98.8	83.0	79.0	64.5	83.0		
Male	284	99.0	67.2	66.0	49.4	67.2		
Economically Disadvantaged Students	73	98.7	49.3	52.9	38.5	49.3	63.3	Not Met
Non-Economically Disadvantaged Students	451	98.9	78.5	75.0	67.5	78.5		
Students with Disabilities	72	96.0	38.9	33.7	21.6	38.9	34.6	Met Target
Students without Disabilities	452	99.3	80.1	78.6	63.9	80.1		
English Learners	38	100.0	34.2	39.8	27.3	34.2	29.3	Met Target
Non-English Learners	486	98.8	77.5	75.2	59.4	77.5		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	771	771	754	*	*	14%	54%	23%	77%	56%
White	28	775	775	761	0%	*	*	*	*	89%	66%
Hispanic	26	747	747	742	*	*	*	*	*	50%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	52	778	778	779	0%	*	*	52%	31%	83%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	55	783	783	761	*	*	*	*	*	87%	64%
Male	56	760	760	748	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	18	745	745	739	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	93	777	777	764	*	*	*	*	*	86%	68%
Students with Disabilities	10	741	741	723	*	*	*	*	*	30%	18%
Students without Disabilities	101	774	774	760	*	*	*	*	*	82%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	779	779	760	*	*	12%	33%	46%	79%	63%
White	62	782	782	768	*	*	*	32%	52%	84%	72%
Hispanic	36	753	753	746	0%	*	28%	*	*	53%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	77	790	790	790	*	*	*	29%	60%	88%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	16	784	784	767	0%	*	*	*	*	88%	68%
Female	96	784	784	769	*	*	*	35%	49%	84%	72%
Male	107	773	773	752	*	*	*	30%	44%	74%	54%
Economically Disadvantaged Students	31	771	771	742	*	*	*	35%	39%	74%	44%
Non-Economically Disadvantaged Students	172	780	780	771	*	*	*	32%	48%	80%	73%
Students with Disabilities	24	746	746	721	*	*	*	*	*	50%	22%
Students without Disabilities	179	783	783	768	*	*	*	*	*	83%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	770	770	759	*	*	18%	41%	29%	69%	60%
White	74	770	770	767	0%	*	*	53%	24%	77%	70%
Hispanic	38	744	744	744	*	*	32%	*	*	39%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	83	783	783	789	*	*	14%	35%	42%	77%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	92	782	782	768	*	*	15%	36%	42%	78%	69%
Male	115	761	761	751	*	*	20%	44%	17%	62%	52%
Economically Disadvantaged Students	24	739	739	740	*	*	*	*	*	25%	42%
Non-Economically Disadvantaged Students	183	774	774	769	*	*	*	*	*	75%	71%
Students with Disabilities	29	739	739	719	*	*	*	*	*	31%	19%
Students without Disabilities	178	775	775	766	*	*	*	*	*	75%	68%
English Learners	13	722	722	703	*	*	*	*	*	15%	*
Non-English Learners	194	773	773	761	*	*	*	*	*	73%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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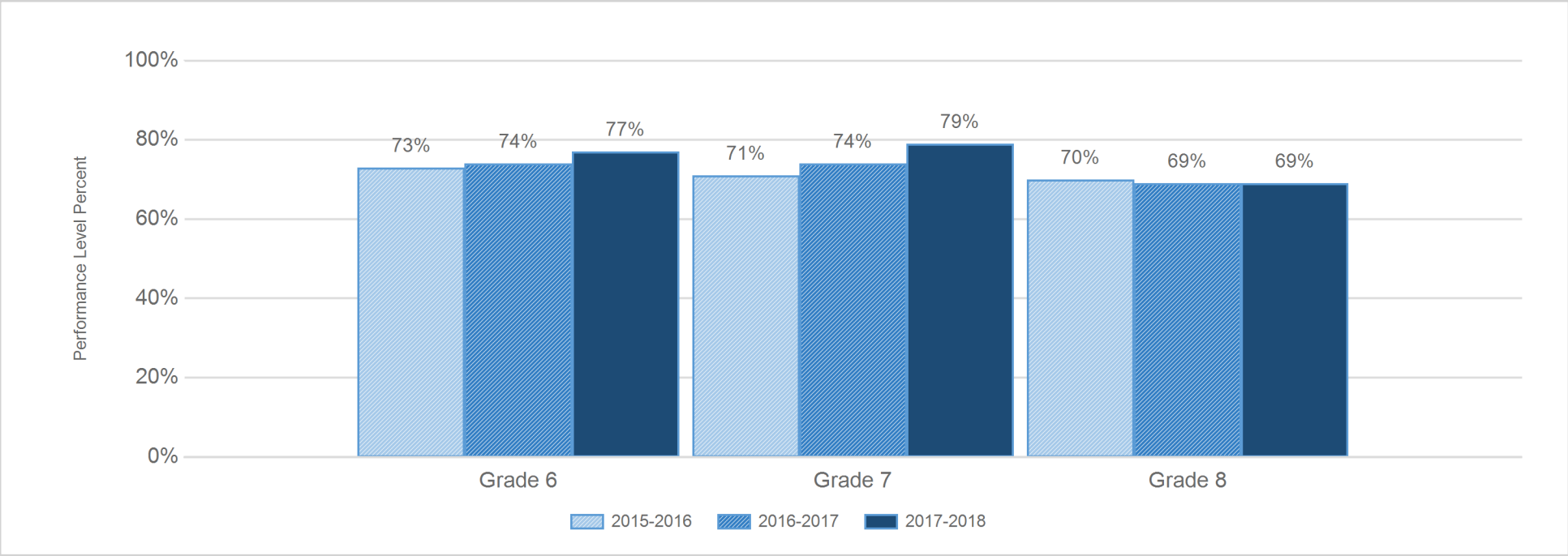
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	529	98.9	66.9	62.5	45.0	66.9	64.6	Met Target
White	168	98.8	69.1	64.5	54.1	69.1	66	Met Target
Hispanic	103	97.2	29.1	33.1	29.2	29.1	42.6	Not Met
Black or African American	*	*	*	*	23.4	*	N	N
Asian, Native Hawaiian, or Pacific Islander	214	100.0	85.1	79.0	77.0	85.1	72.9	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	24	100.0	75.0	74.0	53.0	75.0	N	N
Female	242	98.8	69.0	63.0	46.0	69.0		
Male	287	99.0	65.1	62.0	43.9	65.1		
Economically Disadvantaged Students	74	98.7	46.0	44.8	26.6	46.0	55.3	Met Target†
Non-Economically Disadvantaged Students	455	98.9	70.3	65.2	55.9	70.3		
Students with Disabilities	72	96.0	20.9	25.6	17.1	20.9	28.7	Met Target†
Students without Disabilities	457	99.4	74.2	68.9	50.5	74.2		
English Learners	43	100.0	37.2	43.4	24.6	37.2	43.1	Met Target†
Non-English Learners	486	98.8	69.6	64.4	46.9	69.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	761	761	744	*	*	13%	62%	14%	76%	44%
White	28	763	763	751	*	*	*	*	*	79%	54%
Hispanic	26	744	744	731	*	*	38%	*	*	38%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	53	768	768	771	*	*	*	*	*	91%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	55	768	768	745	*	*	*	*	*	84%	45%
Male	57	755	755	742	*	*	*	*	*	68%	42%
Economically Disadvantaged Students	18	740	740	729	*	*	*	*	*	50%	24%
Non-Economically Disadvantaged Students	94	766	766	753	*	*	*	*	*	81%	56%
Students with Disabilities	10	720	720	717	*	*	*	*	*	20%	13%
Students without Disabilities	102	766	766	748	*	*	*	*	*	81%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LEONIA MIDDLE SCHOOL
(03-2620-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	756	756	743	*	*	23%	45%	16%	60%	43%
White	59	760	760	750	*	*	*	*	*	69%	54%
Hispanic	39	734	734	732	*	31%	41%	*	*	23%	27%
Black or African American	11	734	734	727	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	68	767	767	767	*	*	*	46%	32%	78%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	16	760	760	748	0%	*	*	*	*	69%	51%
Female	94	756	756	745	*	*	24%	*	*	56%	45%
Male	99	756	756	741	*	*	21%	*	*	64%	42%
Economically Disadvantaged Students	30	743	743	730	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	163	758	758	751	*	*	*	*	*	63%	55%
Students with Disabilities	25	725	725	717	*	*	*	*	*	16%	12%
Students without Disabilities	168	760	760	748	*	*	*	*	*	67%	50%
English Learners	10	739	739	716	*	*	*	*	*	20%	10%
Non-English Learners	183	757	757	744	*	*	*	*	*	62%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LEONIA MIDDLE SCHOOL
(03-2620-055)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	744	744	728	15%	12%	23%	*	*	50%	28%
White	55	754	754	736	*	*	35%	*	*	55%	36%
Hispanic	36	722	722	722	31%	*	*	*	*	25%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	38	754	754	747	*	*	*	*	*	71%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	55	750	750	731	*	*	31%	*	*	51%	31%
Male	82	740	740	725	*	*	18%	*	*	50%	26%
Economically Disadvantaged Students	20	711	711	719	*	*	*	*	*	20%	20%
Non-Economically Disadvantaged Students	117	750	750	735	*	*	*	*	*	56%	35%
Students with Disabilities	27	715	715	705	*	*	*	*	*	22%	*
Students without Disabilities	110	751	751	735	*	*	*	*	*	57%	*
English Learners	13	726	726	705	*	*	*	*	*	31%	10%
Non-English Learners	124	746	746	729	*	*	*	*	*	52%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

LEONIA MIDDLE SCHOOL
(03-2620-055)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	809	765	746	0%	0%	0%	45%	55%	100%	46%
White	23	800	764	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	46	813	794	779	0%	0%	0%	33%	67%	100%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	35	804	764	748	0%	0%	0%	57%	43%	100%	48%
Male	39	812	767	745	0%	0%	0%	33%	67%	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	12	787	742	735	0%	0%	0%	*	*	100%	30%
White	N	N	736	740	N	N	N	N	N	N	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	708	713	N	N	N	N	N	N	*
Students without Disabilities	12	787	752	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	12	787	*	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	747	727	N	N	N	N	N	N	30%
White	N	N	746	733	N	N	N	N	N	N	35%
Hispanic	N	N	726	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	740	728	N	N	N	N	N	N	30%
Male	N	N	753	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	746	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	747	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	713	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	750	732	N	N	N	N	N	N	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	N	N	*	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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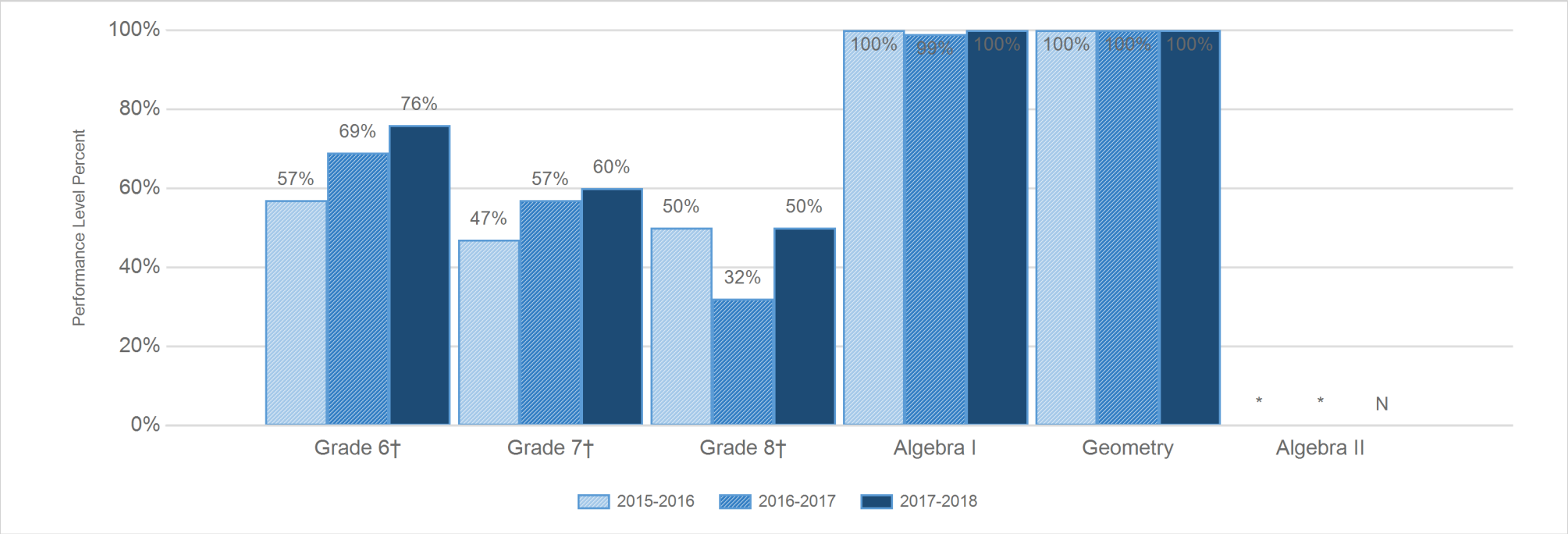
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.9%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	73.7%	26.3%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	116
7	15	0	202
8	60	12	150
Total	75	12	468

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	93	0	0	0	0	0	0
7	108	57	0	0	0	0	0
8	114	49	0	0	0	0	0
Total	315	106	0	0	0	0	0

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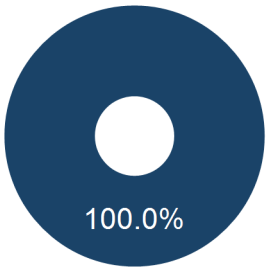
Visual and Performing Arts – Course Participation

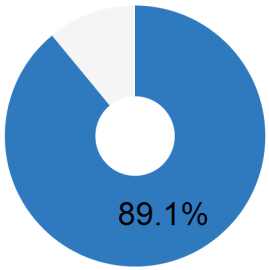
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

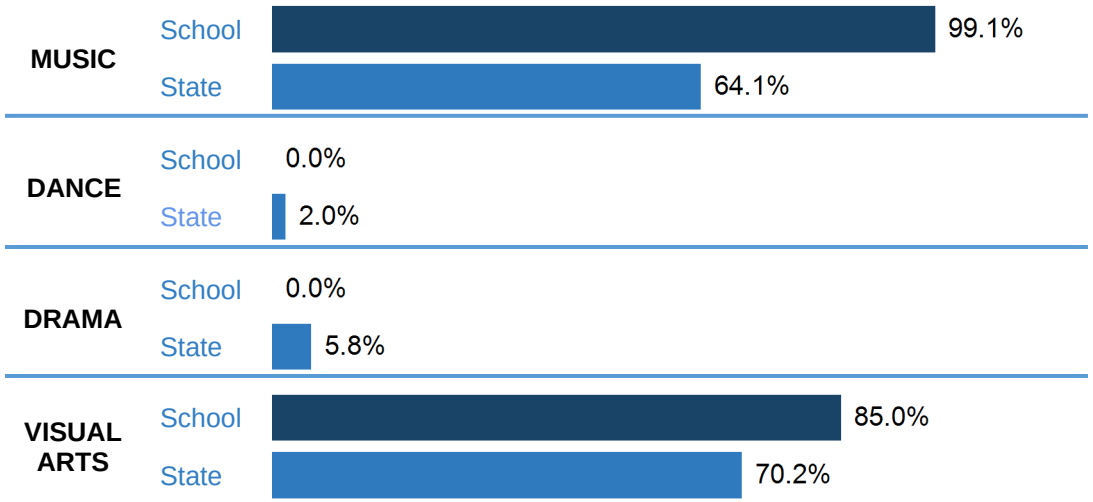


School



State

Students enrolled in one or more classes by discipline:



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

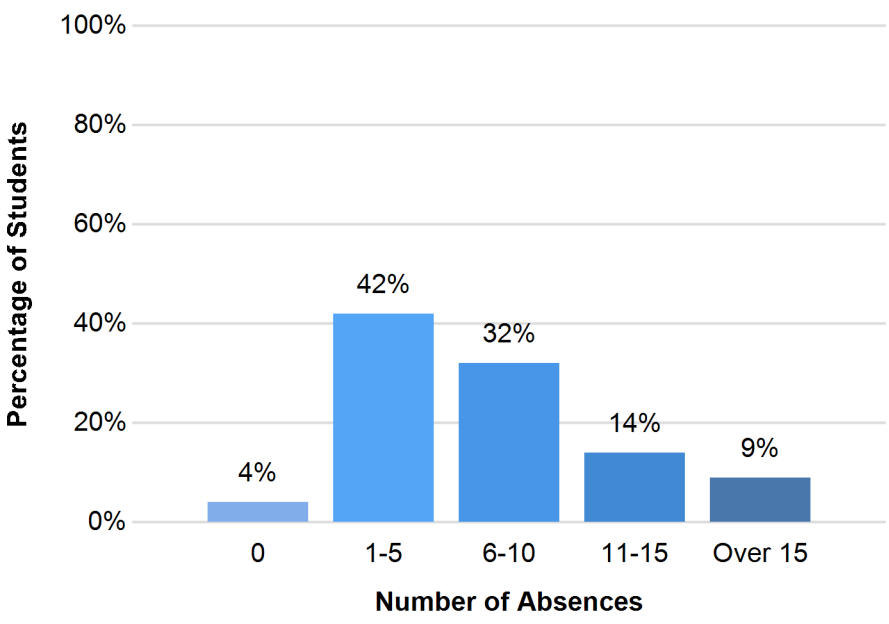
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	34	6.3	9.5	Met
White	13	7.6	9.5	Met
Hispanic	7	6.5	9.5	Met
Black or African American	*	*	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	3.7	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.2	9.5	Met
Economically Disadvantaged Students	5	6.0	9.5	Met
Students with Disabilities	9	11.3	9.5	Not Met
English Learners	1	3.3	9.5	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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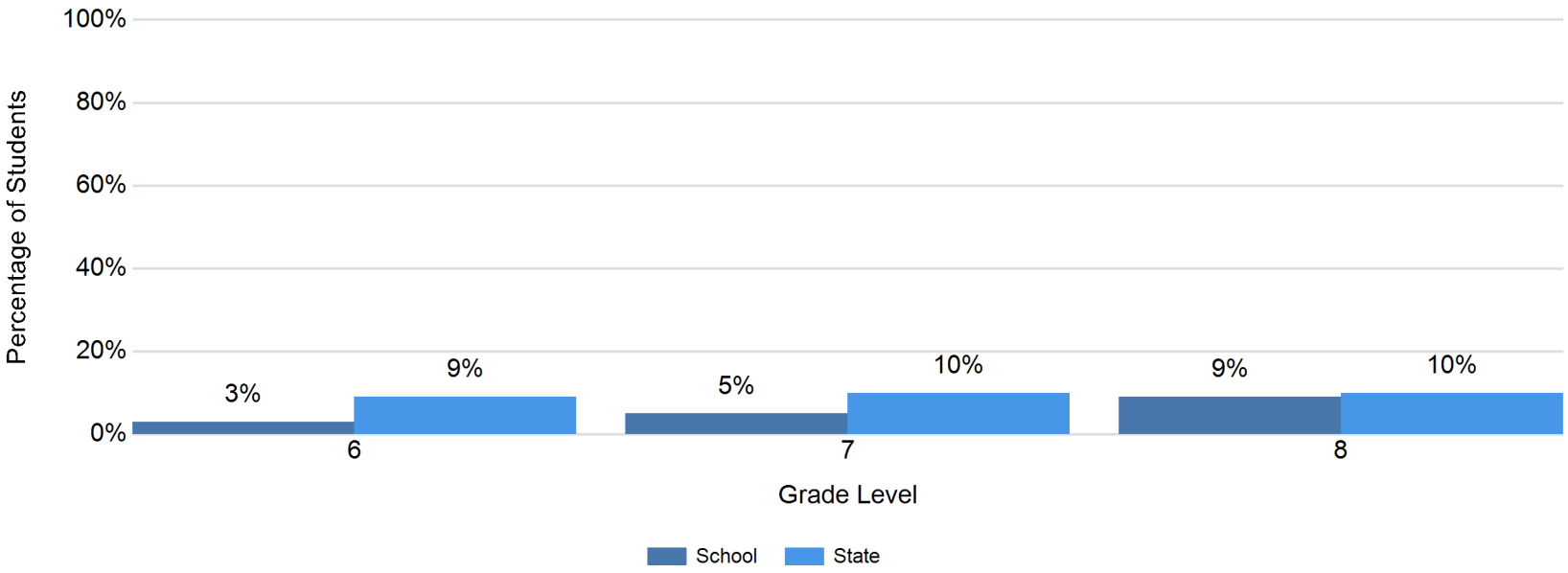
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

LEONIA MIDDLE SCHOOL
(03-2620-055)
Grades Offered: 06-08
2017-2018

Report Key:
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.88

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	31	5.8%
Out-of-School Suspensions	10	1.9%
Any Suspension	36	6.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
35

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School Day

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

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

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$347	$15,280	$15,627

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	117,464
Average years experience in public schools	9.5	12.0
Average years experience in district	9.0	10.7
Teachers in district for 4 or more years	68.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,374
Average years experience in public schools	17.5	16.0
Average years experience in district	12.6	12.0
Administrators in district for 4 or more years	58.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	267:1	111:1
Teachers to Administrators	25:1	10:1
Students to Librarians/Media Specialists		1894:1
Students to Nurses		631:1
Students to Counselors		316:1
Students to Child Study Team		237:1

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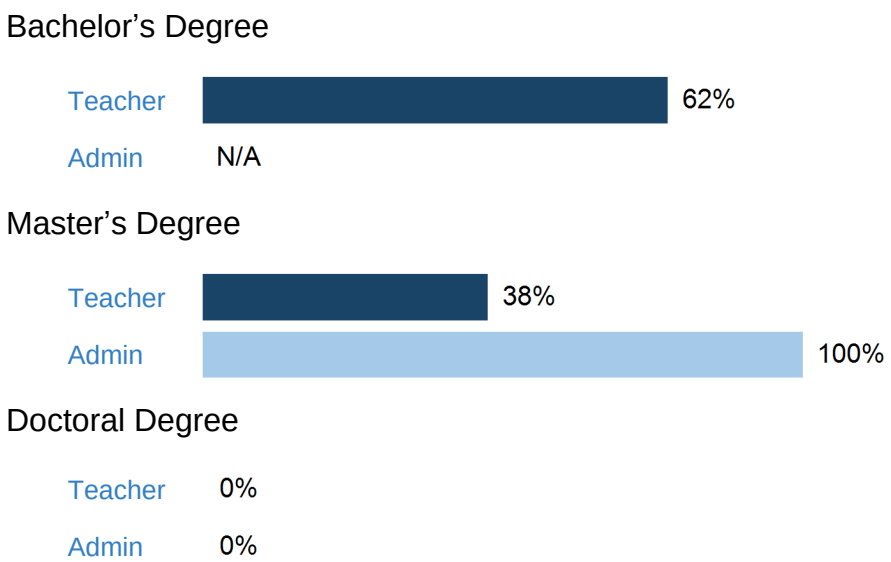
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.1%	90.2%
2016-17 Administrators: Same district 2017-18	94.1%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	91.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.0%	50.0%
Male	24.0%	50.0%
White	78.0%	100.0%
Hispanic	12.0%	0.0%
Black or African American	0.0%	0.0%
Asian	10.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	74.29	15.0%
Mathematics Proficiency	72.45	15.0%
English Language Arts Growth	56.69	20.0%
Mathematics Growth	63.92	20.0%
Progress Towards English Language Proficiency	19.79	20.0%
Chronic Absenteeism	56.59	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	55.75	n/a
Summative Rating: Percentile Rank of Summative Score	58.35	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Met	No
White	61.68	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	47.57	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	37.63	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	82.32	14.08	No	Met Goal	N	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	83.75	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	80.54	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	51.56	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

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

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

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

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

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

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