NJ SCHOOL PERFORMANCE REPORT

LEONIA HIGH SCHOOL
(03-2620-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	LEONIA BORO
Principal Name	MR. KALENDER
Address	100 CHRISTIE HEIGHTS STREET LEONIA, NJ 07605-1525
Phone Number	(201)302-5200
Email Address	KALENDER@LEONIASCHOOLS.ORG
Website	http://www.lhs.leoniaschools.org

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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
9	171	164	173
10	174	171	167
11	158	171	172
12	172	158	179
Total	675	664	691

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.5%	52.0%	50.1%
Male	48.5%	48.0%	49.9%
Economically Disadvantaged Students	19.9%	18.8%	16.2%
Students with Disabilities	14.1%	13.4%	14.1%
English Learners	2.2%	2.7%	3.3%
Homeless Students		0.5%	0.4%
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	33.9%	32.1%	31.5%
Hispanic	24.2%	24.2%	24.8%
Black or African American	5.9%	6.0%	6.3%
Asian	34.8%	36.0%	35.8%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.2%	0.1%
Two or More Races	1.0%	1.2%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	674	664	689
Shared Time Students	1	0	2
Full Time Equivalent	675	664	690

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	59.1%
Korean	18.0%
Spanish	10.9%
Chinese	2.2%
Japanese	1.9%
Other Languages	8.0%

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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	326	99.7	73.1	72.1	56.7	73.1	74.8	Met Target†
White	95	100.0	76.8	76.4	65.6	76.8	77.3	Met Target†
Hispanic	87	100.0	55.2	50.9	42.5	55.2	67.1	Not Met
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	121	100.0	82.6	80.6	82.3	82.6	77.4	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	80.0	63.4	*	**	**
Female	150	99.4	82.0	79.0	64.5	82.0		
Male	176	100.0	65.3	66.0	49.4	65.3		
Economically Disadvantaged Students	34	100.0	58.8	52.9	38.5	58.8	53.9	Met Target
Non-Economically Disadvantaged Students	292	99.7	74.6	75.0	67.5	74.6		
Students with Disabilities	54	100.0	25.9	33.7	21.6	25.9	31.8	Met Target†
Students without Disabilities	272	99.6	82.3	78.6	63.9	82.3		
English Learners	23	100.0	39.1	39.8	27.3	39.1	39.6	Met Target†
Non-English Learners	303	99.7	75.6	75.2	59.4	75.6		
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		

† Target was met within a confidence interval.

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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 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	168	772	772	752	*	*	18%	50%	26%	76%	55%
White	51	772	772	760	0%	*	*	53%	24%	76%	64%
Hispanic	50	760	760	735	*	*	30%	*	*	62%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	54	781	781	782	*	0%	*	46%	39%	85%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	77	777	777	759	*	*	*	49%	34%	83%	63%
Male	91	768	768	744	*	*	*	51%	20%	70%	46%
Economically Disadvantaged Students	17	760	760	733	*	*	*	*	*	65%	34%
Non-Economically Disadvantaged Students	151	773	773	761	*	*	*	*	*	77%	65%
Students with Disabilities	24	747	747	716	*	*	46%	*	*	42%	15%
Students without Disabilities	144	776	776	758	*	*	13%	*	*	82%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 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	163	769	769	749	7%	12%	13%	36%	33%	69%	51%
White	45	780	780	756	*	*	*	36%	38%	73%	58%
Hispanic	37	748	748	733	*	*	*	*	*	49%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	71	777	777	782	*	*	*	41%	38%	79%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	74	782	782	759	*	*	*	38%	42%	80%	60%
Male	89	759	759	739	*	*	*	34%	26%	60%	42%
Economically Disadvantaged Students	18	746	746	730	*	*	*	*	*	56%	34%
Non-Economically Disadvantaged Students	145	772	772	758	*	*	*	*	*	70%	59%
Students with Disabilities	29	720	720	707	*	*	*	*	*	14%	15%
Students without Disabilities	134	780	780	756	*	*	*	*	*	81%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	139	762	762	736	8%	10%	14%	46%	22%	68%	39%
White	48	766	766	737	*	*	*	42%	29%	71%	41%
Hispanic	31	742	742	731	*	*	*	*	*	48%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	47	773	773	759	0%	*	*	55%	21%	77%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	72	771	771	745	*	*	*	49%	28%	76%	48%
Male	67	753	753	728	*	*	*	43%	15%	58%	31%
Economically Disadvantaged Students	22	764	764	730	*	*	*	*	*	77%	33%
Non-Economically Disadvantaged Students	117	762	762	739	*	*	*	*	*	66%	42%
Students with Disabilities	18	725	725	708	*	*	*	*	*	33%	13%
Students without Disabilities	121	768	768	742	*	*	*	*	*	73%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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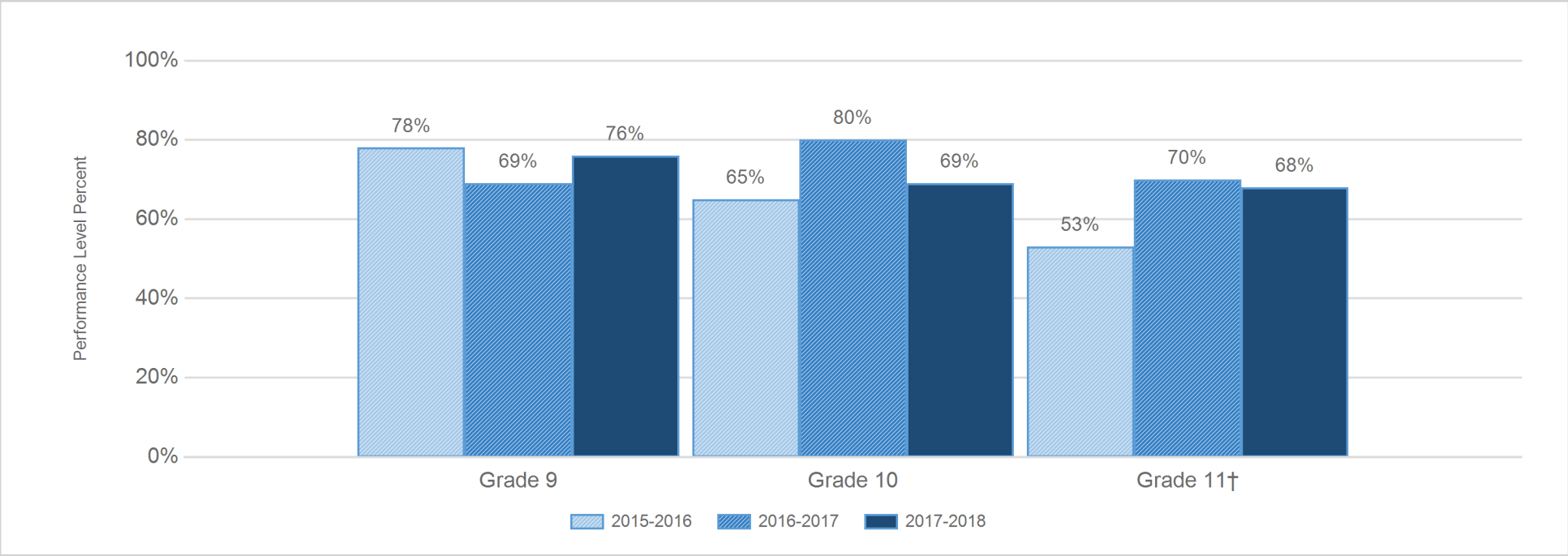
English Language Arts/Literacy Assessment - Performance Trends

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.



† 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.

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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	295	99.3	46.1	62.5	45.0	46.1	56.8	Not Met
White	88	100.0	46.6	64.5	54.1	46.6	58.9	Not Met
Hispanic	85	100.0	24.7	33.1	29.2	24.7	45.5	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99	99.0	63.7	79.0	77.0	63.7	66	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	74.0	53.0	*	**	**
Female	130	99.3	43.0	63.0	46.0	43.0		
Male	165	99.4	48.4	62.0	43.9	48.4		
Economically Disadvantaged Students	32	100.0	31.3	44.8	26.6	31.3	47.2	Not Met
Non-Economically Disadvantaged Students	263	99.3	47.9	65.2	55.9	47.9		
Students with Disabilities	53	98.2	17.0	25.6	17.1	17.0	21.3	Met Target†
Students without Disabilities	242	99.6	52.5	68.9	50.5	52.5		
English Learners	21	100.0	23.8	43.4	24.6	23.8	44	Not Met
Non-English Learners	274	99.3	47.8	64.4	46.9	47.8		
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 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	116	738	765	746	*	*	35%	33%	0%	33%	46%
White	35	741	764	755	*	*	40%	34%	0%	34%	57%
Hispanic	48	728	*	730	*	38%	38%	*	*	17%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	22	753	794	779	*	*	*	64%	0%	64%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	51	736	764	748	*	*	39%	*	*	25%	48%
Male	65	739	767	745	*	*	32%	*	*	38%	44%
Economically Disadvantaged Students	16	715	*	729	*	*	*	*	*	13%	25%
Non-Economically Disadvantaged Students	100	741	*	756	*	*	*	*	*	36%	57%
Students with Disabilities	25	734	*	716	*	*	*	*	*	32%	13%
Students without Disabilities	91	739	*	752	*	*	*	*	*	33%	52%
English Learners	13	724	*	710	*	*	*	*	*	15%	*
Non-English Learners	103	740	*	749	*	*	*	*	*	35%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

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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	120	737	742	735	*	28%	33%	*	*	34%	30%
White	39	736	736	740	*	26%	33%	*	*	33%	37%
Hispanic	30	728	*	723	*	33%	40%	*	*	17%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	39	743	*	760	0%	26%	31%	44%	0%	44%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	53	743	*	736	*	*	32%	*	*	43%	30%
Male	67	732	*	734	*	*	33%	*	*	27%	29%
Economically Disadvantaged Students	17	729	*	722	*	*	*	*	*	24%	13%
Non-Economically Disadvantaged Students	103	739	*	741	*	*	*	*	*	36%	38%
Students with Disabilities	31	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	89	747	752	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
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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Grades Offered: 09-12
2017-2018

Report Key:
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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	155	747	747	727	11%	21%	21%	*	*	47%	30%
White	50	746	746	733	*	26%	*	*	*	44%	35%
Hispanic	34	726	726	710	*	*	*	29%	0%	29%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	59	763	763	766	*	*	*	*	*	66%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	71	740	740	728	*	30%	24%	*	*	38%	30%
Male	84	753	753	727	*	14%	18%	*	*	55%	30%
Economically Disadvantaged Students	13	746	746	709	*	*	*	*	*	54%	13%
Non-Economically Disadvantaged Students	142	747	747	736	*	*	*	*	*	46%	37%
Students with Disabilities	13	713	713	693	*	*	*	*	*	15%	*
Students without Disabilities	142	750	750	732	*	*	*	*	*	50%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

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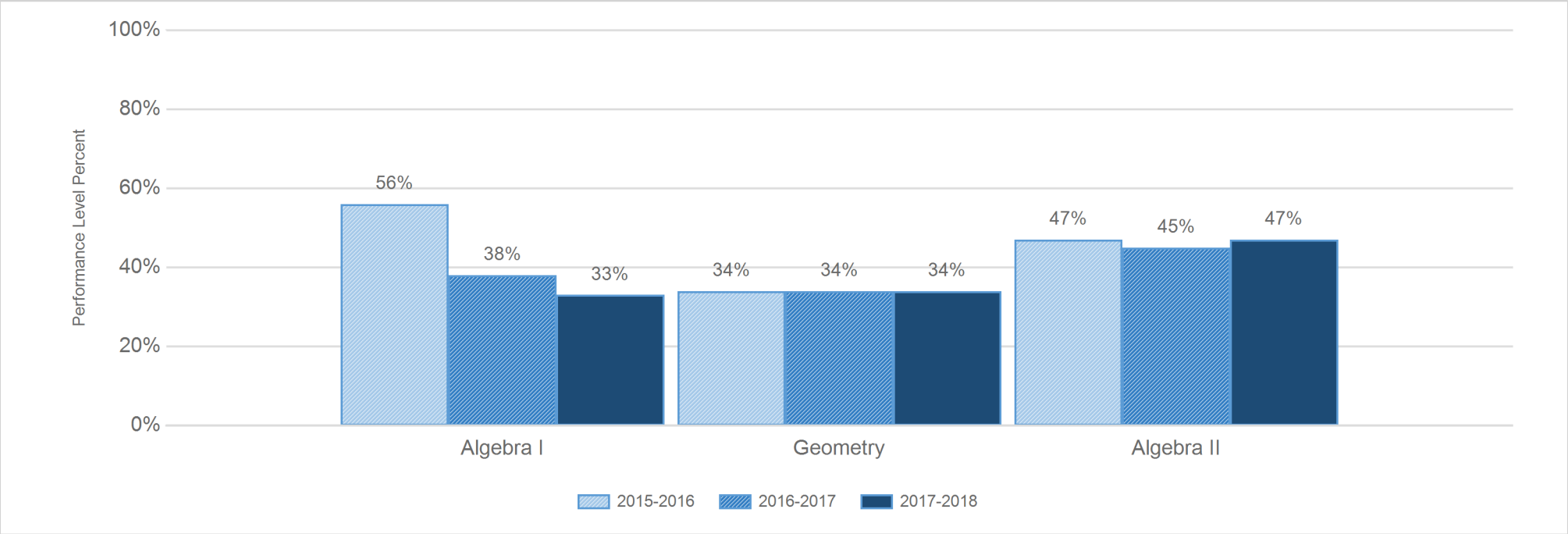
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	66.7%	**	**

† 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	17	64.7%	35.3%
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	28.0%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	514	478	Grade 10: 430 Grade 11: 460	73%	62%
PSAT 10/NMSQT - Math	516	478	Grade 10: 480 Grade 11: 510	56%	42%
SAT - Reading and Writing	587	542	480	91%	72%
SAT - Math	599	543	530	75%	54%
ACT - Reading	26	24	22	72%	62%
ACT - English	26	24	18	92%	78%
ACT - Math	24	24	22	70%	62%
ACT - Science	24	23	23	54%	53%

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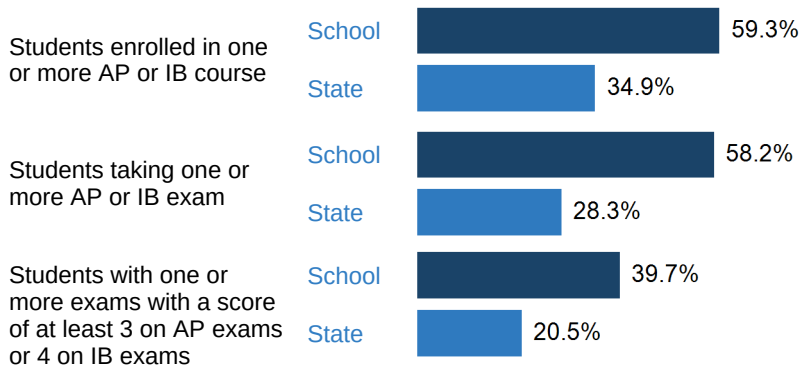
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

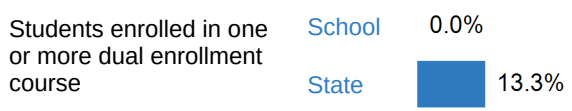
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	55	54
AP Calculus AB	52	45
AP Calculus BC	21	20
AP Chemistry	18	8
AP Computer Science A	11	9
AP Computer Science Principles	0	1
AP English Language and Composition	33	33
AP English Literature and Composition	30	30
AP Environmental Science	51	47
AP European History	0	13
AP French Language and Culture	9	8
AP Japanese Language and Culture	0	2
AP Macroeconomics	10	9
AP Music Theory	3	3
AP Physics 1	0	54
AP Physics 2	0	6

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	63	0
AP Psychology	71	65
AP Spanish Language	16	12
AP Statistics	21	21
AP Studio Art—Drawing Portfolio	4	4
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	5	5
AP U.S. History	37	36
AP World History	16	0
Total Exams taken		486
Exams with scores of at least 3 on AP exams or 4 on IB exams		309

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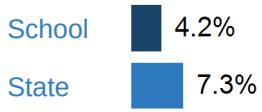
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

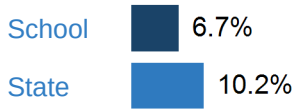
Career and Technical Education Participation

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

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



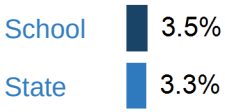
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	*	*	*
Information Technology	*		
Marketing	74		
Total (All Clusters)	76	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	107	52	31	1	0	0	6
10	16	96	50	27	0	0	1
11	1	16	81	53	31	9	4
12	1	4	25	43	83	12	33
Total	125	168	187	124	114	21	44
Enrolled in AP/IB Course					73	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	119	22	0	0	30	51
10	71	92	0	18	1	18
11	34	43	0	29	63	46
12	13	25	0	33	51	55
Total	237	182	0	80	145	170
Enrolled in AP/IB Course	55	18		51	63	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	166	3	8	2	7	6
10	8	160	3	14	14	1
11	27	166	10	28	17	8
12	11	30	7	77	10	9
Total	212	359	28	121	48	24
Enrolled in AP/IB Course	16	37	10	71		5
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	86	36	0	24	0	10	0
10	80	31	0	34	0	10	0
11	71	36	0	27	0	18	12
12	33	16	0	22	0	15	10
Total	270	119	0	107	0	53	22
Enrolled in AP/IB Course	16	9	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	97	58	0	31	0	25	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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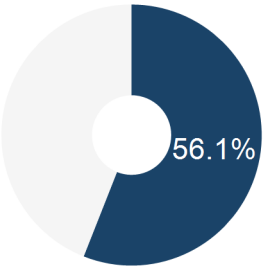
Visual and Performing Arts – Course Participation

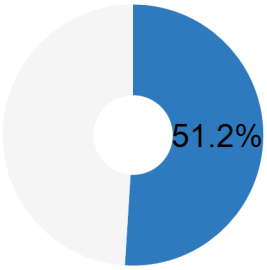
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

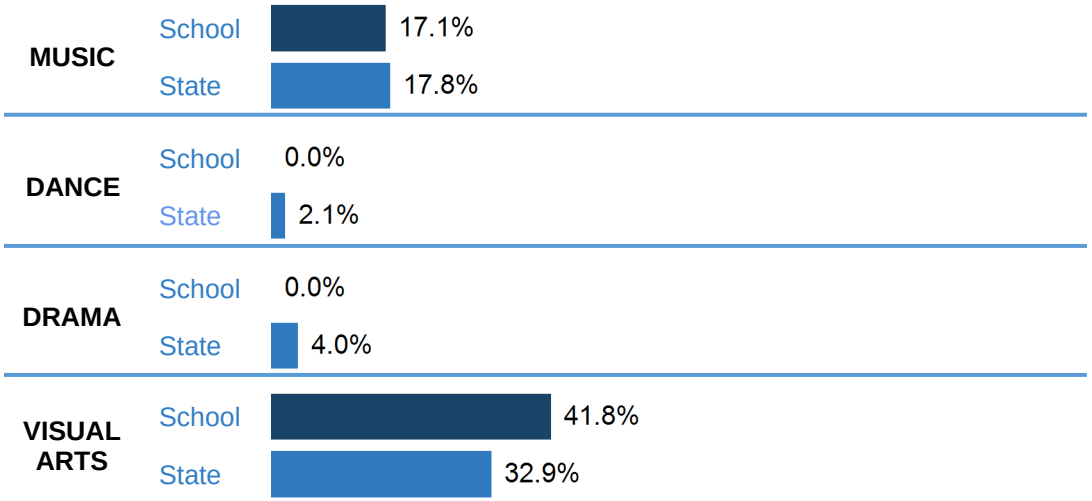


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.0%	90.9%	95.5%	92.4%	93.6%	92.6%	Met Target	96.0%	N	Met Goal
White	98.2%	95.0%	93.3%	95.7%	91.3%	89.7%	Met Target	95.3%	N	Met Goal
Hispanic	95.3%	84.8%	97.7%	87.3%	95.3%	N	Met Goal	95.6%	N	Met Goal
Black or African American	90.9%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	95.4%	97.0%	96.4%	97.7%	94.5%	93.8%	Met Target	98.4%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	85.7%	84.6%	96.9%	87.0%	93.8%	86.6%	Met Target	96.4%	N	Met Goal
Students with Disabilities	80.0%	80.1%	81.0%	83.5%	77.3%	94.0%	Not Met	93.8%	N	N
English Learners	93.3%	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	82.7%	74.4%
Substitute Competency Test	13.1%	20.2%
Portfolio Appeals Process	1.8%	2.4%
Alternate Requirements specified in IEP	2.4%	3.0%
Unknown	0.0%	0.0%

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
2018	96.0%	-
2017	93.6%	95.5%
2016	92.1%	96.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

LEONIA HIGH SCHOOL
(03-2620-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	81.5%	15.3%	84.7%
White	85.2%	10.9%	89.1%
Hispanic	71.4%	26.7%	73.3%
Black or African American	70%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	87.1%	14.8%	85.2%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	82.4%	25%	75%
Students with Disabilities	64.3%	33.3%	66.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85.5%	19.4%	80.6%	63.7%	36.3%	55.6%	44.4%
White	78.6%	21.2%	78.8%	54.5%	45.5%	48.5%	51.5%
Hispanic	90%	22.2%	77.8%	72.2%	27.8%	61.1%	38.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.3%	9.3%	90.7%	62.8%	34.9%	53.5%	46.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.8%	25.8%	74.2%	71%	29%	74.2%	25.8%
Students with Disabilities	58.8%	40%	60%	90%	10%	80%	20%
English Learners	N	N	N	N	N	N	N

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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.

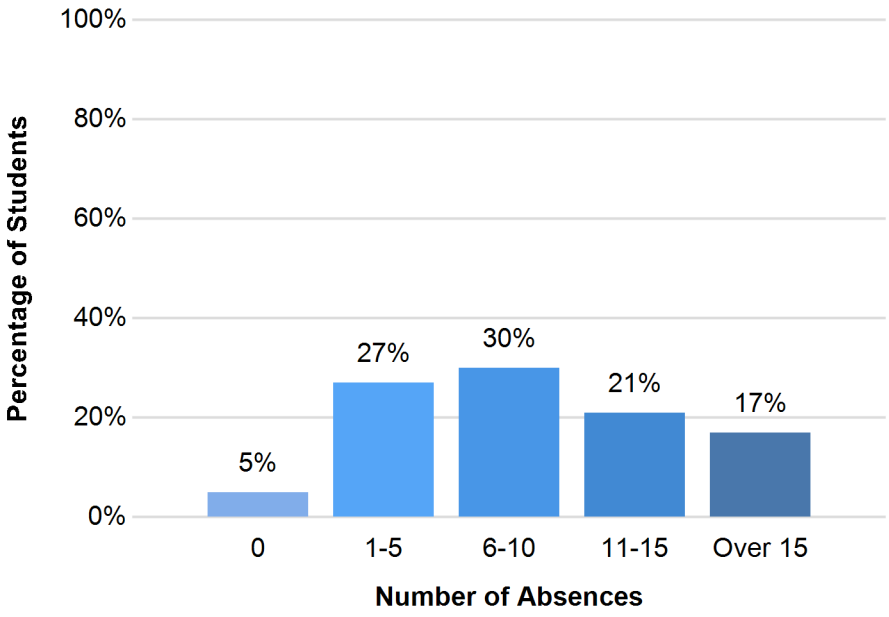
Chronic Absenteeism

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	75	10.8	14.9	Met
White	35	15.6	14.9	Not Met
Hispanic	16	9.5	14.9	Met
Black or African American	5	12.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	17	6.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	9.1	14.9	Met
Students with Disabilities	13	12.7	14.9	Met
English Learners	1	4.3	14.9	Met

Days Absent

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



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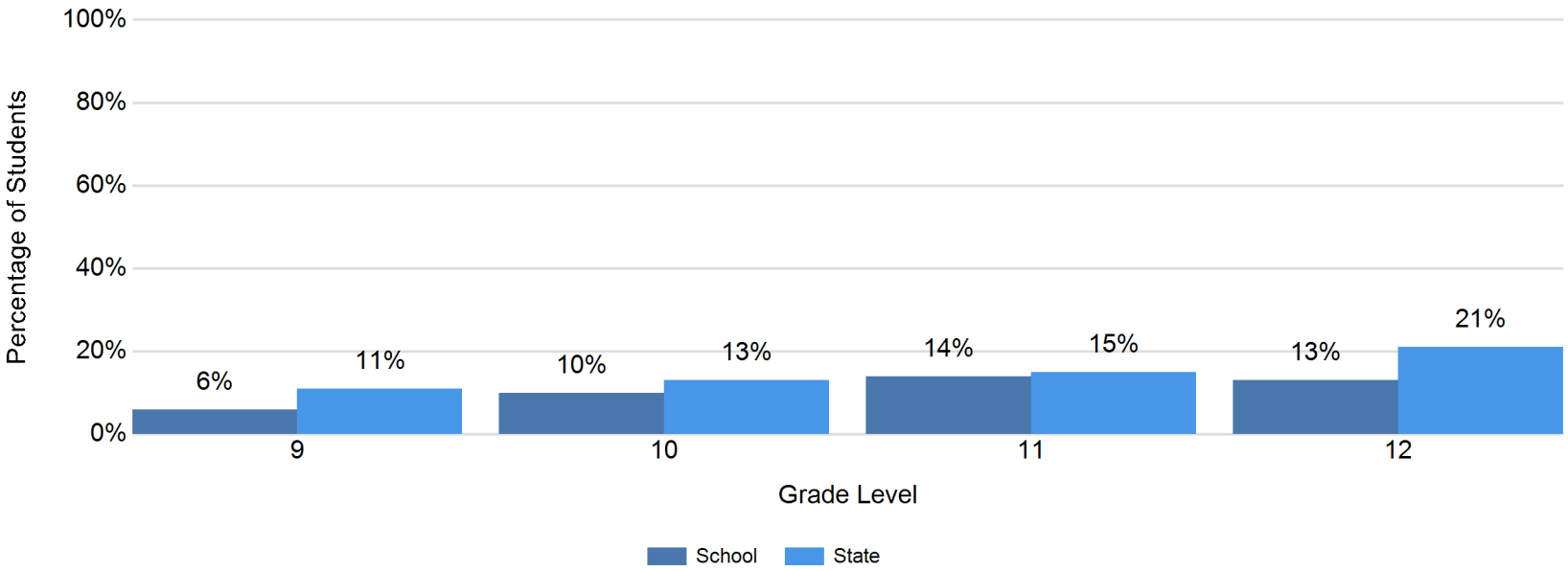
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	2
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.90

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	5
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	97	14.1%
Out-of-School Suspensions	30	4.3%
Any Suspension	98	14.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
201

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:55 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	2 Hrs. 54 Mins.

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	66	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	71.2%	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	10:1	11:1
Students to Administrators	69:1	111:1
Teachers to Administrators	7:1	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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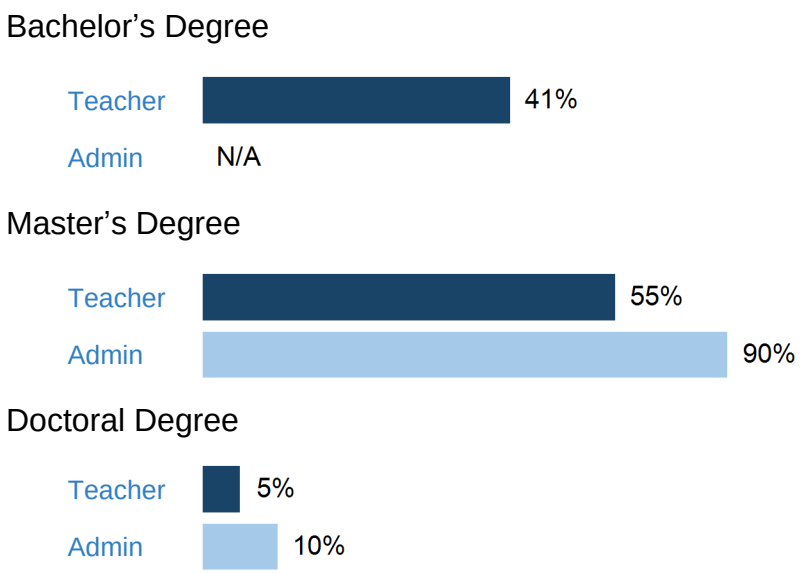
Teachers and Administrators - Level of Education

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	94.3%

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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	63.6%	50.0%
Male	36.4%	50.0%
White	80.3%	70.0%
Hispanic	7.6%	20.0%
Black or African American	1.5%	0.0%
Asian	10.6%	10.0%
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	82.81	17.5%
Mathematics Proficiency	72.49	17.5%
Graduation Rate - 4-Year	41.55	25.0%
Graduation Rate - 5-Year	62.36	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	60.34	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	62.21	n/a
Summative Rating: Percentile Rank of Summative Score	66.19	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Target	Met Goal	**	Met	No
White	46.02	8.94	No	Met Target†	Not Met	Met Target	Met Goal	n/a	Not Met	No
Hispanic	77.12	8.94	No	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	39.77	8.94	No	Met Goal	Met Target†	Met Target	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	85.84	8.94	No	Met Target	Not Met	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	70.76	8.94	No	Met Target†	Met Target†	Not Met	N	n/a	Met	No
English Learners	**	**	No	Met Target†	Not Met	**	**	**	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:	• The Academies at Leonia High School are a focused study for students interested in certain academic areas. • The high school has been ranked nationally by both the Washington Post and U.S. News & World Report • The Quiz Bowl team continues to be a national power qualifying for the DC nationals each of the last four years.
Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	The high school has been ranked nationally by both the Washington Post and U.S. News & World Report. Recently, the high school administration has been asked to provide an overview of the high school's academy program to groups of administrators from several local school districts.

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

NJ SCHOOL PERFORMANCE REPORT

LEONIA HIGH SCHOOL
(03-2620-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	On the high school level, there are no other before or after-school programs except clubs and athletic sports.
Staff and Professional Learning:	During this year, the teachers have participated in technology workshops. Annually, all non-tenured teachers are required to participate in the peer observation program. Non-tenured teachers observe up to ten tenured staff members to gain insight into teaching strategies and techniques. The new staff members find this very helpful as they develop into master teachers.
Postsecondary Information:	Most of the high school's graduates attend college. Over 90% of The Class of 2018 applied to either a two or four year with over 90% of the students registering for post-high school education. Each year, there is a Financial Aid Night for both parents and students to assist them in the process. Our graduates attend a wide range of school including the Ivy League universities and Bergen Community College, a highly respected two-year college located in our county.

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

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Facilities:	Leonia High School consists of three wings to the building for the 756 students on the rolls. This year we opened the new North Wing of the building, which includes four math classrooms, one computer science lab, one social studies class, and two Family and Consumer sciences rooms, which includes a state-of-the-art culinary lab with six restaurant style kitchen stations.

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