



State of New Jersey
2015-2016

Grade Span 3F-05

03-2620-060

BERGEN

LEONIA BORO

Anna C. Scott Elementary School

100 Highland Street

Leonia, NJ 07605

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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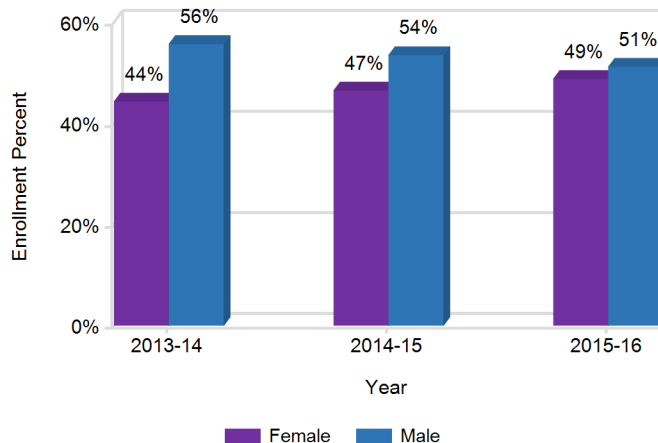
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	17	18	19
Grade KG	84	96	82
Grade 01	108	87	97
Grade 02	92	108	92
Grade 03	91	104	104
Grade 04	112	101	102
Grade 05	101	110	103
UG	29	30	43
Total	634	654	642

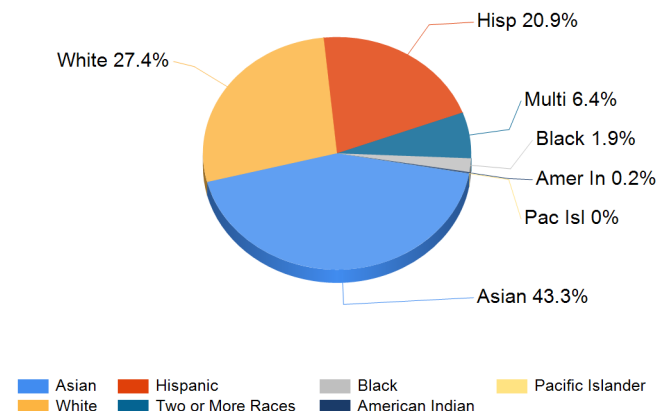
Enrollment by Gender

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



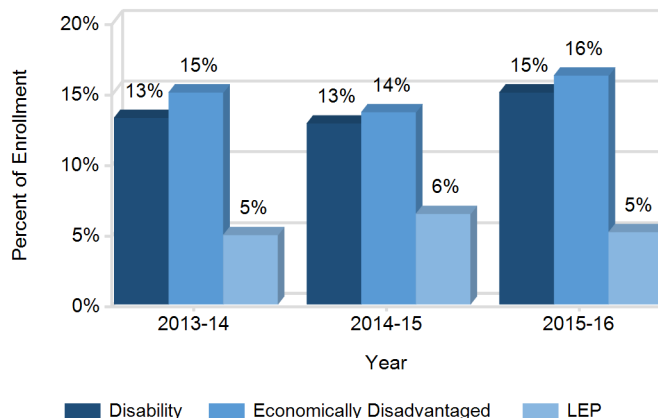
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	58.7%
Korean	25.7%
Spanish	7.8%
Chinese	2.0%
Japanese	1.6%
Other	4.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	S	67
Mathematics Met or Exceeded Expectations	74%	S	89

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	301	65%	67	98%	✓	301	74%	89	98%	✓
White	94	70%	70	96%	✓	94	76%	87	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	59	46%	55	96%	✓	59	54%	80	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	131	68%	34	100%	✓	132	82%	57	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	37%	79	93%	✓	41	42%	88	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	56	43%	67	98%	✓	56	59%	94	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	757	757	746	5%	9%	29%	48%	10%	58%	48%
White	28	757	757	756	4%	14%	29%	43%	11%	54%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	26	748	748	730	8%	8%	35%	46%	4%	50%	31%
Asian	44	761	761	772	5%	2%	30%	52%	11%	64%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	17	729	729	718	24%	12%	35%	18%	12%	29%	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	19	738	738	727	11%	11%	53%	26%	N	26%	28%
PARCC MATH											
Schoolwide	105	763	763	749	4%	6%	20%	49%	22%	71%	52%
White	28	761	761	757	4%	4%	29%	46%	18%	64%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	27	752	752	736	4%	15%	22%	48%	11%	59%	35%
Asian	44	770	770	777	5%	2%	14%	52%	27%	80%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	17	742	742	727	18%	12%	29%	24%	18%	41%	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	19	752	752	732	5%	11%	26%	47%	11%	58%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	763	763	750	2%	9%	20%	49%	20%	69%	54%
White	27	767	767	759	N	4%	15%	63%	19%	82%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	20	745	745	737	5%	20%	30%	45%	N	45%	37%
Asian	50	770	770	773	N	8%	22%	40%	30%	70%	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	13	736	736	723	15%	31%	15%	39%	N	39%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	25	752	752	734	4%	20%	28%	24%	24%	48%	33%
PARCC MATH											
Schoolwide	104	762	762	745	5%	5%	19%	58%	14%	71%	47%
White	27	765	765	752	4%	N	19%	74%	4%	78%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	20	744	744	733	10%	20%	25%	45%	N	45%	30%
Asian	51	770	770	771	4%	N	16%	57%	24%	80%	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	13	733	733	724	15%	23%	31%	31%	N	31%	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	25	750	750	730	8%	12%	28%	40%	12%	52%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	761	761	751	4%	9%	21%	55%	11%	67%	53%
White	37	760	760	758	8%	11%	5%	68%	8%	76%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	46	766	766	773	2%	7%	22%	54%	15%	70%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	16	752	752	735	6%	13%	25%	44%	13%	56%	33%
PARCC MATH											
Schoolwide	104	772	772	747	1%	10%	10%	49%	31%	80%	47%
White	37	770	770	753	3%	5%	8%	51%	32%	84%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	S	735	S	S	S	S	S	S	31%
Asian	46	783	783	774	N	7%	7%	48%	39%	87%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	16	762	762	732	6%	13%	13%	56%	13%	69%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



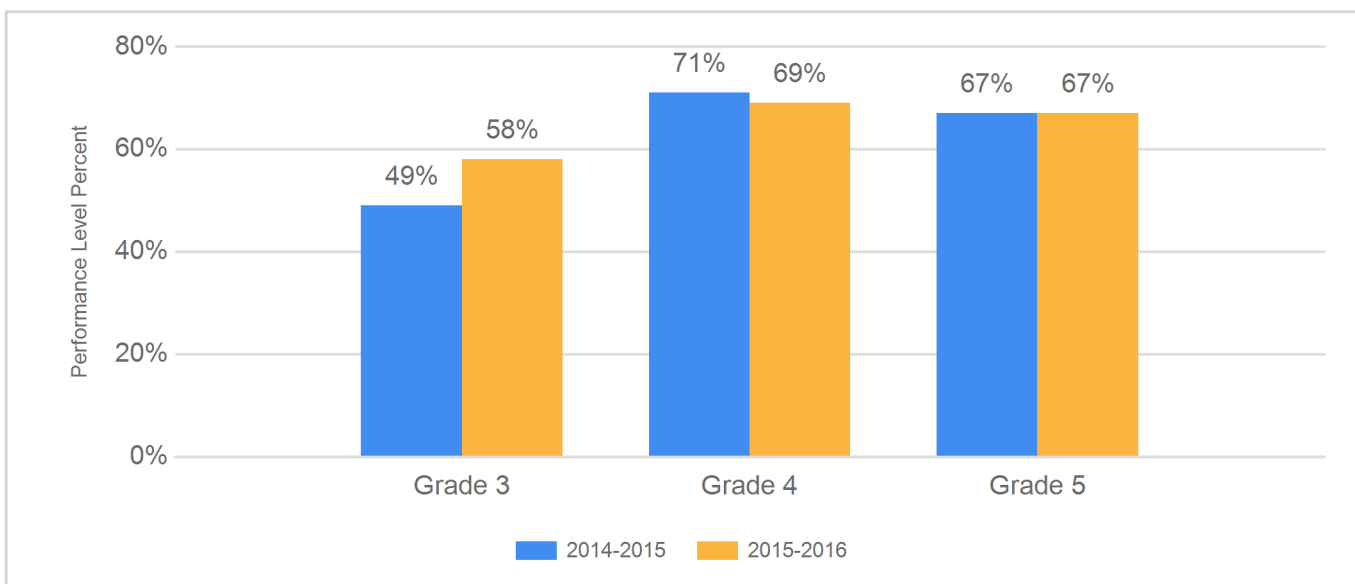
State of New Jersey
2015-2016

Grade Span 3F-05

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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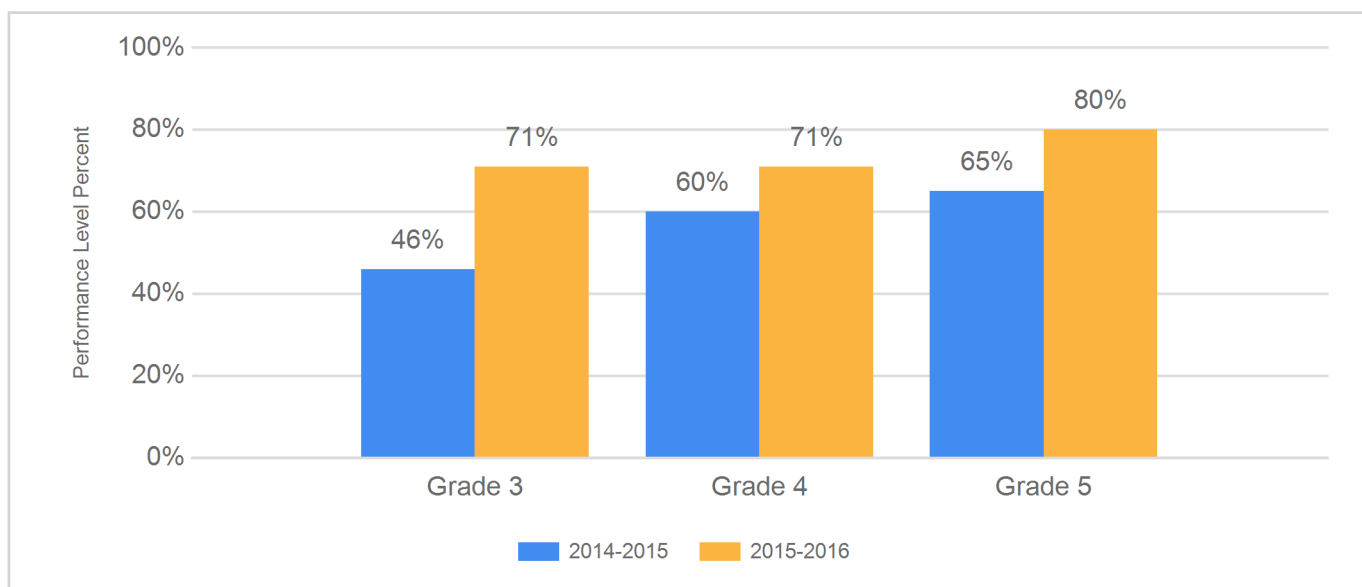
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2015-2016

Grade Span 3F-05

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span 3F-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

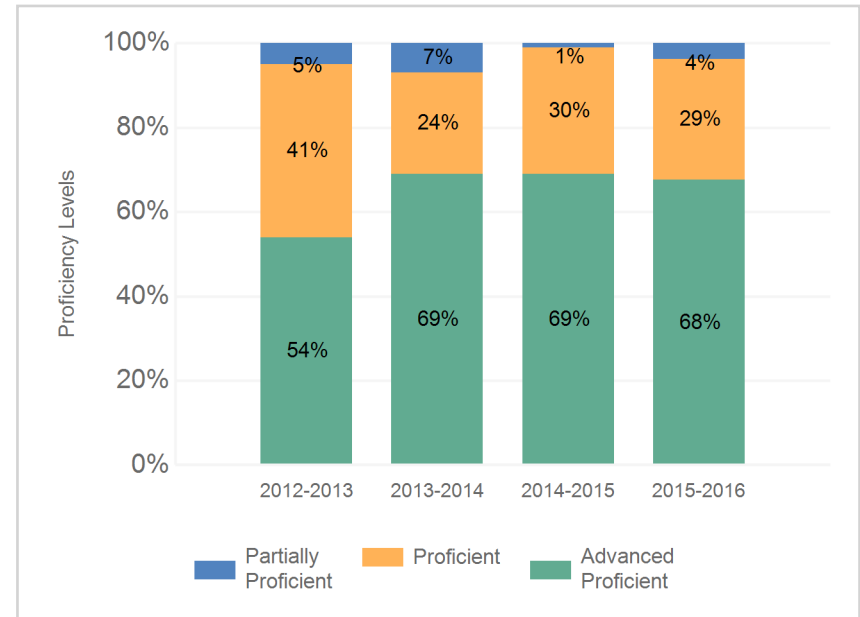
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	29%	4%
White	71%	25%	4%
African American	S	S	S
Hispanic	35%	60%	5%
American Indian	S	S	S
Asian	78%	18%	4%
Two or More Races	S	S	S
Students with Disability	29%	57%	14%
English Language Learners	36%	55%	9%
Economically Disadvantaged Students	54%	43%	4%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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2015-2016

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	S	50
Student Growth on Math	82	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	4%	3%	2%
Approached (L3)	8%	9%	4%
Met (L4)	9%	21%	23%
Exceeded (L5)	0%	3%	13%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	4%	1%	1%
Approached (L3)	3%	4%	6%
Met (L4)	2%	9%	42%
Exceeded (L5)	1%	2%	19%



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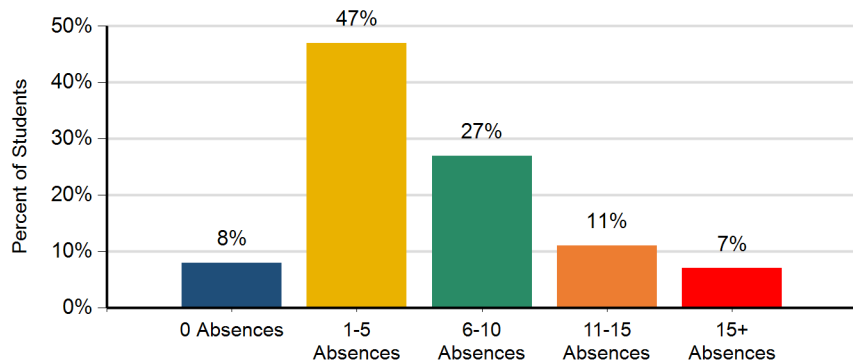
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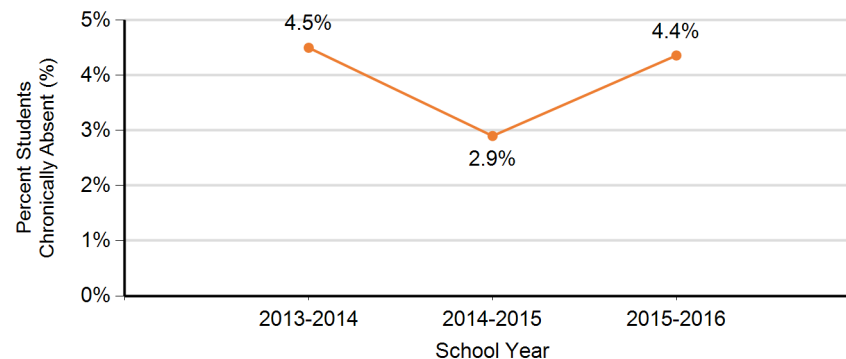
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	321:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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Grade Span 09-12

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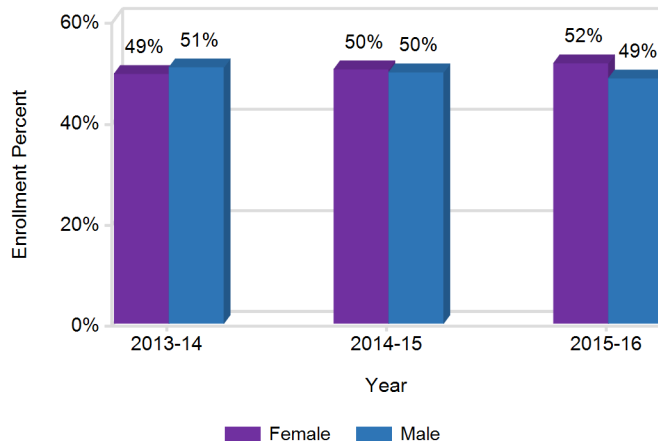
Enrollment by Grade

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Grade 09	145	163	161
Grade 10	169	149	168
Grade 11	168	177	147
Grade 12	170	173	159
UG	44	27	39
Total	695	689	674

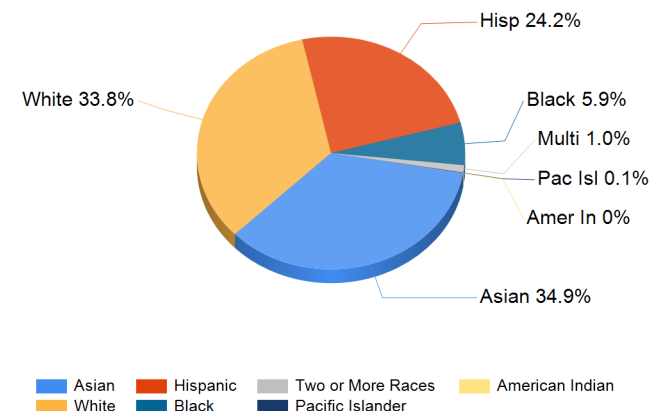
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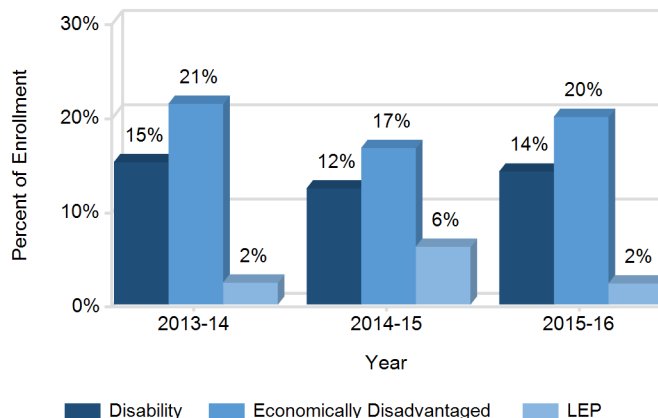
Enrollment by Ethnic/ Racial Subgroup

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Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
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Korean	16.9%
Spanish	10.7%
Chinese	2.4%
Japanese	1.6%
Other	7.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span 09-12

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	S	90
Mathematics Met or Exceeded Expectations	54%	S	89

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	310	74%	90	99%	✓	275	54%	89	99%	✓
White	113	77%	86	98%	✓	99	57%	84	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	67	66%	90	99%	✓	60	42%	85	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	109	77%	61	100%	✓	93	65%	70	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	49	51%	92	98%	✓	46	43%	93	100%	✓



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	169	774	774	746	5%	8%	9%	37%	41%	78%	49%
White	66	785	785	754	5%	5%	5%	29%	58%	86%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	32	748	748	730	16%	16%	9%	44%	16%	59%	34%
Asian	57	777	777	774	2%	5%	14%	40%	39%	79%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	17	711	711	713	41%	41%	6%	12%	N	12%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	30	752	752	729	17%	17%	17%	27%	23%	50%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	765	765	740	11%	9%	15%	36%	29%	65%	44%
White	53	760	760	747	19%	6%	13%	34%	28%	62%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	44	758	758	726	9%	9%	23%	41%	18%	59%	33%
Asian	62	775	775	767	7%	10%	11%	31%	42%	73%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	15	718	718	702	47%	20%	7%	13%	13%	27%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	21	743	743	723	14%	14%	29%	24%	19%	43%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	744	744	736	15%	17%	16%	41%	12%	53%	40%
White	25	745	745	739	16%	12%	12%	48%	12%	60%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	30	740	740	732	7%	30%	17%	37%	10%	47%	37%
Asian	41	755	755	753	15%	7%	17%	44%	17%	61%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	22	743	743	730	27%	5%	9%	55%	5%	59%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



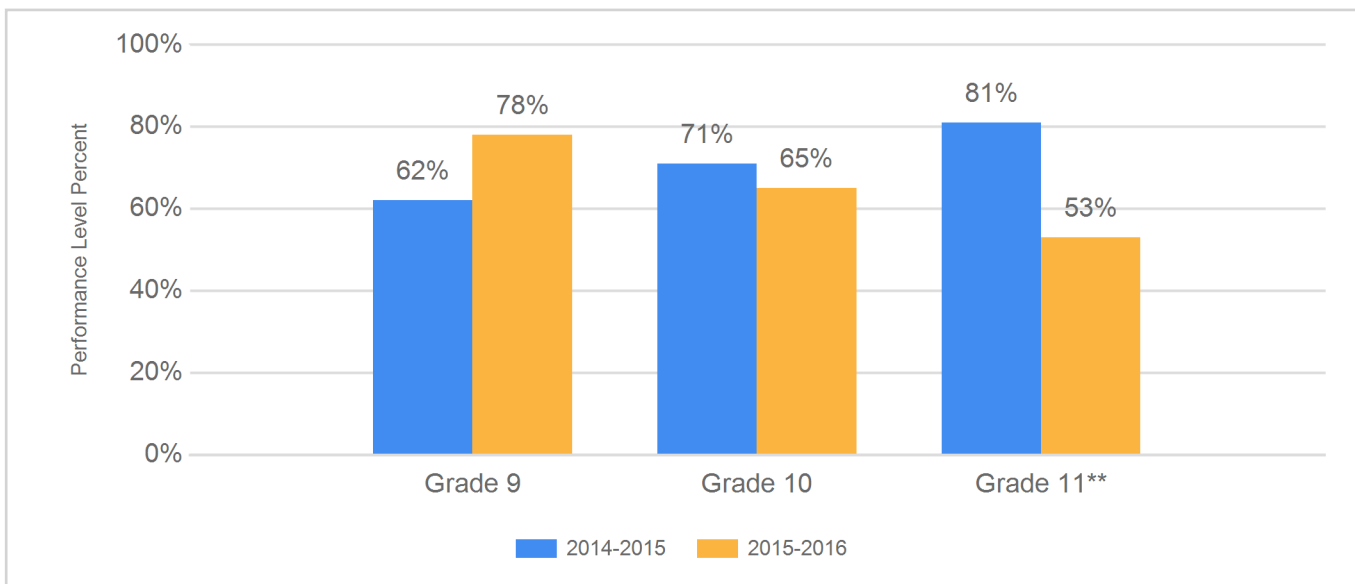
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	748	748	727	7%	10%	27%	55%	1%	56%	41%
White	51	751	751	734	8%	4%	26%	63%	N	63%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	30	740	740	720	10%	20%	27%	43%	N	43%	25%
Asian	30	756	756	746	N	13%	13%	70%	3%	73%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	24	738	738	719	4%	17%	54%	25%	N	25%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-2620-050

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	738	738	730	6%	26%	34%	28%	6%	34%	27%
White	39	739	739	736	8%	21%	36%	28%	8%	36%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	30	732	732	720	7%	37%	33%	23%	N	23%	13%
Asian	29	748	748	750	3%	14%	35%	38%	10%	48%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	18	736	736	719	6%	33%	22%	39%	N	39%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-2620-050

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	744	744	722	12%	16%	25%	46%	2%	47%	27%
White	S	S	S	728	S	S	S	S	S	S	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	31	733	733	707	10%	29%	36%	26%	N	26%	12%
Asian	62	753	753	754	8%	11%	19%	60%	2%	61%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	20	743	743	705	15%	15%	20%	40%	10%	50%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



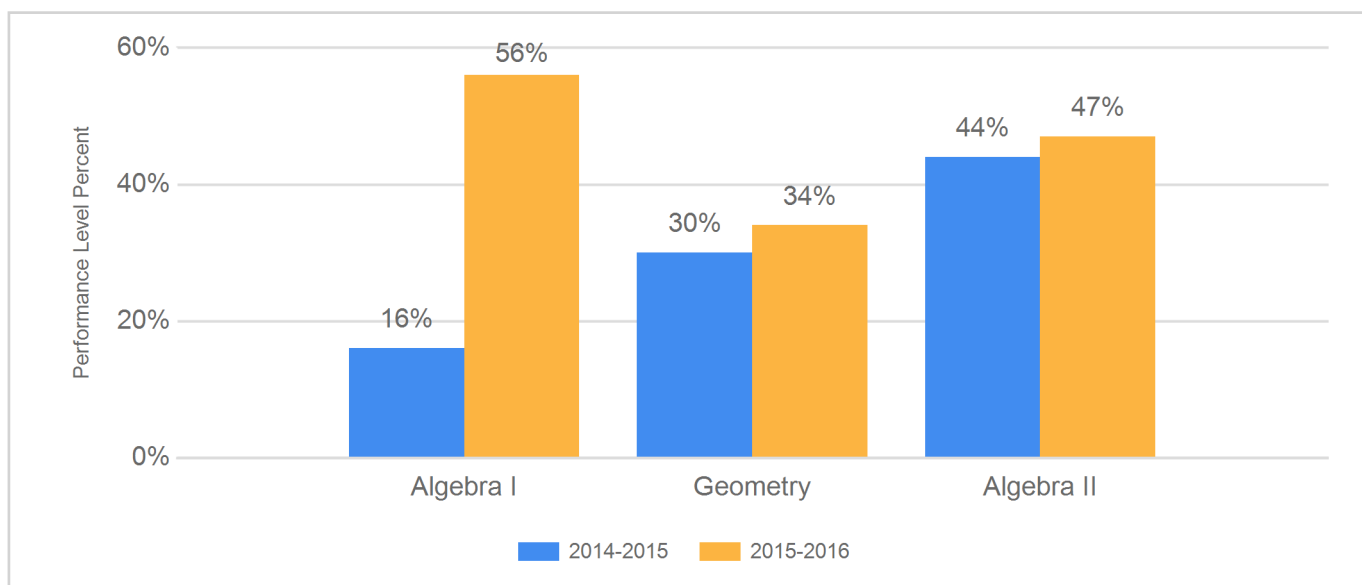
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

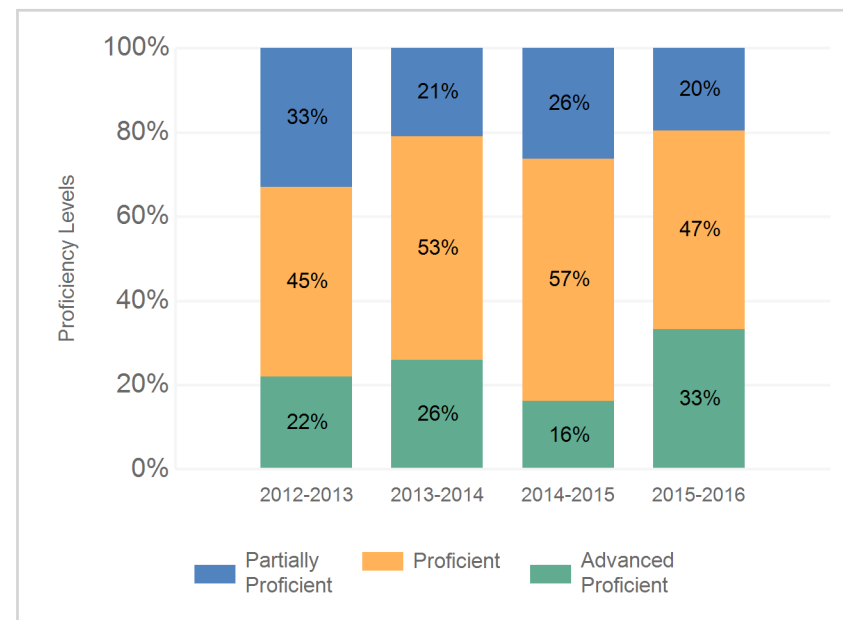
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	33%	47%	20%
White	43%	39%	18%
African American	11%	50%	39%
Hispanic	17%	63%	20%
American Indian	N	N	N
Asian	40%	43%	17%
Two or More Races	S	S	S
Students with Disability	N	15%	85%
English Language Learners	S	S	S
Economically Disadvantaged Students	20%	51%	29%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

03-2620-050

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.3%	58.0%
Percent of Students Participating in ACT	26.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	84%	71%
Math	530	64%	53%
ACT	-	-	-
Reading	22	57%	58%
English	18	81%	74%
Math	22	67%	61%
Science	23	55%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1019	950
SAT	-	-
Reading and Writing	590	537
Math	584	538
ACT	-	-
Reading	24	23
English	24	22
Math	25	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1130	1000	890
SAT	-	-	-
Reading and Writing	660	590	520
Math	680	570	490
ACT	-	-	-
Reading	31	23	19
English	30	24	20
Math	29	25	20
Science	28	23	19

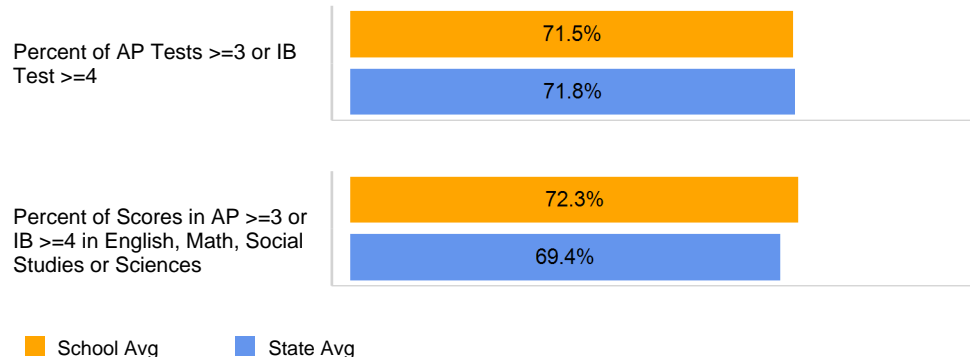


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	2
AP Biology	58	55
AP Calculus AB	22	21
AP Calculus BC	15	15
AP Chemistry	9	9
AP Computer Science A	5	5
AP English Language and Composition	38	36
AP English Literature and Composition	33	32
AP Environmental Science	33	31
AP French Language	10	10
AP Macroeconomics	24	23
AP Music Theory	2	2
AP Physics 1	0	36
AP Physics 2	0	11
AP Physics B	62	0
AP Physics C	1	0
AP Physics C: Mechanics	0	1
AP Psychology	25	25
AP Spanish Language	12	11
AP Statistics	42	35
AP Studio Art—Drawing Portfolio	4	0
AP Studio Art—General Portfolio	0	3
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	17	16
AP U.S. History	38	34

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	66.0%	39.1%
One of More Test	60.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	52.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

03-2620-050
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AP/IB Course	Students Enrolled	Students Tested
AP World History	8	8
Student AP Tests ≥ 3 and IB Tests ≥ 4		133

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State of New Jersey
2015-2016

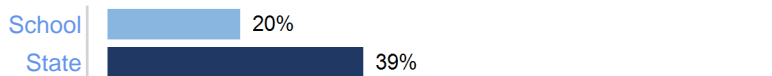
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

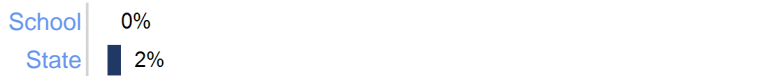
MUSIC



DRAMA



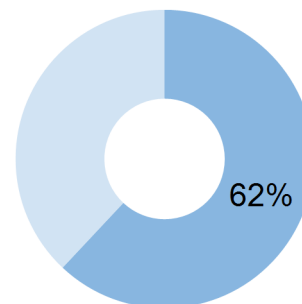
DANCE



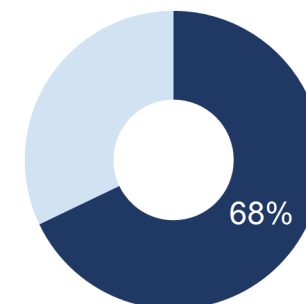
VISUAL ARTS



Any Visual and Performing Arts



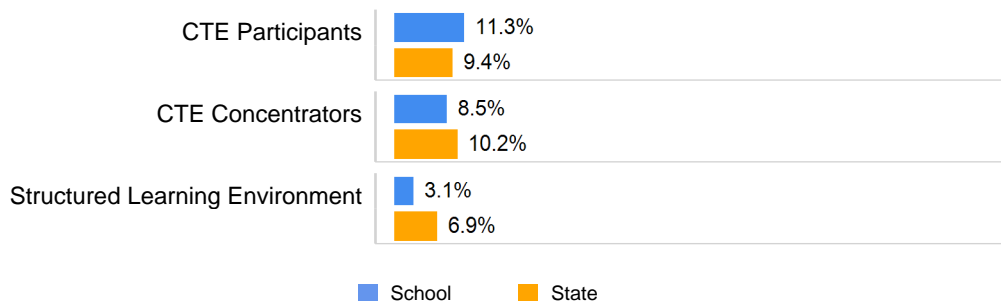
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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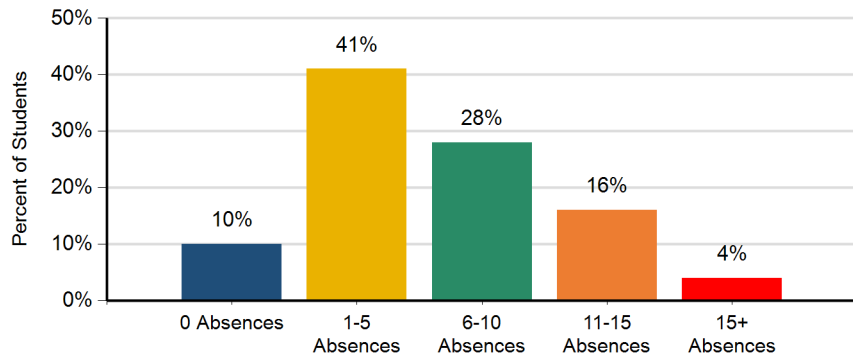
State of New Jersey
2015-2016

Grade Span 09-12

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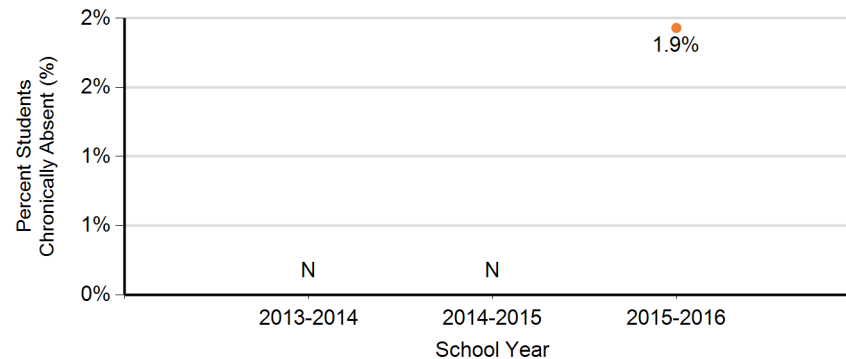
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.1%	46	81%
White	89.2%	21	
African American	S	S	
Hispanic	88.9%	49	
American Indian	N	N	
Asian	98.4%	34	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	93.9%	87	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	93%	98%
2014	89%	91%
2015	92%	96%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.5%	13.9%	86.1%
White	84.2%	14.6%	85.4%
African American	S	S	S
Hispanic	75.0%	26.7%	73.3%
American Indian	0.0%	0.0%	0.0%
Asian	87.5%	2.0%	98.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

03-2620-050
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Leonia, NJ 07605-1525

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 8 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 56 Mins.
Shared Time	3 Hrs. 2 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	83:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 06-08

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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2015-2016

Grade Span 06-08

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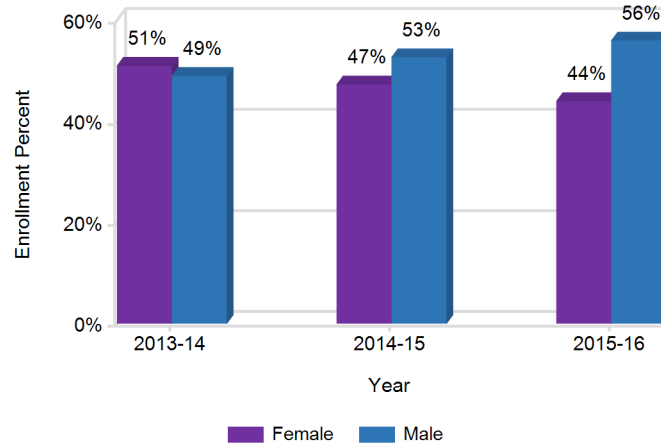
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	103	103	112
Grade 07	185	191	178
Grade 08	176	174	184
UG	18	22	28
Total	482	490	502

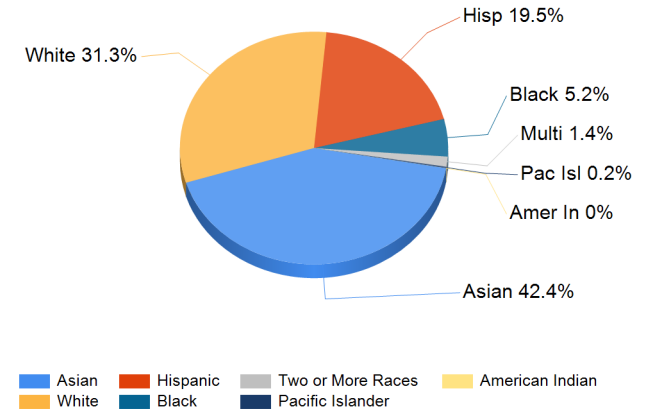
Enrollment by Gender

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



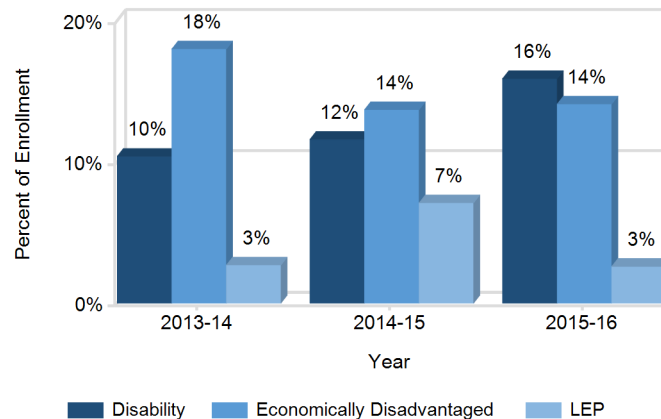
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	60.2%
Korean	21.9%
Spanish	7.6%
Japanese	2.2%
Chinese	1.8%
Other	6.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	71%	S	80
Mathematics Met or Exceeded Expectations	63%	S	70

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	389	71%	80	96%	✓	391	63%	70	96%	✓
White	123	78%	81	96%	✓	124	65%	59	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	67	57%	74	88%	✗	67	40%	50	88%	✗
American Indian	N	N	N	N		N	N	N	N	
Asian	178	73%	45	100%	✓	179	72%	43	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	58	31%	69	90%	✗	58	24%	61	90%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	39	62%	88	95%	✓	40	53%	82	95%	✓



State of New Jersey
2015-2016

Grade Span 06-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	763	763	750	3%	7%	18%	54%	19%	73%	52%
White	37	762	762	756	N	11%	14%	65%	11%	76%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	16	749	749	738	6%	6%	25%	56%	6%	63%	37%
Asian	57	769	769	772	2%	5%	19%	44%	30%	74%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	16	733	733	719	19%	19%	25%	31%	6%	38%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	116	756	756	743	3%	14%	26%	43%	14%	57%	43%
White	37	753	753	750	N	16%	27%	51%	5%	57%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	17	733	733	730	12%	24%	41%	18%	6%	24%	26%
Asian	58	765	765	768	2%	10%	22%	43%	22%	66%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	16	728	728	717	25%	38%	6%	31%	N	31%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	S	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	168	766	766	753	1%	10%	18%	45%	27%	71%	56%
White	52	768	768	760	N	10%	14%	52%	25%	77%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	37	749	749	739	3%	14%	35%	41%	8%	49%	41%
Asian	64	773	773	781	N	8%	13%	44%	36%	80%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	18	733	733	716	6%	28%	39%	28%	N	28%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	750	750	735	N	17%	29%	46%	8%	54%	37%
PARCC MATH											
Schoolwide	154	746	746	740	2%	20%	32%	44%	3%	47%	39%
White	48	745	745	747	N	15%	44%	42%	N	42%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	38	731	731	729	5%	34%	37%	21%	3%	24%	23%
Asian	53	757	757	763	N	13%	17%	66%	4%	70%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	18	730	730	713	6%	50%	17%	28%	N	28%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	736	736	727	4%	21%	46%	29%	N	29%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	764	764	753	5%	9%	16%	49%	22%	70%	55%
White	54	767	767	759	4%	7%	13%	54%	22%	76%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	29	756	756	740	10%	10%	17%	48%	14%	62%	43%
Asian	84	769	769	780	2%	7%	18%	45%	27%	73%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	24	721	721	715	25%	33%	21%	21%	N	21%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	18	751	751	736	11%	6%	17%	56%	11%	67%	38%
**PARCC MATH											
Schoolwide	107	743	743	726	13%	15%	22%	48%	2%	50%	26%
White	37	750	750	732	11%	8%	22%	57%	3%	60%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	21	733	733	721	19%	14%	29%	38%	N	38%	20%
Asian	38	747	747	745	11%	16%	21%	50%	3%	53%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	13	738	738	718	15%	23%	8%	54%	N	54%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



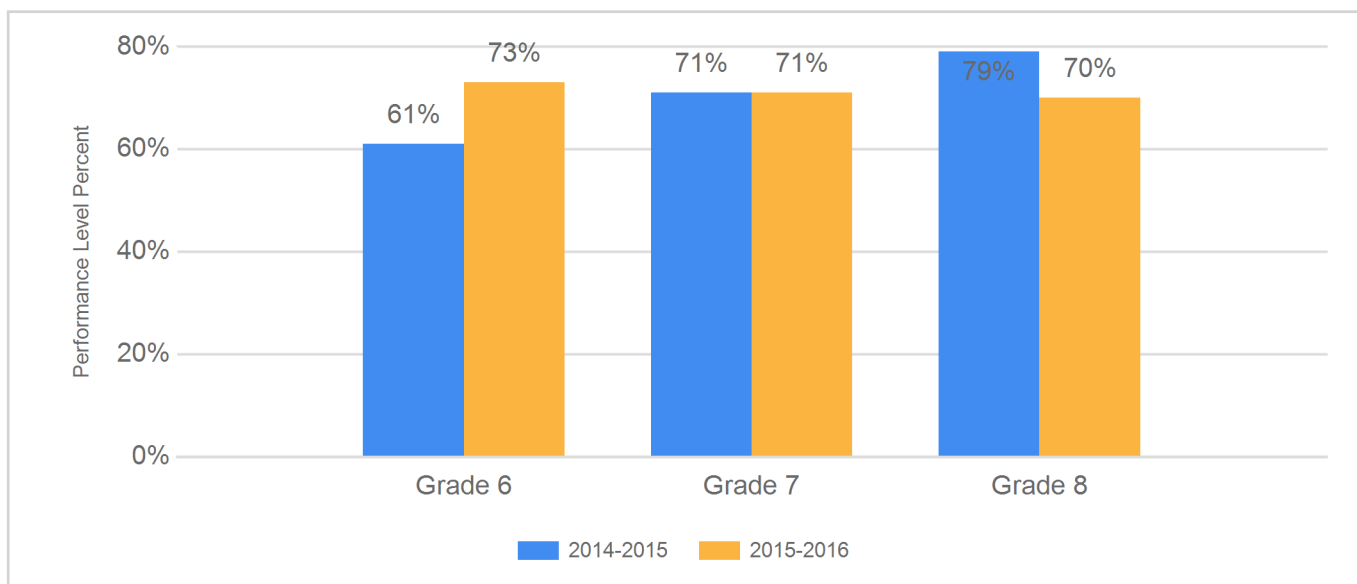
State of New Jersey
2015-2016

Grade Span 06-08

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	795	795	769	N	N	N	71%	29%	100%	41%
White	18	796	796	772	N	N	N	72%	28%	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	49	796	796	789	N	N	N	67%	33%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	13	790	790	776	N	N	N	39%	62%	100%	27%
White	S	S	S	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	S	S	S	770	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	789	S	S	S	S	S	S	27%
White	N	N	N	776	N	N	N	N	N	N	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	S	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



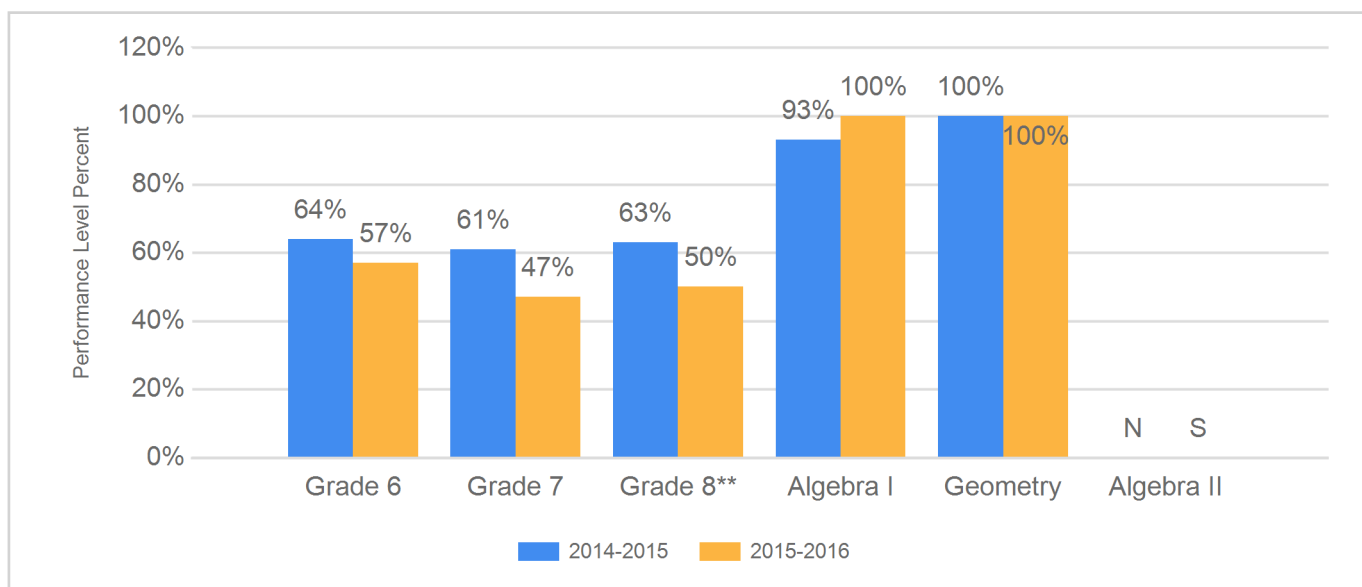
State of New Jersey
2015-2016

Grade Span 06-08

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

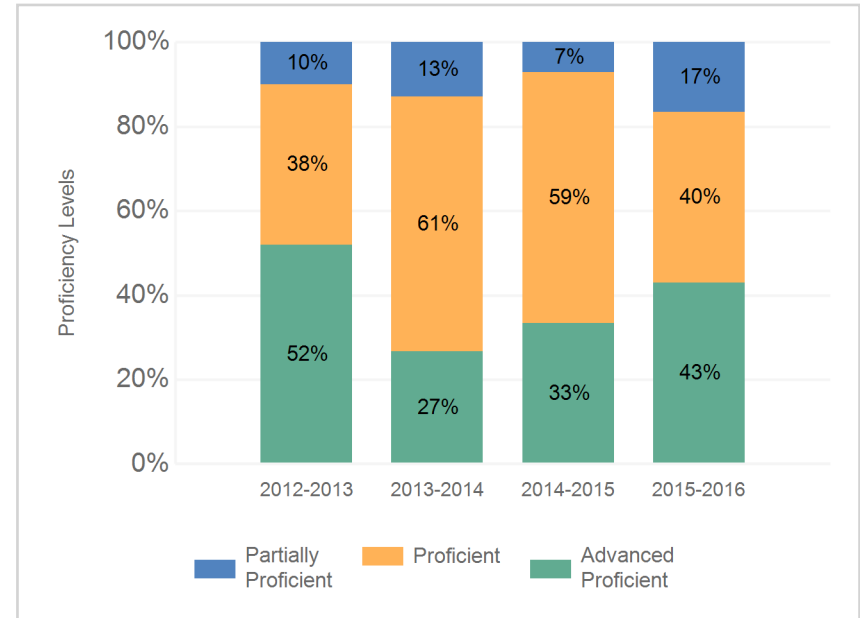
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	43%	40%	17%
White	48%	41%	12%
African American	15%	54%	31%
Hispanic	23%	51%	26%
American Indian	N	N	N
Asian	53%	34%	13%
Two or More Races	S	S	S
Students with Disability	7%	39%	55%
English Language Learners	S	S	S
Economically Disadvantaged Students	24%	56%	20%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

03-2620-055

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	S	50
Student Growth on Math	51	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	5%	2%	1%
Approached (L3)	8%	5%	3%
Met (L4)	15%	19%	15%
Exceeded (L5)	3%	6%	15%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	12%	2%	2%
Approached (L3)	11%	8%	9%
Met (L4)	8%	18%	19%
Exceeded (L5)	0%	3%	3%



State of New Jersey
2015-2016

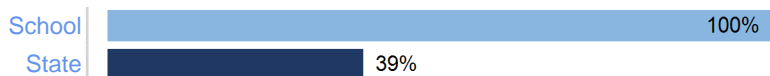
Grade Span 06-08

03-2620-055
BERGEN
LEONIA BORO
Leonia Middle School
500 Broad Avenue
Leonia, NJ 07605

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



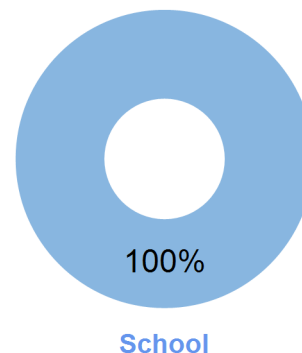
DANCE



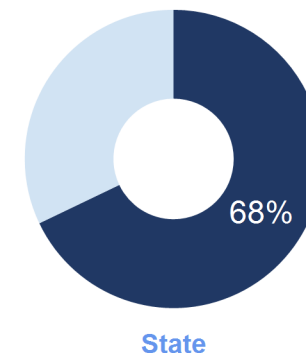
VISUAL ARTS



Any Visual and Performing Arts



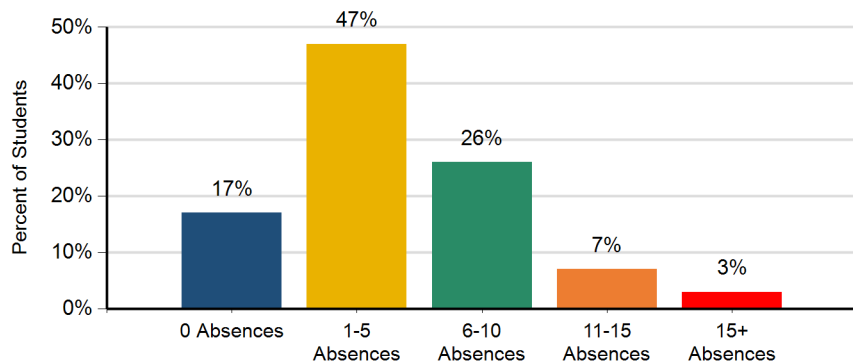
School



State

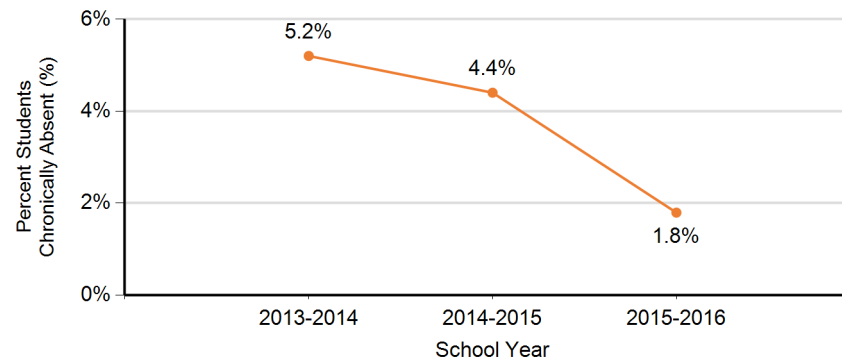
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 29 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	251:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%