

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

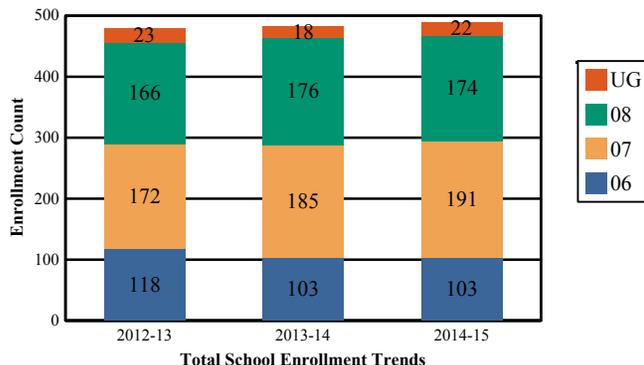
DEMOGRAPHIC INFORMATION

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GRADE SPAN 06-08

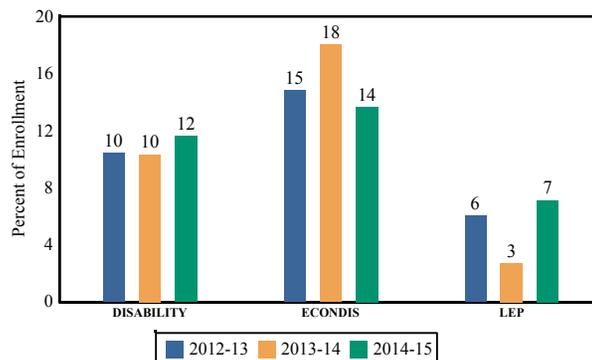
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



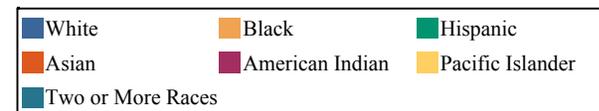
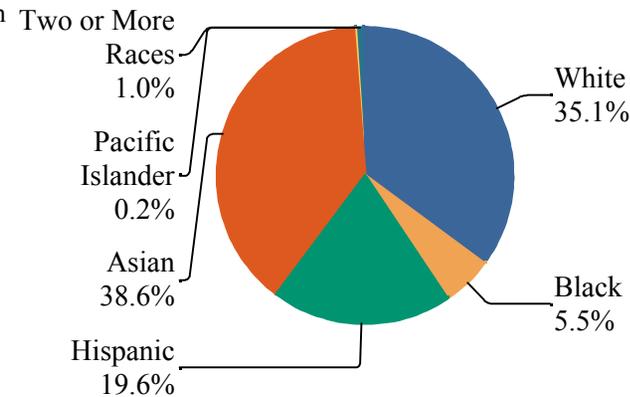
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	57	12%
Economically Disadvantaged Students	67	13.7%
English Language Learners	35	7.1%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	57.8%
Korean	20.0%
Spanish	10.3%
Japanese	2.6%
Chinese	2.4%
Russian	1.2%
Other	5.7%

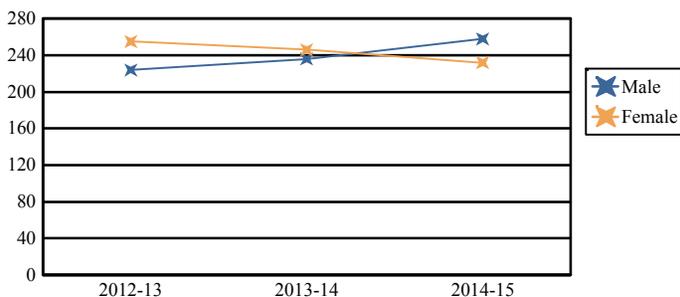
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	479
2013-14	482
2014-15	490

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	224	255
2013-14	236	246
2014-15	258	232

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	72%	88	86
Math Met or Exceeded Expectation	68%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	353	71.7%	95%	90.7%	YES*
White	113	76.1%	95%	85%	YES*
African American	-	-	--	--	--
Hispanic	67	52.2%	95%	86.5%	YES*
American Indian	-	-	--	--	--
Asian	154	77.3%	95%	99.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	25.9%	95%	79.2%	NO
English Language Learners	33	57.6%	95%	97.1%	-
Economically Disadvantaged Students	52	59.7%	95%	90.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	353	67.7%	95%	90.4%	YES*
White	113	70.7%	95%	85.1%	YES*
African American	-	-	--	--	--
Hispanic	66	48.5%	95%	85.4%	YES*
American Indian	-	-	--	--	--
Asian	154	77.9%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	20%	95%	77.4%	NO
English Learner Students	33	72.7%	95%	97.1%	-
Economically Disadvantaged Students	51	53%	95%	89.1%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	96	759	749	3%	8%	27%	49%	13%	61%	50%
White	28	765	755	4%	0%	25%	57%	14%	71%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	22	744	736	5%	14%	41%	41%	0%	41%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	42	761	770	2%	12%	24%	45%	17%	62%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	741	733	0%	25%	42%	33%	0%	33%	30%

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	770	750	3%	6%	20%	37%	34%	71%	53%
White	27	773	757	0%	7%	22%	37%	33%	70%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	18	770	736	6%	0%	28%	28%	39%	67%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	54	771	777	4%	4%	17%	41%	35%	76%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	15	753	703	7%	13%	33%	20%	27%	47%	11%
Economically Disadvantaged Students	12	766	733	0%	8%	25%	50%	17%	67%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	154	774	750	3%	3%	16%	51%	27%	79%	53%
White	58	775	757	3%	2%	14%	55%	26%	81%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	27	751	735	7%	7%	33%	37%	15%	52%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	58	784	778	0%	2%	9%	52%	38%	90%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	14	720	713	21%	14%	43%	7%	14%	21%	16%
English Language Learners	15	777	701	0%	7%	13%	40%	40%	80%	9%
Economically Disadvantaged Students	28	764	732	4%	4%	25%	50%	18%	68%	34%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	95	756	743	1%	16%	19%	53%	12%	64%	42%
White	28	760	749	0%	11%	14%	61%	14%	75%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	22	736	731	5%	32%	32%	32%	0%	32%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	41	765	768	0%	12%	12%	61%	15%	76%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	12	739	729	0%	42%	33%	25%	0%	25%	23%

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GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	97	753	740	4%	12%	23%	54%	7%	61%	38%
White	23	751	745	4%	17%	22%	48%	9%	57%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	18	751	730	0%	11%	28%	61%	0%	61%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	51	758	760	6%	8%	18%	59%	10%	69%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	14	751	717	0%	29%	14%	57%	0%	57%	11%
Economically Disadvantaged Students	12	745	728	8%	8%	33%	50%	0%	50%	21%

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GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	755	726	3%	11%	24%	61%	2%	63%	24%
White	42	758	732	5%	10%	19%	67%	0%	67%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	24	750	721	4%	8%	38%	46%	4%	50%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	27	760	744	0%	15%	11%	70%	4%	74%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	13	727	705	15%	8%	54%	23%	0%	23%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	22	754	719	0%	18%	23%	59%	0%	59%	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	46	790	740	0%	2%	4%	70%	24%	93%	40%
White	19	783	746	0%	0%	11%	74%	16%	89%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	25	794	769	0%	4%	0%	68%	28%	96%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	11	791	728	0%	0%	0%	27%	73%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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GRADE SPAN 06-08

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

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GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

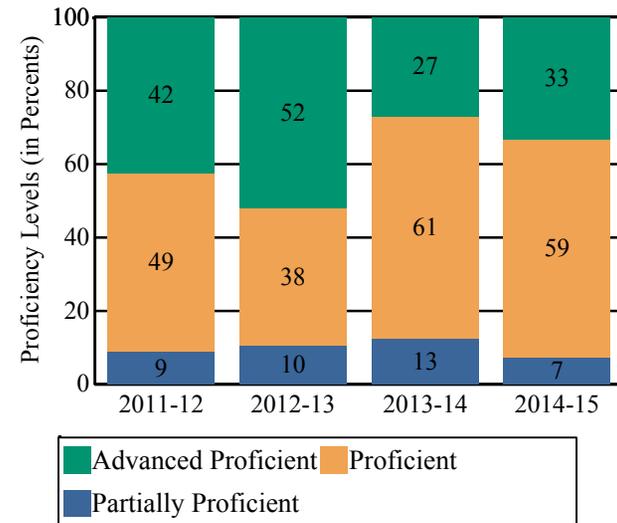
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	59%	7%
White	38%	57%	6%
African American	-	-	-
Hispanic	18%	67%	15%
American Indian	-	-	-
Asian	43%	52%	5%
Two or More Races	-	-	-
Students with Disability	0%	53%	47%
English Language Learners	-	-	-
Economically Disadvantaged Students	24%	62%	14%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
60	52

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
91.7%	94.2%

- Data Suppressed to protect the confidentiality of students

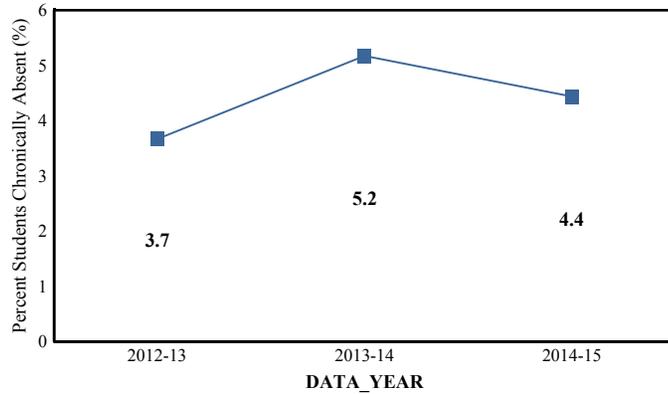
COLLEGE AND CAREER READINESS

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Chronic Absenteeism Trend

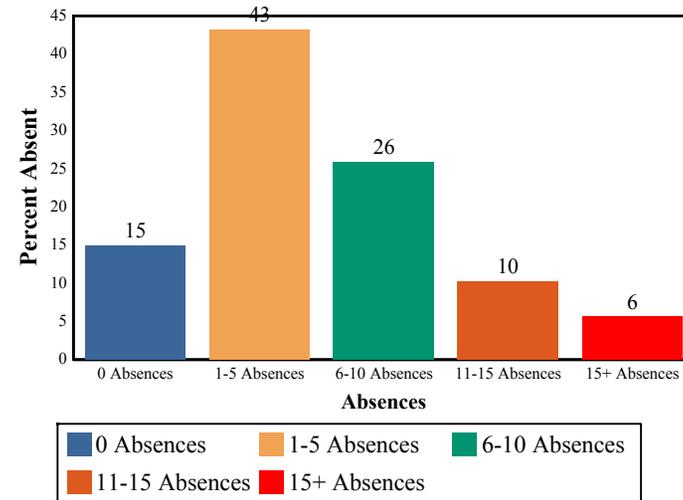
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	4.44%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



COLLEGE AND CAREER READINESS

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	81.4%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	69	88	94	35	YES
Student Growth on Math	65	91	92	35	YES
		90	93		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	1%	2%	1%
Approached	8%	5%	7%
Met	6%	13%	25%
Exceeded	1%	6%	21%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	6%	4%	2%
Approached	5%	8%	11%
Met	6%	14%	33%
Exceeded	0%	1%	7%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
LEONIA BORO**

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	780	770
50th	756	749
25th	741	726
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	771	763
50th	756	742
25th	739	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	846	850
75th	800	776
50th	775	751
25th	746	724
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	794	777
50th	776	751
25th	754	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	772	759
50th	755	740
25th	740	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	777	748
50th	757	726
25th	736	704
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

SCHOOL CLIMATE

**BERGEN
LEONIA BORO**

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
2014-15	6 Hrs. 29 Mins.

Student Suspension Rate

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

	School
2014-15	4.7%

**State of New Jersey
2014-15**

GRADE SPAN 06-08

**03-2620-055
LEONIA MIDDLE SCHOOL
500 BROAD AVENUE
LEONIA, NJ 07605**

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.

2014-15	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	11
Administrators	245

SCHOOL PEER GROUP

**BERGEN
LEONIA BORO**

GRADE SPAN 06-08

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060	KG-08	17%	2%	9.9%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100	07-08	21.4%	4.3%	12%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055	06-08	13.7%	7.1%	11.6%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030	PK-08	17.9%	5.6%	7.5%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090	06-08	23.1%	2.9%	11.4%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050	PK-08	22.2%	7.1%	15.1%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050	PK-08	28.3%	10.4%	11.3%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915	06-08	25%	0%	0%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040	06-08	25.1%	2.4%	14.5%
HUDSON	SECAUCUS TOWN	SECAUCUS MIDDLE SCHOOL	17-4730-080	07-08	29.3%	2.1%	12.8%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085	06-08	14.8%	5.5%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063	06-08	13.4%	2%	7.2%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085	04-08	29.5%	2.1%	14.8%
MIDDLESEX	PISCATAWAY TWP	CONACKAMACK MIDDLE SCHOOL	23-4130-053	06-08	25%	2.7%	13.8%

SCHOOL PEER GROUP

**BERGEN
LEONIA BORO**

GRADE SPAN 06-08

MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060	PK-08	19.2%	3.2%	16.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MORRIS	ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	27-4480-050	04-08	22.4%	5.9%	14.4%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070	06-08	28.3%	1.4%	13%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%