NJ SCHOOL PERFORMANCE REPORT

Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Fort Lee School District
Principal Name	Mr. Robert Daniello
Address	467 STILLWELL AVENUE FORT LEE, NJ 07024-2140
Phone Number	201-585-4660
Email Address	rdaniello@flboe.com
Website	http://flboe.com/
Twitter	https://twitter.com/RobertDaniello

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	316	283	292
8	256	324	297
Total	578	612	593

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.5%	48.4%
Male	52.1%	52.5%	51.6%
Economically Disadvantaged Students	18.7%	15.2%	17.2%
Students with Disabilities	11.8%	14.4%	14.5%
English Learners	5.7%	6.9%	7.3%
Homeless Students	0.5%	0.7%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	31.1%	31.9%	33.1%
Hispanic	17.8%	18.0%	19.6%
Black or African American	4.0%	4.4%	4.7%
Asian	45.3%	44.4%	41.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	0.3%	0.5%	0.0%
Two or More Races	1.0%	0.5%	0.5%

Enrollment by Home Language

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

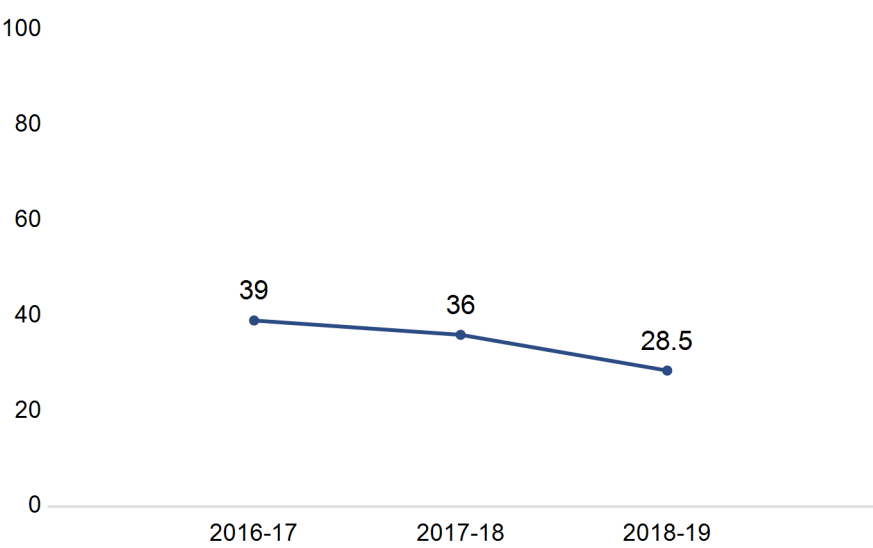| Home Language	% of Students
English	41.7%
Korean	18.4%
Spanish	10.6%
Chinese	5.4%
Russian	5.2%
Other Languages	18.7%

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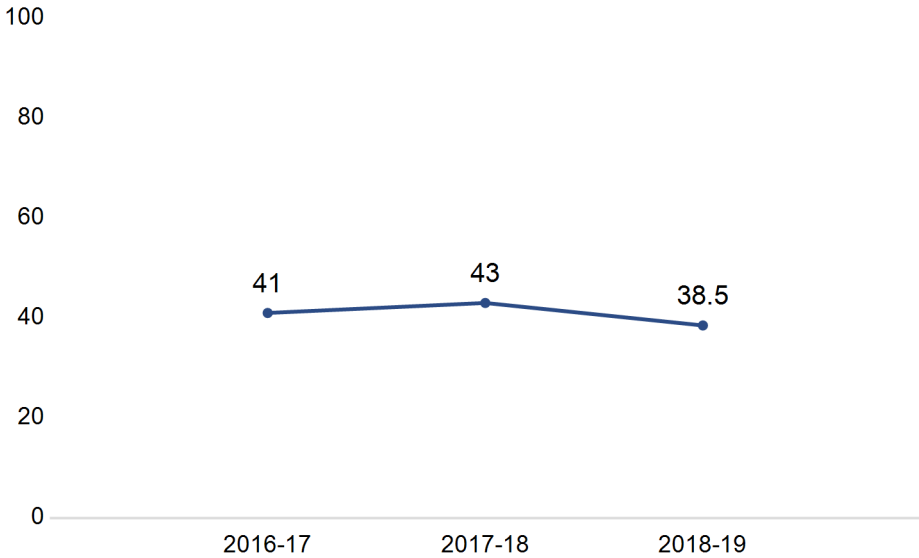† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Year	Value
2016-17	39
2017-18	36
2018-19	28.5

Math Median Student Growth Percentile

Year	Value
2016-17	41
2017-18	43
2018-19	38.5

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	36	28.5	41	43	38.5
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	28.5	50	50	Not Met	38.5	59	50	Not Met
White	24	42	50	Not Met	31	57	52	Not Met
Hispanic	23	44	49	Not Met	33.5	48	47	Not Met
Black or African American	27	39.5	45	Not Met	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	33	59	59	Not Met	48.5	65	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	32	54	53	N	34.5	57	50	N
Male	25	45.5	47	N	44.5	61.5	51	N
Economically Disadvantaged Students	31.5	43	48	Not Met	33.5	46	46	Not Met
Students with Disabilities	18	37	43	Not Met	38	36	45	Not Met
English Learners	34	60	52	Not Met	34	67	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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

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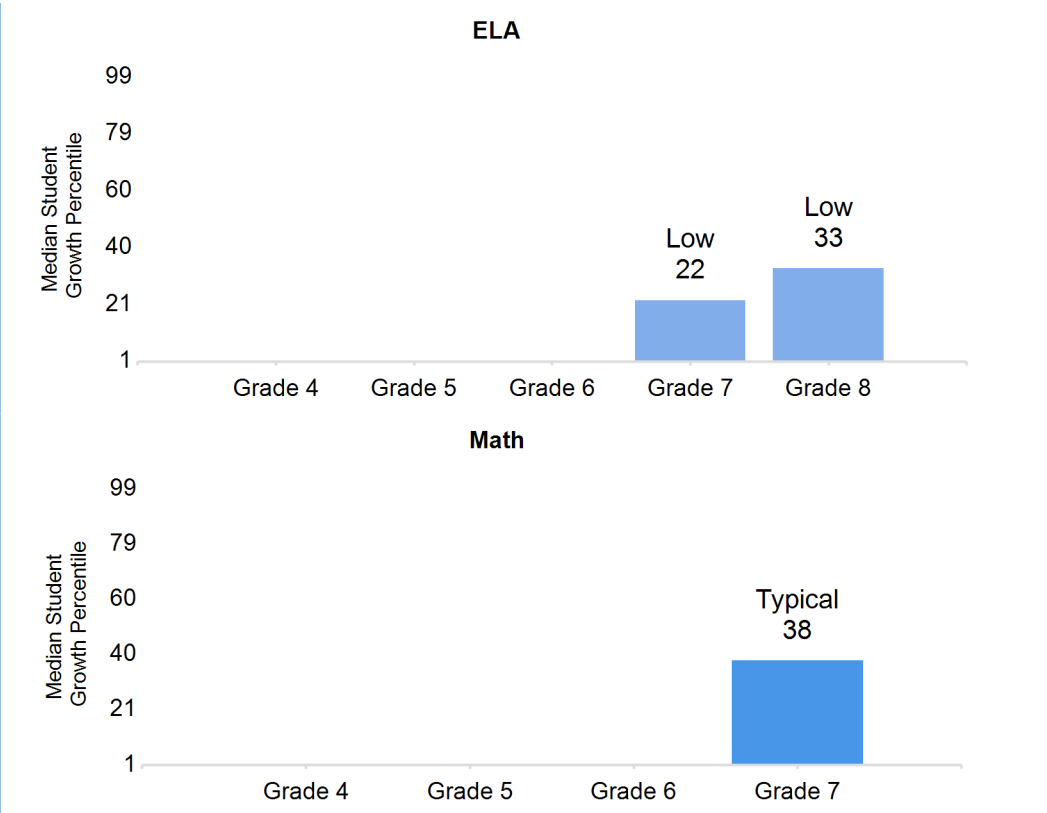
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math
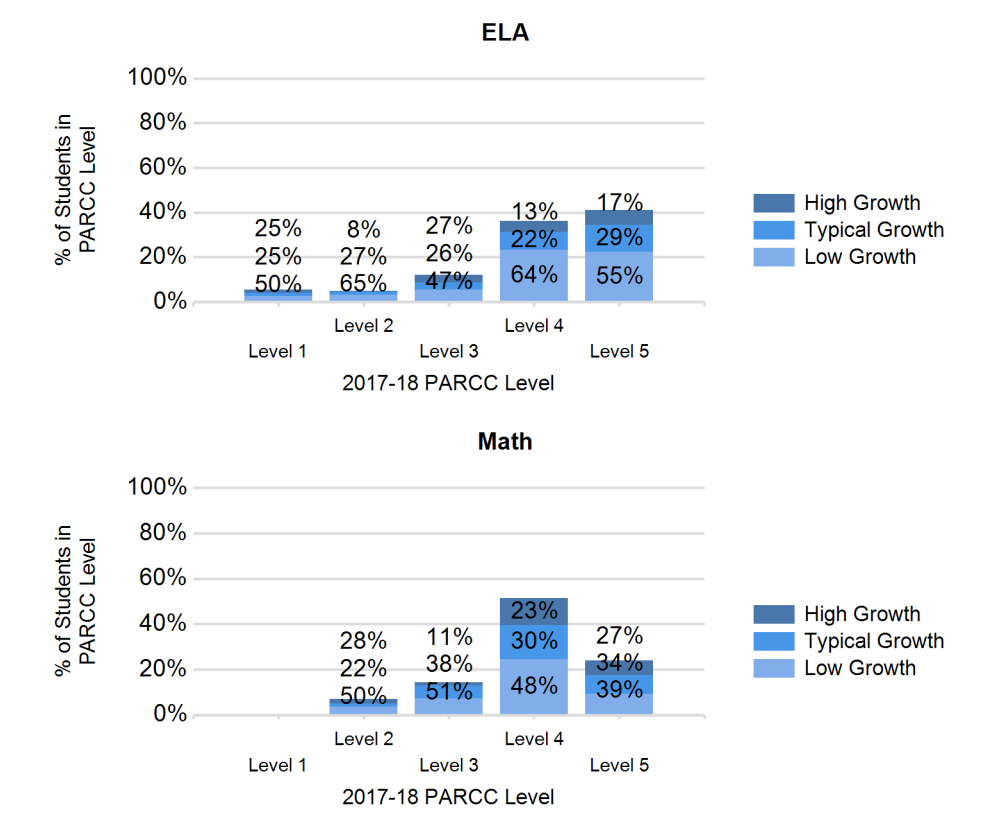
Student Growth by Grade

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

ELA
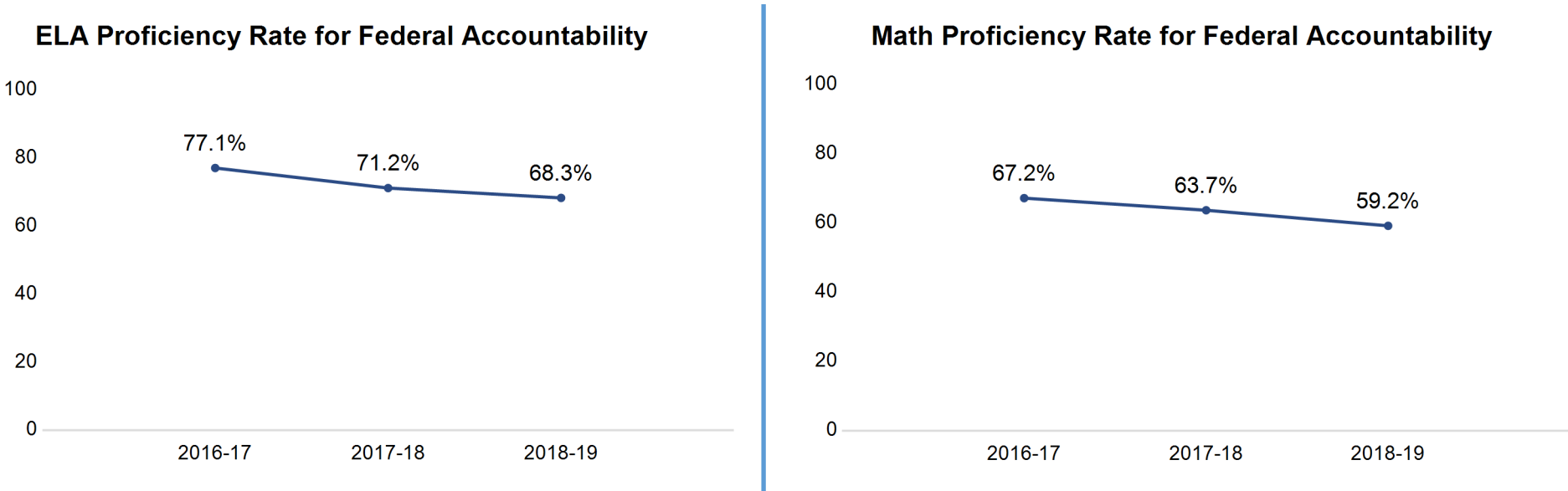
Math

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	77.1%
2017-18	71.2%
2018-19	68.3%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	67.2%
2017-18	63.7%
2018-19	59.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	97.9%	98.1%	98.5%	97.9%	98.2%
Proficiency Rate for Federal Accountability	77.1%	71.2%	68.3%	67.2%	63.7%	59.2%
Annual Target	73.0%	73.3%	73.7%	65.6%	66.3%	67.1%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	559	98.1	68.3	74.6	57.9	68.3	73.7	Not Met
White	181	96.8	63.0	73.8	66.9	63.0	71.7	Not Met
Hispanic	108	99.1	50.9	57.9	43.9	50.9	53.6	Met Target†
Black or African American	*	*	*	56.9	38.5	*	45.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	241	99.2	81.7	84.6	82.9	81.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	269	98.2	75.5	79.0	64.8	75.5		
Male	290	98.0	61.7	70.4	51.3	61.7		
Economically Disadvantaged Students	94	99.0	57.4	62.1	40.0	57.4	70.2	Not Met
Non-Economically Disadvantaged Students	465	97.9	70.5	76.8	67.9	70.5		
Students with Disabilities	77	92.0	18.2	28.8	22.7	17.7	20.7	Met Target†
Students without Disabilities	482	99.2	76.3	81.8	65.1	76.3		
English Learners	68	100.0	47.1	59.0	29.3	47.1	35.2	Met Target
Non-English Learners	491	97.8	71.3	77.2	60.6	71.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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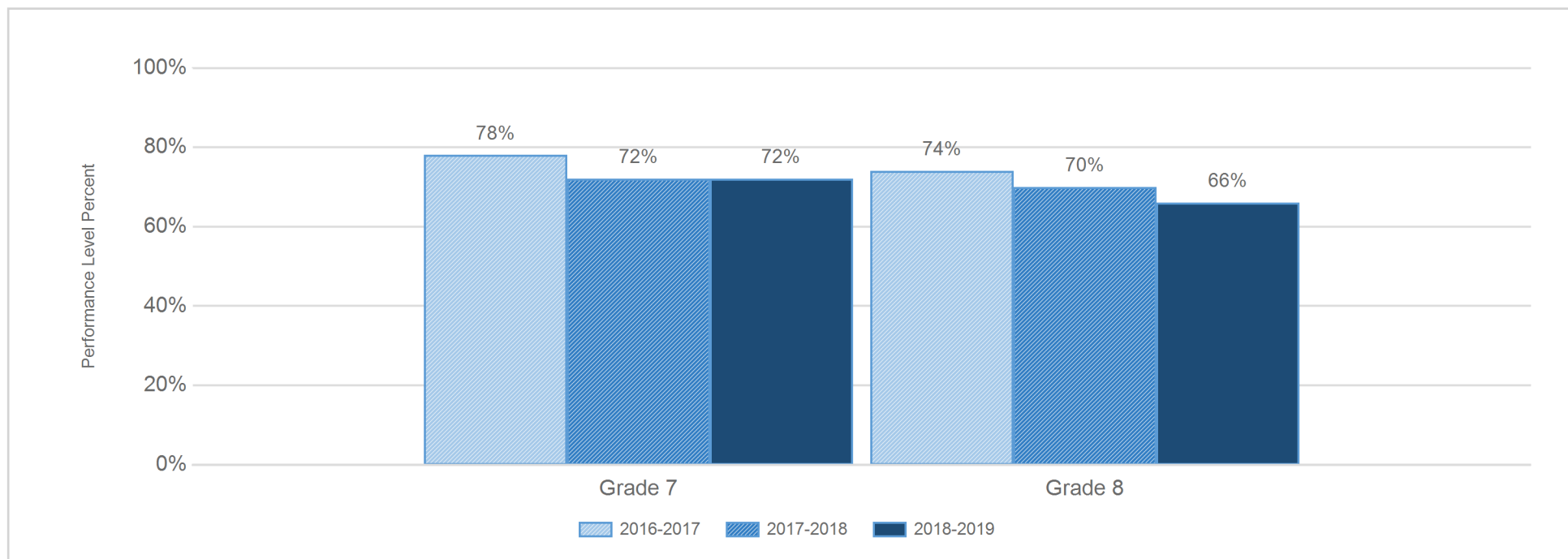 * Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	279	769	769	761	7%	8%	14%	34%	37%	72%	63%
White	95	760	760	769	*	*	15%	37%	28%	65%	72%
Hispanic	52	758	758	747	*	*	19%	33%	27%	60%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	121	780	780	790	*	*	12%	31%	50%	81%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	137	777	777	769	*	*	13%	31%	45%	77%	71%
Male	142	760	760	753	*	*	14%	37%	30%	67%	55%
Economically Disadvantaged Students	39	758	758	743	*	*	*	36%	31%	67%	45%
Non-Economically Disadvantaged Students	240	770	770	771	*	*	*	34%	38%	73%	73%
Students with Disabilities	29	703	703	720	*	*	*	*	*	14%	22%
Students without Disabilities	250	776	776	769	*	*	*	*	*	78%	71%
English Learners	12	718	718	706	*	*	*	*	*	25%	12%
Non-English Learners	267	771	771	763	*	*	*	*	*	74%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	769	769	762	10%	7%	17%	34%	32%	66%	63%
White	85	766	766	770	*	*	24%	38%	25%	62%	72%
Hispanic	60	742	742	747	18%	*	25%	*	*	42%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	118	791	791	794	*	*	*	34%	52%	86%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	137	780	780	771	*	*	17%	34%	40%	74%	71%
Male	146	759	759	753	*	*	16%	34%	25%	59%	55%
Economically Disadvantaged Students	56	750	750	743	*	*	23%	*	*	50%	45%
Non-Economically Disadvantaged Students	227	774	774	772	*	*	15%	*	*	70%	72%
Students with Disabilities	43	720	720	721	37%	*	23%	*	*	26%	22%
Students without Disabilities	240	778	778	770	5%	*	15%	*	*	73%	71%
English Learners	18	703	703	708	*	*	*	*	*	*	12%
Non-English Learners	265	774	774	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	573	98.2	59.2	60.8	44.5	59.2	67.1	Not Met
White	189	96.9	52.4	56.0	54.1	52.4	62.1	Not Met
Hispanic	109	99.1	34.9	*	28.8	34.9	38.6	Met Target†
Black or African American	*	*	*	32.4	23.0	*	30.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	246	99.2	78.9	79.0	76.5	78.9	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	275	98.3	58.9	59.6	44.9	58.9		
Male	298	98.1	59.4	61.9	44.2	59.4		
Economically Disadvantaged Students	96	99.0	45.8	41.5	26.3	45.8	54.1	Met Target†
Non-Economically Disadvantaged Students	477	98.0	61.8	64.3	54.9	61.8		
Students with Disabilities	77	92.0	10.4	*	17.4	10.1	17.8	Not Met
Students without Disabilities	496	99.2	66.7	*	50.0	66.7		
English Learners	81	100.0	46.9	58.6	25.0	46.9	73.8	Not Met
Non-English Learners	492	97.9	61.2	61.2	46.5	61.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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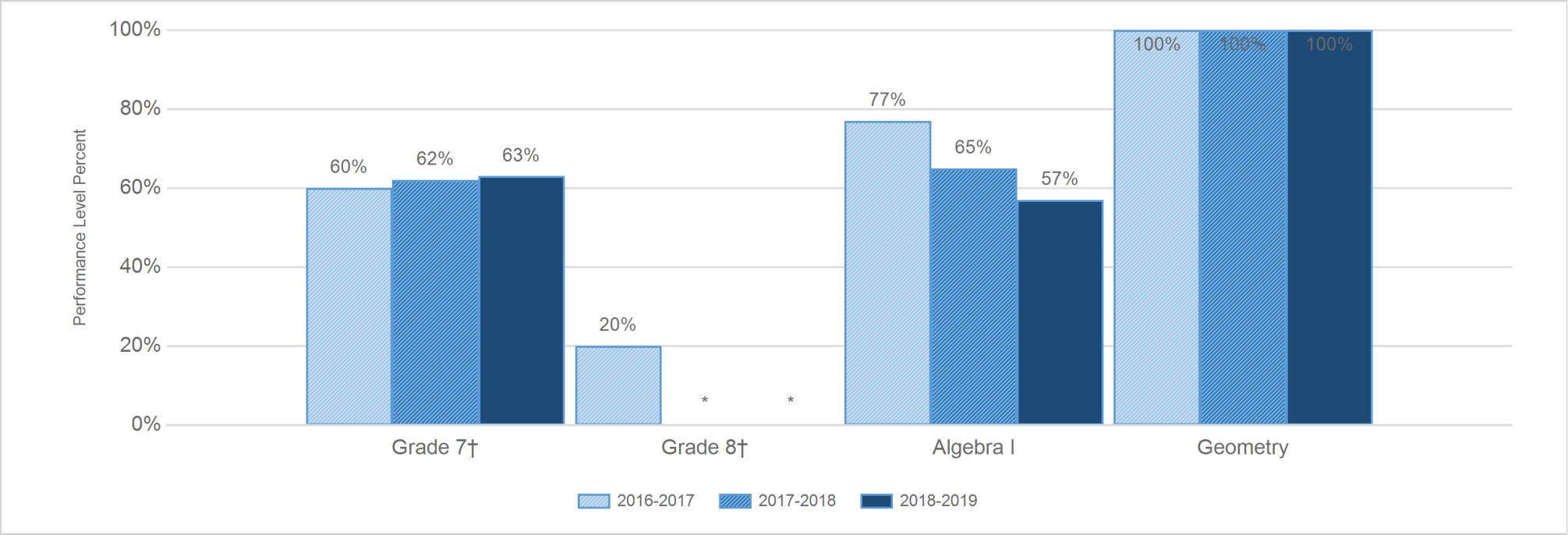
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	758	758	744	4%	9%	24%	45%	18%	63%	42%
White	97	755	755	751	*	*	27%	40%	16%	57%	53%
Hispanic	52	746	746	733	*	*	37%	*	*	44%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	106	768	768	768	*	*	13%	56%	24%	79%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	129	755	755	744	*	*	32%	47%	12%	58%	42%
Male	137	761	761	743	*	*	18%	44%	23%	67%	42%
Economically Disadvantaged Students	40	749	749	731	*	*	*	*	*	58%	24%
Non-Economically Disadvantaged Students	226	760	760	751	*	*	*	*	*	64%	53%
Students with Disabilities	29	719	719	718	*	*	*	*	*	10%	13%
Students without Disabilities	237	763	763	749	*	*	*	*	*	69%	48%
English Learners	18	753	753	716	*	*	*	*	*	61%	10%
Non-English Learners	248	758	758	745	*	*	*	*	*	63%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Lewis F. Cole Middle School

(03-1550-100)

Grades Offered: 07-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	683	683	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	12	683	683	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	11	685	685	731	*	*	*	*	*	*	31%
Male	16	682	682	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

Lewis F. Cole Middle School

(03-1550-100)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	761	754	744	*	15%	24%	*	*	57%	42%
White	80	758	*	752	*	21%	25%	*	*	53%	53%
Hispanic	49	740	732	728	*	22%	39%	*	*	31%	24%
Black or African American	15	720	*	725	*	*	*	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	109	779	774	775	0%	*	*	56%	22%	78%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	122	761	755	745	*	16%	23%	*	*	57%	44%
Male	131	761	753	743	*	15%	25%	*	*	56%	41%
Economically Disadvantaged Students	47	745	739	727	*	*	34%	*	*	40%	23%
Non-Economically Disadvantaged Students	206	765	758	752	*	*	22%	*	*	61%	52%
Students with Disabilities	22	736	722	717	*	*	*	*	*	23%	12%
Students without Disabilities	231	763	759	748	*	*	*	*	*	60%	47%
English Learners	18	736	741	710	*	*	*	*	*	28%	*
Non-English Learners	235	763	755	745	*	*	*	*	*	59%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Lewis F. Cole Middle School

(03-1550-100)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	789	742	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	718	724	N	N	N	N	N	N	17%
Black or African American	N	N	729	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	27	791	761	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	18	782	742	738	0%	0%	0%	*	*	100%	36%
Male	12	800	743	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	734	708	N	N	N	N	N	N	*
Non-English Learners	30	789	743	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	77.8%	22.2%
3-4	15	73.3%	26.7%
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
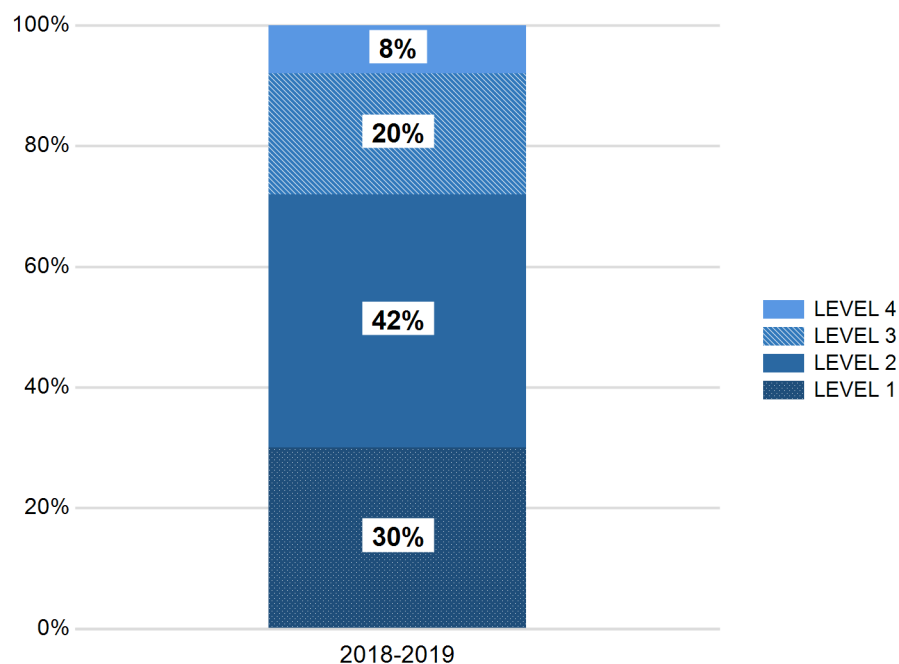
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	42	20	8
White	31	44	16	9
Hispanic	50	40	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	45	31	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	48	21	6
Male	33	37	19	11
Economically Disadvantaged Students	41	41	12	5
Non-Economically Disadvantaged Students	27	42	22	9
Students with Disabilities	70	23	5	2
Students without Disabilities	23	45	23	9
English Learners	80	20	0	0
Non-English Learners	25	44	22	9
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Lewis F. Cole Middle School
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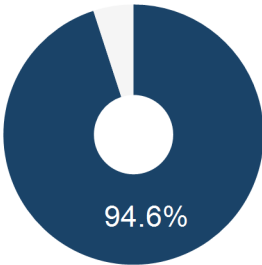Grades Offered: 07-08
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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	21	0	277
8	247	31	59
Total	268	31	336

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	224	0	0	0	0	0	0
8	225	0	0	0	0	0	0
Total	449	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

94.6% — School

90.9% — State

Students enrolled in one or more classes by discipline:
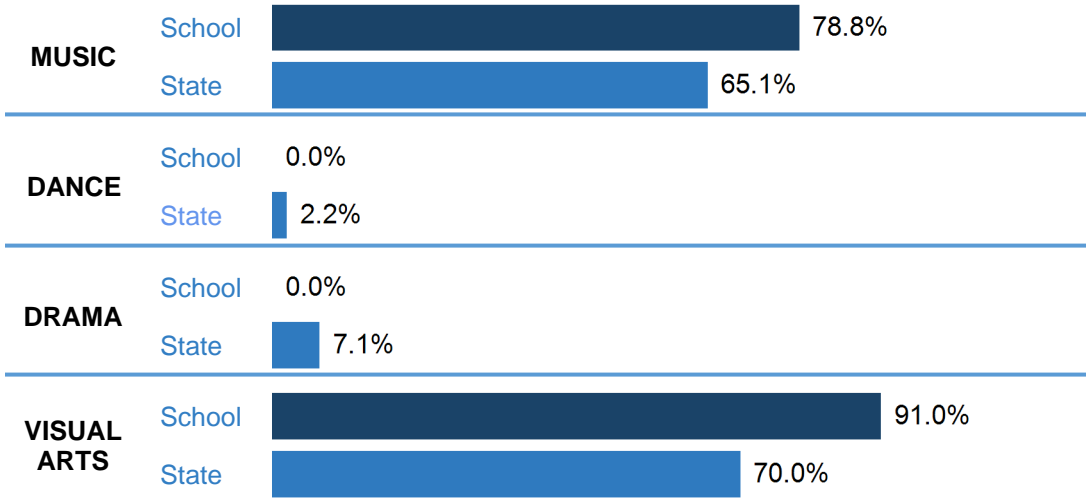
|		School	State
MUSIC	School	78.8%	
	State		65.1%
DANCE	School	0.0%	
	State	2.2%	
DRAMA	School	0.0%	
	State	7.1%	
VISUAL ARTS	School	91.0%	
	State		70.0%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	66	11.2	8.7	Not Met
White	32	16.5	8.7	Not Met
Hispanic	19	16.7	8.7	Not Met
Black or African American	*	*	8.7	Met
Asian, Native Hawaiian, or Pacific	13	5.2	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	38	13.4		
Male	28	9.2		
Economically Disadvantaged Students	18	17.6	8.7	Not Met
Students with Disabilities	28	33.3	8.7	Not Met
English Learners	6	14.0	8.7	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

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2018-2019

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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.
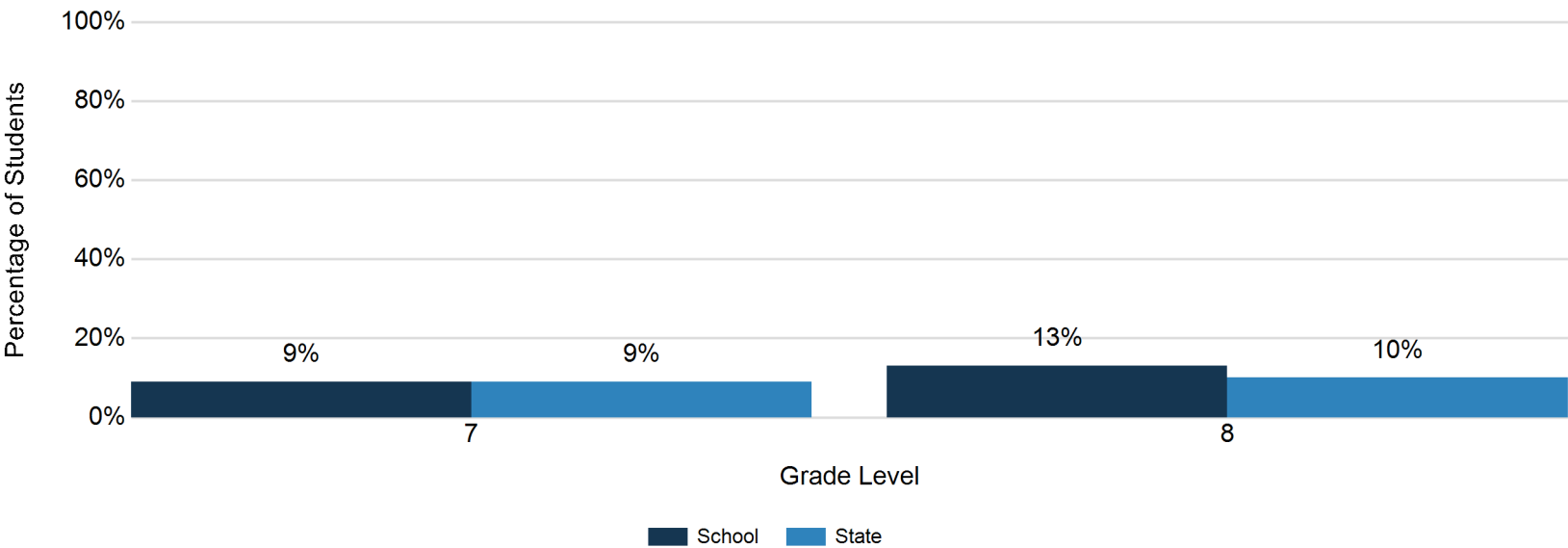
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Lewis F. Cole Middle School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	5.56

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	4	5
Disability	1	0	1
Other	9	12	21
No Identified Nature	12		12

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	19	3.2%
Any Suspension	19	3.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
117

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School Day

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

Category	School
Typical Start Time	8:32 AM
Typical End Time	2:42 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	4 Hrs 54 Mins
Shared Time - Instructional Time	4 Hrs. 54 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	297:1	202:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	68.0%	50.0%	48.4%	77.1%	54.9%
Male	51.6%	32.0%	50.0%	51.6%	22.9%	45.1%
White	33.1%	80.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	19.6%	10.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	41.7%	10.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   52%
Admin   N/A

Master's Degree

Teacher   48%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.1%	71.2%	68.3%
Math Proficiency	67.2%	63.7%	59.2%
ELA Growth	39	36	28
Math Growth	41	43	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	66.7%
Chronic Absenteeism	5.9%	9.3%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Exceeds Target	Not Met	No
White	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met	No

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

Lewis F. Cole Middle School

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2018-2019

School Narrative

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

Highlights:	• Technology drives all of our instruction with a 1:1 Google Chromebook initiative. All 7th and 8th grade students are issued a Chromebook in order to support their studies and academic growth. • We opened the intermediate school for 5th and 6th graders in September 2019. • Our Student Ambassador program promotes kindness and acts as peer support to help prevent bullying. This program selects student leaders to promote anti-bullying throughout our student body.
Awards, Recognition, Accomplishments:	1. Creation of a technology music lab to advance the music education curriculum. 2. Awarded the 2018 Gold Crown Award from Columbia Scholastic Press for the 2017-2018 Intermedia publication. 3. Our Robotics Team earned the Core Values award at the 2018 First Lego League Challenge. 4. Our three music ensembles all received "Superior" awards at the High Note Music Festival in Allentown, PA. This is the highest award given at this music festival and included our String Orchestra, Instrumental Band, and Concert Choir.

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Clubs and Activities:	We offer 24 extra-curricular clubs and activities to develop well-rounded students. This is the first year for our girls and boys middle school basketball program. We are excited about the spirit this will bring to our school. This is also the first year that our Robotics Team competed in the First Lego League challenge. This comes after one full year of preparation that included educating our students with goal-setting, engineering and coding.

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Other Information

Lewis F. Cole Middle School has flourished as a stepping-stone to the high school for over 60 years. Each year, we build upon successful programs and add to our list of new accomplishments through the infusion of innovative activities and teaching strategies. The professional teaching staff and administration at the middle school take pride in developing students who are succeeding academically at each new level of learning, while incorporating the character elements needed to foster civic responsibility and good citizenship. Our large and culturally diverse school population continues to strive for excellence at every academic and social level. At the same time, we have been able to maintain a positive community profile, which embraces the spirit of volunteerism and intergenerational activities.