

OVERVIEW

**BERGEN
FORT LEE BORO**

GRADE SPAN 07-08

**LEWIS F. COLE MIDDLE SCHOOL
467 STILLWELL AVENUE
FORT LEE, NEW JERSEY 07024-2140**

This school's academic performance **is high when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met	Improvement Status
Academic Achievement	74	71	58%	N/A
College and Career Readiness	52	60	50%	Rationale
Student Growth	49	61	100%	N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms 71% of schools statewide as noted by its statewide percentile and 74% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting 58% of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms 60% of schools statewide as noted by its statewide percentile and 52% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting 50% of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms 61% of schools statewide as noted by its statewide percentile and 49% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting 100% percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

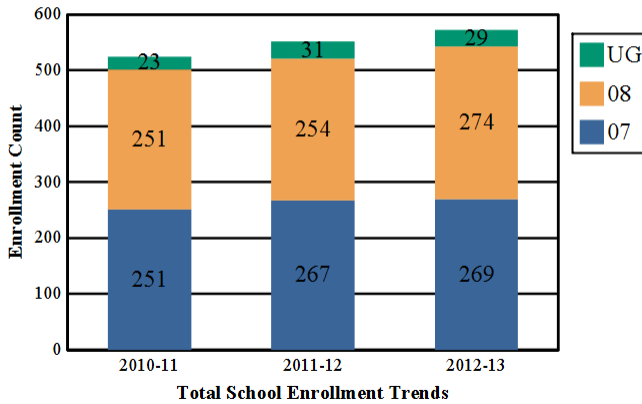
DEMOGRAPHIC INFORMATION

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Enrollment by Grade, in Full Time Equivalent

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

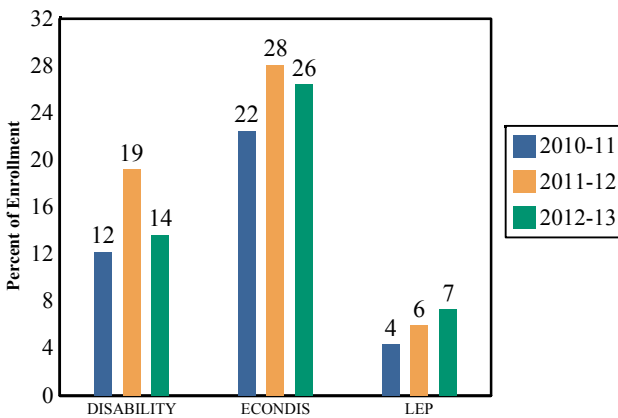


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	552
2012-13	572

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	78	14%
Economically Disadvantaged Students	151	26.4%
Limited English Proficient Students	42	7.3%

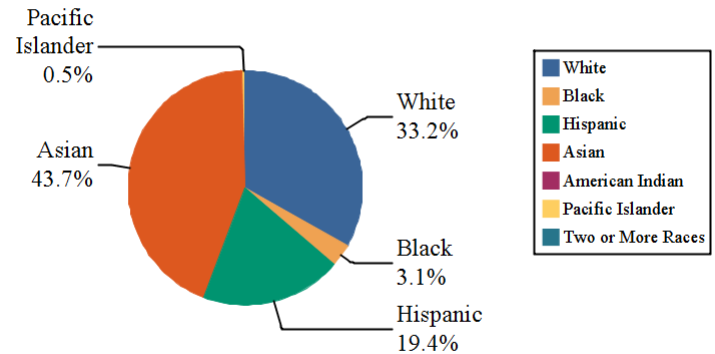
Language Diversity

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

2012-13	Percent
English	38.6%
Korean	22.7%
Spanish	10.5%
Chinese	8.4%
Russian	5.8%
Japanese	3.0%
Other	11.2%

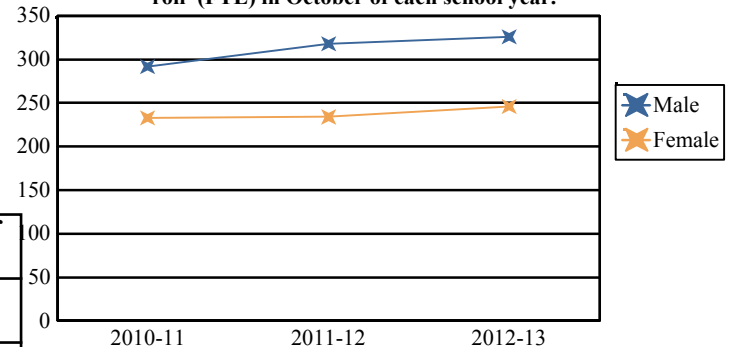
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



	Male	Female
2010-11	292	233
2011-12	318	234
2012-13	326	246

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	83%	88	78	100%
NJASK Math Proficiency and above	80%	59	64	17%
SUMMARY - Academic Achievement		74	71	58%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

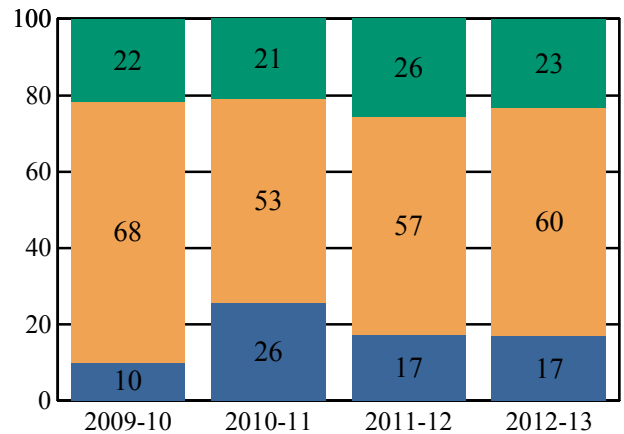
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	531	83.1	78.6	YES
White	179	82.1	79.7	YES
Black	-	-	-	--
Hispanic	102	68.7	61.6	YES
American Indian	-	-	-	--
Asian	235	91	87.1	YES
Two or More Races	-	-	-	--
Students with Disability	83	31.3	41.2	YES*
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	135	69.6	62.5	YES

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

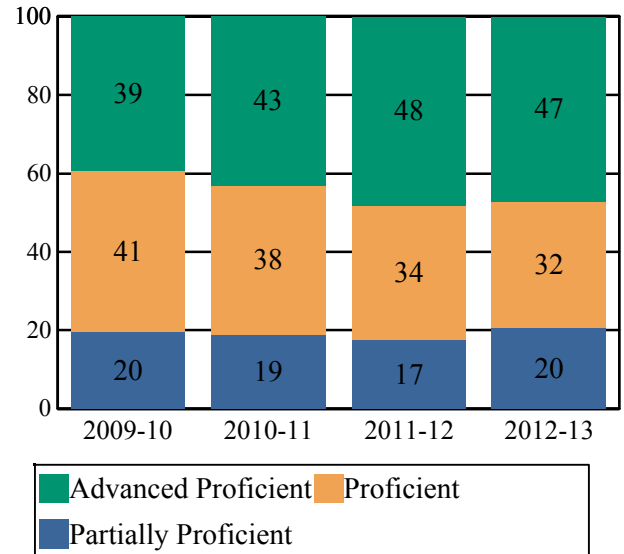
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	532	79.5	84.3	NO
White	179	75.4	85.6	NO
Black	-	-		--
Hispanic	102	59.8	70.1	NO
American Indian	-	-		--
Asian	236	92.4	90	YES
Two or More Races	-	-		--
Students with Disability	83	31.3	51	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	135	64.4	77.2	NO

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

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	24%	54%	21%
White	24%	50%	26%
Black	-	-	-
Hispanic	8%	58%	33%
American Indian	-	-	-
Asian	32%	56%	12%
Two or More Races	-	-	-
Students with Disability	0%	19%	81%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	55%	35%

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

NJASK Results - Language Arts Literacy Grade Level - 08

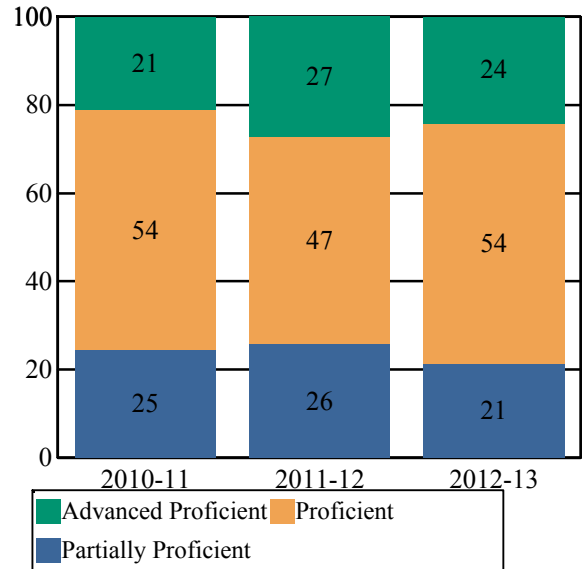
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	65%	13%
White	15%	74%	11%
Black	-	-	-
Hispanic	6%	65%	30%
American Indian	-	-	-
Asian	36%	58%	5%
Two or More Races	-	-	-
Students with Disability	0%	40%	60%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	62%	26%

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

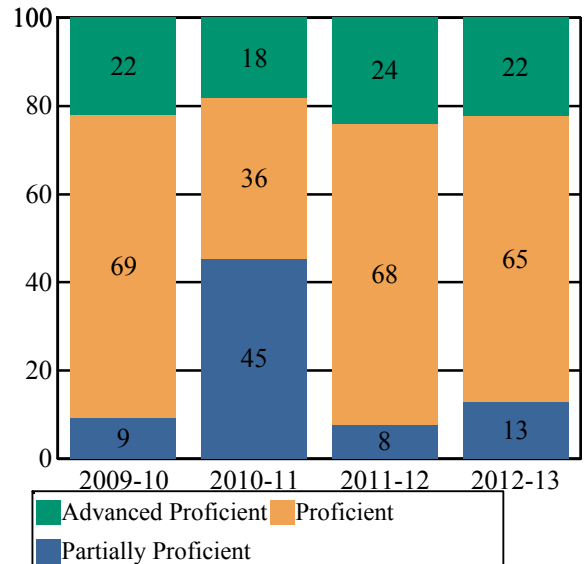
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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



NJASK Proficiency Trends - Language Arts Literacy - 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.



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2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 07

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	44%	34%	22%
White	40%	31%	29%
Black	-	-	-
Hispanic	10%	52%	38%
American Indian	-	-	-
Asian	62%	29%	9%
Two or More Races	-	-	-
Students with Disability	0%	25%	75%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	37%	42%

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

NJASK Results - MATH Grade Level - 08

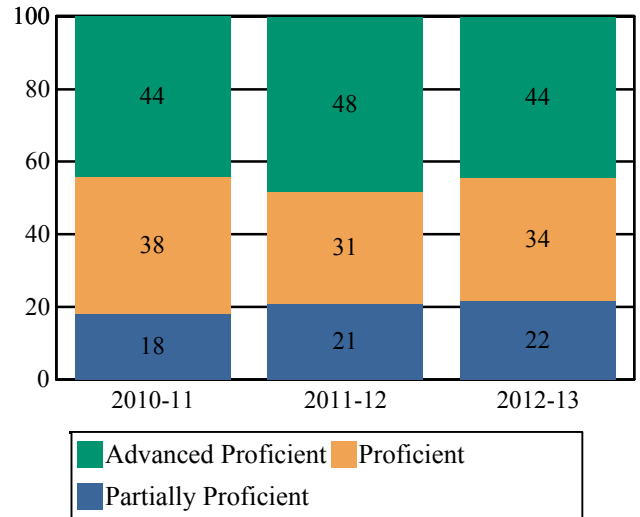
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	31%	19%
White	38%	40%	21%
Black	-	-	-
Hispanic	17%	41%	43%
American Indian	-	-	-
Asian	76%	18%	6%
Two or More Races	-	-	-
Students with Disability	13%	23%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	26%	44%	30%

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

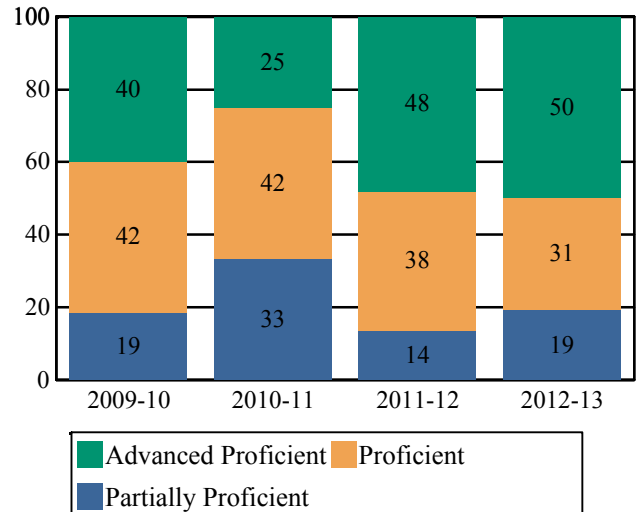
NJASK Proficiency Trends - Math - Grade Level - 07

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



NJASK Proficiency Trends - Math - 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.



ACADEMIC ACHIEVEMENT

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2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

NJASK Results - Science Grade Level - 08

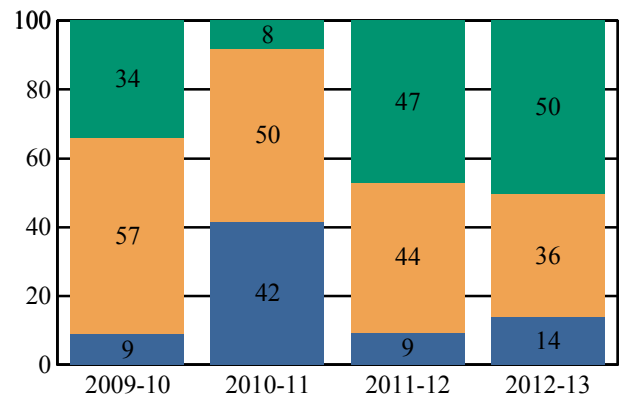
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	36%	14%
White	42%	42%	15%
Black	-	-	-
Hispanic	20%	52%	28%
American Indian	-	-	-
Asian	73%	21%	6%
Two or More Races	-	-	-
Students with Disability	11%	43%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	37%	41%	22%

Data is presented for subgroups when the count is high enough under NCLB 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.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS

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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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	42%	71	72	20%	YES
Chronic Absenteeism (%)	8%	32	48	6%	NO
Summary		52	60		50%

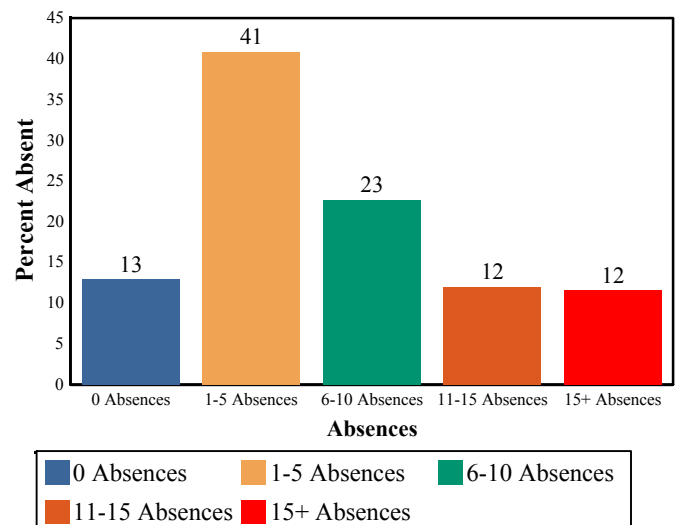
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	42%
Algebra grade (C or better)	98%

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.



STUDENT GROWTH

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GRADE SPAN 07-08

FORT LEE BORO

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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	49	30	48	35	YES
Student Growth on Math	55	68	73	35	YES
		49	61		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	9%	5%	3%
Proficient	23%	18%	18%
Advanced Proficient	3%	8%	12%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	14%	5%	2%
Proficient	11%	9%	11%
Advanced Proficient	8%	14%	24%

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

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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 so-called 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 larger than the state's.

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK 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.

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	294	300
75th	246	231
50th	225	211
25th	205	189
0th	133	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	271	250
50th	234	213
25th	202	183
0th	123	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	69	67

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK 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.

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	273	300
75th	244	236
50th	227	220
25th	211	205
0th	145	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	287	255
50th	241	219
25th	205	188
0th	128	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	31

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	82	67

SCHOOL CLIMATE

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FORT LEE BORO

GRADE SPAN 07-08

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
2012-13	6 Hrs. 10 Mins.

Student Suspension Rate

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

	School
2012-13	5.2%

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.

2012-13	School
Full Time	4 Hrs. 54 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
2012-13	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.

2012-13	School
Faculty	11
Administrators	286

SCHOOL PEER GROUP

Lewis F. Cole Middle School

03-1550-100

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>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060 KG-08		14.6%	2.7%	9.3%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100 07-08		26.4%	7.3%	13.6%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055 06-08		14.8%	6.1%	10.4%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030 PK-08		29.4%	2.9%	8.3%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090 04-08		27.4%	3.0%	16.0%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110 04-08		15.5%	1.0%	9.9%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060 PK-08		25.6%	1.9%	15.7%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090 06-08		22.0%	3.6%	17.3%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100 03-08		27.2%	2.6%	23.8%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050 KG-08		17.4%	4.8%	14.5%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050 PK-08		29.8%	7.1%	8.6%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055 06-08		25.3%	2.1%	20.2%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE	05-0620-051 06-08		26.0%	1.5%	14.8%
CAMDEN	STRATFORD BORO	SAMUEL S. YELLIN ELEMENTARY SCHOOL	07-5080-060 04-08		29.2%	0.0%	0.2%
CUMBERLANI	GREENWICH TWP	MORRIS GOODWIN SCHOOL	11-1820-060 KG-08		26.3%	0.0%	9.2%
ESSEX	SOUTH ORANGE- MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040 06-08		24.5%	2.3%	14.8%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050 07-08		19.0%	2.1%	15.2%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085 06-08		11.8%	3.5%	16.5%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055 08-09		11.2%	2.0%	9.7%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063 06-08		11.6%	2.7%	8.2%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085 04-08		24.6%	1.5%	15.1%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103 06-08		28.7%	2.2%	14.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053 07-08		28.7%	1.1%	14.0%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025 06-08		21.1%	3.0%	19.0%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060 KG-08		14.0%	4.1%	13.6%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053 06-08		28.7%	0.5%	12.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040 05-08		22.3%	2.7%	16.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	27-3950-060 06-08		18.7%	2.4%	16.3%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 1	31-2700-050 05-08		21.4%	1.5%	14.4%
PASSAIC	TOTOWA BORO	WASHINGTON PARK SCHOOL	31-5200-060 03-08		24.4%	0.9%	13.0%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083 06-08		15.2%	2.8%	18.0%