NJ SCHOOL PERFORMANCE REPORT

KINGSWAY REGIONAL MIDDLE SCHOOL
(15-2440-060)
Grades Offered: 07-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	KINGSWAY REGIONAL
Principal Name	MR. TONELLI
Address	203 KINGS HIGHWAY WOOLWICH TWP, NJ 08085
Phone Number	(856)467-3300
Email Address	TONELLIB@KINGSWAY.K12.NJ.US
Website	https://www.krsd.org/Domain/9
Facebook	https://www.facebook.com/KingswayDragons/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	440	487	486
8	441	433	476
Total	881	920	962

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.5%	48.8%	44.3%
Male	49.5%	51.2%	55.7%
Economically Disadvantaged Students	11.8%	9.6%	10.4%
Students with Disabilities	16.0%	17.1%	19.5%
English Learners	0.1%	0.4%	0.3%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	78.5%	79.0%	78.9%
Hispanic	5.0%	5.0%	5.6%
Black or African American	9.6%	9.1%	9.8%
Asian	5.2%	5.0%	3.7%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	1.5%	1.7%

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	98.3%
Other Languages	1.7%

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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/Literacy (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/Literacy (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	54	54	50	Met Standard	54	54	50	Met Standard
White	55	55	50	Met Standard	53	53	51	Met Standard
Hispanic	41	41	49	Met Standard	47	47	48	Met Standard
Black or African American	48.5	48.5	44	Met Standard	59	59	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	63	61	Exceeds Standard	55	55	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	50	50	49	**	*	*	51	**
Economically Disadvantaged	41	41	48	Met Standard	45	45	47	Met Standard
Students with Disabilities	43	43	41	Met Standard	42	42	43	Met Standard
English Learners	*	*	54	**	*	*	51	**

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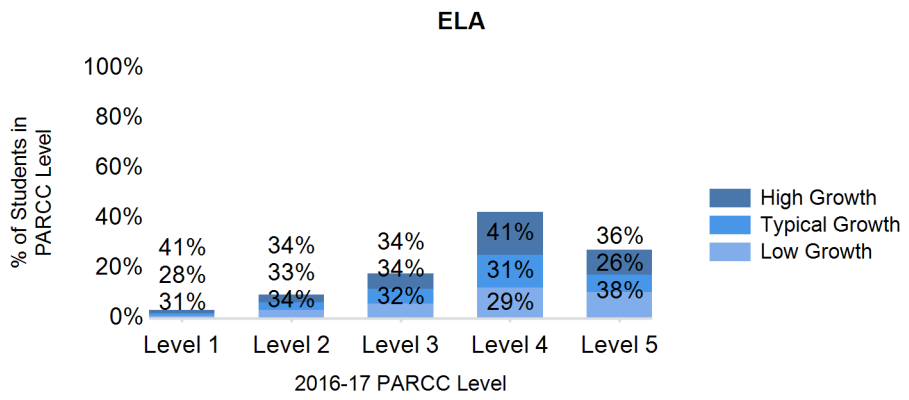
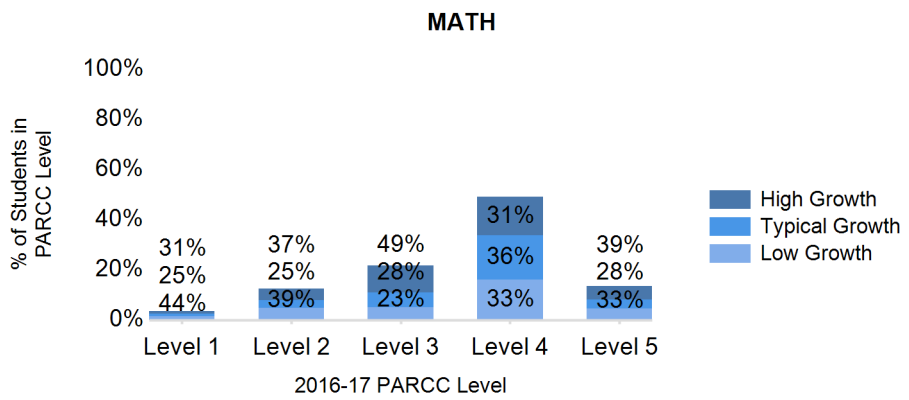
Student Growth by Performance Level

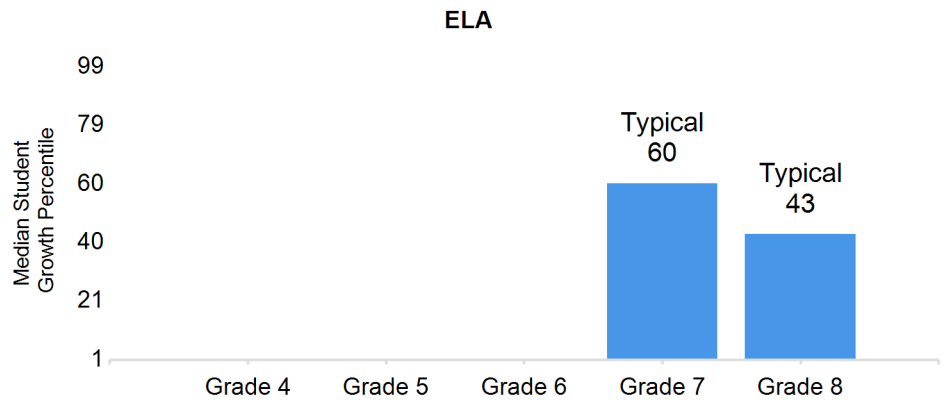
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

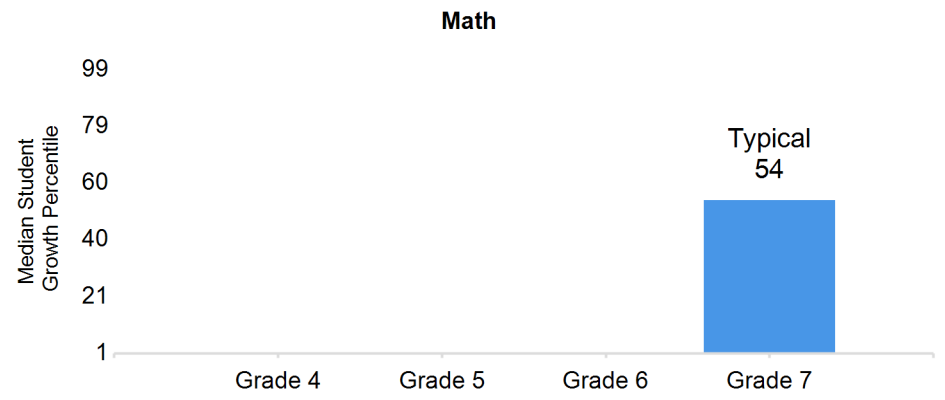




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	948	97.3	72.2	67.2	56.7	72.2	63.9	Met Target
White	747	97.4	74.6	70.2	65.6	74.6	64.2	Met Target
Hispanic	55	98.2	58.2	51.9	42.5	58.2	59.8	Met Target†
Black or African American	92	95.0	54.4	45.7	37.3	54.4	53.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	89.8	88.3	82.3	89.8	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	15	100.0	73.3	64.8	63.4	73.3	**	**
Female	416	96.5	84.1	76.5	64.5	84.1		
Male	532	98.0	62.9	59.0	49.4	62.9		
Economically Disadvantaged Students	105	96.5	39.0	38.2	38.5	39.0	41.2	Met Target†
Non-Economically Disadvantaged Students	843	97.5	76.4	71.3	67.5	76.4		
Students with Disabilities	196	97.1	26.0	22.0	21.6	26.0	17	Met Target
Students without Disabilities	752	97.4	84.3	77.3	63.9	84.3		
English Learners	*	*	*	23.1	27.3	*	**	**
Non-English Learners	*	*	*	67.5	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	478	771	771	760	4%	8%	14%	36%	38%	74%	63%
White	371	773	773	768	4%	6%	13%	37%	39%	77%	72%
Hispanic	30	757	757	746	*	*	*	*	*	60%	49%
Black or African American	46	752	752	740	*	*	*	30%	24%	54%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	191	785	785	769	*	*	10%	29%	56%	85%	72%
Male	287	761	761	752	*	*	16%	41%	26%	67%	54%
Economically Disadvantaged Students	53	747	747	742	*	*	26%	*	*	47%	44%
Non-Economically Disadvantaged Students	425	774	774	771	*	*	12%	*	*	78%	73%
Students with Disabilities	99	731	731	721	*	*	24%	17%	12%	29%	22%
Students without Disabilities	379	781	781	768	*	*	11%	41%	45%	86%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	470	769	769	759	5%	8%	16%	42%	29%	71%	60%
White	372	771	771	767	4%	8%	15%	44%	30%	73%	70%
Hispanic	25	752	752	744	*	*	*	*	*	60%	45%
Black or African American	50	751	751	739	*	*	22%	*	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	223	781	781	768	*	*	9%	47%	38%	85%	69%
Male	247	758	758	751	*	*	21%	38%	20%	58%	52%
Economically Disadvantaged Students	54	736	736	740	20%	26%	20%	*	*	33%	42%
Non-Economically Disadvantaged Students	416	773	773	769	3%	6%	15%	*	*	76%	71%
Students with Disabilities	93	728	728	719	*	*	30%	*	*	24%	19%
Students without Disabilities	377	779	779	766	*	*	12%	*	*	82%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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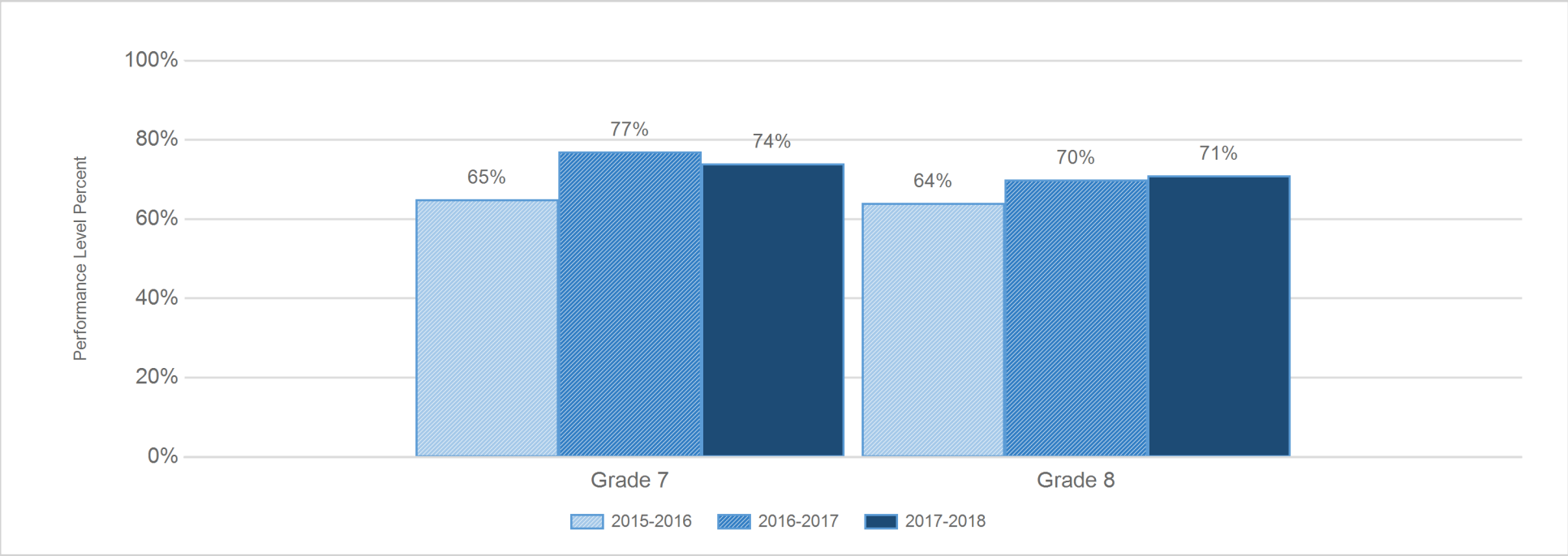
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	952	97.8	61.7	53.9	45.0	61.7	49.7	Met Target
White	750	97.8	65.3	57.5	54.1	65.3	52.1	Met Target
Hispanic	55	98.2	45.5	34.7	29.2	45.5	35	Met Target
Black or African American	93	96.0	35.5	30.3	23.4	35.5	27	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	76.9	72.9	77.0	76.9	71	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	15	100.0	60.0	54.3	53.0	60.0	**	**
Female	419	97.2	67.1	56.6	46.0	67.1		
Male	533	98.2	57.5	51.5	43.9	57.5		
Economically Disadvantaged Students	107	98.2	30.9	29.3	26.6	30.9	22.9	Met Target
Non-Economically Disadvantaged Students	845	97.7	65.6	57.3	55.9	65.6		
Students with Disabilities	195	96.6	22.6	20.4	17.1	22.6	15.9	Met Target
Students without Disabilities	757	98.1	71.7	60.7	50.5	71.7		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 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	480	756	756	743	2%	13%	23%	48%	14%	61%	43%
White	372	757	757	750	*	*	23%	51%	13%	64%	54%
Hispanic	30	743	743	732	*	*	*	*	*	53%	27%
Black or African American	47	743	743	727	*	23%	38%	*	*	32%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	192	758	758	745	*	*	21%	51%	16%	67%	45%
Male	288	754	754	741	*	*	25%	45%	12%	57%	42%
Economically Disadvantaged Students	54	738	738	730	*	*	24%	*	*	33%	24%
Non-Economically Disadvantaged Students	426	758	758	751	*	*	23%	*	*	65%	55%
Students with Disabilities	99	729	729	717	*	*	16%	*	*	23%	12%
Students without Disabilities	381	762	762	748	*	*	25%	*	*	71%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 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	302	741	741	728	10%	18%	29%	*	*	43%	28%
White	234	744	744	736	7%	15%	29%	*	*	48%	36%
Hispanic	21	730	730	722	*	*	*	*	*	33%	22%
Black or African American	39	724	724	715	28%	*	28%	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	132	745	745	731	*	*	33%	*	*	49%	31%
Male	170	737	737	725	*	*	26%	*	*	38%	26%
Economically Disadvantaged Students	51	724	724	719	25%	31%	20%	*	*	24%	20%
Non-Economically Disadvantaged Students	251	744	744	735	7%	15%	31%	*	*	47%	35%
Students with Disabilities	87	718	718	705	*	34%	18%	*	*	18%	*
Students without Disabilities	215	750	750	735	*	11%	34%	*	*	53%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

KINGSWAY REGIONAL MIDDLE SCHOOL
(15-2440-060)
Grades Offered: 07-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	787	760	746	0%	0%	*	*	*	98%	46%
White	140	787	763	755	0%	0%	*	*	*	99%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	11	769	741	727	0%	0%	*	*	*	91%	23%
Asian, Native Hawaiian, or Pacific Islander	10	791	776	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	92	784	761	748	0%	0%	*	*	*	97%	48%
Male	76	790	758	745	0%	0%	*	*	*	99%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	168	787	*	749	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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2017-2018

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	737	735	*	*	*	*	*	*	30%
White	N	N	740	740	N	N	N	N	N	N	37%
Hispanic	N	N	722	723	N	N	N	N	N	N	14%
Black or African American	N	N	724	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	726	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	712	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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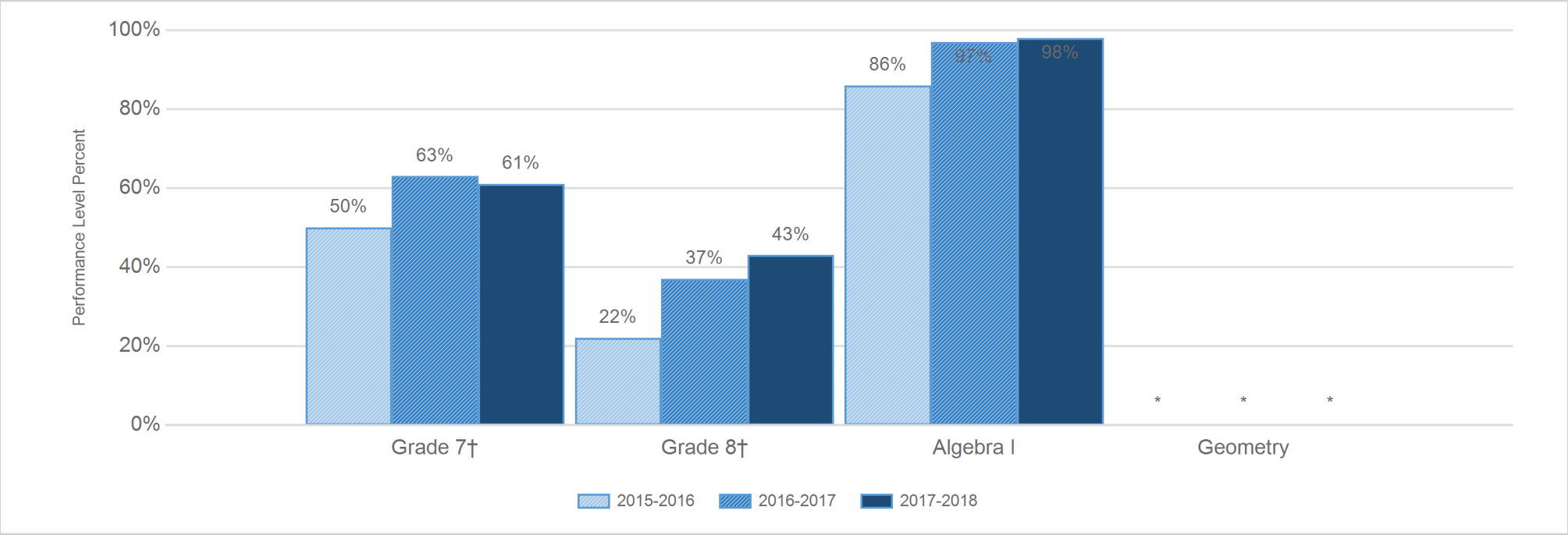
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	N	N	N
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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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	0	0	486
8	168	0	328
Total	168	0	814

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	173	65	52	0	0	0	0
8	171	70	52	0	0	0	0
Total	344	135	104	0	0	0	0

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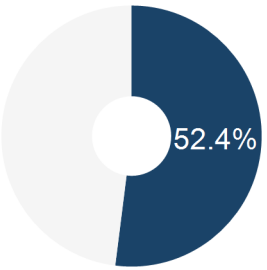
Visual and Performing Arts – Course Participation

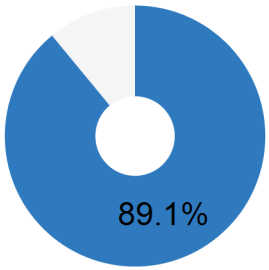
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

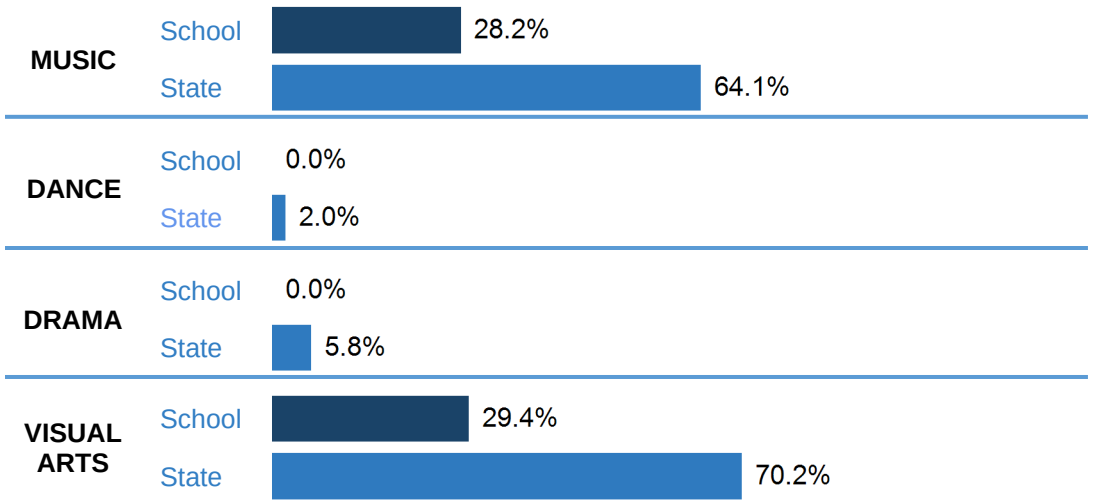


School



State

Students enrolled in one or more classes by discipline:



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

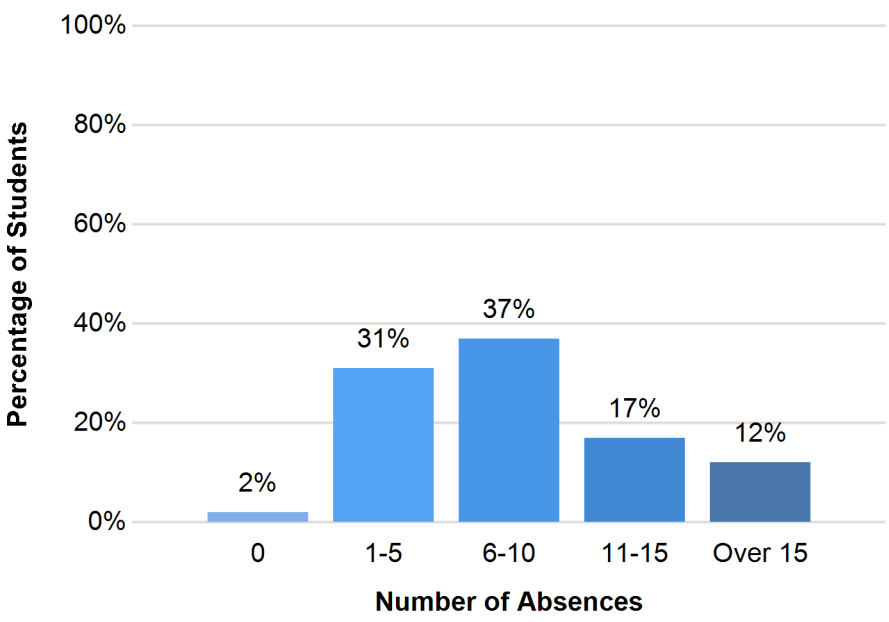
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	68	7.0	10.0	Met
White	56	7.3	10.0	Met
Hispanic	5	9.1	10.0	Met
Black or African American	7	7.4	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	14	13.9	10.0	Not Met
Students with Disabilities	19	9.5	10.0	Met
English Learners	*	*	**	**

Days Absent

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



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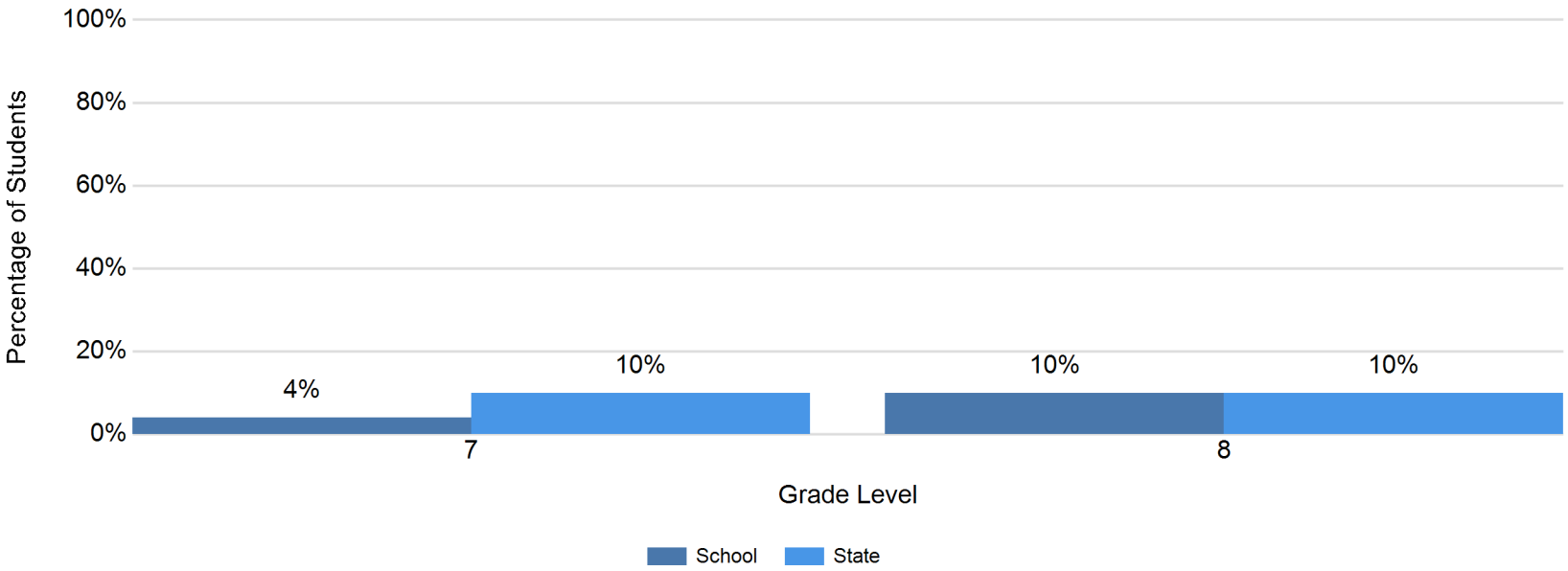
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	35
Weapons	1
Vandalism	4
Substances	6
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	54
Incidents Per 100 Students Enrolled	5.61

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	0
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	4	7
Religion	0	0	0
Ancestry	0	1	1
Gender	2	4	6
Sexual Orientation	1	1	2
Disability	0	0	0
Other	3	4	7
No Identified Nature	5		5

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	65	6.8%
Out-of-School Suspensions	*	*
Any Suspension	69	7.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
63

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:20 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.7:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$213	$10,124	$10,337

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	117,464
Average years experience in public schools	9.5	12.0
Average years experience in district	9.5	10.7
Teachers in district for 4 or more years	73.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,374
Average years experience in public schools	9.5	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	321:1	159:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		899:1
Students to Nurses		899:1
Students to Counselors		337:1
Students to Child Study Team		450:1

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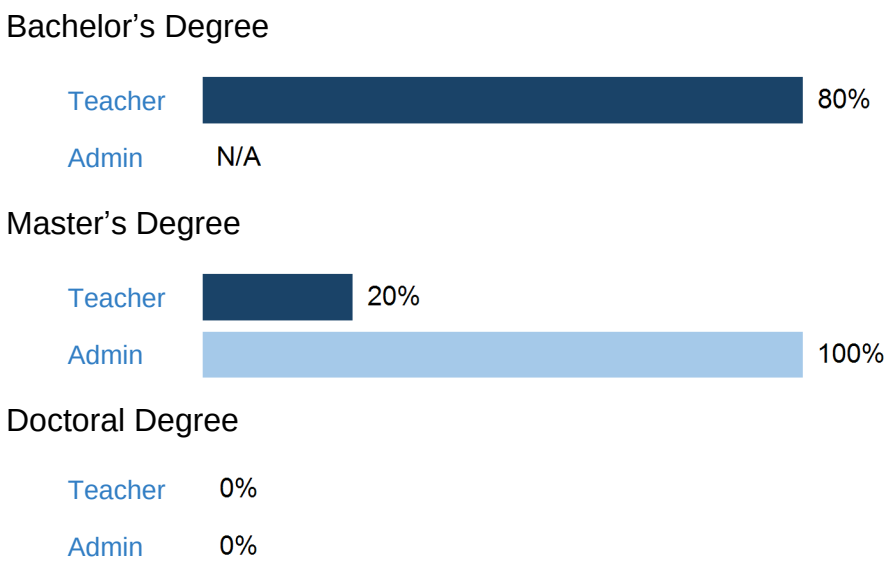
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	84.2%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.2%

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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 – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	73.8%	33.3%
Male	26.2%	66.7%
White	93.8%	100.0%
Hispanic	1.5%	0.0%
Black or African American	4.6%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	69.96	17.5%
Mathematics Proficiency	65.52	17.5%
English Language Arts Growth	54.56	25.0%
Mathematics Growth	56.80	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	56.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.05	n/a
Summative Rating: Percentile Rank of Summative Score	66.11	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	60.97	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	52.36	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	78.43	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	55.88	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.53	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	57.87	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• KRMS was in the 87th percentile in overall student growth in math, lang. arts and attendance and exceeded expectations of student growth in lang. arts and math according to 16-17 School Report Card. • KRMS is a Renaissance School. KRMS partnered with businesses to fund this incentive program. We recognize students who excel in academics, behavior, attendance, community/school involvement. • KRMS has a wide array of elective classes, clubs, and wellness activities for students to explore. The areas serve to expose students to opportunities that they will explore further at KRHS.
Mission, Vision, Theme:	The philosophy of KRMS centers upon the belief that learning experiences for our students should address the intellectual, physical, social, and emotional development of the child. Learning experiences are designed to help students make sense of themselves and the world around them. KRMS strives to provide our students with a safe environment and a well-balanced education. KRMS is built upon the strong foundation of teaming. Teaming is the use of five teachers from different subjects, sharing the instructional responsibility for a common group of students. Our teams are provided time in their schedule to address student concerns and craft lessons collaboratively. Additionally, team time is spent reviewing student data, current educational research, best practices, meeting with parents, and planning interdisciplinary/thematic units which support building/district goals. Teams also spend time actively working to identify academically, socially, and behaviorally at-risk students.
Awards, Recognition, Accomplishments:	KRMS is a proud Renaissance School. The middle school has partnered with several local businesses to fund this student-centered, school-wide incentive program. The program recognizes students who excel with respect to academics, behavior, attendance, community/school involvement. During the first marking period of the 2018-19 school year, four hundred and twenty students were recognized. Additionally, on a monthly basis, eight spotlight students are chosen to represent their instructional team. Those students are chosen based on their exemplary character. Furthermore, the KRMS staff members are recognized monthly as well with the Dragon of the Month award that is given out to a staff member at each faculty meeting. An Educator of the Year and Support Service Professional of the Year are both recognized each year.

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Courses, Curriculum, Instruction:	KRMS offers Algebra I and Pre-Algebra to our advanced level students in 7th grade. Additionally, students may take a high school level 1 world language class in both 7th and 8th grade. Those students are then awarded high school credits at the end of their 8th grade year. After school, KRMS offers Odyssey of the Mind and Math Counts which are both enrichment opportunities for the students.
Clubs and Activities:	KRMS offers over 30 clubs and activities that vary greatly. Students can sign up for any given activity when it is offered and there is great flexibility and fluidity to the process, which gives students the opportunity to experience a wide array of activities. The middle school offers twelve wellness activities that range from yoga to flag football. Additionally, nineteen clubs are offered ranging from environmental club to cooking club. Many of the clubs align with elective classes and academies that are offered at the sending high school. For example, the students may attend Robotics, Yearbook, KRMS News Production, and Guitar Club. Clubs and activities are offered 3 days a week for an hour and a half each day.

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Before and After School Programs:	An Academic Assistance Program (AAP) is offered to ideintified students in both math and language arts. AAP runs from November to May from 2:30 to 4:00 and is geared towards both 7th and 8th graders. The students are grouped based on readiness level and need; they rotate through stations and work with teachers in areas of need. A designated AAP coordinator reaches out to teachers, analyzes standardized test data, and reviews grades in order to target the students for the program.
Staff and Professional Learning:	KRMS is unique in its approach to professional learning, collaboration, and professional development with professional learning opportunities during school hours and after. Each day, 45 minutes is dedicated for all content area teachers to plan, brainstorm, and share ideas in PLCs and a team meeting setting. These teachers meet as an interdisciplinary team three days a week and as a content area team two days a week. KRMS teachers host an instructional roundtable three times a year where best practices are shared amongst colleagues. Five to seven times a month after school, professional workshops are held for teachers and staff members to attend in order to grow professionally. Teachers are encouraged to view webinars, and faculty meetings throughout the year have embedded professional learning opportunities within. Finally, two Mondays a month are dedicated to department meetings where teachers share best practices, align the curriculum, and make curricular revisions for 45 minutes.

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Student Supports and Services:	KRMS has supports and services in place for a wide array of needs among the population. For English Language Learners, an ELL period provides academic/social support. The ELL students have chrome books to utilize and take home as well. An Academic Assistance Program offers at-risk students help in both math and ELA. The MS AAP runs from Nov. to May. The students are grouped by readiness level and need; they rotate through stations and work with teachers in areas of need. A designated AAP coordinator reaches out to teachers, runs standardized test data, and reviews grades in order to target students for the program. An I&RS committee assists teachers with ways to help at-risk students. Both ELA and math supports are in place during the school day through the math lab and the ELA push in support class. Students may test in and out of the class as needed based on their level of mastery with concepts and skills. Our at-risk ELA students benefit w/two ELA teachers in their classroom.
Student Health and Wellness:	KRMS offers PE and Health daily to all students for 45 minutes. Additionally, students can choose to take the most popular elective, Sports and Health Science which combines science with physical education focusing on living a healthy lifestyle. This class meets daily in the classroom setting two days a week and in the workout room 3 days a week. KRMS recognizes the importance of wellness activities after school. Therefore, twelve wellness activities are offered to our students after school for an hour and a half. They range from yoga to flag football, and they are extremely popular amongst the student body. One of the clubs, Fuel Up to Play 60, is run twelve times a year and focuses solely on the importance of health and physical activity on a daily basis. Finally, mindfulness has been embedded in the Health and PE curriculum and is practiced daily in the classroom.
Parent and Community Involvement:	KRMS gets its parents and community involved in various ways. KRMS has a thriving Renaissance Program that partners with many local businesses to benefit our students who thrive in the following areas: behavior, academics, community service, and attendance. Additionally, KRMS has a parent committee that is made up of 14 volunteer parents who meet quarterly with the administrative team to provide feedback on various topics and issues regarding the school and the student body. Finally, parents are used as volunteer helpers for Renaissance celebrations, book fairs, student showcases, and dances. Parents access the website often, and they utilize/access PowerSchool, the Principal's monthly newsletter, the district's quarterly newsletter, eblasts, and text messages as a means of communication. Lastly, parents participate heavily in our Career Day program each year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	KRMS was constructed in 2006. Due to rapid enrollment increases, an addition was built onto the building in 2013. There are 3 computer labs, 3 science labs, 2 art rooms, 2 gymnasiums, and an exercise room. The entire building does have central air conditioning and has only one level (no staircases). The wide, spacious hallways and rectangular layout make it easy to monitor and safe for student transition between classes. No major facilities issues have arisen since the building's original construction.
School Safety:	KRMS conducts two safety and security drills monthly. The staff and students are fully trained on each of the drills. Administration and local law enforcement constantly work together to evaluate each and every drill, and adjustments are made to the security plan quite frequently. Seventy-six security cameras are located around the building, and a school resource officer and a security guard are on campus at all times.

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Technology and STEM:	In regards to technology at KRMS, each content team has two Chromebook carts of thirty to access at all times. Additionally, the special education department and the elective teachers have access to three Chromebook carts each as well. The middle school has three sign-up computer labs that each have thirty computers. Each classroom in the building has an interactive Promethean Board and a bank of four desktops. KRMS offers a computer science course as an elective for 7th graders. Additionally, two STEM courses (STEM Architectural Design and Discovering STEM) are offered as electives to both 7th and 8th graders. After school, students can sign up for Robotics club which is held monthly. Technology standards are embedded in each and every course of study.