NJ SCHOOL PERFORMANCE REPORT

KAWAMEEH MIDDLE SCHOOL
(39-5290-070)
Grades Offered: 06-08
2017-2018

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

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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	UNION
District	UNION TWP
Principal Name	MR. MALANDA
Address	490 DAVID TERRACE UNION, NJ 07083
Phone Number	(908)851-6570
Email Address	JMALANDA@TWPUNIONSCHOOLS.ORG
Website	http://kawameeh.twpunionschools.org/
Twitter	https://twitter.com/KMS_OneTribe

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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
5	0	0	0
6	234	225	213
7	220	238	226
8	222	220	227
Total	676	683	666

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	46.2%	46.4%	46.8%
Male	53.8%	53.6%	53.2%
Economically Disadvantaged Students	20.4%	28.1%	27.2%
Students with Disabilities	14.2%	14.3%	16.7%
English Learners	1.2%	1.8%	1.4%
Homeless Students		0.6%	0.3%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.8%
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	33.6%	29.3%	27.0%
Hispanic	22.6%	25.6%	28.7%
Black or African American	32.8%	34.4%	33.2%
Asian	9.2%	9.1%	9.2%
Native Hawaiian or Pacific Islander	0.7%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.0%	1.5%

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	76.3%
Spanish	10.4%
Portuguese	4.8%
Tagalog	1.4%
Creoles and pidgins, French-based	1.1%
Other Languages	6.2%

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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	57	50	50	Met Standard	47	51	50	Met Standard
White	54	50	50	Met Standard	48	51	51	Met Standard
Hispanic	59.5	50	49	Met Standard	51	53	48	Met Standard
Black or African American	48.5	47	44	Met Standard	38	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	63	61	Exceeds Standard	54	61	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	63	49	**	*	50	51	**
Economically Disadvantaged	50.5	48	48	Met Standard	39	51	47	Not Met
Students with Disabilities	47	41	41	Met Standard	40	41	43	Met Standard
English Learners	72	56.5	54	**	62	60	51	**

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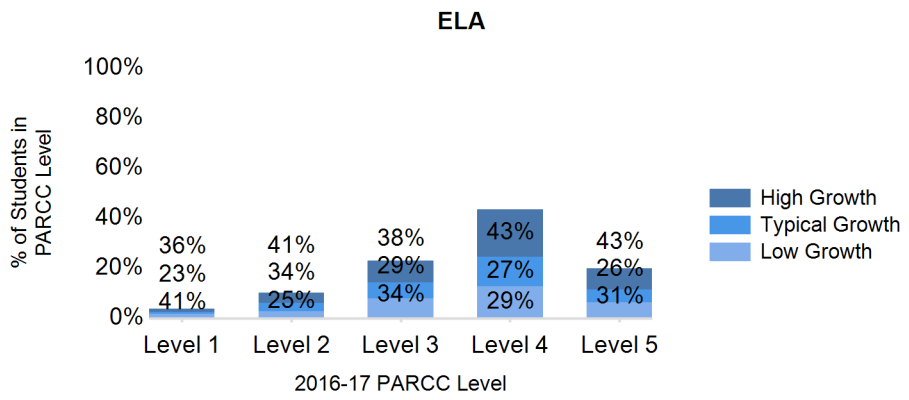
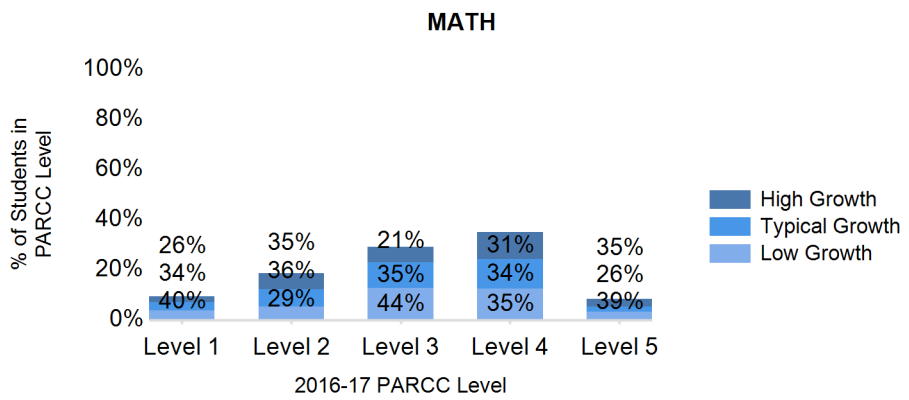
Student Growth by Performance Level

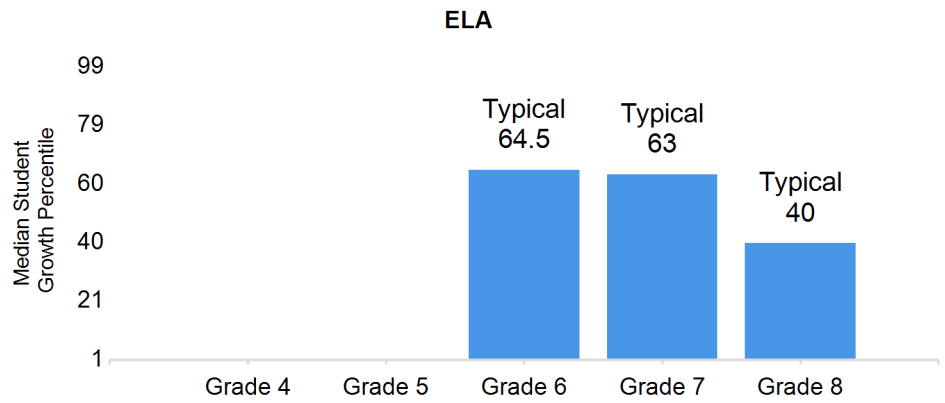
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

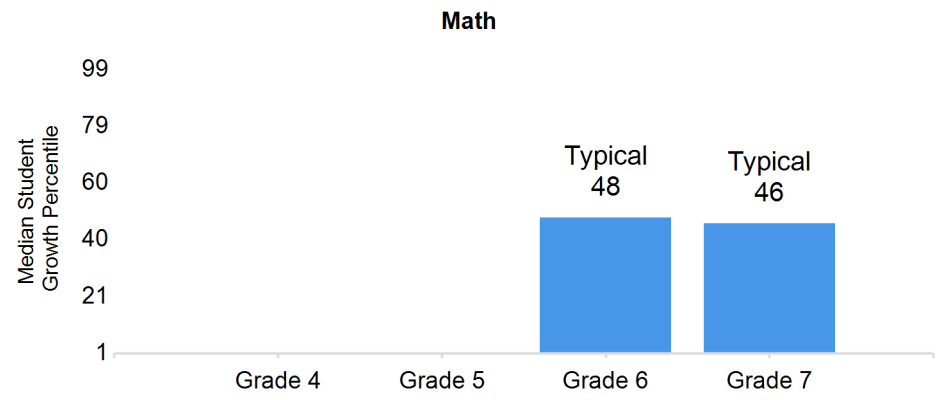




Student Growth by Grade

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	623	96.5	66.6	56.3	56.7	66.6	54	Met Target
White	173	96.7	70.0	*	65.6	70.0	57.2	Met Target
Hispanic	181	95.8	64.1	53.3	42.5	64.1	50.4	Met Target
Black or African American	195	96.2	57.0	49.1	37.3	57.0	47.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.9	82.3	*	72.7	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	60.6	63.4	*	**	**
Female	283	95.1	73.5	63.8	64.5	73.5		
Male	340	97.7	60.9	49.7	49.4	60.9		
Economically Disadvantaged Students	171	94.1	53.8	47.1	38.5	53.2	40.6	Met Target
Non-Economically Disadvantaged Students	452	97.4	71.5	61.1	67.5	71.5		
Students with Disabilities	99	94.4	20.2	*	21.6	20.0	23.7	Met Target†
Students without Disabilities	524	96.9	75.4	*	63.9	75.4		
English Learners	22	100.0	63.6	41.3	27.3	63.6	34.4	Met Target
Non-English Learners	601	96.4	66.7	57.4	59.4	66.7		
Homeless Students	*	*	*	50.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	71.4	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	193	766	752	754	*	*	22%	46%	23%	68%	56%
White	43	766	758	761	*	*	*	*	*	74%	66%
Hispanic	61	764	753	742	*	*	26%	41%	23%	64%	42%
Black or African American	63	755	743	737	*	*	30%	*	*	57%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	745	761	*	*	*	*	*	*	64%
Female	89	773	759	761	*	*	19%	43%	31%	74%	64%
Male	104	760	745	748	*	*	25%	48%	15%	63%	48%
Economically Disadvantaged Students	64	754	743	739	*	*	28%	*	*	56%	37%
Non-Economically Disadvantaged Students	129	771	756	764	*	*	19%	*	*	74%	68%
Students with Disabilities	28	722	712	723	*	*	*	*	*	14%	18%
Students without Disabilities	165	773	759	760	*	*	*	*	*	78%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	193	766	*	755	*	*	22%	46%	23%	68%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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	214	765	757	760	7%	9%	15%	36%	32%	68%	63%
White	56	772	763	768	*	*	*	29%	41%	70%	72%
Hispanic	67	765	757	746	*	*	21%	39%	28%	67%	49%
Black or African American	69	755	747	740	*	*	*	38%	23%	61%	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	95	782	768	769	*	*	14%	27%	52%	79%	72%
Male	119	753	747	752	*	*	17%	42%	17%	59%	54%
Economically Disadvantaged Students	60	749	745	742	*	*	25%	*	*	52%	44%
Non-Economically Disadvantaged Students	154	772	762	771	*	*	12%	*	*	74%	73%
Students with Disabilities	30	719	709	721	*	*	*	*	*	20%	22%
Students without Disabilities	184	773	763	768	*	*	*	*	*	76%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	217	766	757	759	*	*	24%	38%	25%	64%	60%
White	73	766	762	767	*	*	16%	40%	29%	68%	70%
Hispanic	51	762	751	744	*	*	33%	*	*	59%	45%
Black or African American	67	760	751	739	*	*	33%	33%	19%	52%	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	103	769	767	768	*	*	22%	35%	31%	66%	69%
Male	114	762	748	751	*	*	26%	41%	20%	61%	52%
Economically Disadvantaged Students	50	758	750	740	*	*	34%	*	*	50%	42%
Non-Economically Disadvantaged Students	167	768	760	769	*	*	22%	*	*	68%	71%
Students with Disabilities	35	725	714	719	*	*	34%	*	*	20%	19%
Students without Disabilities	182	773	765	766	*	*	23%	*	*	72%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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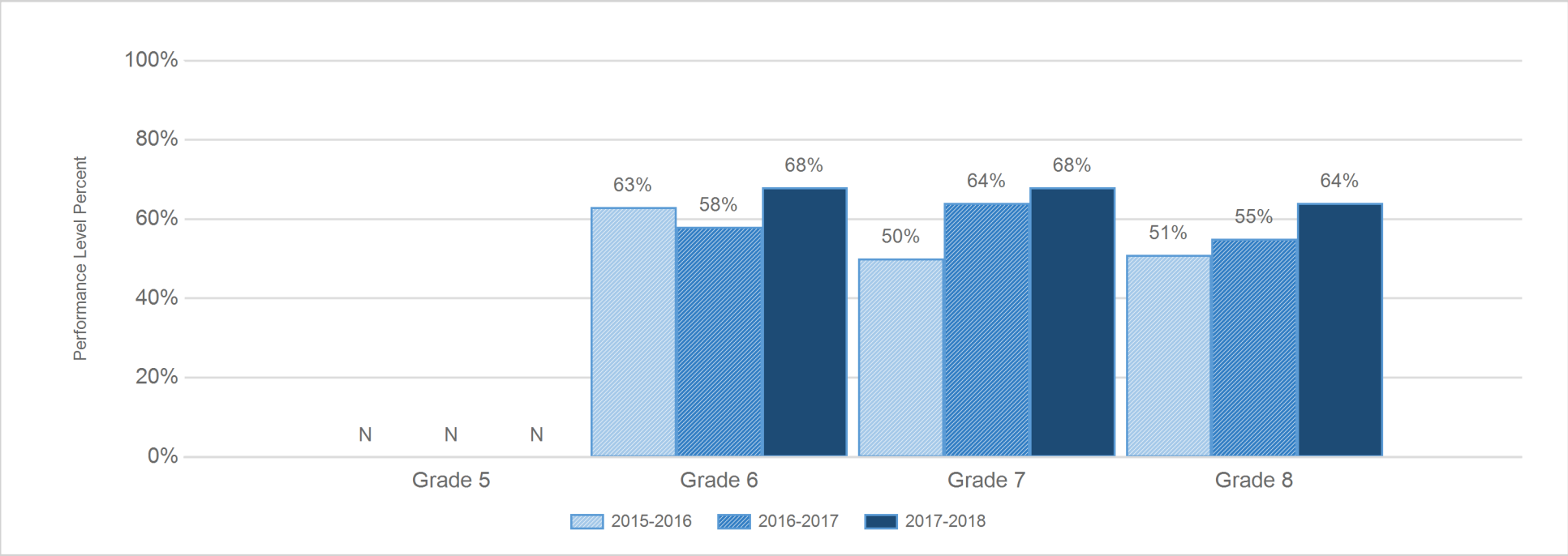
English Language Arts/Literacy Assessment - Performance Trends

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	618	95.6	42.5	42.9	45.0	42.5	39.2	Met Target
White	172	96.1	48.8	*	54.1	48.8	42.9	Met Target
Hispanic	180	95.2	39.5	41.9	29.2	39.5	31.5	Met Target
Black or African American	193	94.8	31.1	34.1	23.4	31.1	32.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.8	77.0	*	62.8	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	50.0	53.0	*	**	**
Female	280	94.1	48.9	45.4	46.0	48.4		
Male	338	96.9	37.2	40.6	43.9	37.2		
Economically Disadvantaged Students	168	92.0	23.2	33.1	26.6	22.4	26.6	Met Target†
Non-Economically Disadvantaged Students	450	97.0	49.8	48.0	55.9	49.8		
Students with Disabilities	99	94.4	*	12.3	17.1	*	12.6	Not Met
Students without Disabilities	519	95.8	*	48.5	50.5	*		
English Learners	23	100.0	30.4	35.2	24.6	30.4	18.3	Met Target
Non-English Learners	595	95.4	43.0	43.4	46.9	43.0		
Homeless Students	*	*	*	46.1	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	57.1	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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	194	743	737	744	7%	23%	33%	32%	6%	38%	44%
White	43	745	743	751	*	*	44%	*	*	35%	54%
Hispanic	61	741	737	731	*	23%	33%	*	*	38%	27%
Black or African American	64	732	729	726	*	33%	33%	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	742	749	*	*	*	*	*	*	52%
Female	89	744	740	745	*	21%	33%	*	*	40%	45%
Male	105	741	734	742	*	24%	33%	*	*	35%	42%
Economically Disadvantaged Students	65	733	730	729	*	29%	35%	*	*	25%	24%
Non-Economically Disadvantaged Students	129	748	741	753	*	19%	32%	*	*	44%	56%
Students with Disabilities	28	706	700	717	*	*	*	*	*	*	13%
Students without Disabilities	166	749	744	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

KAWAMEEH MIDDLE SCHOOL
(39-5290-070)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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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	209	740	743	743	10%	25%	27%	31%	7%	38%	43%
White	55	748	748	750	*	*	24%	*	*	51%	54%
Hispanic	66	740	742	732	*	24%	35%	*	*	35%	27%
Black or African American	67	731	736	727	*	37%	24%	*	*	25%	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	93	749	748	745	*	16%	24%	*	*	53%	45%
Male	116	733	738	741	*	33%	30%	*	*	26%	42%
Economically Disadvantaged Students	56	725	735	730	*	36%	36%	*	*	13%	24%
Non-Economically Disadvantaged Students	153	746	746	751	*	22%	24%	*	*	47%	55%
Students with Disabilities	30	708	711	717	*	*	*	*	*	*	12%
Students without Disabilities	179	746	747	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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KAWAMEEH MIDDLE SCHOOL
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2017-2018

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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	137	726	722	728	24%	21%	28%	*	*	27%	28%
White	42	725	729	736	*	*	29%	29%	0%	29%	36%
Hispanic	32	720	719	722	31%	*	*	*	*	19%	22%
Black or African American	52	729	719	715	23%	19%	27%	*	*	31%	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	66	723	724	731	27%	21%	24%	*	*	27%	31%
Male	71	728	720	725	21%	21%	31%	*	*	27%	26%
Economically Disadvantaged Students	41	723	718	719	32%	*	24%	*	*	22%	20%
Non-Economically Disadvantaged Students	96	727	724	735	21%	*	29%	*	*	29%	35%
Students with Disabilities	33	697	694	705	*	*	*	*	*	*	*
Students without Disabilities	104	735	729	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	79	784	748	746	0%	0%	*	*	*	94%	46%
White	31	783	*	755	0%	0%	*	*	*	94%	57%
Hispanic	19	785	*	730	0%	0%	*	*	*	95%	27%
Black or African American	14	787	741	727	0%	0%	*	*	*	93%	23%
Asian, Native Hawaiian, or Pacific Islander	15	784	*	779	0%	0%	*	*	*	93%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	36	785	751	748	0%	0%	*	*	*	97%	48%
Male	43	783	746	745	0%	0%	*	*	*	91%	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	703	710	N	N	N	N	N	N	*
Non-English Learners	79	784	750	749	0%	0%	*	*	*	94%	*
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	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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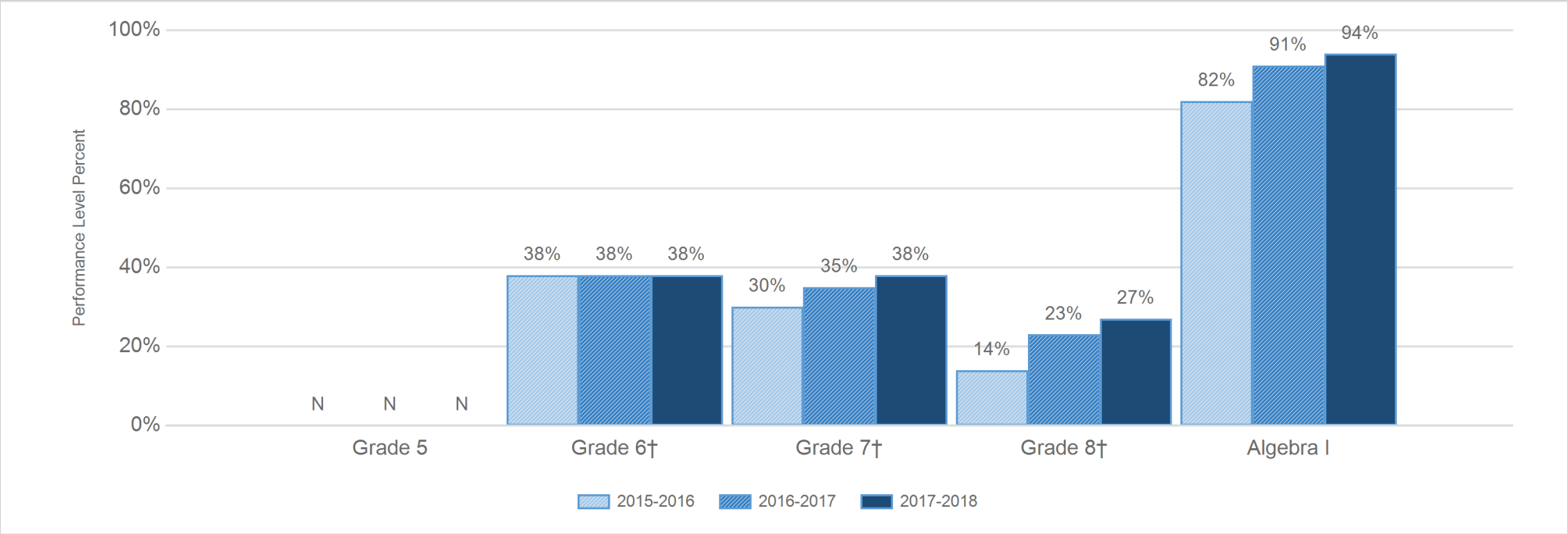
Mathematics Assessment – Performance Trends

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
6	*	*
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	*	*	*
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
6	0	0	220
7	0	0	228
8	81	0	156
Total	81	0	604

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
6	211	0	0	0	0	0	0
7	221	222	0	0	220	0	0
8	34	29	0	0	24	0	0
Total	466	251	0	0	244	0	0

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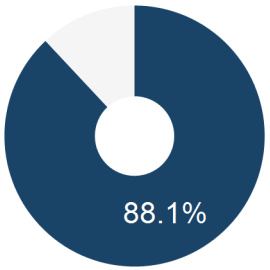
Visual and Performing Arts – Course Participation

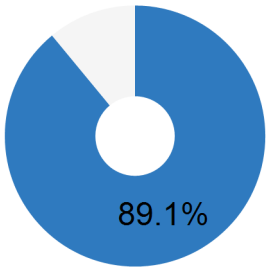
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

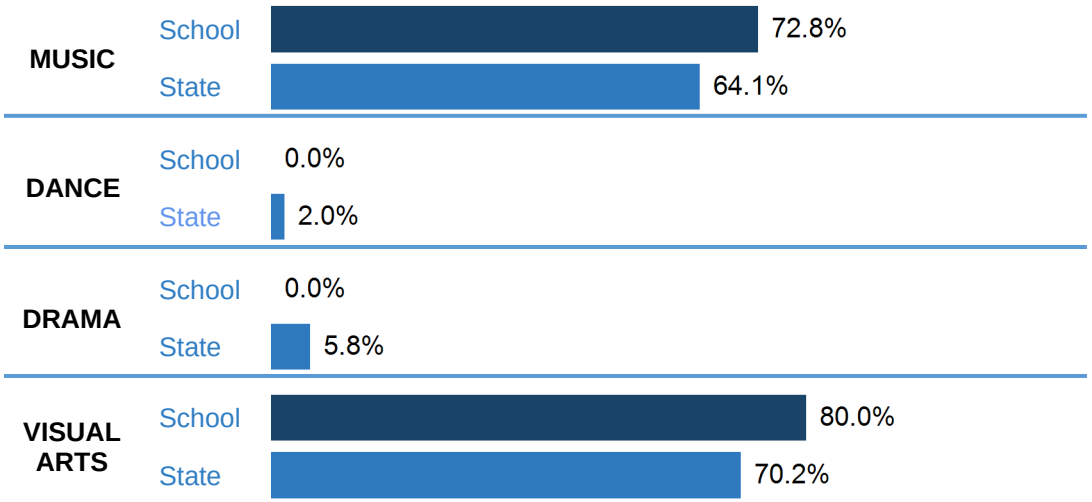


School



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.

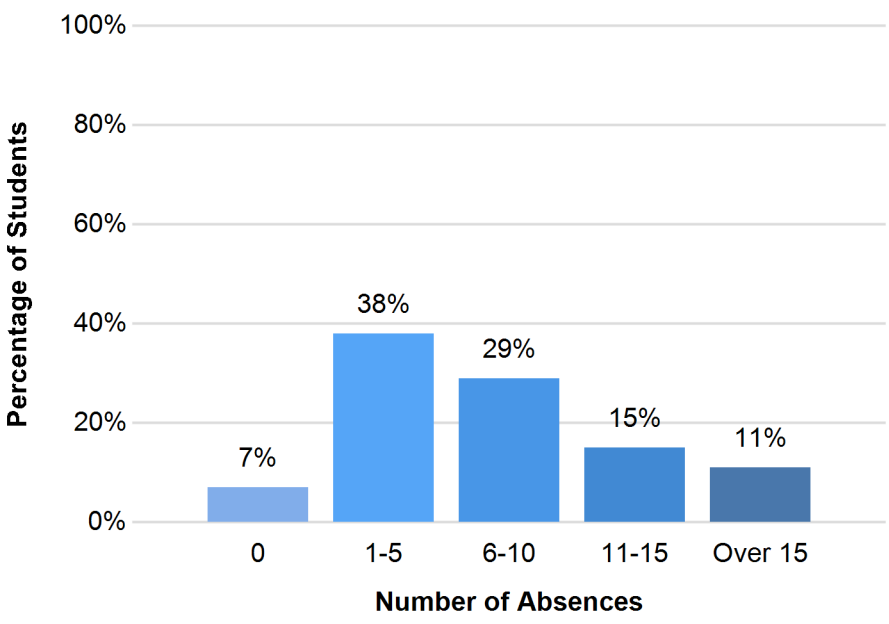
Chronic Absenteeism

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	48	7.2	9.5	Met
White	11	6.0	9.5	Met
Hispanic	16	8.4	9.5	Met
Black or African American	18	8.1	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.6	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	20.0	**	**
Economically Disadvantaged Students	21	11.5	9.5	Not Met
Students with Disabilities	10	8.5	9.5	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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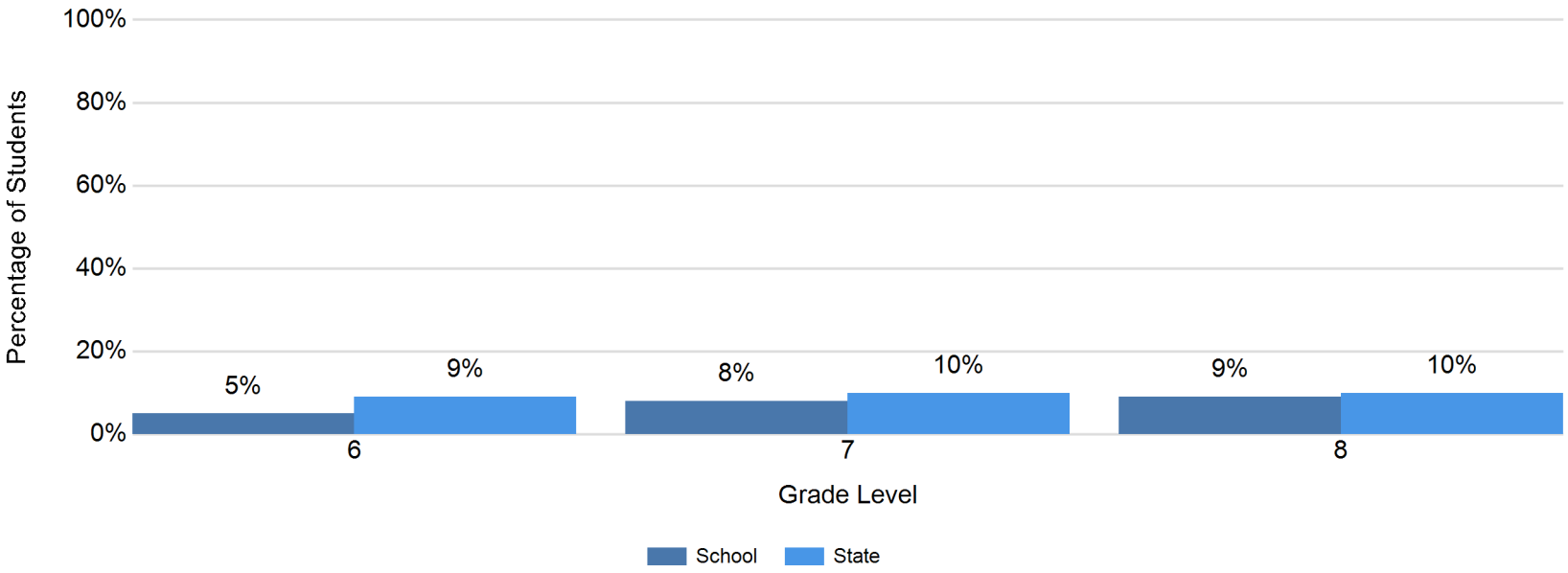
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.90

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	58	8.7%
Any Suspension	58	8.7%
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
163

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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	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 32 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	1:1

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)	$413	$14,542	$14,955

NJ SCHOOL PERFORMANCE REPORT

KAWAMEEH MIDDLE SCHOOL
(39-5290-070)
Grades Offered: 06-08
2017-2018

Report Key:
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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	13.0	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	84.6%	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	41	9,374
Average years experience in public schools	18.2	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	92.7%	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	10:1	11:1
Students to Administrators	333:1	175:1
Teachers to Administrators	33:1	16:1
Students to Librarians/Media Specialists		898:1
Students to Nurses		599:1
Students to Counselors		312:1
Students to Child Study Team		225:1

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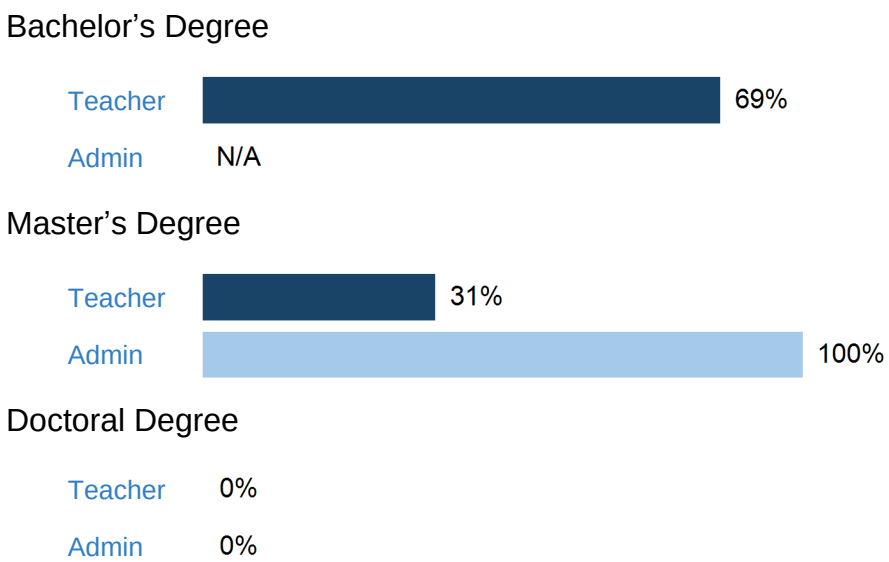
Teachers and Administrators - Level of Education

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	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.1%	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	94.5%

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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	80.0%	0.0%
Male	20.0%	100.0%
White	86.2%	100.0%
Hispanic	4.6%	0.0%
Black or African American	6.2%	0.0%
Asian	1.5%	0.0%
American Indian or Alaska Native	1.5%	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	70.08	17.5%
Mathematics Proficiency	34.48	17.5%
English Language Arts Growth	74.41	25.0%
Mathematics Growth	33.83	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	57.19	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.94	n/a
Summative Rating: Percentile Rank of Summative Score	55.69	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	48.75	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	70.32	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	62.34	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	59.38	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	48.51	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	46.69	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	**	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:	• KMS offers a comprehensive and caring educational environment that is designed to promote cognitive growth and expand the students' self-confidence and positive feelings toward learning. • Working together and participating in co-curricular programs and activities on a regular basis promotes multicultural respect, understanding, cooperation and tolerance for our diverse population. • Our dedicated staff offers challenging educational opportunities within a nurturing environment. Professional staff members at KMS are committed to helping students reach their maximum potential.
Mission, Vision, Theme:	Mission: One tribe focused on success for all. Vision: Collectively create a fun, safe, and nurturing environment; which ignites untapped potential for growth and learning. Student Values: We expect all students to strive for excellence in an atmosphere of high, yet realistic, expectations, which are constantly readjusted as students progress as learners. We expect students foster an environment of respect for themselves and others by showing kindness, compassion and honesty. We will inspire students to be lifelong learners who can thrive as independent learners in a collaborative environment while also preparing them to be productive, accountable and responsible.
Awards, Recognition, Accomplishments:	Kawameeh Middle School presents awards to 8th Grade Students during a ceremony at the end of the school year. Awards are given in the areas of Highest GPA, Highest Average in Subject Area, Self-Improvement, Motivation, Perseverance, Athletics, Cultural Arts, Fine Arts, Music, Moral and Ethical Behavior and Civic Leadership. Presidential Academic Fitness Awards are also presented. Students in each grade are nominated for Student of the Month. We also recognize a teacher and support staff person of the year.

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Courses, Curriculum, Instruction:	At the middle school level, one of the most important functions is to provide instruction that will create a seamless transition to high school. K-12 articulation is the key to achieving this goal. Supervisors meet regularly with their department staff to discuss curriculum as well as instructional methods based on objectives, program goals and current educational research and performance data. Course offerings include the following: Language Arts, Mathematics, Social Studies, Science, Health/Physical Education, Spanish, French, German, Art, Technology, Music, as well as band, chorus and orchestra programs. Mathematics and language arts classes are blocked into a double period. In addition, support classes have been established for students who exhibit difficulties in mathematics and language arts. Honors level courses are also offered for our seventh and eighth grade students who meet the entrance criteria in English, Math, Science and Social Studies.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)
Clubs and Activities:	Kawameeh Middle School celebrates individual talents by offering a wide variety of extra-curricular programs. Examples, such as the visual and performing arts programs, math and chess clubs, poetry club, science club, environmental club, service organizations, and a wide variety of athletic programs, celebrate the uniqueness of each child. Our Anti-Bullying Program takes a whole-school approach and includes administration, teaching staff, students and community members. Students are provided educational experiences through an Advisory program built into the academic day. Our program promotes awareness, tolerance and prevention. Various assemblies and guest speakers enhance the educational experiences of our students.

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Before and After School Programs:	Kawameeh Middle School has an After-Care program run by the local YMCA.
Staff and Professional Learning:	Staff members engage in ongoing building based professional development throughout the school year. Teachers attend sessions focused on PLC's, Standards Mastery, Data Analysis, Effective Assessment, as well other building based needs determined by our SCIP team. Teachers work in collaborative subject area teams and meet daily plan, analyze assessments, and group students into support areas. Staff Values: Consistently model our core values; they guide us in how we treat each other and live together as a community. Foster professional development, teacher collaboration and teacher input to attain maximum achievement for our students and school, while remaining open to change. Utilize multisensory teaching styles and strategies that will connect with students and will teach relevant content that is derived from state and national standards. Provide a safe, creative and challenging learning environment that consist of curricular and extracurricular opportunities for our students.

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Student Supports and Services:	1:1 and shared aides; in-class resource (support and replacement) programs; out-of-class resource programs; self-contained programs; individual and group related services (including but not limited to speech/language therapy, occupational therapy, physical therapy, counseling, and transition planning); behavior intervention plans; crisis counseling; and formal Child Study Team evaluations. Extra help: Homework Club; Peer Tutoring (Tues and Thursday Mornings in room 206 for 7th and 8th graders, and cafeteria for 6th graders); Lunch Help with teachers Intervention and Referral Services: Program in place to provide strategies for students experiencing learning and/or behavioral difficulties RTI: System of supports is in place for all students to receive additional support in academic, social, emotional and behavioral areas in a timely manner during the school day.
Student Health and Wellness:	All students are scheduled into physical education classes 5 days per week. One marking period per year, students are scheduled for health education. Our school offers a breakfast program to all students every day of the year.
Parent and Community Involvement:	6th Grade/New Student Orientation Parent Presentation on Harassment, Intimidation, and Bullying Family Fitness Night Martin Luther King Jr. Presentation of Awards for students who exemplify the same qualities as MLK Counseling Newsletter, School Website, School Messenger Communication System, Genesis Student Information System Parent Teacher Association sponsored family activities throughout the school year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The students at Kawameeh feel incredibly safe and take great pride in their school. The staff and students believe that the students are challenged academically and supported by the efforts of the teachers.
Facilities:	Kawameeh Middle School opened in 1956. Renovations and additions were completed in 2005. The school has dedicated science labs, library, art and music rooms, student cafeteria and a gymnasium.
School Safety:	Kawameeh Middle School employs 3 full time security officers to monitor school grounds during the school day. The school utilizes an alarm system on all exterior doors during school hours and limits access to the building to the front door only. A school greeter is positioned at the front door to ensure visitors are checked in and report to the correct location. School personnel are equipped with hand-held radios that communicate directly with 911 operators and local police. The school regularly schedules safety and fire drills to ensure students and staff are familiar with procedures in case of a true emergency. Kawameeh Middle School maintains a School Safety Team that reviews current data on HIB and school trends and makes recommendations for areas in need of improvement.

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Technology and STEM:	Kawameeh Middle School has a 1:1 chromebook program for all students. Each classroom is equipped with desktop computers, smartboards and document cameras. Teachers utilize Google G Suite resources including google classroom, drive, docs, etc. Students operate in an almost entirely digital environment due to new curriculum resources in Mathematics, English and Science are web based.

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Other Information:	At the middle school level, one of the most important functions is to provide instruction that will create a seamless transition to high school. K-12 articulation is the key to achieving this goal. Supervisors meet regularly with their department staff to discuss curriculum as well as instructional methods based on objectives, program goals and current educational research and performance data. Course offerings include the following: Language Arts, Mathematics, Social Studies, Science, Health/Physical Education, Spanish, French, German, Art, Technology, Music, as well as band, chorus and orchestra programs. Mathematics and language arts classes are blocked into a double period. In addition, support classes have been established for students who exhibit difficulties in mathematics and language arts. Honors level courses are also offered for our seventh and eighth grade students who meet the entrance criteria.