



Kingsway Regional High School

(15-2440-050)

Grades Offered: 09-12

2018-2019

Report Key:

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- ** 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Kingsway Regional School District
Principal Name	Mr. Craig Stephenson
Address	201 KINGS HIGHWAY WOOLWICH TWP, NJ 08085-9608
Phone Number	856-467-3300
Email Address	stephensonc@kingsway.k12.nj.us
Website	https://www.krsd.org/Domain/8
Facebook	https://www.facebook.com/KingswayDragons/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	462	435	430
10	424	452	434
11	434	416	442
12	422	434	418
Total	1,742	1,737	1,724

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	50.2%	49.1%
Male	49.9%	49.8%	50.9%
Economically Disadvantaged Students	13.7%	13.2%	12.3%
Students with Disabilities	14.6%	13.8%	15.4%
English Learners	1.0%	0.9%	0.8%
Homeless Students	0.5%	0.5%	0.7%
Students in Foster Care	0.2%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	76.2%	74.7%	76.4%
Hispanic	5.6%	6.0%	5.8%
Black or African American	12.5%	12.5%	11.6%
Asian	4.2%	4.8%	5.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.5%	1.8%	0.9%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,729	1,724	1,709
Shared Time Students	23	24	29
Full Time Equivalent	1,741	1,736	1,724

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	95.3%
Spanish	2.0%
Other Languages	2.7%



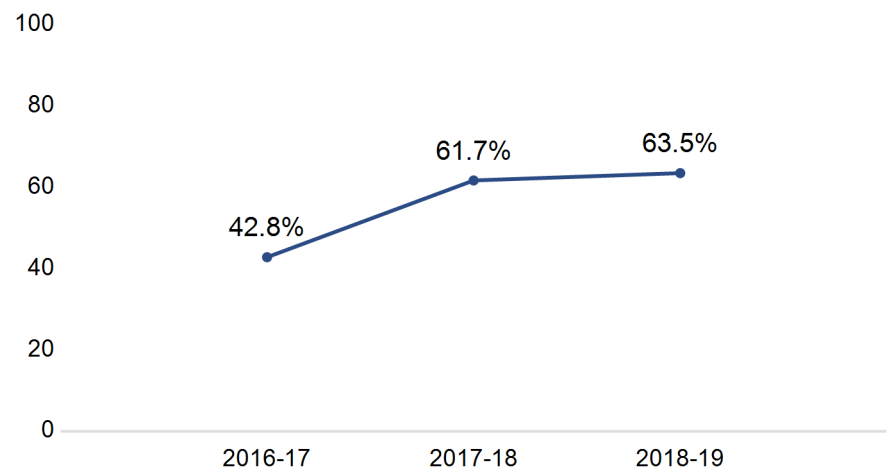
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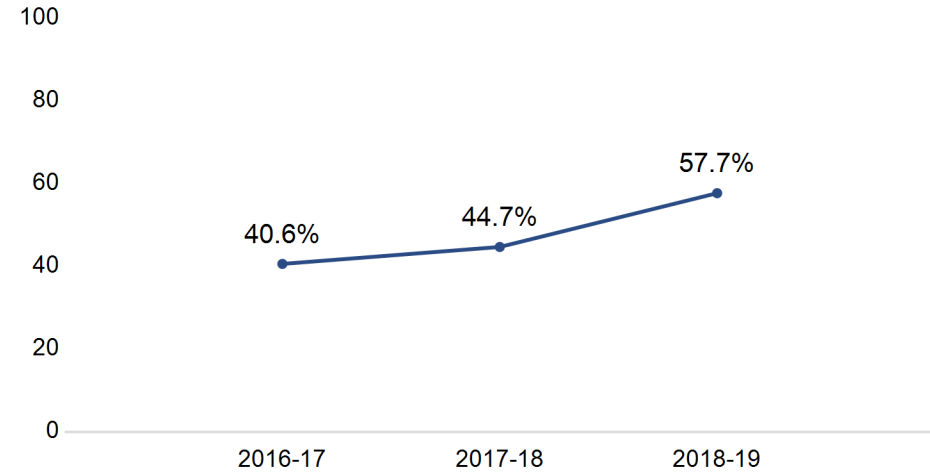
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	97.9%	96.8%	96.1%	96.8%	97.7%
Proficiency Rate for Federal Accountability	42.8%	61.7%	63.5%	40.6%	44.7%	57.7%
Annual Target	42.2%	44.2%	46.2%	40.9%	42.9%	45.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	839	96.8	63.5	67.5	57.9	63.5	46.2	Met Target
White	636	97.0	68.1	71.0	66.9	68.1	48.6	Met Target
Hispanic	49	96.2	36.7	48.1	43.9	36.7	35.7	Met Target
Black or African American	91	93.9	39.6	45.1	38.5	39.0	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	81.3	86.7	82.9	81.3	60.4	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	395	96.6	76.7	77.9	64.8	76.7		
Male	444	97.0	51.8	58.5	51.3	51.8		
Economically Disadvantaged Students	99	96.2	29.3	38.9	40.0	29.3	23.3	Met Target
Non-Economically Disadvantaged Students	740	96.9	68.1	71.0	67.9	68.1		
Students with Disabilities	154	95.1	15.6	20.0	22.7	15.6	20.6	Not Met
Students without Disabilities	685	97.2	74.3	78.7	65.1	74.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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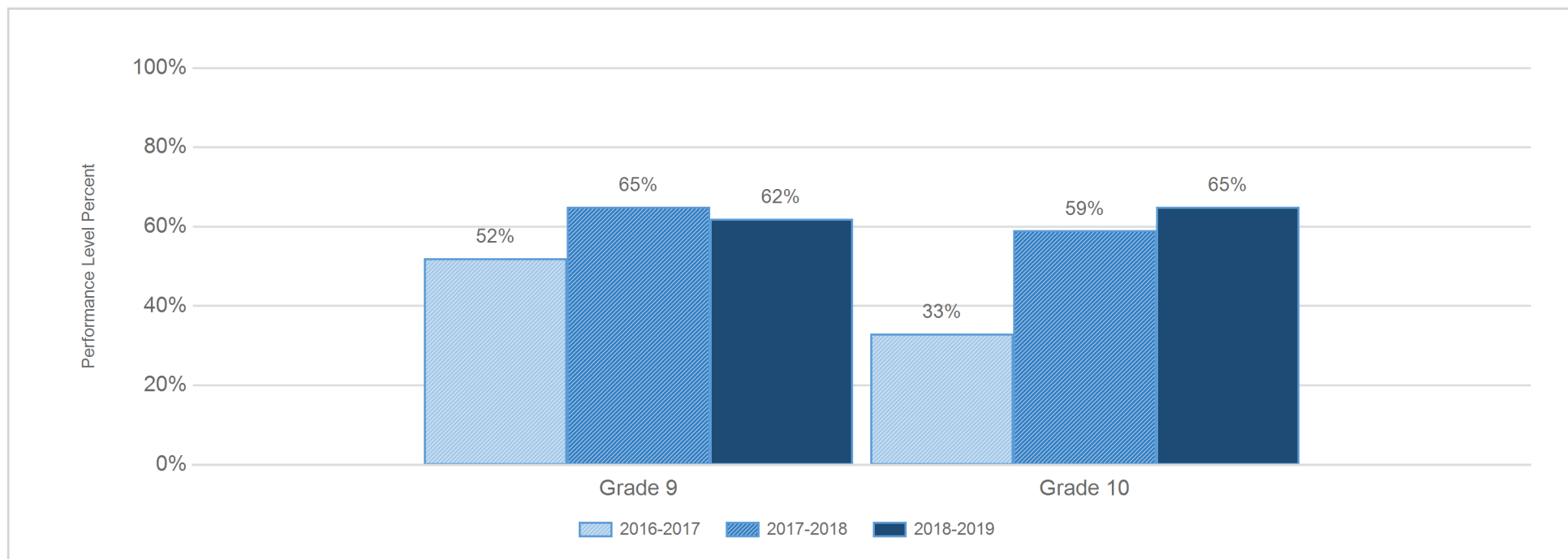
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	428	756	756	753	10%	10%	18%	42%	20%	62%	56%
White	330	760	760	762	6%	10%	18%	46%	21%	67%	65%
Hispanic	27	735	735	737	*	*	*	*	*	33%	40%
Black or African American	42	735	735	732	29%	*	*	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	20	770	770	783	*	*	*	*	*	75%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	199	769	769	760	*	*	16%	55%	24%	78%	63%
Male	229	745	745	746	*	*	20%	31%	16%	48%	49%
Economically Disadvantaged Students	52	716	716	734	42%	19%	*	*	*	23%	36%
Non-Economically Disadvantaged Students	376	762	762	762	5%	9%	*	*	*	67%	65%
Students with Disabilities	91	721	721	717	31%	25%	23%	*	*	21%	17%
Students without Disabilities	337	765	765	760	4%	6%	17%	*	*	73%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	413	765	765	757	10%	10%	15%	38%	27%	65%	58%
White	304	769	769	767	7%	8%	14%	42%	28%	70%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	51	732	732	733	25%	*	22%	*	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	28	801	801	792	0%	0%	*	*	*	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	197	775	775	766	5%	8%	12%	42%	33%	75%	66%
Male	216	755	755	749	14%	12%	18%	35%	21%	56%	51%
Economically Disadvantaged Students	50	733	733	735	24%	*	24%	*	*	36%	40%
Non-Economically Disadvantaged Students	363	769	769	767	8%	*	14%	*	*	69%	67%
Students with Disabilities	61	703	703	711	46%	30%	*	*	*	10%	19%
Students without Disabilities	352	775	775	765	3%	7%	*	*	*	75%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	752	97.7	57.7	56.2	44.5	57.7	45	Met Target
White	588	98.2	60.5	58.9	54.1	60.5	46.3	Met Target
Hispanic	41	95.7	48.8	39.8	28.8	48.8	40.3	Met Target
Black or African American	77	94.0	33.8	33.5	23.0	33.4	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	34	100.0	73.5	78.9	76.5	73.5	69.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	364	98.1	58.8	57.5	44.9	58.8		
Male	388	97.3	56.7	55.0	44.2	56.7		
Economically Disadvantaged Students	77	95.2	35.1	31.6	26.3	35.1	26.4	Met Target
Non-Economically Disadvantaged Students	675	98.0	60.3	59.0	54.9	60.3		
Students with Disabilities	117	95.2	21.4	16.8	17.4	21.4	22.6	Met Target†
Students without Disabilities	635	98.2	64.4	64.8	50.0	64.4		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



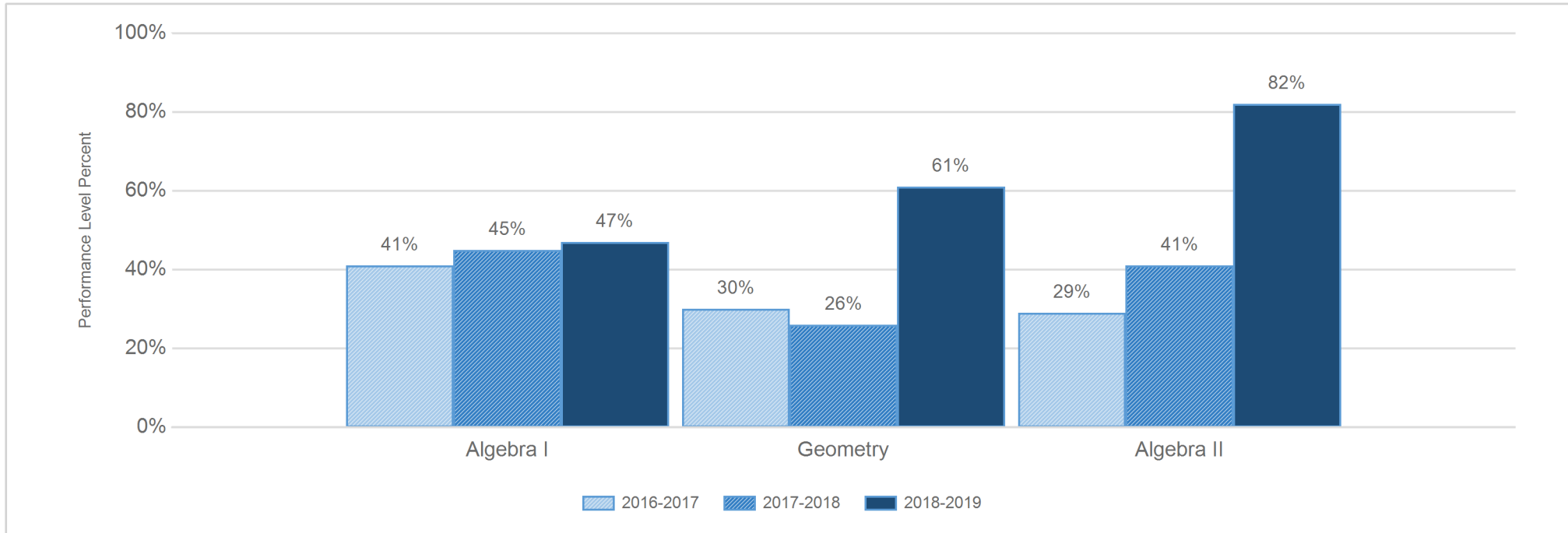
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	406	745	758	744	4%	17%	32%	*	*	47%	42%
White	304	748	759	752	*	15%	31%	*	*	51%	53%
Hispanic	35	735	*	728	*	*	29%	40%	0%	40%	24%
Black or African American	49	735	744	725	*	*	39%	29%	0%	29%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	189	747	758	745	*	*	34%	*	*	49%	44%
Male	217	744	758	743	*	*	29%	*	*	45%	41%
Economically Disadvantaged Students	57	731	*	727	*	*	30%	*	*	32%	23%
Non-Economically Disadvantaged Students	349	748	*	752	*	*	32%	*	*	50%	52%
Students with Disabilities	95	727	*	717	*	41%	28%	*	*	20%	12%
Students without Disabilities	311	751	*	748	*	9%	33%	*	*	55%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	753	753	737	*	*	31%	52%	9%	61%	35%
White	165	755	755	743	*	*	34%	52%	10%	62%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	21	728	728	720	*	*	*	*	*	29%	14%
Asian, Native Hawaiian, or Pacific Islander	14	766	766	762	0%	0%	*	*	*	93%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	106	757	757	738	*	*	30%	*	*	66%	36%
Male	101	750	750	736	*	*	33%	*	*	55%	34%
Economically Disadvantaged Students	17	732	732	722	*	*	*	*	*	24%	16%
Non-Economically Disadvantaged Students	190	755	755	743	*	*	*	*	*	64%	43%
Students with Disabilities	18	733	733	712	*	*	*	*	*	28%	*
Students without Disabilities	189	755	755	741	*	*	*	*	*	64%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	207	753	753	738	*	*	31%	52%	9%	61%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	775	775	755	*	*	13%	74%	8%	82%	58%
White	117	776	776	758	*	*	10%	76%	9%	85%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	782	782	777	0%	0%	*	*	*	73%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	70	767	767	752	*	*	*	*	*	73%	55%
Male	72	783	783	758	*	*	*	*	*	92%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	142	775	775	755	*	*	13%	74%	8%	82%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Kingsway Regional High School
(15-2440-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	33.3%	**	**

† 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	*	*	*



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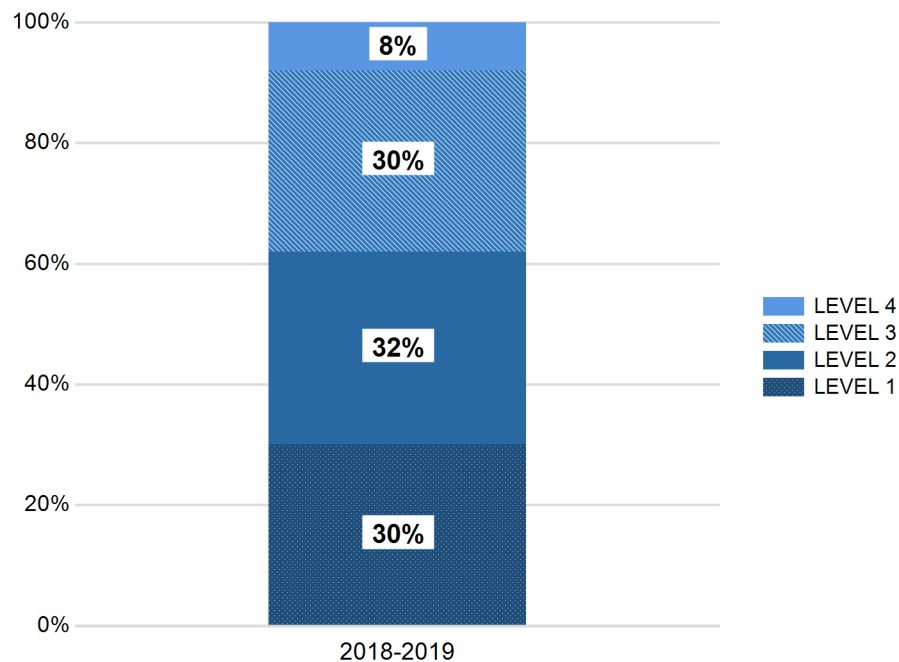
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	32	30	8
White	27	32	31	9
Hispanic	*	*	*	*
Black or African American	49	28	23	0
Asian, Native Hawaiian, or Pacific Islander	5	36	41	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	37	30	6
Male	34	26	29	11
Economically Disadvantaged Students	63	17	20	0
Non-Economically Disadvantaged Students	26	34	31	9
Students with Disabilities	71	22	7	0
Students without Disabilities	24	33	33	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	490	476	Grade 10: 430 Grade 11: 460	72%	61%
PSAT 10/NMSQT - Math	490	477	Grade 10: 480 Grade 11: 510	49%	43%
SAT - Reading and Writing	564	539	480	83%	70%
SAT - Math	555	541	530	60%	53%
ACT - Reading	25	25	22	67%	66%
ACT - English	24	24	18	77%	81%
ACT - Math	23	24	22	62%	65%
ACT - Science	24	24	23	63%	57%



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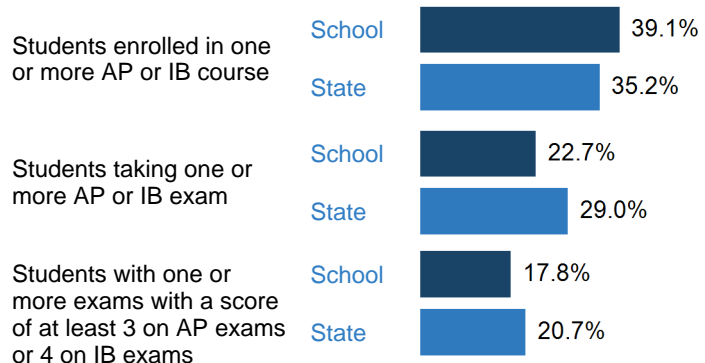
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	90	29
AP Calculus AB	50	28
AP Calculus BC	16	14
AP Chemistry	38	9
AP Chinese Language and Culture	0	1
AP English Language and Composition	101	71
AP English Literature and Composition	100	78
AP European History	6	3
AP French Language and Culture	25	1
AP Italian Language and Culture	12	4
AP Macroeconomics	22	4
AP Microeconomics	0	7
AP Music Theory	8	3
AP Physics 1	0	19
AP Physics 2	0	8
AP Physics B	64	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	3
AP Psychology	111	45
AP Spanish Language	34	5
AP Statistics	36	15
AP Studio Art—Drawing Portfolio	8	4
AP U.S. Government and Politics	18	9
AP U.S. History	251	62
AP World History	34	28
IB History	11	0
Total Exams taken		452
Exams with scores of at least 3 on AP exams or 4 on IB exams		335



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

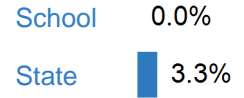
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	*	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	23	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	266	122	33	0	0	0	94
10	38	258	116	41	1	0	90
11	6	50	210	138	25	4	52
12	0	6	44	33	66	129	88
Total	310	436	403	212	92	133	324
Enrolled in AP/IB Course					66	36	0
Enrolled in Dual Enrollment Course	0	0	0	0	2	0	1

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	42	382	1
10	13	384	0	8	78	4
11	385	65	0	10	17	50
12	98	10	0	18	8	58
Total	496	459	0	78	485	113
Enrolled in AP/IB Course	90	38		0	64	0
Enrolled in Dual Enrollment Course	0	38	0	0	64	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	427	0	0	0	0	1
10	39	410	19	0	0	52
11	26	437	6	24	0	89
12	20	20	19	89	1	128
Total	512	867	44	113	1	270
Enrolled in AP/IB Course	45	251	22	111		24
Enrolled in Dual Enrollment Course	0	100	0	112	1	6

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	220	76	62	0	0	0	0
10	205	72	75	0	0	0	0
11	142	39	39	0	0	0	0
12	42	30	14	0	0	0	0
Total	609	217	190	0	0	0	0
Enrolled in AP/IB Course	34	25	12	0	0	0	0
Enrolled in Dual Enrollment Course	235	110	106	0	0	0	0
Enrolled in Level 3 or Higher	201	85	94	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Kingsway Regional High School

(15-2440-050)

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2018-2019

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Seal of Bilingual

This table shows the number of Seals of Bilingual earned by language. The New Jersey Department of Education State Seal of Bilingual identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Bilingual website](#) for more information.

Language	Students Earning a Seal of Bilingual
Total	0



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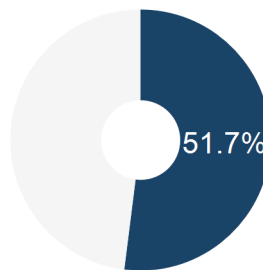
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Visual and Performing Arts – Course Participation

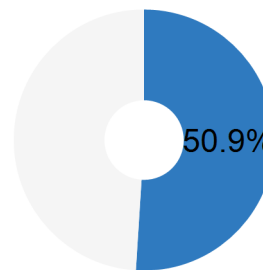
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

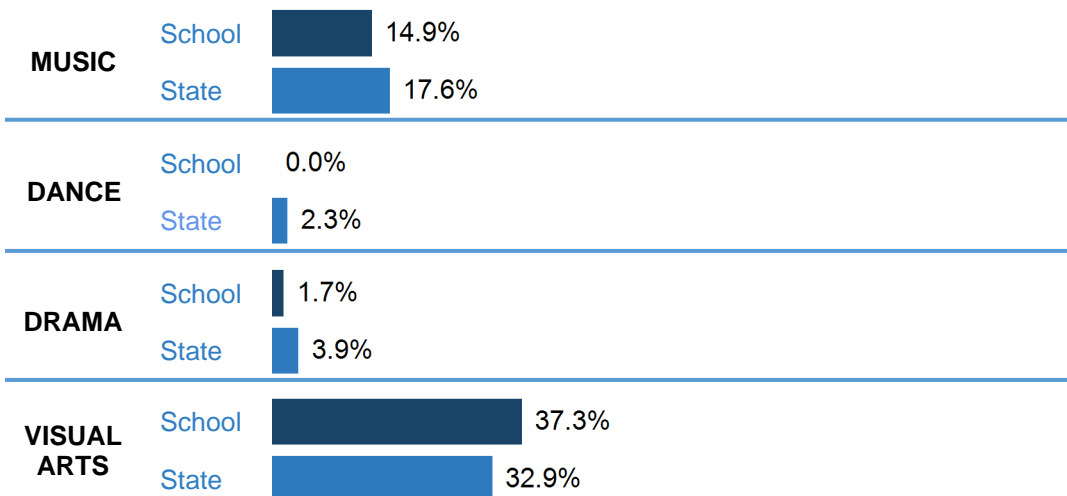


School



State

Students enrolled in one or more classes by discipline:





Kingsway Regional High School
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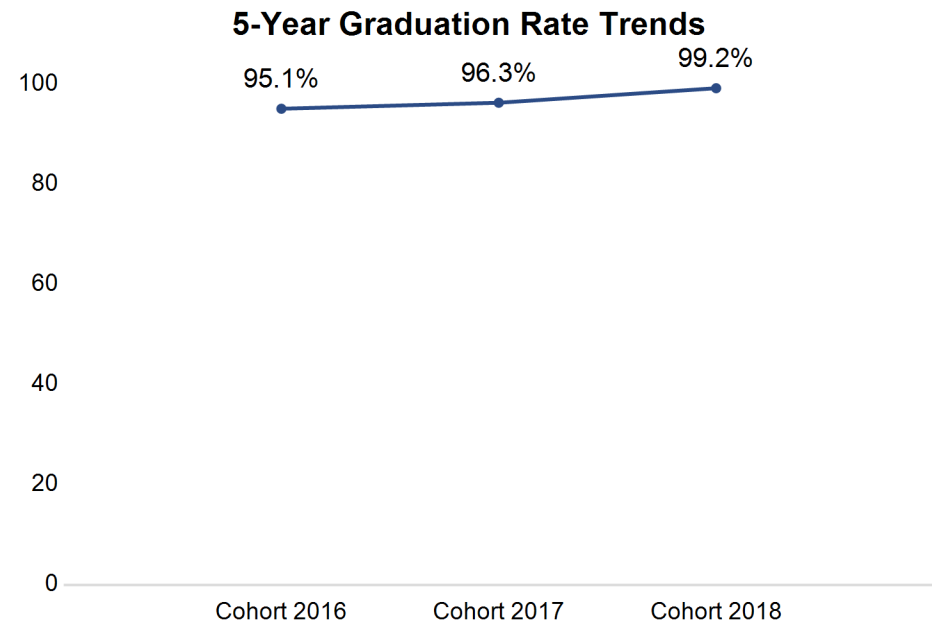
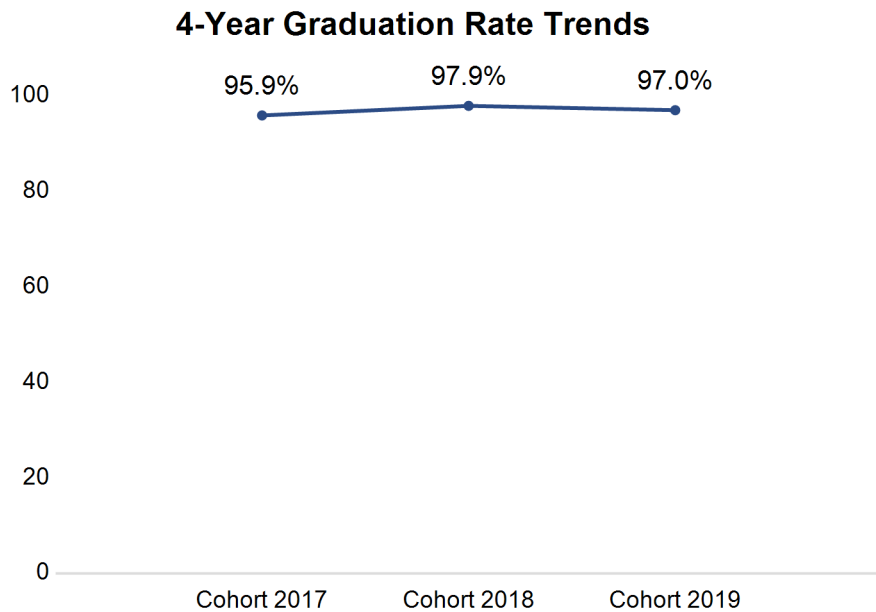
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.9%	97.9%	97.0%	95.1%	96.3%	99.2%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.0%	90.6%	99.2%	92.5%	97.9%	N	Met Goal	96.3%	N	Met Goal
White	96.9%	94.9%	99.4%	95.9%	98.9%	N	Met Goal	96.7%	N	Met Goal
Hispanic	93.8%	84.5%	100.0%	87.3%	92.3%	89.5%	Met Target	100.0%	**	**
Black or African American	98.2%	83.3%	96.9%	87.1%	93.8%	93.2%	Met Target	90.6%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	100.0%	94.2%	100.0%	**	**	100.0%	**	**
Female	97.1%	92.8%	100.0%	94.4%	99.2%			96.6%		
Male	96.9%	88.5%	98.3%	90.8%	96.7%			96.1%		
Economically Disadvantaged Students	94.0%	84.0%	98.0%	87.3%	92.2%	90.7%	Met Target	97.6%	N	Met Goal
Students with Disabilities	95.1%	79.2%	97.3%	83.8%	91.7%	88.1%	Met Target	87.2%	90.0%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Kingsway Regional High School

(15-2440-050)

Grades Offered: 09-12

2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	32.4%	31.0%
Substitute Competency Test	59.3%	61.2%
Portfolio Appeals Process	2.4%	1.7%
Alternate Requirements specified in IEP	5.9%	6.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.7%	1.2%
2016-2017	0.3%	1.1%



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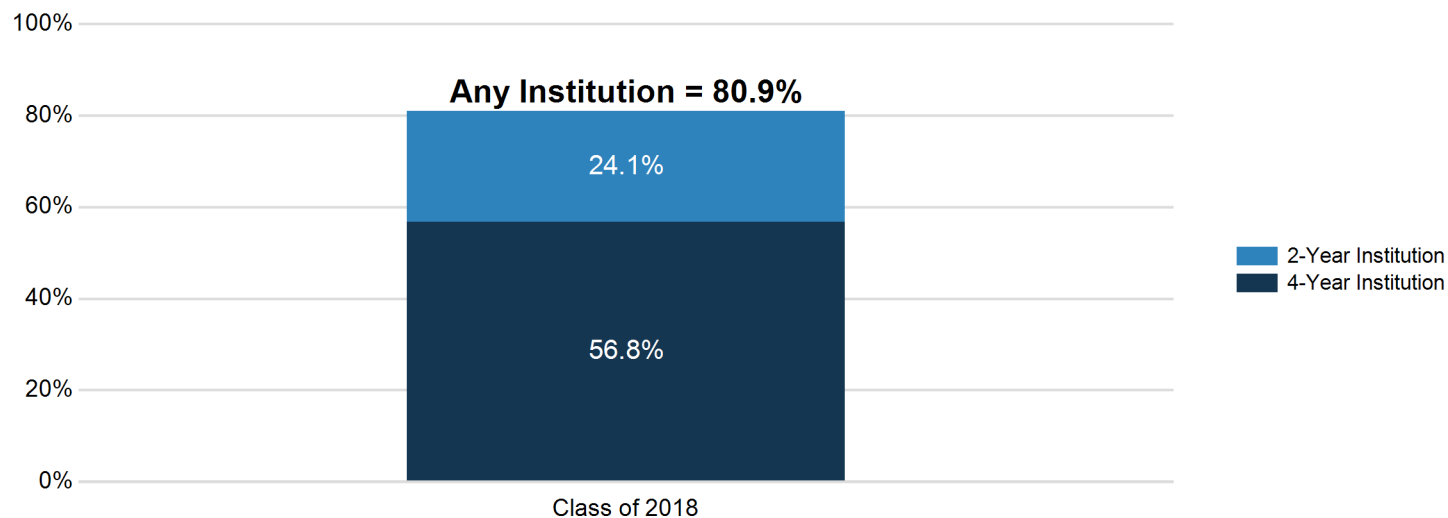
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.1%
% Enrolled in 4-Year Institution	56.8%
% Enrolled in Any Postsecondary Institution	81.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.4%	32.5%	67.5%
White	75.1%	31.2%	68.8%
Hispanic	58.6%	64.7%	35.3%
Black or African American	70.4%	39.5%	60.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	53.4%	58.1%	41.9%
Students with Disabilities	43.5%	63%	37%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81%	29.8%	70.2%	74.1%	25.9%	55.4%	44.6%
White	80.5%	29.8%	70.2%	72.6%	27.4%	54%	46%
Hispanic	68%	58.8%	41.2%	88.2%	11.8%	76.5%	23.5%
Black or African American	85.2%	28.8%	71.2%	76.9%	23.1%	51.9%	48.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.3%	44.4%	55.6%	83.3%	16.7%	80.6%	19.4%
Students with Disabilities	52.2%	62.9%	37.1%	85.7%	14.3%	74.3%	25.7%
English Learners	*	*	*	*	*	*	*



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

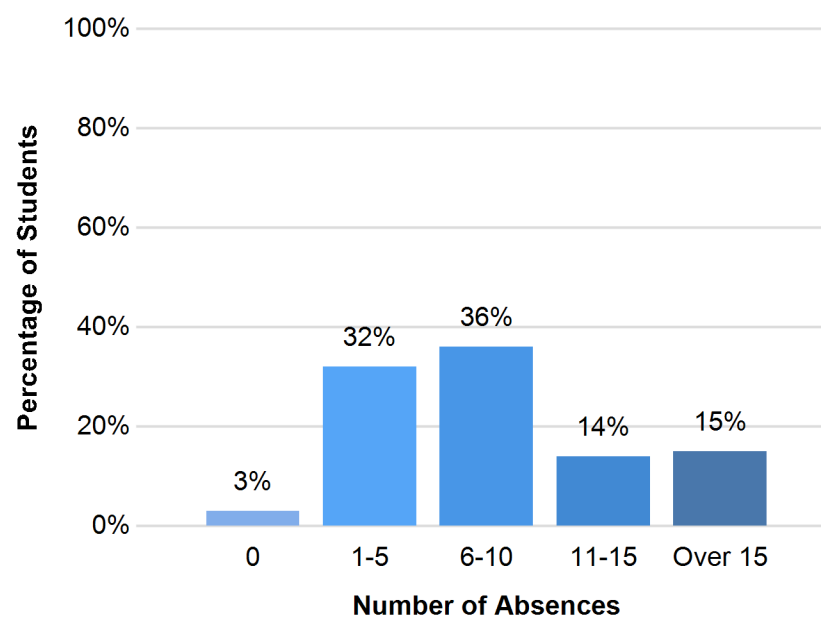
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	211	11.9	14.2	Met
White	157	11.6	14.2	Met
Hispanic	19	18.4	14.2	Not Met
Black or African American	31	15.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	3	3.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	101	11.7		
Male	110	12.0		
Economically Disadvantaged Students	62	28.6	14.2	Not Met
Students with Disabilities	61	19.4	14.2	Not Met
English Learners	2	13.3	**	**
Homeless Students	4	33.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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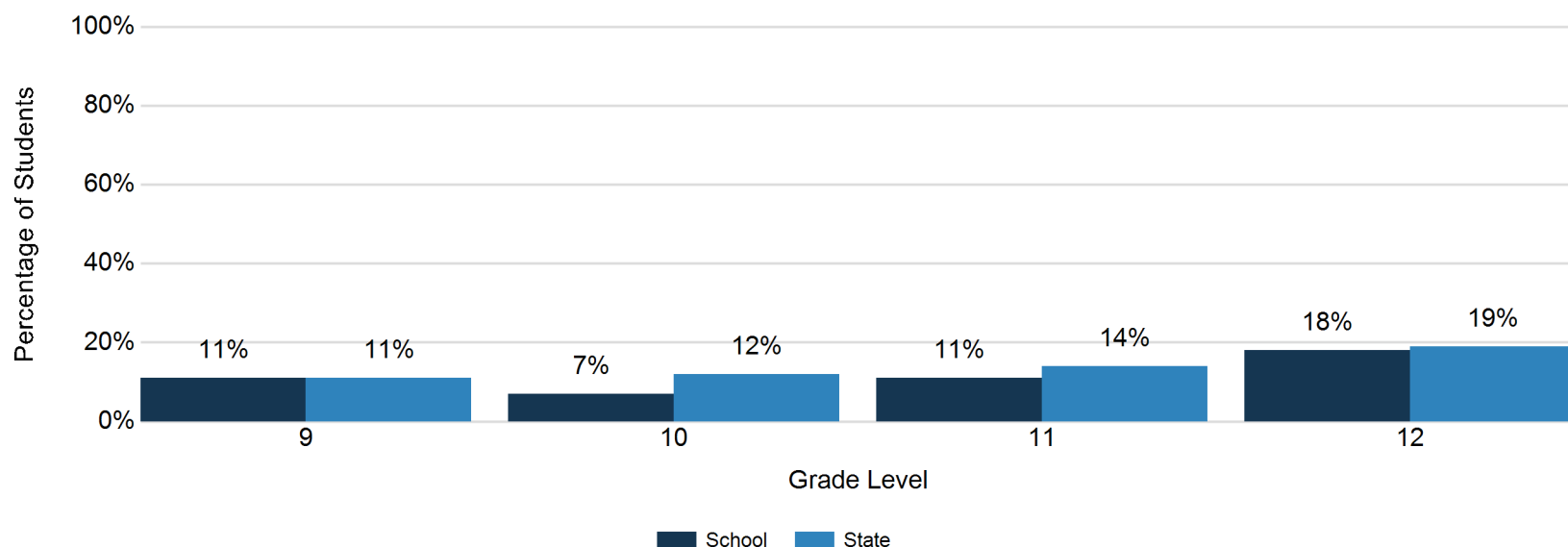
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	57
Weapons	1
Vandalism	11
Substances	30
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	102
Incidents Per 100 Students Enrolled	5.92

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	56
Weapons	1
Vandalism	11
Substances	30
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	49

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	2	3
Religion	0	0	0
Ancestry	1	2	3
Gender	2	1	3
Sexual Orientation	1	1	2
Disability	0	1	1
Other	2	5	7
No Identified Nature	10		10

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	*	*
Out-of-School Suspensions	126	7.3%
Any Suspension	126	7.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	23	1.3%

School Days Missed due to Out-of-School Suspensions
730



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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	7:15 AM
Typical End Time	2:15 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	132	118,214
Average years experience in public schools	6.7	12.1
Average years experience in district	6.7	10.8
Percentage of Teachers with 4 or more years experience in the district	56.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	215:1	181:1
Teachers to Administrators	17:1	14:1
Students to Librarians/Media Specialists		904:1
Students to Nurses		904:1
Students to Counselors		339:1
Students to Child Study Team Members		387:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	66.7%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	33.3%	50.0%	51.6%	22.9%	45.1%
White	76.4%	90.2%	75.0%	42.4%	83.6%	77.4%
Hispanic	5.8%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.6%	2.3%	12.5%	15.0%	6.6%	13.9%
Asian	5.2%	2.3%	12.5%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.8%	0.0%	2.1%	0.2%	0.2%



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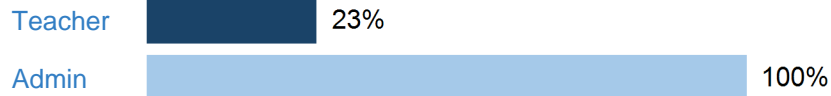
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	70.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.4%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.8%	61.7%	63.5%
Math Proficiency	40.6%	44.7%	57.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.9%	97.9%	97.0%
5-Year Graduation Rate†	95.1%	96.3%	99.2%
Progress toward English Language Proficiency		41.2%	33.3%
Chronic Absenteeism	10.4%	11.4%	11.9%

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



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

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

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

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

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

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

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

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

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

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



Kingsway Regional High School
(15-2440-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Kingsway Regional High School

(15-2440-050)

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2018-2019

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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 the school or district directly.



Highlights:

- KRHS's S.M.A.R.T. schedule affords students about 1 hour each day for additional supports, enrichment and lunch. Our Renaissance program rewards students for positive grades, behavior, and attendance.
- KRHS has two Academy Programs, S.T.E.M. and Business Leadership, that include an in-depth study of targeted courses at an advanced level, which include college partnerships.
- KRHS offers over 20 Advanced Placement classes and approximately 20 dual credit opportunities with colleges. KRHS also offers on-site job experiences in the areas of Allied Health and Animal Science.



Mission, Vision, Theme:

KRHS values all learners in securing our commitment to excellence. To accomplish these efforts, we aim to provide a secure and supportive environment that affords high quality curricula, instruction, and programming that challenge and empower each learner to pursue his or her interests and potential. This focus on a student-centered approach to learning establishes a strong academic foundation in the core areas as well as in career-centered elective courses to prepare our students for success post-high school. Additionally, we view our faculty and staff as learners in this journey and provide strong professional development with a focus on the following: understanding and building a solid curriculum aligned to state standards; being assessment literate to gather valid and reliable data; and understanding and implementing differentiated instruction to maximize learning for all students. Our goal as a school is to build understanding and confidence through academic experiences.



Awards, Recognition, Accomplishments:

The Class of 2019 was notable for their academic achievement. An impressive 37% graduated with a grade point average of 92% or higher. Through partnerships with post-secondary institutions, over 1426 college credits were earned prior to getting a high school diploma. The Class of 2019 had acceptances into 184 different colleges or post-secondary schools in thirty-one states and was collectively awarded \$6.8 million in various scholarships, grants and awards.



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Courses, Curriculum, Instruction:

KRHS offers 6 Programs of that are tied to electives and assist students in the identification of their college and career goals. Additionally, it offers two Academy Programs, Business Leadership and S.T.E.M., for students interested in a rigorous course sequence beginning in grade 9. It also offers over 20 Advanced Placement (AP) courses for which students can obtain college credits through College Board Assessments. KRSD also holds dual credit partnerships with local colleges that allow students to earn college credits while taking courses at Kingsway. KRHS also has established community partnerships that provide on-site job experiences in the areas of Allied Health and Animal Science through the Rothman Institute and St. Francis Veterinary Hospital. Information on all course offerings and curricular programming can be found on our website at: <https://www.krdsd.org/domain/65>.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Coed), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

Over the past year, KRHS has had 12 Conference Championships, 2 South Jersey Championships, 1 State Championship, 1 Individual State Champion, multiple individual All Conference and All State honors for our students.



Clubs and Activities:

Approximately 40 various clubs and activities are offered within our school. These include, but are not limited to, Anti-Bullying, Art, Athletic Training, Book, Chess, Circle of Friends, Choral, Cricket, Cultures, Drama, Environmental, FCA, Foreign Language, Key, Interact, Habitat for Humanity, Marching Band, Mock Trial, Musical, NHS, NAHS, Newspaper, PAWS, Photography, Play, Princeton Model Congress, Select Jazz, Spectrum, Student Council, SURE, SIA, Tri M, World Wildlife, Writers Bloc, and Yearbook.



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 <p>Before and After School Programs:</p>	<p>Kingsways after-school Academic Assistance Program (AAP) is a Title I funded program that is dedicated to bolstering identified students' academic confidence and performance by providing additional instruction from highly qualified teachers in the core subject areas of English/language arts, math, and the math-related sciences of physics and chemistry. Students can use this time to receive additional academic reinforcement, effectively prepare for assessments, complete homework with assistance, or work on projects with support.</p>
 <p>Staff and Professional Learning:</p>	<p>Kingsway's staff engages in professional learning experiences that develop their capacity to deliver instruction guided by the curriculum, rigorous and relevant, engaging and excited, and includes assessment for learning tailored to the individual student. Professional Learning Team (PLT) time is provided to all faculty. During the previous 2017-2018 school year, KRHS trained various teachers and administrators on Harvard University's DataWise framework. PLT's then utilized this model I to focus on student performance outcomes to improve professional practice and academic performance. Kingsway partnered with Harvard University as a case study. Kingsway focused on writing in the content areas to vertically and horizontally align writing in the various disciplines. Faculty meetings center on writing to learn and learning to write, along with short burst of PD. As a follow up to the 2016-2017 DI Cohort's, new teachers were given PD and workshops to support the growth of all learners.</p>
 <p>Postsecondary Information:</p>	<p>KRHS believes it is never too early to begin discussing and planning for the future. The Guidance Department has developed services and programs to assist students in developing and meeting their post-secondary goals. As a result, 87% of our students pursue higher education after graduation. Graduates have been accepted to colleges, universities and technical institutes in 43 states and 13% of our students pursue proprietary schools, military, or employment. Varieties of direct and indirect services are targeted to students and parents to assist in both career development and college awareness. In an effort to assist students and families with the overwhelming cost of college, we have partnered with both Rowan College of Gloucester County and Camden County Community College so that students can take college courses while in high school at a discounted rate. We offer FAFSA and scholarship assistance. Last year, our students were awarded nearly 4 million dollars in financial aid.</p>



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Student Supports and Services:

Last year, KRHS had an Intervention & Referral Service program designed to support struggling learners. Our I&RS program provides staff with resources for remediating educational problems. Our I&RS program, also provides teachers a place to go for support and assistance, streamlined interventions, and feasible accommodations for general education students. Students speaking a language, other than English, as their primary language (ELL) receive services and supports that are not offered to students who speak English as a first language and these include: A dedicated English class i.e. depending on their Tier, either ELL I and ELL II - An English Comp class (for newcomers)- A dedicated guidance counselor- A dedicated ELL teacher- Participation in after school Academic Assistance Program with assistance from the ELL teacher- Two district translator one in MS and HS



Student Health and Wellness:

Every student at KRHS is required to have Health and Physical Education courses throughout their four years of high school. This includes physical fitness activities, team building and Mindfulness activities as well as Human Sexuality, Driver's Education, Health and Nutrition, and Safety and First Aid/CPR.



Parent and Community Involvement:

KRHS offers opportunities for parents and the community to get involved. Kingsway has a High School Advisory Committee made up of parents, which discusses curriculum initiatives, school practices, and safety procedures. KRHS has a variety of clubs/activities that promote community involvement and charitable contributions from food drives to Toys for Tots. Parents have access to their students' information through Power School as well as Naviance, a college and career readiness software provider that partners with high schools and other K-12 institutions to provide students with college planning and career assessment tools. KRHS has a community Dragon Run, with proceeds helping cancer research; KRHS also hosts a community craft show, which has local families and merchants utilize the high school facility to sell crafts and other homemade goods. KRHS hosts musicals, play productions and concerts for the local community and invites our senior community members to an annual fall Gala.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The original building opened its doors September 1963 as a 7-12 grade building. Today the High School has an enrollment of approximately 1,800 student's grades 9-12. The last addition to the High School was made in 2013. There are approximately 105 classrooms that include two seminar rooms, five art rooms, a foods lab, state of the art TV studio as highlighted by local news media, and 10 science labs. The High School is air-conditioned and also has two cafeterias, two media centers, three gymnasiums, and one auditorium.</p>
 <p>School Safety:</p>	<p>KRHS has two front entrances that have secured lobbies, which feature technology to ensure that our students are safe and they are decorated to showcase the school environment. The building and campus are monitored by 125 cameras, a security system, a resource officer and two security guards. Two security drills are practiced each month and they include fire drills, evacuations, and a variety of lockdown drills to ensure the staff and students are prepared during emergency situations.</p>



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Technology and STEM:

Technology has been a priority at KRHS. Each department has at least one Chromebook cart to aid in the implementation of curricula. Science classrooms have been outfitted with new laptops ensuring that Vernier probe ware and other Science applications, can run effectively ensuring that lessons are engaging and relevant preparing students for their post-secondary plans. KRHS also offers a plethora of technology-based electives that engage students in S.T.E.M. related activities such as Computer Graphics, Computer Aided Design (I and II), and Principles of Engineering. The wireless infrastructure has been expanded to allow greater access to wireless technology, which has opened the door for greater possibilities using technology. For example, students have an opportunity to engage in discussions with NASA engineers and speak to doctors after viewing live surgeries. Professional Development on Google Classroom makes resources readily accessible to all students and guardians.



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Other Information

Kingsway employs a unique SMART Schedule. The school days consists of two wheels, a three period 56 min am wheel and a three period 56 min pm wheel, which rotates on a four day cycle and one lunch for all in between the two wheels. The one lunch (S.M.A.R.T. period) is an acronym that stands for Students Maximizing Achievement, Resources, Relationships, and Time and is the title given to our high school schedule. S.M.A.R.T. reflects a departure from a very traditional schedule to one that maximizes resources, relationships and time so that our students make the most of their high school experience, improve academic achievement, and graduate college and career ready. Through the S.M.A.R.T. schedule, more students have the opportunity to engage in academic enrichment activities; participate in co-curricular programs; and, faculty members have gained opportunities to meet and discuss pedagogy and best practice in an effort to improve student performance.



Kingsway Regional Middle School
(15-2440-060)
Grades Offered: 07-08
2018-2019

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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

Notes from the New Jersey Department of Education:



Kingsway Regional Middle School

(15-2440-060)

Grades Offered: 07-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Kingsway Regional School District
Principal Name	Mr. Brian 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/



Kingsway Regional Middle School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	487	486	497
8	433	476	490
Total	920	962	987

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	44.3%	46.2%
Male	51.2%	55.7%	53.8%
Economically Disadvantaged Students	9.6%	10.4%	10.6%
Students with Disabilities	17.1%	19.5%	19.9%
English Learners	0.4%	0.3%	0.2%
Homeless Students	0.2%	0.2%	0.5%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.7%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	79.0%	78.9%	77.1%
Hispanic	5.0%	5.6%	5.8%
Black or African American	9.1%	9.8%	10.2%
Asian	5.0%	3.7%	4.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.5%	1.7%	2.3%

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	97.1%
Spanish	1.0%
Other Languages	1.9%

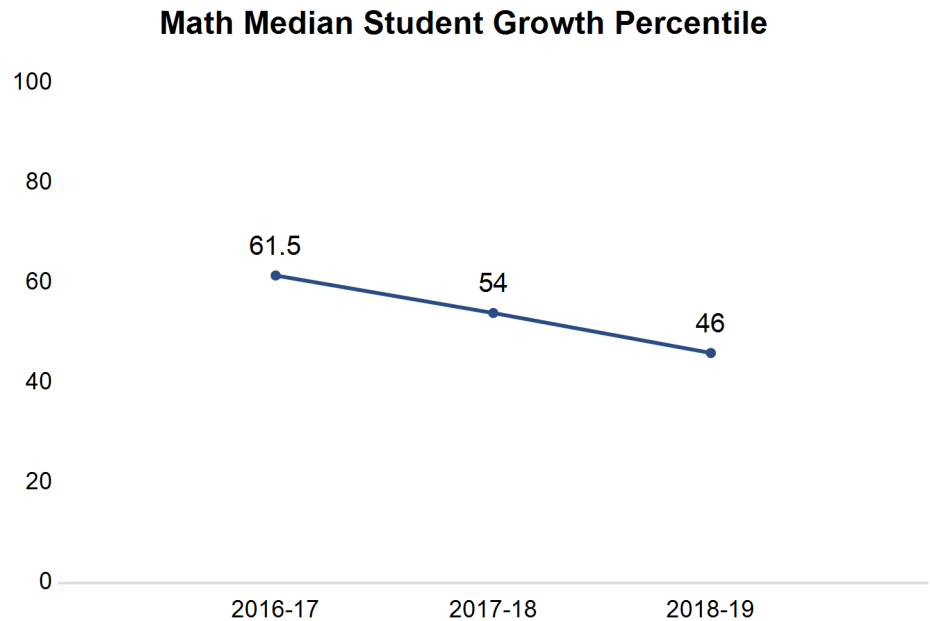
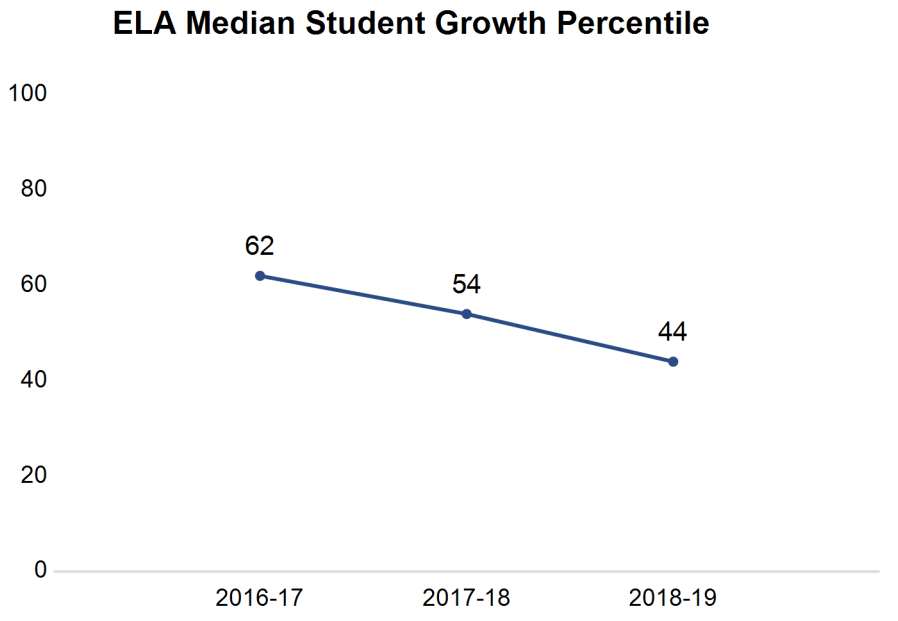


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	54	44	61.5	54	46
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	44	50	Met Standard	46	46	50	Met Standard
White	42	42	50	Met Standard	44	44	52	Met Standard
Hispanic	51	51	49	Met Standard	38	38	47	**
Black or African American	44	44	45	Met Standard	59	59	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58.5	58.5	59	Met Standard	52.5	52.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	47.5	47.5	49	Met Standard	*	*	52	**
Female	45	45	53	N	41.5	41.5	50	N
Male	43	43	47	N	49.5	49.5	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	50.5	50.5	46	Met Standard
Students with Disabilities	40.5	40.5	43	Met Standard	36	36	45	Not Met
English Learners	*	*	52	**	N	N	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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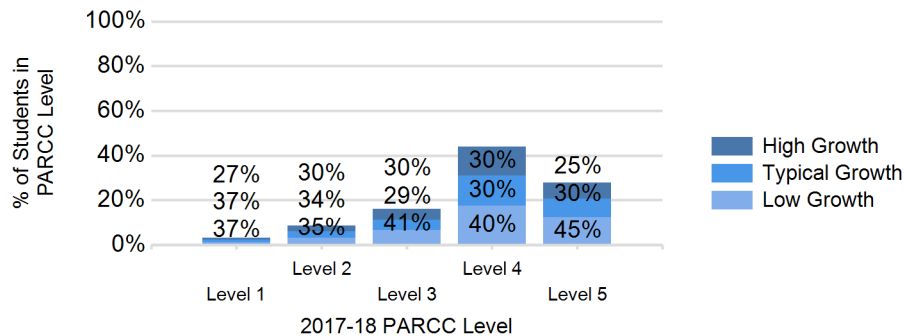
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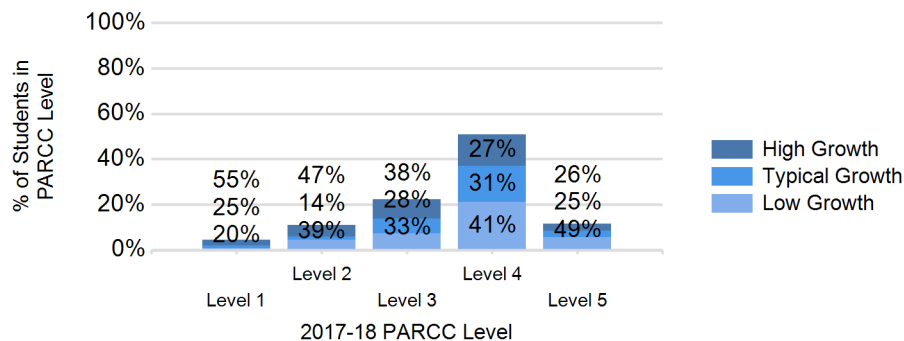
Student Growth by Performance Level

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

ELA



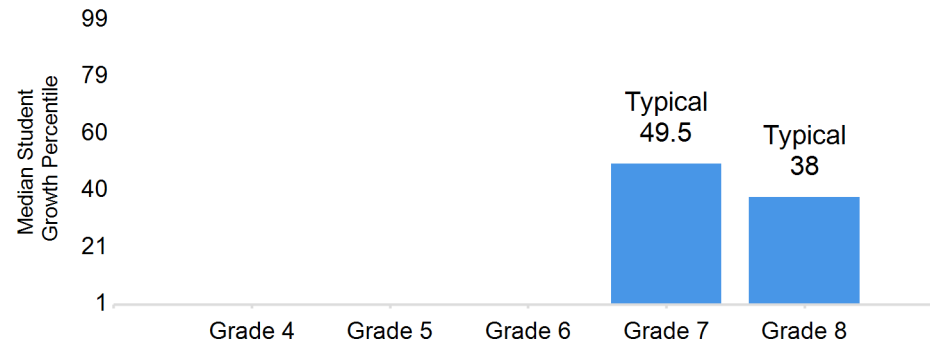
Math



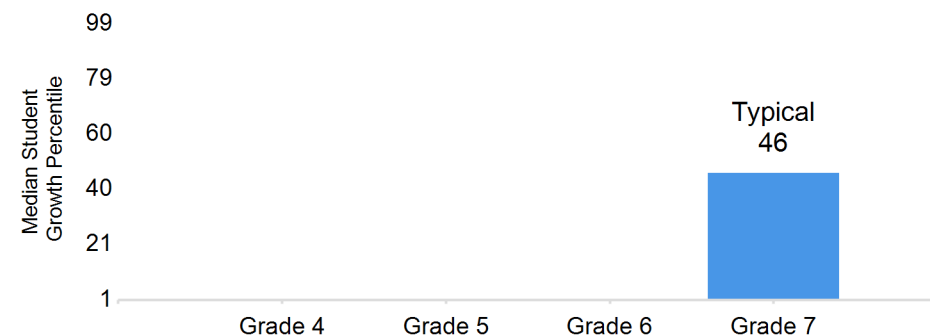
Student Growth by Grade

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

ELA



Math





Kingsway Regional Middle School
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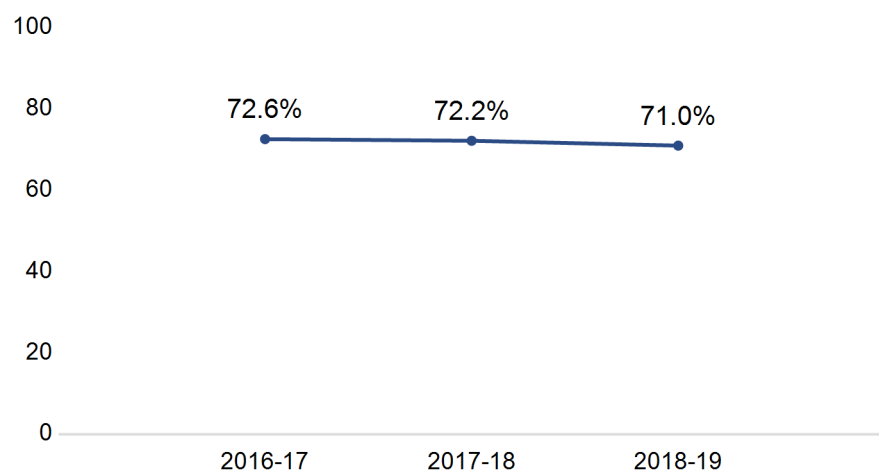
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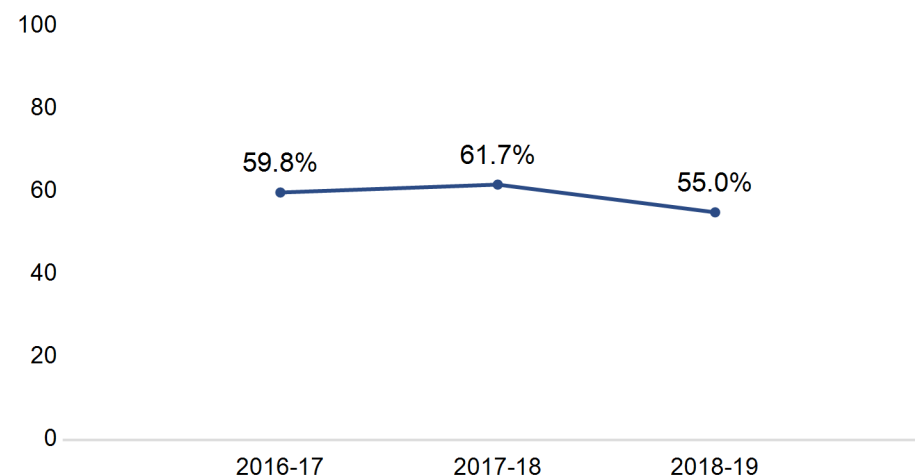
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	97.3%	98.9%	97.4%	97.8%	99.0%
Proficiency Rate for Federal Accountability	72.6%	72.2%	71.0%	59.8%	61.7%	55.0%
Annual Target	63.0%	63.9%	64.8%	48.0%	49.7%	51.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Kingsway Regional Middle School
(15-2440-060)
Grades Offered: 07-08
2018-2019

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- N No Data is available to display
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	971	98.9	71.0	67.5	57.9	71.0	64.8	Met Target
White	749	98.7	73.4	71.0	66.9	73.4	65	Met Target
Hispanic	57	98.3	57.9	48.1	43.9	57.9	60.8	Met Target†
Black or African American	102	100.0	50.0	45.1	38.5	50.0	54.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	92.9	86.7	82.9	92.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	100.0	76.2	*	64.4	76.2	N	N
Female	446	98.2	78.9	77.9	64.8	78.9		
Male	525	99.4	64.2	58.5	51.3	64.2		
Economically Disadvantaged Students	99	98.0	48.5	38.9	40.0	48.5	43.4	Met Target
Non-Economically Disadvantaged Students	872	99.0	73.5	71.0	67.9	73.5		
Students with Disabilities	191	97.0	23.6	20.0	22.7	23.6	20.5	Met Target
Students without Disabilities	780	99.4	82.6	78.7	65.1	82.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

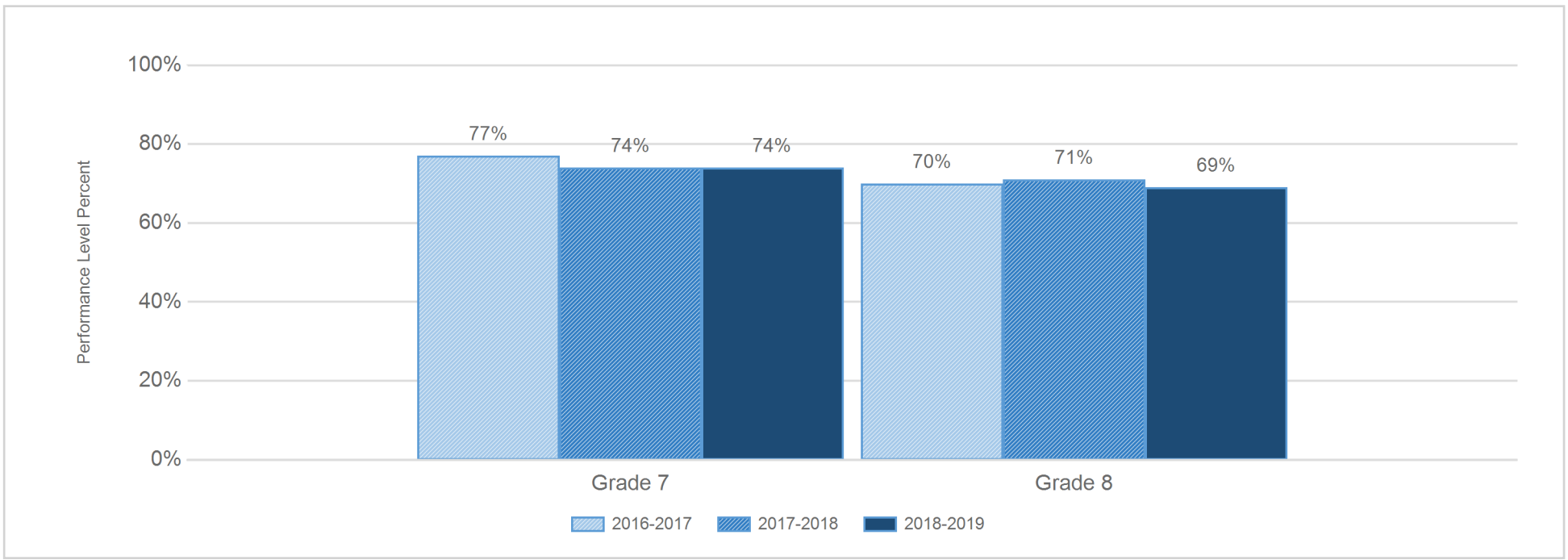


Kingsway Regional Middle School
 (15-2440-060)
 Grades Offered: 07-08
 2018-2019

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English Language Arts Assessment - Performance Trends

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





Kingsway Regional Middle School

(15-2440-060)

Grades Offered: 07-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	482	771	771	761	5%	5%	17%	37%	37%	74%	63%
White	374	772	772	769	3%	4%	16%	38%	38%	76%	72%
Hispanic	23	748	748	747	*	*	*	*	*	52%	50%
Black or African American	55	756	756	741	*	*	24%	31%	25%	56%	43%
Asian, Native Hawaiian, or Pacific Islander	20	801	801	790	0%	0%	*	*	*	95%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	10	772	772	768	0%	*	*	*	*	80%	68%
Female	247	776	776	769	*	*	15%	37%	41%	78%	71%
Male	235	765	765	753	*	*	19%	37%	32%	69%	55%
Economically Disadvantaged Students	56	748	748	743	*	*	20%	*	*	54%	45%
Non-Economically Disadvantaged Students	426	773	773	771	*	*	16%	*	*	76%	73%
Students with Disabilities	86	729	729	720	*	*	31%	*	*	29%	22%
Students without Disabilities	396	780	780	769	*	*	13%	*	*	83%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	482	771	771	763	5%	5%	17%	37%	37%	74%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Kingsway Regional Middle School
(15-2440-060)
Grades Offered: 07-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	489	766	766	762	6%	9%	16%	43%	26%	69%	63%
White	373	768	768	770	5%	9%	16%	45%	26%	71%	72%
Hispanic	33	763	763	747	*	*	*	*	*	61%	49%
Black or African American	48	745	745	741	21%	*	21%	*	*	44%	43%
Asian, Native Hawaiian, or Pacific Islander	22	796	796	794	*	0%	*	*	*	95%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	767	767	769	*	*	*	*	*	69%	69%
Female	199	780	780	771	*	*	12%	42%	39%	81%	71%
Male	290	757	757	753	*	*	20%	43%	17%	60%	55%
Economically Disadvantaged Students	42	747	747	743	*	24%	26%	*	*	43%	45%
Non-Economically Disadvantaged Students	447	768	768	772	*	8%	15%	*	*	71%	72%
Students with Disabilities	100	726	726	721	*	*	29%	*	*	19%	22%
Students without Disabilities	389	777	777	770	*	*	13%	*	*	81%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	972	99.0	55.0	56.2	44.5	55.0	51.4	Met Target
White	750	98.8	57.6	58.9	54.1	57.6	53.6	Met Target
Hispanic	57	98.3	33.3	39.8	28.8	33.3	37.5	Met Target†
Black or African American	102	100.0	33.3	33.5	23.0	33.3	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	42	100.0	83.3	78.9	76.5	83.3	71.5	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	100.0	71.4	*	53.3	71.4	N	N
Female	446	98.3	56.5	57.5	44.9	56.5		
Male	526	99.6	53.8	55.0	44.2	53.8		
Economically Disadvantaged Students	100	99.0	29.0	31.6	26.3	29.0	26.1	Met Target
Non-Economically Disadvantaged Students	872	99.0	58.0	59.0	54.9	58.0		
Students with Disabilities	192	97.5	14.1	16.8	17.4	14.1	19.5	Not Met
Students without Disabilities	780	99.4	65.1	64.8	50.0	65.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Kingsway Regional Middle School

(15-2440-060)

Grades Offered: 07-08

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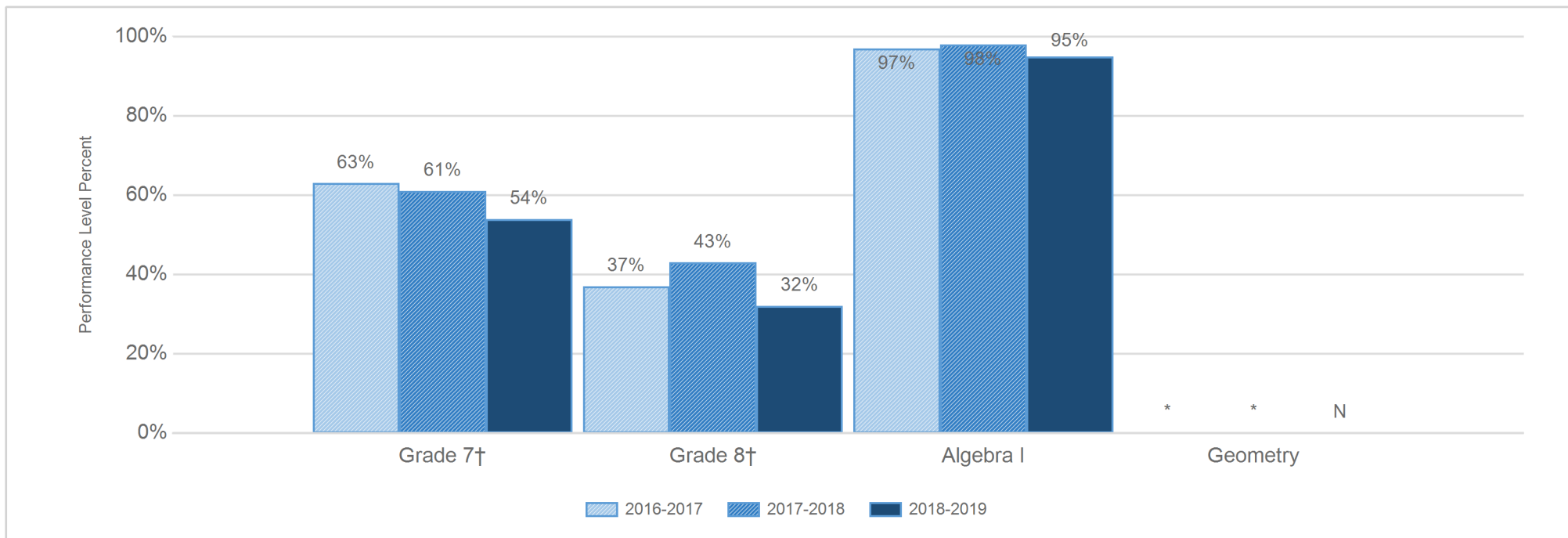
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

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



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



Kingsway Regional Middle School
(15-2440-060)
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	456	751	751	744	4%	14%	28%	47%	7%	54%	42%
White	353	753	753	751	*	13%	27%	*	*	58%	53%
Hispanic	23	741	741	733	*	*	*	*	*	39%	26%
Black or African American	53	735	735	727	*	*	43%	25%	0%	25%	21%
Asian, Native Hawaiian, or Pacific Islander	17	762	762	768	*	0%	*	*	*	82%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	10	758	758	749	0%	0%	*	*	*	70%	51%
Female	237	749	749	744	*	14%	31%	*	*	51%	42%
Male	219	753	753	743	*	14%	25%	*	*	58%	42%
Economically Disadvantaged Students	55	733	733	731	*	*	36%	27%	0%	27%	24%
Non-Economically Disadvantaged Students	401	753	753	751	*	*	27%	50%	8%	58%	53%
Students with Disabilities	86	722	722	718	*	*	26%	*	*	13%	13%
Students without Disabilities	370	757	757	749	*	*	29%	*	*	64%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Kingsway Regional Middle School

(15-2440-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	315	733	733	728	13%	24%	31%	32%	0%	32%	29%
White	234	735	735	737	10%	24%	33%	33%	0%	33%	38%
Hispanic	26	726	726	722	*	*	46%	*	*	12%	22%
Black or African American	40	723	723	714	*	30%	*	30%	0%	30%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	120	735	735	731	11%	23%	28%	38%	0%	38%	31%
Male	195	731	731	726	14%	25%	33%	28%	0%	28%	27%
Economically Disadvantaged Students	38	721	721	719	29%	29%	*	*	*	21%	20%
Non-Economically Disadvantaged Students	277	734	734	735	11%	23%	*	*	*	33%	36%
Students with Disabilities	96	712	712	707	*	*	15%	13%	0%	13%	10%
Students without Disabilities	219	742	742	734	*	*	38%	40%	0%	40%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	783	758	744	0%	*	*	81%	14%	95%	42%
White	161	781	759	752	0%	*	*	84%	11%	94%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	10	788	744	725	0%	0%	*	*	*	90%	20%
Asian, Native Hawaiian, or Pacific Islander	20	794	*	775	0%	0%	*	*	*	95%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	90	779	758	745	0%	*	*	*	*	98%	44%
Male	112	785	758	743	0%	*	*	*	*	92%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	202	783	*	745	0%	*	*	81%	14%	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Kingsway Regional Middle School

(15-2440-060)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	753	737	N	N	N	N	N	N	35%
White	N	N	755	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	728	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	757	738	N	N	N	N	N	N	36%
Male	N	N	750	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	732	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	755	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	733	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	755	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	753	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Kingsway Regional Middle School

(15-2440-060)

Grades Offered: 07-08

2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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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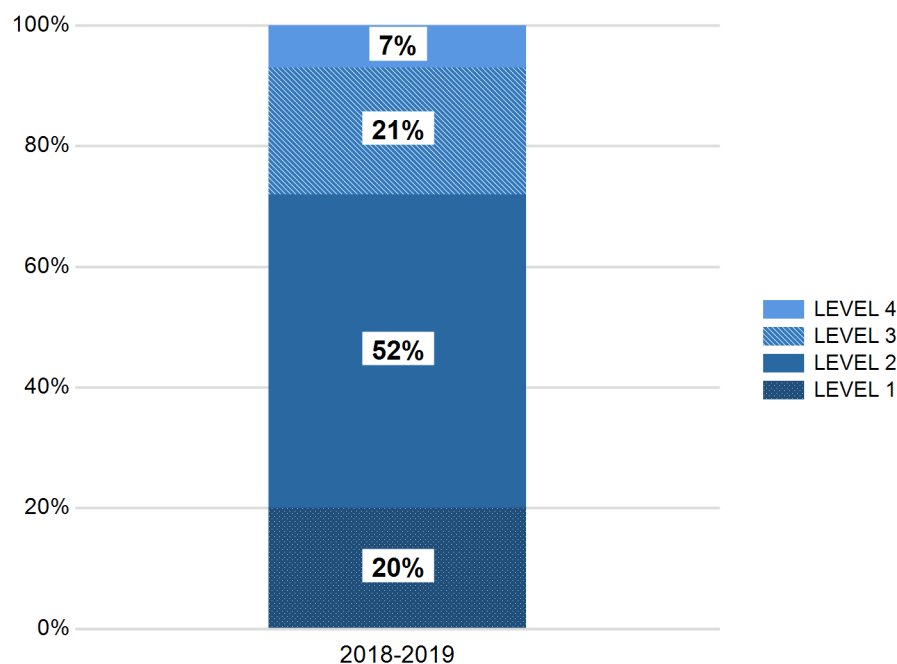
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	52	21	7
White	18	53	22	7
Hispanic	30	52	18	0
Black or African American	44	40	10	6
Asian, Native Hawaiian, or Pacific Islander	0	55	27	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	15	62	15	8
Female	16	56	22	6
Male	23	49	20	8
Economically Disadvantaged Students	44	40	16	0
Non-Economically Disadvantaged Students	18	53	21	8
Students with Disabilities	56	38	6	0
Students without Disabilities	11	56	25	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	27	0	470
8	175	0	315
Total	202	0	785

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	178	68	76	0	0	0	0
8	167	60	49	0	0	0	0
Total	345	128	125	0	0	0	0



Kingsway Regional Middle School

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2018-2019

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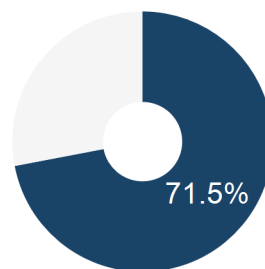
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Visual and Performing Arts – Course Participation

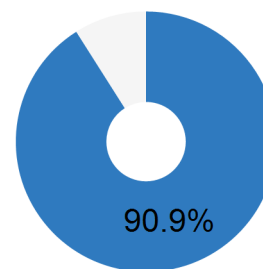
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

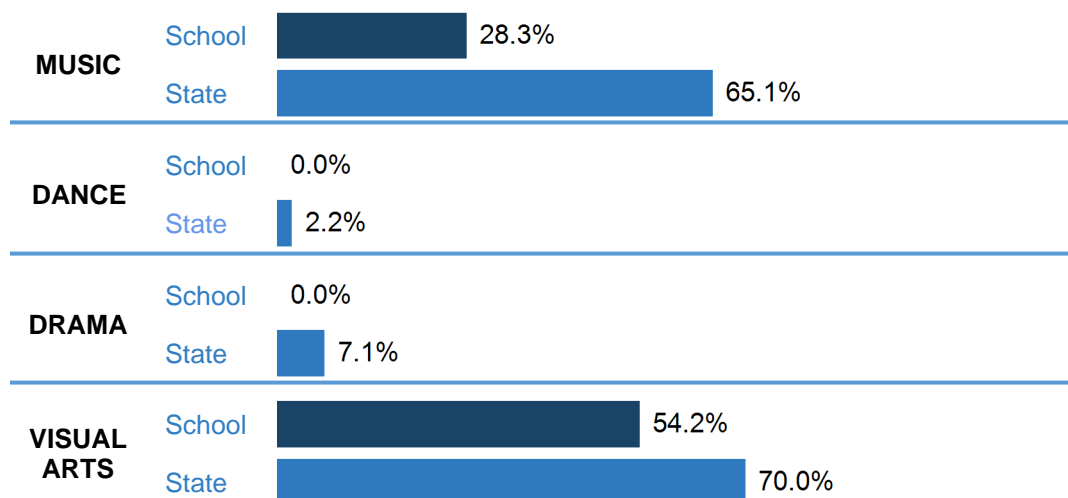


School



State

Students enrolled in one or more classes by discipline:





Kingsway Regional Middle School

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

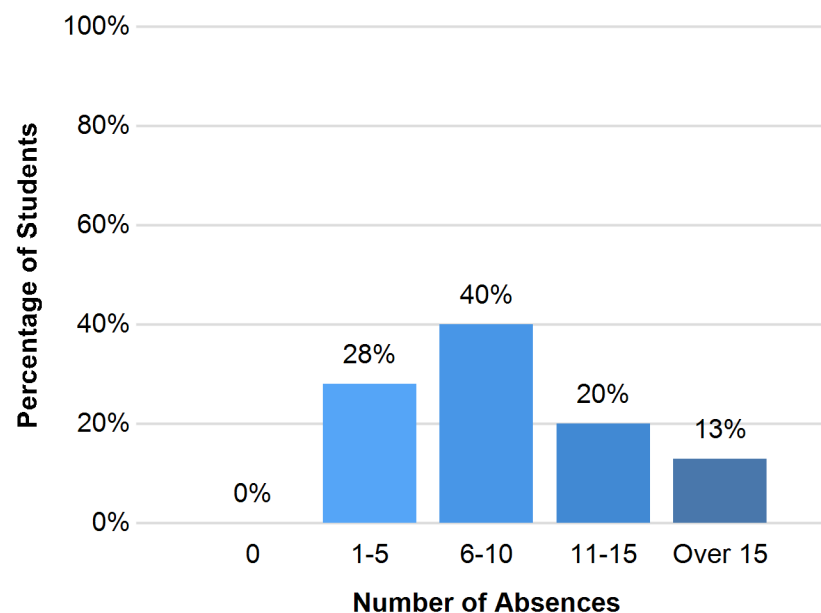
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	76	7.7	9.5	Met
White	65	8.5	9.5	Met
Hispanic	6	10.5	9.5	Not Met
Black or African American	3	3.0	9.5	Met
Asian, Native Hawaiian, or Pacific	1	2.2	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.3	9.5	Met
Female	30	6.5		
Male	46	8.6		
Economically Disadvantaged Students	15	14.2	9.5	Not Met
Students with Disabilities	27	13.4	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

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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(15-2440-060)

Grades Offered: 07-08

2018-2019

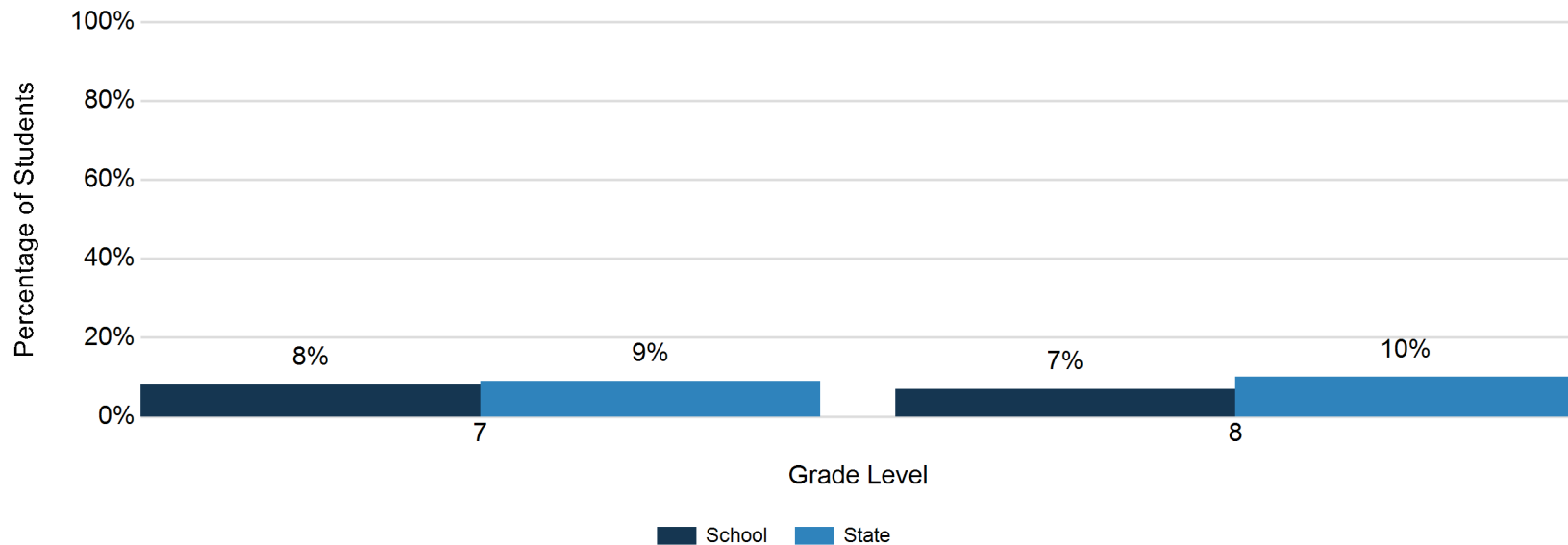
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.53

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	4		4

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	32	3.2%
Any Suspension	32	3.2%
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
122



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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	6 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	70	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	494:1	181:1
Teachers to Administrators	35:1	14:1
Students to Librarians/Media Specialists		904:1
Students to Nurses		904:1
Students to Counselors		339:1
Students to Child Study Team Members		387:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	72.9%	50.0%	48.4%	77.1%	54.9%
Male	53.8%	27.1%	50.0%	51.6%	22.9%	45.1%
White	77.1%	94.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.8%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

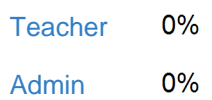
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	70.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.1%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.6%	72.2%	71.0%
Math Proficiency	59.8%	61.7%	55.0%
ELA Growth	62	54	44
Math Growth	62	54	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.5%	7.0%	7.7%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Kingsway Regional Middle School

(15-2440-060)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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



Highlights:

- KRMS is continuing a climate and culture initiative entitled #1DragonFamily, emphasizing the importance of accepting differences while promoting respect among the entire school community.
- KRMS is a Renaissance School, partnered with businesses for funding, recognizing students who excel in academics, behavior, attendance, community involvement. Participants increased by 17% last year.
- 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 KRMS.



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. Participation in the program grew 17% compared to last year. 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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 <p>Courses, Curriculum, Instruction:</p>	<p>KRMS offers Algebra I and Pre-Algebra to our advanced level students in 7th grade. Geometry is offered in 8th grade to our advanced students. 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.</p>
 <p>Clubs and Activities:</p>	<p>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 fifteen 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. Student input drives the club/wellness offerings.</p>



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 <p>Before and After School Programs:</p>	<p>An Academic Assistance Program (AAP) is offered to identified 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.</p>
 <p>Staff and Professional Learning:</p>	<p>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 where best practices are shared. Five to seven times a month after school, professional workshops are held for teachers and staff members 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. A peer observation program is available as well</p>
 <p>Postsecondary Information:</p>	<p>A peer observation program is available as well.</p>



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 <p>Student Supports and Services:</p>	<p>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.</p>
 <p>Student Health and Wellness:</p>	<p>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, fifteen 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. Additionally, Unified PE is now offered in the middle school; this program provides an inclusive environment for students. Finally, mindfulness has been embedded in the Health and PE curriculum and is practiced daily in the cl</p>
 <p>Parent and Community Involvement:</p>	<p>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 20 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.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>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.</p>
 <p>School Safety:</p>	<p>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.</p>



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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.