NJ SCHOOL PERFORMANCE REPORT

JOYCE KILMER MIDDLE SCHOOL
(21-5210-235)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MERCER
District	TRENTON CITY
Principal Name	MRS. BETHEA
Address	1300 STUYVESANT AVENUE TRENTON, NJ 08618
Phone Number	(609)656-4800
Email Address	PPBETHEA@TRENTON.K12.NJ.US
Website	https://www.trenton.k12.org/kilmermiddle_home
Twitter	https://twitter.com/JKCougars

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	130	142	129
7	154	134	140
8	167	145	129
Total	451	421	398

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.7%	47.5%	46.7%
Male	50.3%	52.5%	53.3%
Economically Disadvantaged Students	83.1%	85.3%	82.9%
Students with Disabilities	21.3%	21.9%	21.9%
English Learners	0.4%	0.7%	1.3%
Homeless Students		0.5%	1.0%
Students in Foster Care		0.7%	1.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.4%	0.5%	0.5%
Hispanic	8.0%	10.5%	7.3%
Black or African American	91.1%	88.4%	91.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	0.2%	0.5%	1.0%

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	97.0%
Spanish	2.5%
Other Languages	0.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	42.5	50	Met Standard	44	42	50	Met Standard
White	*	34	50	**	*	32	51	**
Hispanic	44.5	44	49	Met Standard	49.5	45	48	**
Black or African American	59.5	41	44	Met Standard	42	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	58	61	**	N	67	61	**
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	*	44	49	**	*	52	51	**
Economically Disadvantaged	55	43	48	Met Standard	45	42.5	47	Met Standard
Students with Disabilities	45	36	41	Met Standard	44.5	41	43	Met Standard
English Learners	46	44	54	**	44	43	51	**

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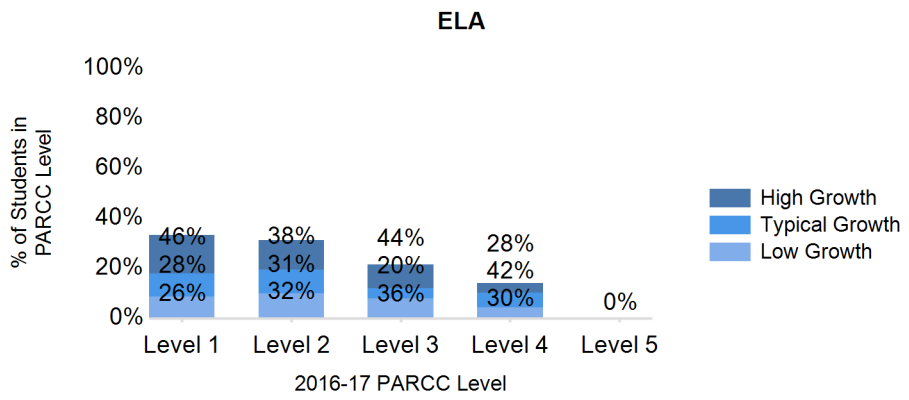
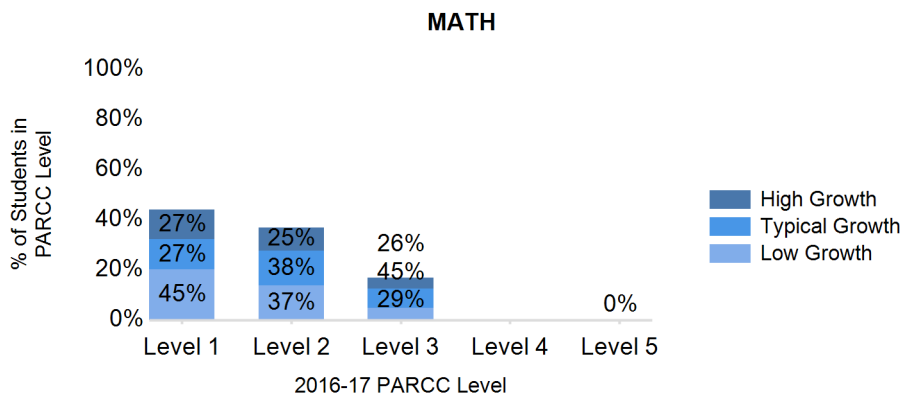
Student Growth by Performance Level

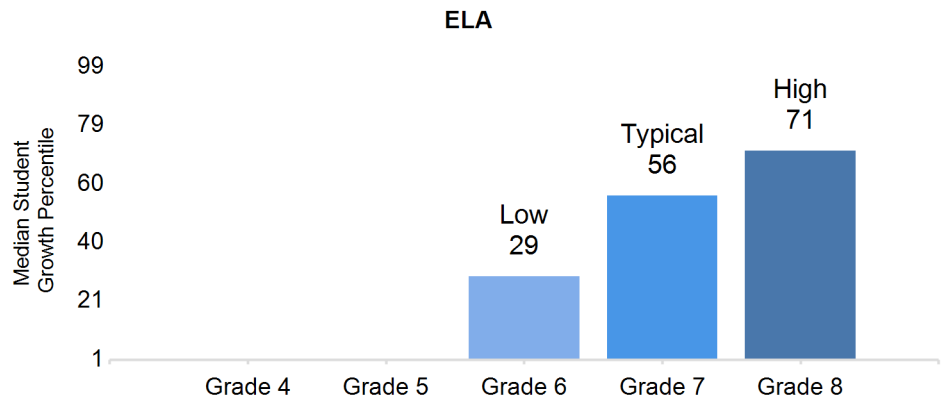
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

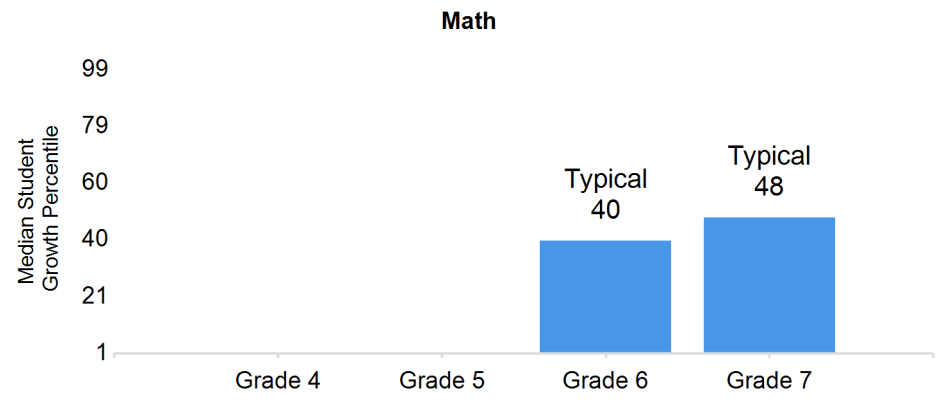




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	401	98.6	20.0	20.4	56.7	20.0	19.7	Met Target
White	*	*	*	19.5	65.6	*	**	**
Hispanic	32	100.0	28.1	22.7	42.5	28.1	34.5	Met Target†
Black or African American	361	98.5	19.4	18.0	37.3	19.4	18.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	190	98.1	27.9	26.4	64.5	27.9		
Male	211	99.1	12.8	15.0	49.4	12.8		
Economically Disadvantaged Students	345	98.6	18.0	20.2	38.5	18.0	17.3	Met Target
Non-Economically Disadvantaged Students	56	98.6	32.1	21.6	67.5	32.1		
Students with Disabilities	101	97.3	*	*	21.6	*	12.9	Not Met
Students without Disabilities	300	99.1	*	*	63.9	*		
English Learners	16	100.0	*	13.0	27.3	*	**	**
Non-English Learners	385	98.6	*	23.1	59.4	*		
Homeless Students	*	*	*	14.0	27.7	*		
Students In Foster Care	*	*	*	15.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	714	721	754	36%	35%	15%	*	*	14%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	*	*	722	742	*	*	*	*	*	*	42%
Black or African American	119	714	719	737	37%	34%	15%	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	61	718	724	761	26%	41%	*	*	*	18%	64%
Male	67	710	717	748	45%	30%	*	*	*	10%	48%
Economically Disadvantaged Students	108	713	720	739	*	*	*	*	*	12%	37%
Non-Economically Disadvantaged Students	20	718	723	764	*	*	*	*	*	25%	68%
Students with Disabilities	27	697	702	723	*	*	*	*	*	*	18%
Students without Disabilities	101	718	724	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	723	720	760	23%	29%	27%	21%	0%	21%	63%
White	*	*	724	768	*	*	*	*	*	*	72%
Hispanic	12	732	718	746	*	*	*	*	*	42%	49%
Black or African American	139	722	*	740	23%	30%	28%	19%	0%	19%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	75	729	728	769	19%	23%	28%	*	*	31%	72%
Male	80	716	713	752	28%	35%	26%	*	*	11%	54%
Economically Disadvantaged Students	133	721	720	742	*	*	*	*	*	17%	44%
Non-Economically Disadvantaged Students	22	734	719	771	*	*	*	*	*	41%	73%
Students with Disabilities	40	692	693	721	*	*	*	*	*	*	22%
Students without Disabilities	115	733	726	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	715	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	726	722	759	18%	31%	28%	*	*	23%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	15	711	721	744	*	*	*	*	*	20%	45%
Black or African American	123	728	*	739	14%	33%	30%	24%	0%	24%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	65	733	732	768	*	29%	28%	*	*	32%	69%
Male	75	720	713	751	*	33%	28%	*	*	15%	52%
Economically Disadvantaged Students	114	725	722	740	*	*	25%	*	*	21%	42%
Non-Economically Disadvantaged Students	26	733	720	769	*	*	38%	*	*	31%	71%
Students with Disabilities	37	706	698	719	*	*	*	*	*	*	19%
Students without Disabilities	103	733	729	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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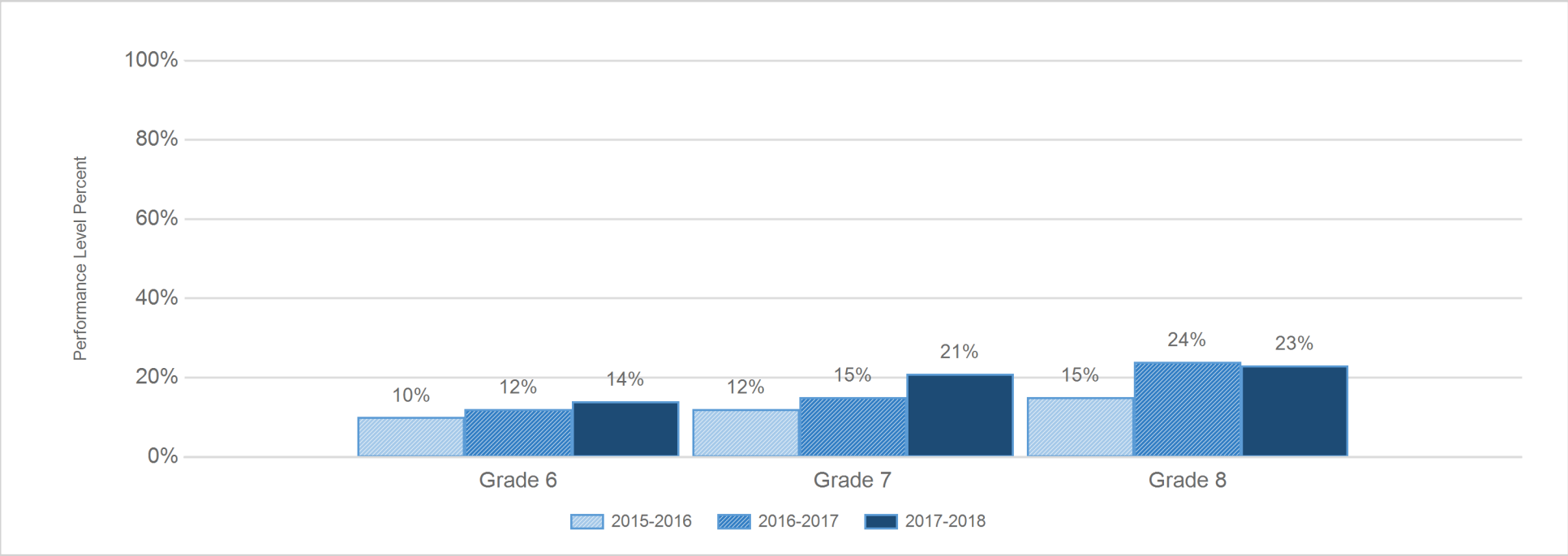
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	396	97.5	*	10.9	45.0	*	12.6	Not Met
White	*	*	*	11.7	54.1	*	**	**
Hispanic	32	100.0	*	12.7	29.2	*	26.5	Not Met
Black or African American	356	97.2	*	*	23.4	*	11.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	25.8	77.0	N	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	19.4	53.0	*	**	**
Female	186	96.1	*	11.5	46.0	*		
Male	210	98.7	*	10.3	43.9	*		
Economically Disadvantaged Students	340	97.2	*	*	26.6	*	11.3	Not Met
Non-Economically Disadvantaged Students	56	98.6	*	*	55.9	*		
Students with Disabilities	99	95.5	*	*	17.1	*	11.2	Not Met
Students without Disabilities	297	98.1	*	*	50.5	*		
English Learners	16	100.0	*	*	24.6	*	**	**
Non-English Learners	380	97.4	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	703	712	744	*	*	*	*	*	*	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	*	*	713	731	*	*	*	*	*	*	27%
Black or African American	119	702	711	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	61	704	713	745	*	*	*	*	*	*	45%
Male	67	702	712	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	108	703	713	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	20	701	711	753	*	*	*	*	*	*	56%
Students with Disabilities	27	702	703	717	*	*	*	*	*	*	13%
Students without Disabilities	101	703	714	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

JOYCE KILMER MIDDLE SCHOOL
(21-5210-235)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	711	713	743	*	*	*	*	*	*	43%
White	*	*	721	750	*	*	*	*	*	*	54%
Hispanic	12	714	*	732	*	*	*	*	*	*	27%
Black or African American	137	711	712	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	73	714	714	745	*	*	*	*	*	*	45%
Male	80	708	712	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	131	710	713	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	22	717	711	751	*	*	*	*	*	*	55%
Students with Disabilities	40	698	700	717	*	*	*	*	*	*	12%
Students without Disabilities	113	715	716	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	705	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOYCE KILMER MIDDLE SCHOOL
(21-5210-235)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	699	700	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	12	679	699	722	*	*	*	*	*	*	22%
Black or African American	104	701	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	51	704	705	731	*	*	*	*	*	*	31%
Male	67	695	696	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	96	697	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	22	707	702	735	*	*	*	*	*	*	35%
Students with Disabilities	35	684	685	705	*	*	*	*	*	*	*
Students without Disabilities	83	705	705	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	734	710	746	0%	*	63%	*	*	11%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	712	730	*	*	*	*	*	*	27%
Black or African American	*	*	708	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	708	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	711	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	708	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	696	716	N	N	N	N	N	N	13%
Students without Disabilities	19	734	*	752	0%	*	63%	*	*	11%	52%
English Learners	N	N	698	710	N	N	N	N	N	N	*
Non-English Learners	19	734	*	749	0%	*	63%	*	*	11%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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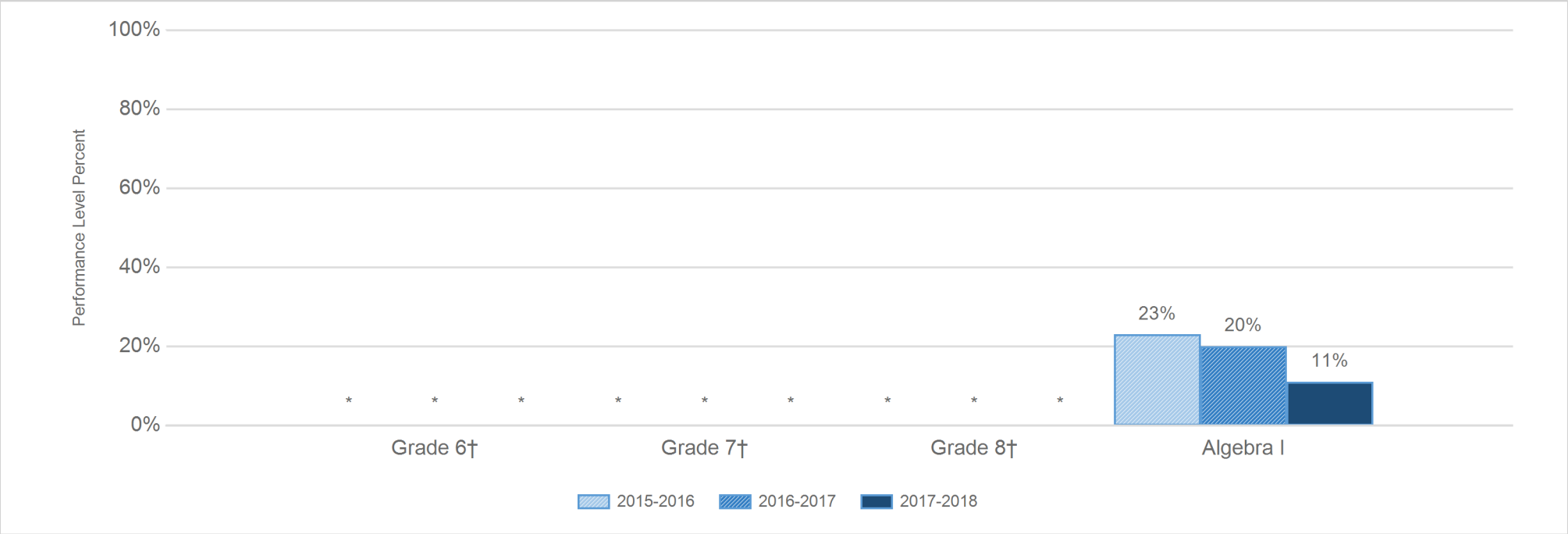
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	118
7	0	0	137
8	20	0	104
Total	20	0	359

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	117	0	0	0	0	0	0
7	138	0	0	0	0	0	0
8	121	0	0	0	0	0	0
Total	376	0	0	0	0	0	0

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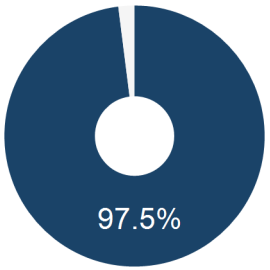
Visual and Performing Arts – Course Participation

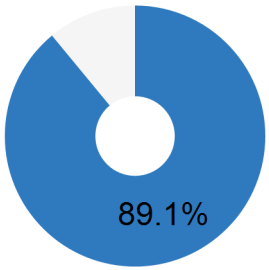
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

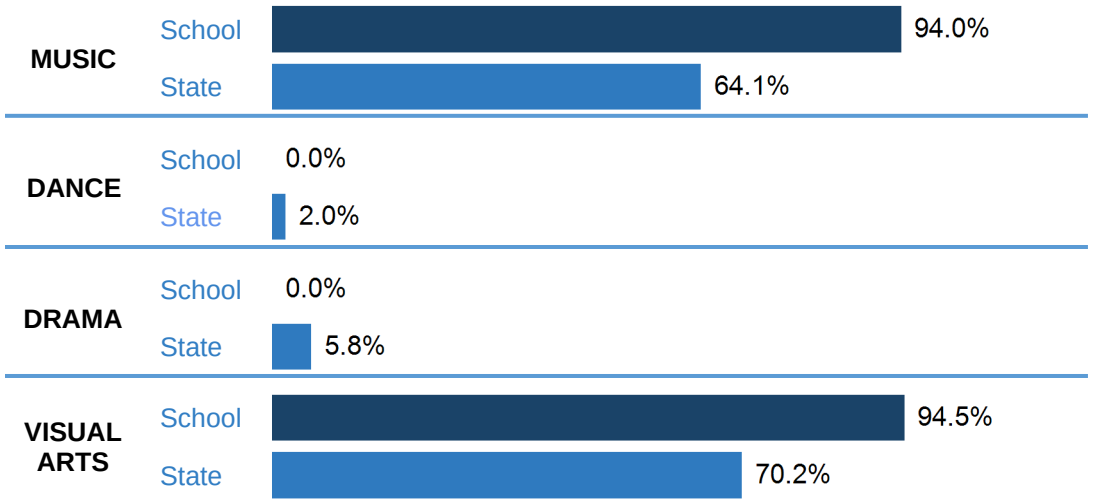


School



State

Students enrolled in one or more classes by discipline:



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

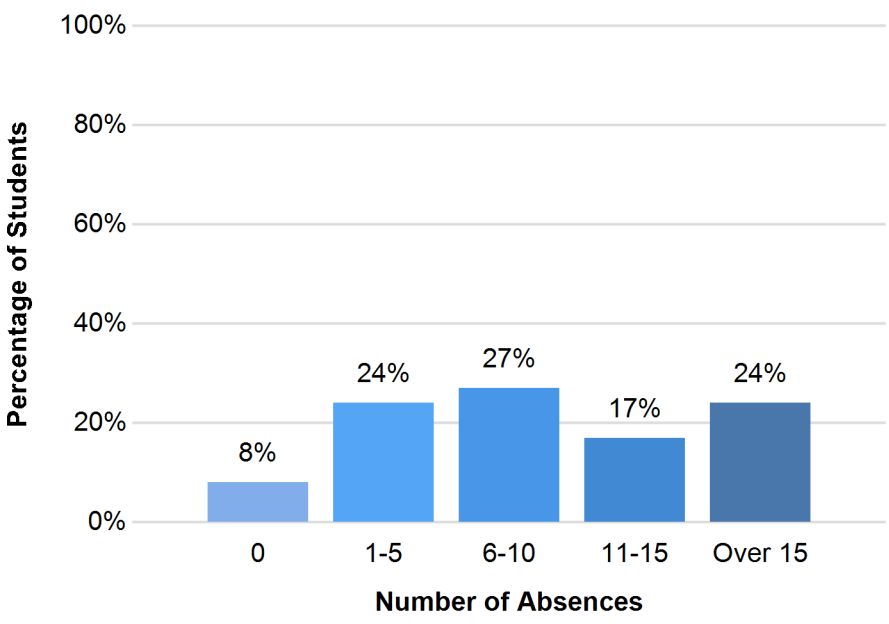
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	86	21.6	9.5	Not Met
White	*	*	**	**
Hispanic	12	40.0	9.5	Not Met
Black or African American	71	19.6	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	75	22.8	9.5	Not Met
Students with Disabilities	25	27.8	9.5	Not Met
English Learners	*	*	**	**

Days Absent

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



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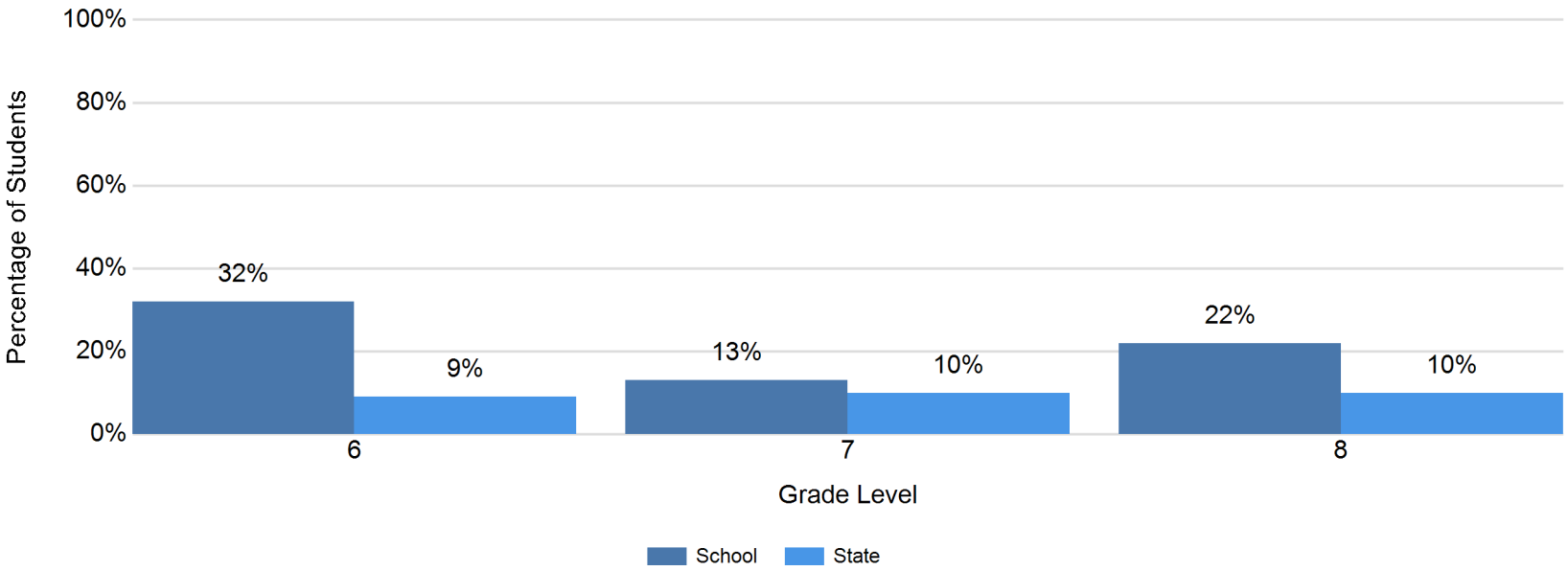
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	84
Weapons	1
Vandalism	11
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	100
Incidents Per 100 Students Enrolled	25.13

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	4
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	152	38.2%
Any Suspension	152	38.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
694

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,111	$15,263	$16,374

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	7.7	10.7
Teachers in district for 4 or more years	82.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	71.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	14:1
Students to Administrators	199:1	241:1
Teachers to Administrators	20:1	17:1
Students to Librarians/Media Specialists		946:1
Students to Nurses		552:1
Students to Counselors		414:1
Students to Child Study Team		358:1

NJ SCHOOL PERFORMANCE REPORT

JOYCE KILMER MIDDLE SCHOOL
(21-5210-235)
Grades Offered: 06-08
2017-2018

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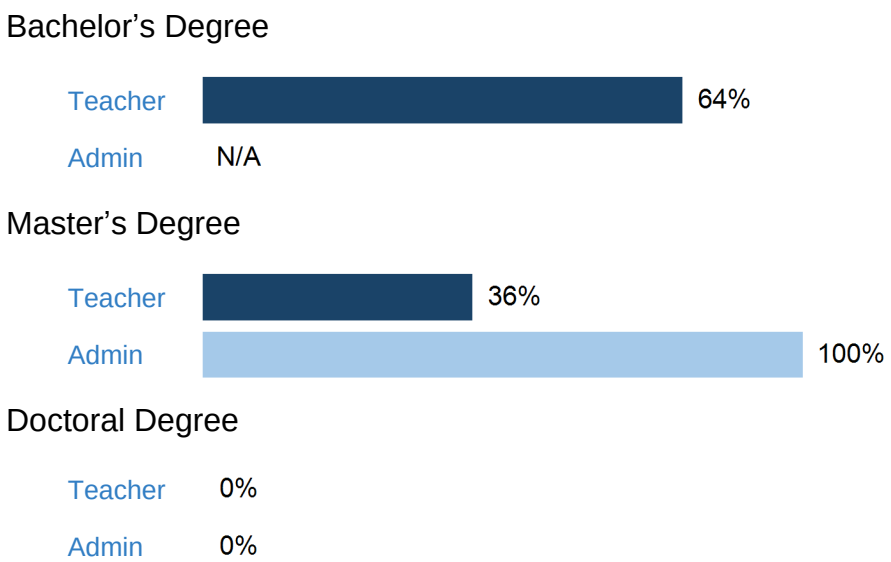
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	74.4%	50.0%
Male	25.6%	50.0%
White	43.6%	0.0%
Hispanic	0.0%	0.0%
Black or African American	51.3%	100.0%
Asian	5.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	3.91	17.5%
Mathematics Proficiency	0.30	17.5%
English Language Arts Growth	67.71	25.0%
Mathematics Growth	33.89	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	4.80	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.86	n/a
Summative Rating: Percentile Rank of Summative Score	14.63	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	16.35	14.08	No	Met Target†	Not Met	Met Standard	**	n/a	Not Met	No
Black or African American	40.12	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	33.07	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	31.58	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Joyce Kilmer Middle School is a comprehensive 6-8 middle school which is located in Trenton, NJ. • Joyce Kilmer Middle School was newly rebuilt and re-opened in 2006. It boasts of state of the art facilities such as two science labs, a welcoming media center, and three science labs.
Mission, Vision, Theme:	"Our 2018-19 theme is, ""And How Are the Children?"" …""All of the Children Are Well!"" which is meant to send the message that the condition of our children reflect the condition of the village. School Mission and Vision: MISSION STATEMENT: The mission of Joyce Kilmer Middle School is to educate our children by assisting them in attaining their highest potential in order to become productive citizens locally, nationally, and globally. By setting high expectations for teaching and learning, and engaging our community, we will address the diverse needs of all of our students. We believe that success is the only option. VISION STATEMENT: Our vision is to set high expectations for teaching and learning in today's rapidly growing global society. We will achieve this through effective engagement and communication, by building a partnership among parents and caregivers, school personnel, students, and the community. "
Awards, Recognition, Accomplishments:	Joyce Kilmer Middle School proudly has had students featured in the city-based campaign, "Heal The City" where some of our students were featured on a billboard. We also were members of the National Junior Honor Society as well as partnered with Kids bridge on their video which was dedicated to address bullying issues.

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Courses, Curriculum, Instruction:	Along with the required course offerings in ELA, Math, Science, and Social Studies, we also implement cross curricular planning and instruction. Our teachers work together to plan project-based learning which integrate the major content areas.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) We offer a full range of sports and athletics. In the Fall we offer Boys and Girls Soccer, in the Winter we offer Boys and Girls Basketball and Girls Cheerleading, and in the Spring we offer Boys Baseball, Girls Softball, Boys and Girls Track and Field. We offer 150 minutes of health and physical education weekly as required by the state of New Jersey. Each Spring, we host a "Fun Day" which consists of activities ranging from track and field games and other activities to encourage school-wide unity.
Clubs and Activities:	We offer a vast range of activities after school. Our after school program, Positive Impact, is FREE for all students. We also offer tutoring in ELA and Mathematics and beginning in February 2019, "Girls (and Boys) Who Code".

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Before and After School Programs:	We have a very well-rounded after school program, Positive Impact which offers cooking skills, STEM, homework help, mentoring, bicycling (fall/summer), and performing arts. Last academic year, two of our students from the After School program were invited to visit Capital Hill to meet with the US Senate.
Staff and Professional Learning:	We have 40 teaching staff who have degrees ranging from bachelor's to doctoral degrees. We offer professional learning opportunities which support helping our students achieve and reach their highest potential which cover best practices in all content areas and relationship building within the classroom environment.

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Student Supports and Services:	We have two school counselors on staff. We also have a partnership with The College of New Jersey offering mentoring for all grades. We also have partnerships with local fraternities and sororities which have “adopted” our school donating school supplies and support for our students. For the 2018-19 academic year, we implemented a "KILMER CARES" which supplies students in needs with the essentials for self-care.
Student Health and Wellness:	We have a full-time School Nurse in a welcoming suite. We also have a full gymnasium offering physical education and health classes. We also have a fitness room where students can set fitness and nutritional goals.
Parent and Community Involvement:	Parents can become involved in many ways. We have a PTO, School Leadership Council, as well as opportunities to volunteer. We view parents as our partners in education.

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Facilities:	We have a sprawling campus which was newly built and re-opened in 2006. We have over 40 classrooms most of which are equipped with interactive projectors. We have two fully equipped science labs, a media center with the latest in books and interactive technology and a sound-proof instrumental room. Our art room also is used by students to express their artistic abilities.
School Safety:	We have four full time security officers, metal detectors for the major entrance ways of the building. Each visitor much have ID and sign in using our electronic sign-in system. The school SAFETY TEAM has developed a comprehensive Safety Plan which seeks to ensure the safety of our school community members on a daily basis.

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Technology and STEM:	Our program consists of one-to-one technology for all students using Dell laptops and desktops, Ipads, and Chrome books. By June of 2019, we expected to have a ratio of 1:1 Chrome books for each students. We also utilize eBooks on our media center and have maker Space Stations. Our STEM program consists of robotics and experimentation through inquiry and discovery infused with 21st Century Skills.

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Other Information:	Our school hours are 8 am-2:30 pm. We offer breakfast daily beginning at 7:25 am. We are a uniform school (light blue top/black bottoms). Community partnerships are essential to our school community. We have partnered with The City of Trenton, Heal The City Campaign, Dream catchers, Kappa Alpha Psi Trenton Alumnae Chapter, Kids bridge, Delta Sigma Theta Trenton Alumnae Chapter, Zeta Phi Beta Adopt A School Program, and many others. We believe in educating the whole child and that it takes all of our efforts to support our students and our families.