NJ SCHOOL PERFORMANCE REPORT

GLEN MEADOW MIDDLE SCHOOL
(37-5360-025)
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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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	SUSSEX
District	VERNON TWP
Principal Name	MS. PISZCZEK
Address	7 SAMMIS ROAD VERNON, NJ 07462-0516
Phone Number	(973)764-8981
Email Address	EPISZCZEK@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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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	0	0	217
7	266	254	234
8	251	269	260
Total	517	523	711

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	51.3%	52.8%	46.6%
Male	48.7%	47.2%	53.4%
Economically Disadvantaged Students	18.4%	17.2%	16.3%
Students with Disabilities	19.3%	17.2%	17.4%
English Learners	0.2%	0.0%	0.8%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.0%	0.0%
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	81.2%	83.4%	82.8%
Hispanic	11.4%	9.2%	11.0%
Black or African American	3.9%	3.8%	2.7%
Asian	2.1%	2.3%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.1%
Two or More Races	1.0%	1.0%	1.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.9%
Spanish	2.4%
Other Languages	0.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	46	50	Met Standard	45	43	50	Met Standard
White	50	46	50	Met Standard	45.5	44	51	Met Standard
Hispanic	51.5	46.5	49	Met Standard	34	40	48	Not Met
Black or African American	56	56	44	**	*	70	44	**
Asian, Native Hawaiian, or Pacific Islander	62	60	61	**	*	47	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	37	49	**	*	33	51	**
Economically Disadvantaged	44	38.5	48	Met Standard	48	43	47	Met Standard
Students with Disabilities	46	38	41	Met Standard	41	31.5	43	Met Standard
English Learners	*	*	54	**	*	*	51	**

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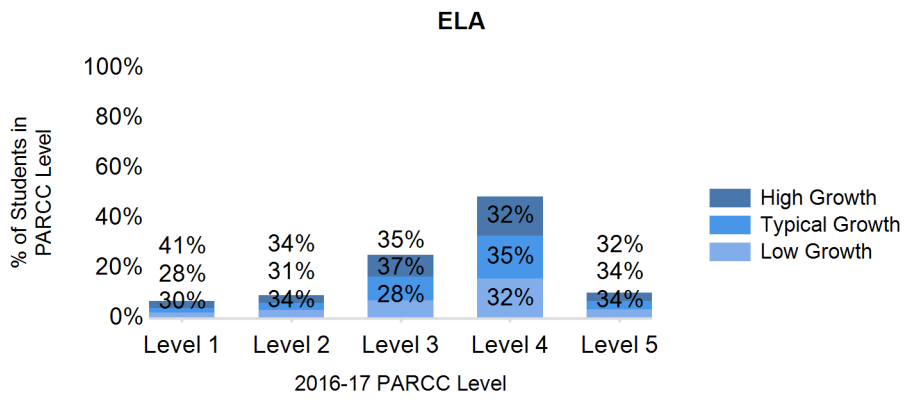
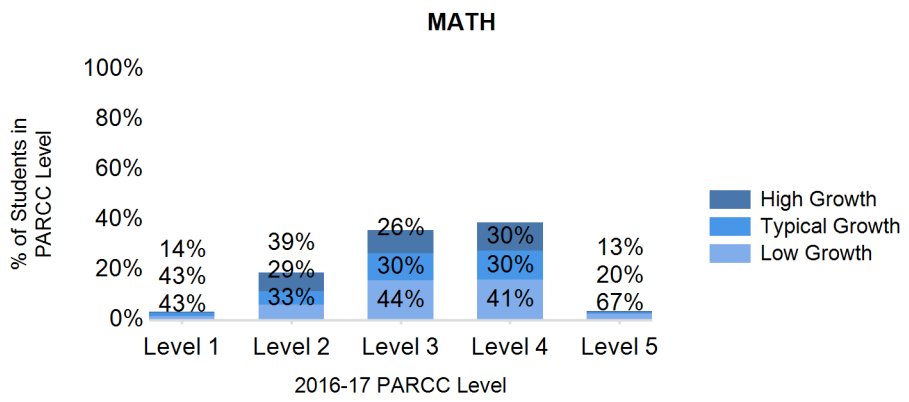
Student Growth by Performance Level

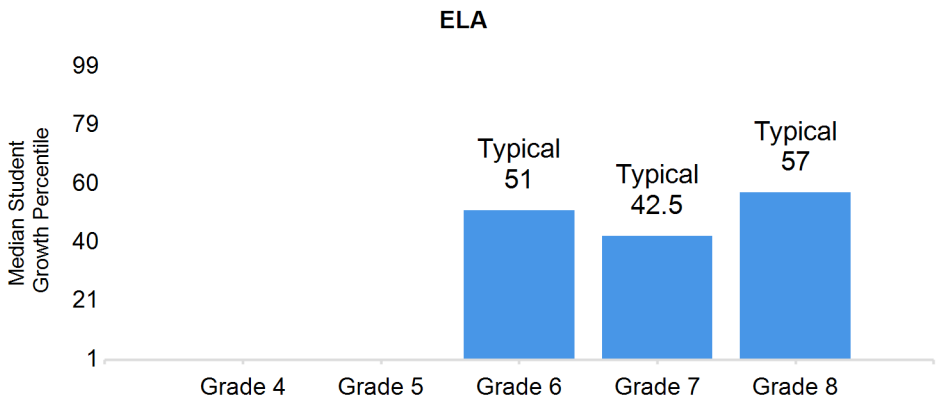
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

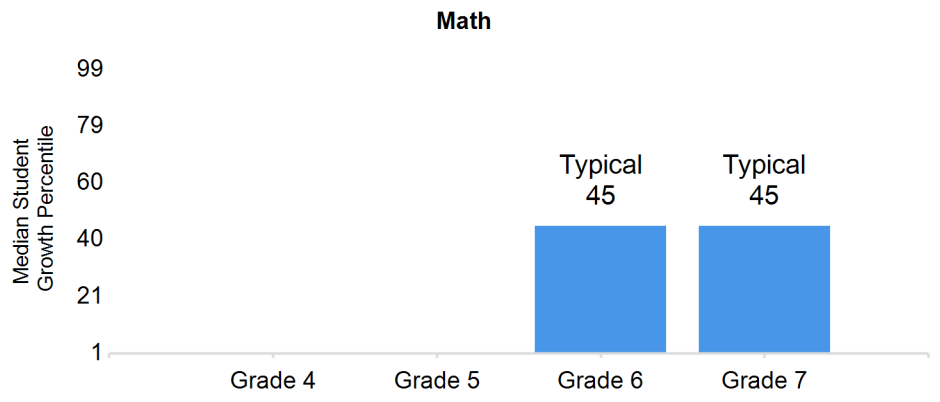




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	690	97.6	65.9	60.2	56.7	65.9	54.7	Met Target
White	576	97.8	66.1	60.1	65.6	66.1	54.4	Met Target
Hispanic	76	98.7	61.9	58.7	42.5	61.9	57.2	Met Target
Black or African American	18	100.0	66.7	58.7	37.3	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	*	82.3	83.3	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	319	97.0	79.6	69.4	64.5	79.6		
Male	371	98.2	54.2	51.5	49.4	54.2		
Economically Disadvantaged Students	99	95.3	49.5	44.5	38.5	49.5	49.7	Met Target†
Non-Economically Disadvantaged Students	591	98.0	68.7	63.1	67.5	68.7		
Students with Disabilities	124	95.5	19.3	20.1	21.6	19.3	11.6	Met Target
Students without Disabilities	566	98.1	76.1	70.5	63.9	76.1		
English Learners	*	*	*	25.0	27.3	*	**	**
Non-English Learners	*	*	*	60.4	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	210	754	754	754	*	12%	26%	*	*	60%	56%
White	173	754	754	761	*	13%	27%	*	*	58%	66%
Hispanic	28	749	749	742	*	*	*	64%	0%	64%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	96	757	757	761	*	*	22%	*	*	69%	64%
Male	114	752	752	748	*	*	29%	*	*	53%	48%
Economically Disadvantaged Students	33	743	743	739	*	*	33%	*	*	45%	37%
Non-Economically Disadvantaged Students	177	756	756	764	*	*	24%	*	*	63%	68%
Students with Disabilities	38	727	727	723	*	*	29%	*	*	21%	18%
Students without Disabilities	172	760	760	760	*	*	25%	*	*	69%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	233	758	758	760	5%	9%	21%	45%	19%	65%	63%
White	193	759	759	768	6%	8%	19%	45%	22%	67%	72%
Hispanic	25	750	750	746	0%	*	*	*	*	52%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	92	770	770	769	*	*	*	55%	29%	85%	72%
Male	141	750	750	752	*	*	*	39%	13%	52%	54%
Economically Disadvantaged Students	33	735	735	742	*	*	*	*	*	39%	44%
Non-Economically Disadvantaged Students	200	762	762	771	*	*	*	*	*	69%	73%
Students with Disabilities	48	721	721	721	25%	25%	35%	*	*	15%	22%
Students without Disabilities	185	767	767	768	0%	5%	17%	*	*	78%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	763	763	759	6%	7%	16%	55%	17%	72%	60%
White	212	762	762	767	5%	8%	16%	54%	17%	71%	70%
Hispanic	24	764	764	744	*	*	*	*	*	71%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	133	772	772	768	*	*	13%	62%	20%	83%	69%
Male	120	752	752	751	*	*	19%	46%	13%	59%	52%
Economically Disadvantaged Students	35	750	750	740	*	*	*	*	*	60%	42%
Non-Economically Disadvantaged Students	218	765	765	769	*	*	*	*	*	73%	71%
Students with Disabilities	38	719	719	719	*	*	*	*	*	24%	19%
Students without Disabilities	215	770	770	766	*	*	*	*	*	80%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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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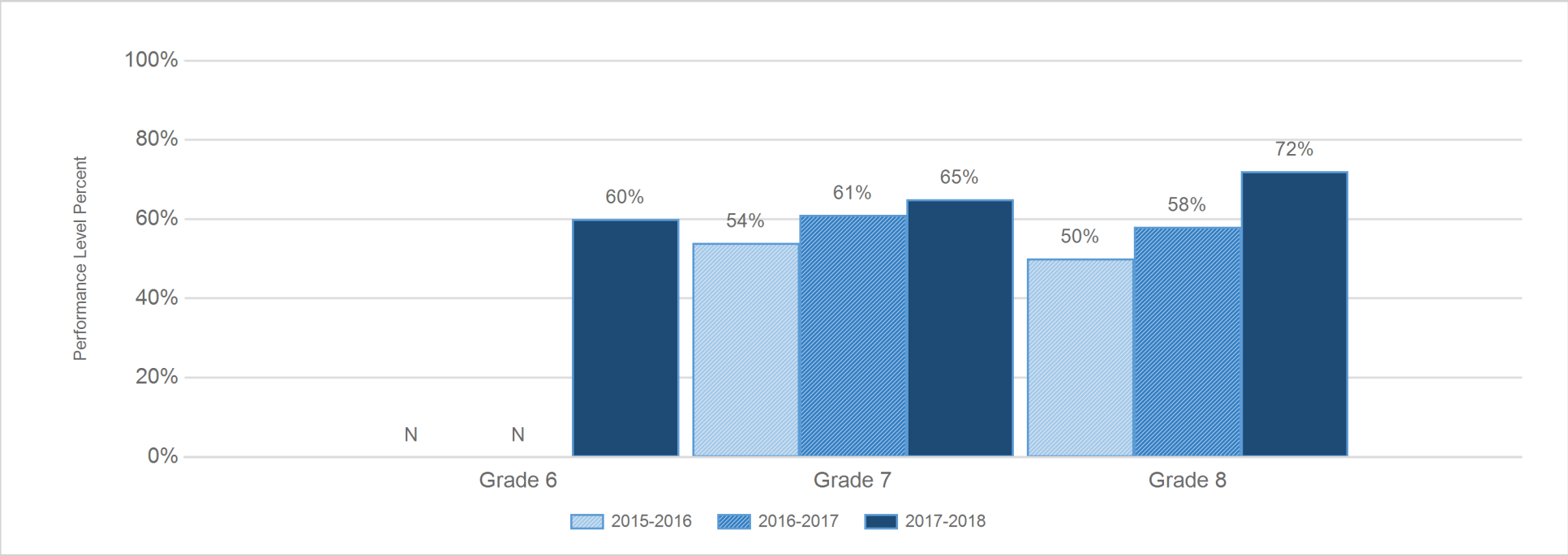
English Language Arts/Literacy Assessment - Performance Trends

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	691	97.6	42.5	42.8	45.0	42.5	39.7	Met Target
White	576	97.8	44.6	44.4	54.1	44.6	41.7	Met Target
Hispanic	77	98.8	29.9	32.8	29.2	29.9	28.3	Met Target
Black or African American	18	100.0	16.7	24.4	23.4	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	*	77.0	66.7	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	319	97.0	41.1	42.7	46.0	41.1		
Male	372	98.2	43.8	42.8	43.9	43.8		
Economically Disadvantaged Students	100	95.3	22.0	25.8	26.6	22.0	35	Not Met
Non-Economically Disadvantaged Students	591	98.0	46.1	46.0	55.9	46.1		
Students with Disabilities	125	95.5	*	*	17.1	*	11.6	Not Met
Students without Disabilities	566	98.1	*	*	50.5	*		
English Learners	*	*	*	15.4	24.6	*	**	**
Non-English Learners	*	*	*	43.0	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	210	741	741	744	6%	23%	32%	*	*	38%	44%
White	173	742	742	751	6%	22%	31%	*	*	40%	54%
Hispanic	28	732	732	731	*	36%	36%	*	*	21%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	96	736	736	745	*	27%	36%	*	*	29%	45%
Male	114	745	745	742	*	20%	29%	*	*	46%	42%
Economically Disadvantaged Students	33	730	730	729	*	42%	*	*	*	24%	24%
Non-Economically Disadvantaged Students	177	743	743	753	*	20%	*	*	*	41%	56%
Students with Disabilities	38	714	714	717	*	*	*	*	*	*	13%
Students without Disabilities	172	747	747	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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

GLEN MEADOW MIDDLE SCHOOL
(37-5360-025)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	743	743	743	5%	18%	36%	*	*	41%	43%
White	193	745	745	750	5%	16%	34%	*	*	45%	54%
Hispanic	26	735	735	732	*	*	54%	*	*	15%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	92	746	746	745	*	14%	34%	*	*	47%	45%
Male	142	741	741	741	*	20%	38%	*	*	37%	42%
Economically Disadvantaged Students	34	729	729	730	*	*	47%	*	*	18%	24%
Non-Economically Disadvantaged Students	200	746	746	751	*	*	35%	*	*	45%	55%
Students with Disabilities	49	719	719	717	*	37%	31%	*	*	10%	12%
Students without Disabilities	185	750	750	748	*	12%	38%	*	*	49%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GLEN MEADOW MIDDLE SCHOOL
(37-5360-025)
Grades Offered: 06-08
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	214	737	737	728	14%	17%	32%	*	*	37%	28%
White	178	738	738	736	14%	16%	33%	*	*	37%	36%
Hispanic	21	734	734	722	*	*	*	*	*	43%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	109	741	741	731	*	19%	40%	*	*	34%	31%
Male	105	734	734	725	*	15%	23%	*	*	41%	26%
Economically Disadvantaged Students	34	728	728	719	*	*	41%	*	*	21%	20%
Non-Economically Disadvantaged Students	180	739	739	735	*	*	30%	*	*	41%	35%
Students with Disabilities	38	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	176	745	745	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

GLEN MEADOW MIDDLE SCHOOL
(37-5360-025)
Grades Offered: 06-08
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	40	808	750	746	0%	0%	0%	48%	53%	100%	46%
White	34	804	749	755	0%	0%	0%	53%	47%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	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	24	806	752	748	0%	0%	0%	*	*	100%	48%
Male	16	809	747	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	711	716	N	N	N	N	N	N	13%
Students without Disabilities	40	808	757	752	0%	0%	0%	48%	53%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	40	808	*	749	0%	0%	0%	48%	53%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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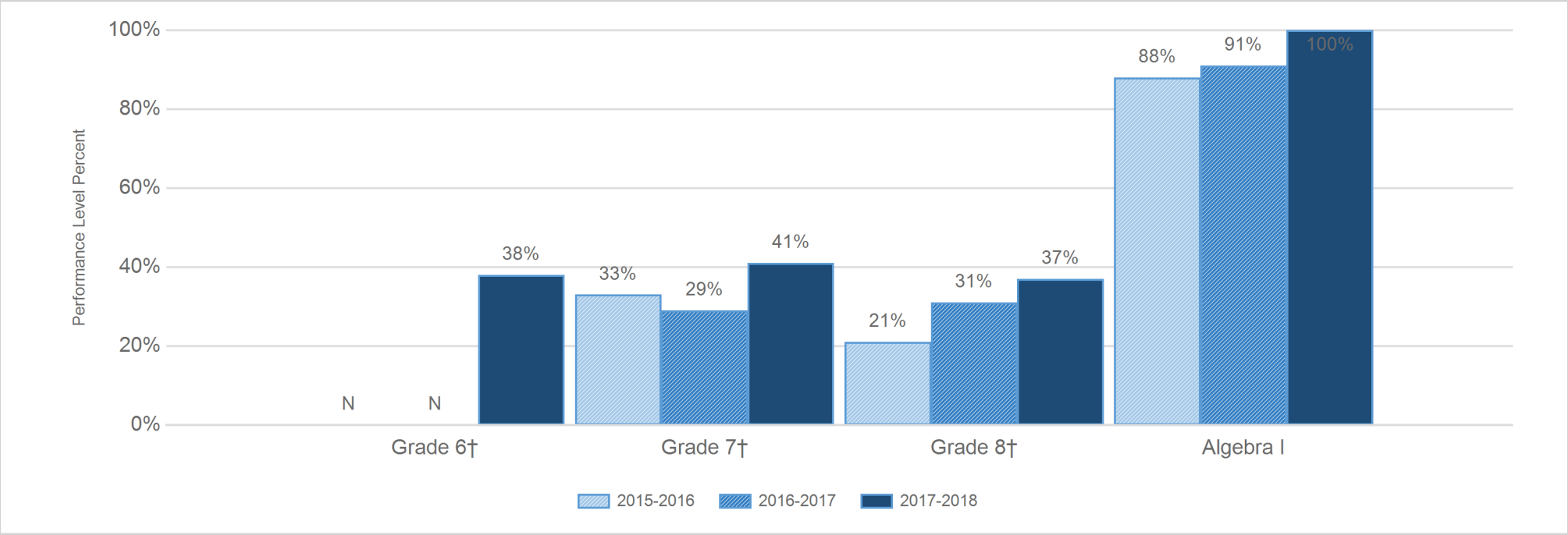
Mathematics Assessment – Performance Trends

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	N	N
7	*	*
8	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	217
7	0	0	235
8	41	15	217
Total	41	15	669

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	207	0	0	0	0	0	0
7	203	0	0	0	0	0	0
8	142	50	0	0	0	0	0
Total	552	50	0	0	0	0	0

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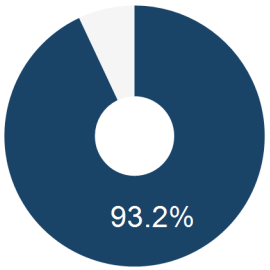
Visual and Performing Arts – Course Participation

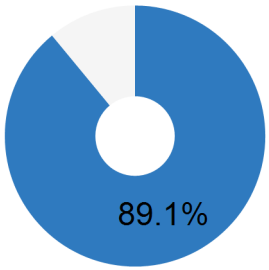
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

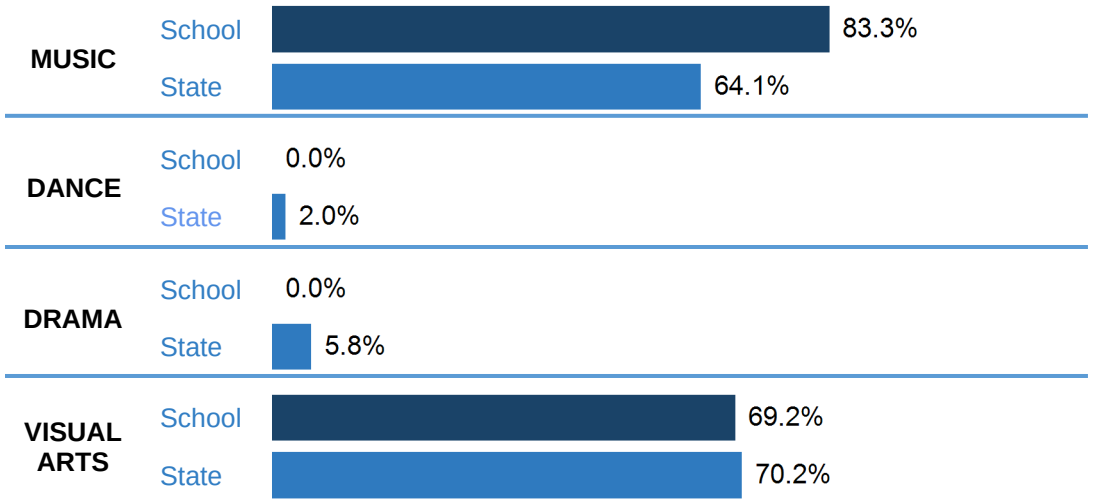


School



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.

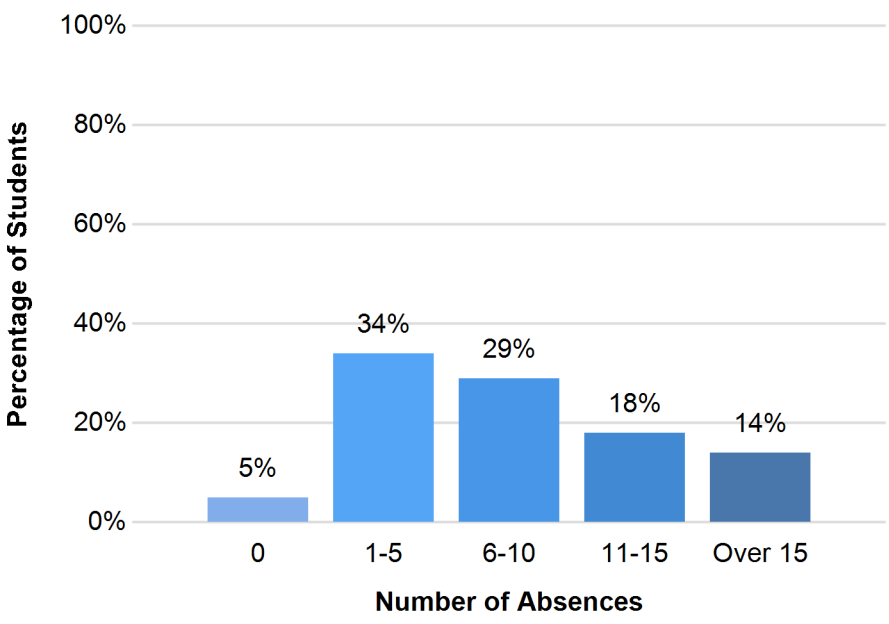
Chronic Absenteeism

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	82	11.5	9.5	Not Met
White	60	10.2	9.5	Not Met
Hispanic	14	17.3	9.5	Not Met
Black or African American	4	21.1	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	25	21.6	9.5	Not Met
Students with Disabilities	24	18.6	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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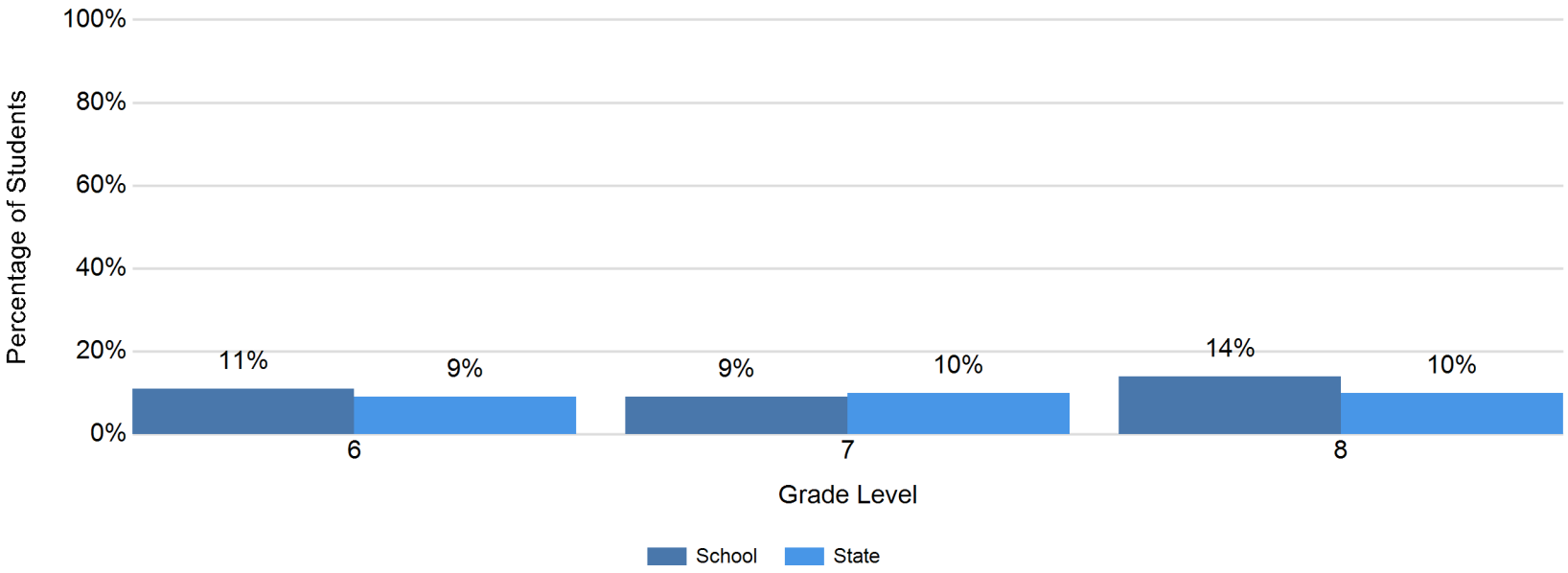
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.39

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	3	3
Disability	1	1	2
Other	0	4	4
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	41	5.8%
Out-of-School Suspensions	*	*
Any Suspension	42	5.9%
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
37

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$381	$18,000	$18,381

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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	69	117,464
Average years experience in public schools	15.3	12.0
Average years experience in district	13.9	10.7
Teachers in district for 4 or more years	79.7%	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	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	N	140:1
Teachers to Administrators	N	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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(37-5360-025)
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2017-2018

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Key terms for staff data:
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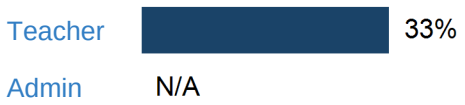
Teachers and Administrators - Level of Education

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

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 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	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	97.1%

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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	72.5%	N
Male	27.5%	N
White	98.6%	N
Hispanic	1.4%	N
Black or African American	0.0%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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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	Yes	Yes	No
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	Yes		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	61.37	17.5%
Mathematics Proficiency	27.90	17.5%
English Language Arts Growth	50.36	25.0%
Mathematics Growth	27.66	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	16.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.61	n/a
Summative Rating: Percentile Rank of Summative Score	29.80	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	33.83	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	40.79	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	42.93	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	41.99	14.08	No	Met Target	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:	• Foundations, Innovations and Creations Labs encourage students to think creatively, explore ideas, and solve problems individually and collaboratively. • Glen Meadow Vouchers is a school-wide program that emphasizes teamwork and promotes a positive and supportive school climate. • GMMS offers over 28 activities including clubs, arts, and sports, allowing students to learn after school dismisses.
Mission, Vision, Theme:	Glen Meadow Middle School's Mission statement reads as follows: "Glen Meadow Middle School provides a positive atmosphere that emphasizes the value of education and challenges students to set high expectations and make responsible decisions." This student-centered environment encourages and supports students to become lifelong learners. An array of opportunities in academics, athletics, clubs, and organizations provides students with enriching activities and appropriate role models.
Awards, Recognition, Accomplishments:	Each year, educators at Glen Meadow are nominated for the Governor's Teacher/Educational Services Professional Recognition Program by their colleagues. Students are often recognized for their creative and persuasive writing skills by submitting their essays. Individual students have been nominated for honors and received awards throughout Sussex County, including the VFW, Caring Award, Sussex County Honors Band and a Citizenship Award and special girls recognition. New members are inducted yearly into the National Junior Honor Society.

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Courses, Curriculum, Instruction:	Glen Meadow Middle School provides specialized instruction in the fields of mathematics, language arts, science, social studies, world languages (both French and Spanish), health and physical education,new Personal Fitness and visual and performing arts. A full-time librarian/media specialist supports students' library skills. Our newly incorporated Foundation, Innovations and Creations classes round out the curriculum by allowing students to think creatively, explore ideas, and solve problems individually and collaboratively .
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Coed), Golf (Coed), Skiing (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Our physical education department regularly runs volleyball tournaments after school, which raise money for Harvest House and collect non-perishable food items for our local food pantries. A Coffee House during the tournaments allows students to enjoy spending time together as they sing and play instruments. Students, faculty and community members understand the importance of community building at Glen Meadow Middle School.
Clubs and Activities:	The Middle School Musical, Jazz Band, Orchestra, Chorus and Variety Show provide students with the opportunity to showcase their talents. Groups such as the Academic Bowl, the Kiwanis Builder's Club, Coding Club, Robotics Club, National Junior Honor Society, National Math Club, Peer Support Club and Yearbook Club provide students with the opportunity to develop new friendships and learn new skills. Above the Influence (ATI) keep our students informed about the dangers of drugs and alcohol.

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Before and After School Programs:	Teachers often volunteer their time after school to work with students who need individual assistance to experience success or have missed a test or quiz. These tutorial sessions provide students with the opportunity to feel a sense of belonging and to better enjoy their educational experience at the middle school level. On a monthly basis, students work with the members of the Vernon Coalition as they participate in ATI (Above the Influence) activities to promote healthy lifestyles.
Staff and Professional Learning:	The educators at Glen Meadow Middle School have built in common planning time in their schedules. CPT is a process of school improvement that brings coherence to the work of educators by connecting standards, student learning, assessment, professional learning and educator effectiveness. It works to create conversations between educators which are both meaningful and purposeful and adhere to Best Practices.

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Student Supports and Services:	Non-English speaking students are provided with opportunities to work with an ESL teacher to strengthen their language acquisition skills. Students with disabilities are assisted by placement in appropriate classroom settings and the opportunity to work with speech, physical and occupational therapists as per their IEPs. Intervention and Referral Services (I&RS) team members work collaboratively with educators to provide struggling learners with the supports necessary to enhance their learning.
Student Health and Wellness:	Each school day begins with the opportunity for students to purchase breakfast before the start of first period, allowing them to get a nutritional start before classroom learning begins. A healthy lunch helps them to be better prepared for the afternoon. All students are provided with either a physical education or health class on a daily basis. In addition, approximately 20 minutes of recess following lunch gives students the chance to play football, soccer, Four Square and basketball.
Parent and Community Involvement:	The School and Community Association (SCA) enhances student life by supporting and funding programs for the students of Glen Meadow Middle School. By working together, the home and school greatly enhance the students' educational and social experience in this middle school setting. The SCA's "Giving Tree" program encourages giving rather than receiving during the holiday season and provides gifts and/or gift certificates to families in need of assistance throughout the district.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The students in Glen Meadow Middle School were given the opportunity to complete a Student Survey; 710 students completed this online survey. The majority of students indicated that the school is orderly and that they feel safe when in attendance. They believe that their peers are trying to do "a good job" in school and are opposed to cheating. The students recognized the high quality of their teachers and acknowledge a willingness to assist them. Few students had observed bullying incidents.
Facilities:	At Glen Meadow, every academic classroom is air conditioned to afford an optimal environment for learning. Our library provides options enabling students to read, create and research in an educationally-rich environment. New technology includes tablets and a self check out program providing autonomy for students who desire privacy. A newly decorated band room allows all three grades to perform together. A well-equipped art room provides students with the room to create their masterpieces. Well maintained ball fields allow for outside physical education classes whenever the weather permits.

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Other Information:	The professionals at Glen Meadow Middle School go above and beyond to ensure that every student experiences a successful middle school experience; this better prepares each of them for the challenges that lie ahead when they enter high school. The administration works collaboratively with the high school to ensure that every student and parent/guardian understands all that Vernon Township High School has to offer, while fully supporting those students who choose to attend other private or technical schools. Understanding the importance of technology in their students' future endeavors, Glen Meadow continues to provide the use of 1:1 Chromebooks for every student. The core subject teachers work collaboratively as teams, which assists the adolescent middle school student with the support system needed to experience success. By providing Common Planning Time for each team and each department, these gifted educators plan together and share enlightening lessons and Best Practices that build a strong foundation for all future learning. By keeping the importance of communication at the forefront, all staff members are provided with a bi-monthly synopsis so that everyone is better informed about upcoming events. Weekly information is disseminated to parents via the SchoolMessenger. Parents/Guardians are also encouraged to review their children's academic progress by using the new Genesis Parent Portal Program..