NJ SCHOOL PERFORMANCE REPORT

VETERANS MEMORIAL MIDDLE SCHOOL
(29-0530-090)
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	OCEAN
District	BRICK TWP
Principal Name	MS. KOTSIANAS
Address	105 HENDRICKSON AVENUE BRICK TOWN, NJ 08724
Phone Number	(732)785-3000
Email Address	RKOTSIANAS@BRICKSCHOOLS.ORG
Website	http://www.brickschools.org/VeteransMemorialMiddleSchool
Twitter	https://twitter.com/VeteransMemorialMiddleSchool@VMMSMustangs

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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	378	363	344
7	342	380	363
8	378	360	387
Total	1,098	1,103	1,094

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	48.5%	49.0%	49.6%
Male	51.5%	51.0%	50.4%
Economically Disadvantaged Students	28.2%	27.7%	31.8%
Students with Disabilities	20.3%	20.3%	20.1%
English Learners	0.0%	0.0%	0.2%
Homeless Students		0.6%	1.2%
Students in Foster Care		0.5%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	79.7%	77.4%	75.4%
Hispanic	9.7%	11.3%	12.6%
Black or African American	7.1%	7.5%	8.4%
Asian	1.9%	2.3%	2.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.2%	0.3%
Two or More Races	1.3%	1.1%	0.8%

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	94.4%
Spanish	3.6%
Other Languages	2.0%

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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	56	54	50	Met Standard	53	55	50	Met Standard
White	57	54	50	Met Standard	53	55	51	Met Standard
Hispanic	56	60	49	Met Standard	48.5	55	48	Met Standard
Black or African American	45	48	44	Met Standard	52	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	57	61	Met Standard	76	66	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	47	49	**	*	69	51	**
Economically Disadvantaged	54	52	48	Met Standard	48	50.5	47	Met Standard
Students with Disabilities	48	47	41	Met Standard	35.5	45	43	Not Met
English Learners	77	59	54	**	52	55.5	51	**

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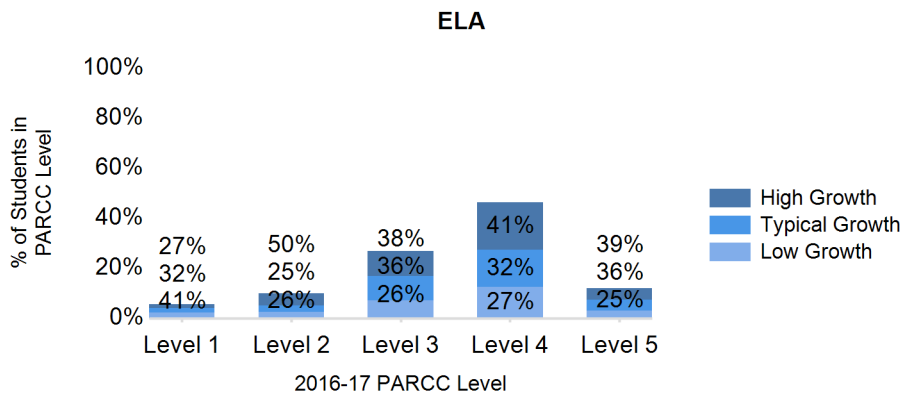
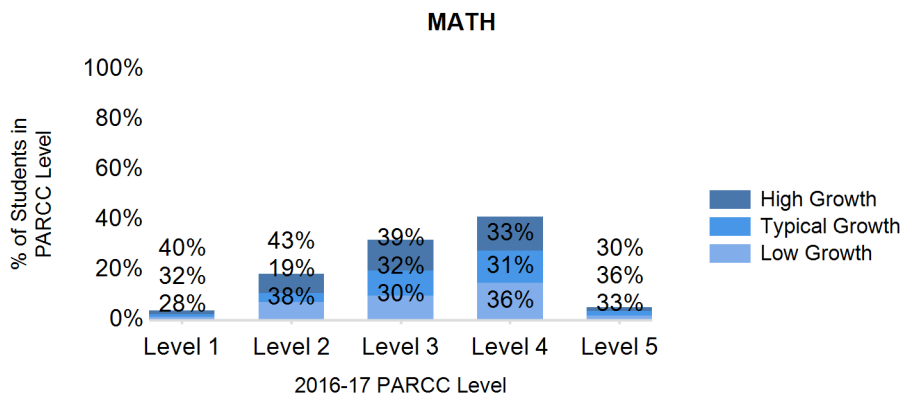
Student Growth by Performance Level

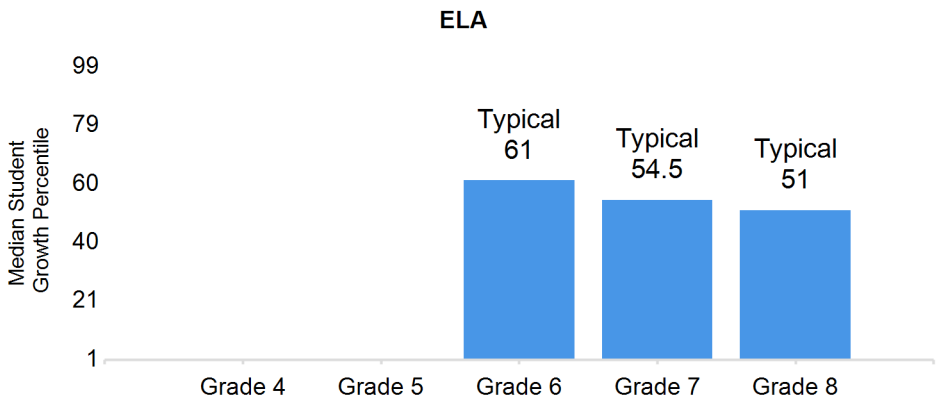
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

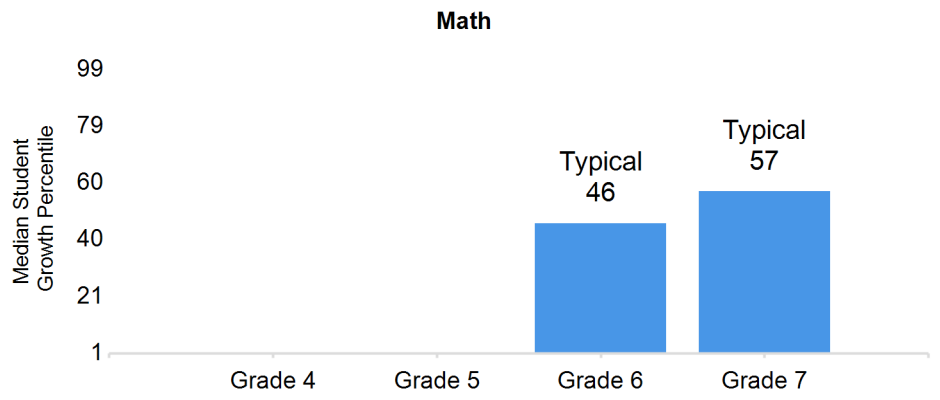




Student Growth by Grade

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	1079	98.5	64.4	57.1	56.7	64.4	63.5	Met Target
White	807	98.1	69.5	61.2	65.6	69.5	66.2	Met Target
Hispanic	140	100.0	56.4	*	42.5	56.4	53.5	Met Target
Black or African American	95	99.0	30.6	33.9	37.3	30.6	37.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.0	72.6	82.3	76.0	62.8	Met Target
American Indian or Alaska Native	*	*	*	66.6	52.7	*	**	**
Two or More Races	*	*	*	55.1	63.4	*	**	**
Female	533	98.2	76.8	66.2	64.5	76.8		
Male	546	98.7	52.4	48.6	49.4	52.4		
Economically Disadvantaged Students	340	98.6	50.3	42.1	38.5	50.3	53.5	Met Target†
Non-Economically Disadvantaged Students	739	98.4	70.9	64.3	67.5	70.9		
Students with Disabilities	222	97.8	26.6	*	21.6	26.6	26.2	Met Target
Students without Disabilities	857	98.6	74.2	*	63.9	74.2		
English Learners	20	100.0	30.0	21.2	27.3	30.0	N	N
Non-English Learners	1059	98.4	65.1	58.8	59.4	65.1		
Homeless Students	10	83.3	50.0	36.0	27.7	67.2		
Students In Foster Care	*	*	*	33.3	26.3	*		
Military-Connected Students	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	338	758	757	754	4%	9%	23%	51%	12%	64%	56%
White	251	762	759	761	*	*	20%	57%	13%	70%	66%
Hispanic	46	755	750	742	0%	*	33%	*	*	50%	42%
Black or African American	32	733	742	737	*	*	34%	34%	0%	34%	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	175	766	763	761	*	*	21%	*	*	73%	64%
Male	163	750	750	748	*	*	26%	*	*	53%	48%
Economically Disadvantaged Students	126	750	747	739	*	*	29%	*	*	49%	37%
Non-Economically Disadvantaged Students	212	763	762	764	*	*	20%	*	*	72%	68%
Students with Disabilities	71	734	731	723	*	*	32%	*	*	30%	18%
Students without Disabilities	267	764	764	760	*	*	21%	*	*	73%	63%
English Learners	*	*	730	712	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	731	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	359	761	762	760	6%	11%	18%	39%	27%	66%	63%
White	258	766	765	768	*	*	17%	40%	31%	71%	72%
Hispanic	55	759	757	746	*	*	24%	35%	24%	58%	49%
Black or African American	35	728	739	740	*	*	*	*	*	31%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	185	773	772	769	*	*	*	42%	37%	79%	72%
Male	174	749	752	752	*	*	*	36%	16%	51%	54%
Economically Disadvantaged Students	103	746	749	742	*	*	28%	35%	11%	46%	44%
Non-Economically Disadvantaged Students	256	768	768	771	*	*	14%	41%	33%	74%	73%
Students with Disabilities	63	716	721	721	*	*	27%	*	*	13%	22%
Students without Disabilities	296	771	772	768	*	*	16%	*	*	77%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	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	370	760	763	759	6%	8%	21%	48%	17%	65%	60%
White	286	764	766	767	5%	5%	20%	50%	20%	70%	70%
Hispanic	41	749	758	744	*	*	*	*	*	59%	45%
Black or African American	27	727	*	739	*	*	*	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	171	770	774	768	*	*	12%	57%	23%	80%	69%
Male	199	751	753	751	*	*	29%	40%	12%	52%	52%
Economically Disadvantaged Students	107	748	753	740	11%	12%	22%	*	*	54%	42%
Non-Economically Disadvantaged Students	263	765	767	769	4%	6%	21%	*	*	69%	71%
Students with Disabilities	67	722	728	719	*	*	18%	30%	0%	30%	19%
Students without Disabilities	303	768	771	766	*	*	22%	51%	21%	72%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	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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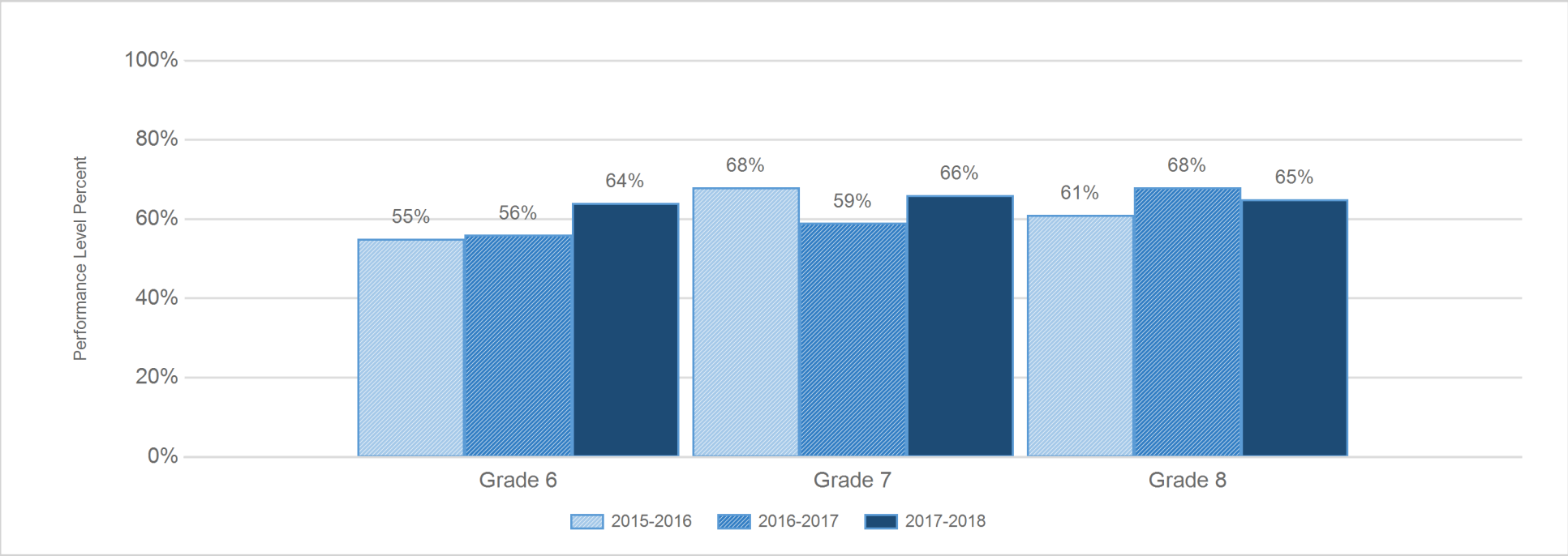
English Language Arts/Literacy Assessment - Performance Trends

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	1076	98.2	45.0	45.3	45.0	45.0	45.4	Met Target†
White	804	97.7	51.2	50.1	54.1	51.2	47.2	Met Target
Hispanic	140	100.0	32.1	*	29.2	32.1	41.5	Not Met
Black or African American	95	99.0	*	17.7	23.4	*	21.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.0	60.8	77.0	68.0	55	Met Target
American Indian or Alaska Native	*	*	*	33.3	42.5	*	**	**
Two or More Races	*	*	*	34.7	53.0	*	**	**
Female	531	97.8	49.5	47.0	46.0	49.5		
Male	545	98.6	40.8	43.7	43.9	40.8		
Economically Disadvantaged Students	338	98.0	25.5	32.0	26.6	25.5	33	Not Met
Non-Economically Disadvantaged Students	738	98.3	54.1	51.7	55.9	54.1		
Students with Disabilities	221	97.4	11.8	14.2	17.1	11.8	18.2	Not Met
Students without Disabilities	855	98.4	53.7	53.8	50.5	53.7		
English Learners	20	100.0	15.0	21.3	24.6	15.0	N	N
Non-English Learners	1056	98.2	45.6	46.4	46.9	45.6		
Homeless Students	10	83.3	20.0	25.4	17.3	47.6		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	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	336	744	745	744	5%	16%	35%	38%	5%	43%	44%
White	249	747	748	751	*	13%	33%	*	*	50%	54%
Hispanic	46	740	736	731	*	*	48%	*	*	33%	27%
Black or African American	32	719	725	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	173	745	744	745	*	14%	38%	*	*	43%	45%
Male	163	742	745	742	*	17%	33%	*	*	44%	42%
Economically Disadvantaged Students	125	733	734	729	*	21%	46%	*	*	23%	24%
Non-Economically Disadvantaged Students	211	750	751	753	*	13%	29%	*	*	55%	56%
Students with Disabilities	70	724	721	717	*	31%	27%	*	*	20%	13%
Students without Disabilities	266	749	751	748	*	12%	38%	*	*	50%	49%
English Learners	*	*	718	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	745	*	*	*	*	*	*	45%
Homeless Students	*	*	715	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

VETERANS MEMORIAL MIDDLE SCHOOL
(29-0530-090)
Grades Offered: 06-08
2017-2018

Report Key:
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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	360	746	746	743	6%	17%	27%	44%	7%	51%	43%
White	259	750	748	750	4%	14%	24%	49%	9%	58%	54%
Hispanic	55	739	739	732	*	18%	36%	*	*	36%	27%
Black or African American	35	723	725	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	185	749	748	745	*	14%	26%	*	*	56%	45%
Male	175	743	743	741	*	20%	28%	*	*	45%	42%
Economically Disadvantaged Students	103	734	735	730	10%	26%	38%	*	*	26%	24%
Non-Economically Disadvantaged Students	257	751	750	751	4%	13%	23%	*	*	60%	55%
Students with Disabilities	64	713	715	717	*	*	*	*	*	*	12%
Students without Disabilities	296	753	753	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	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

VETERANS MEMORIAL MIDDLE SCHOOL
(29-0530-090)
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	276	728	732	728	18%	24%	33%	*	*	26%	28%
White	203	731	732	736	13%	25%	32%	*	*	30%	36%
Hispanic	36	724	733	722	*	*	42%	*	*	14%	22%
Black or African American	26	712	712	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	121	731	735	731	17%	20%	32%	*	*	31%	31%
Male	155	726	729	725	18%	26%	34%	*	*	22%	26%
Economically Disadvantaged Students	89	722	726	719	24%	25%	37%	*	*	15%	20%
Non-Economically Disadvantaged Students	187	731	734	735	15%	23%	31%	*	*	31%	35%
Students with Disabilities	66	709	709	705	41%	24%	23%	*	*	12%	*
Students without Disabilities	210	735	739	735	10%	23%	36%	*	*	30%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	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%

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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	93	778	746	746	0%	0%	*	*	*	92%	46%
White	82	779	750	755	0%	0%	*	*	*	91%	57%
Hispanic	*	*	733	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	50	779	750	748	0%	0%	*	*	*	96%	48%
Male	43	778	742	745	0%	0%	*	*	*	88%	44%
Economically Disadvantaged Students	17	778	735	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	76	779	750	756	0%	0%	*	*	*	91%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	93	778	*	749	0%	0%	*	*	*	92%	*
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	*	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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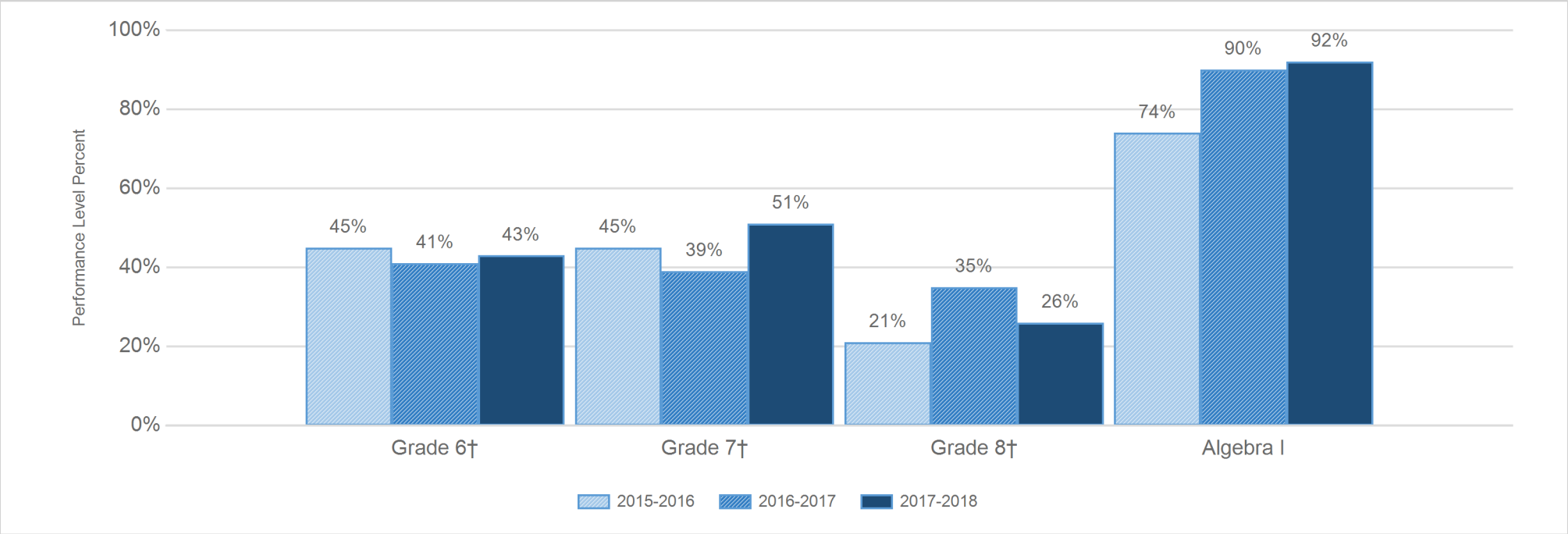
Mathematics Assessment – Performance Trends

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.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	13	13

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	N	N	N

† 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	N	N	N
5 or more	*	*	*

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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	358
7	0	0	373
8	94	0	309
Total	94	0	1040

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	N	N	N	N	N	N	N
7	197	0	0	0	0	0	0
8	162	0	0	0	0	0	0
Total	359	0	0	0	0	0	0

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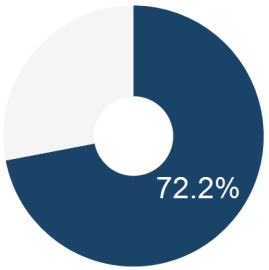
Visual and Performing Arts – Course Participation

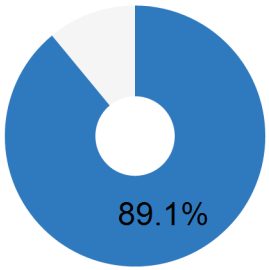
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

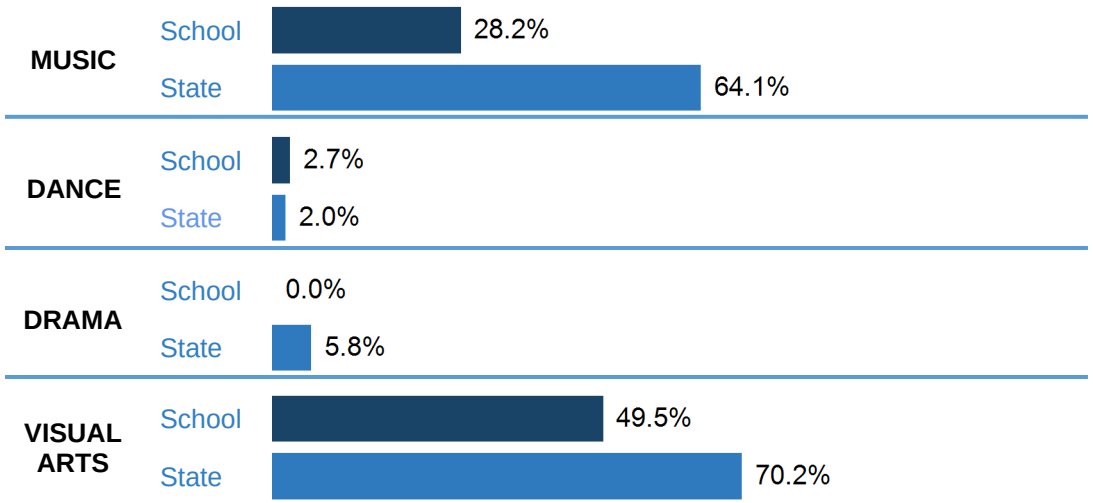


School



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.

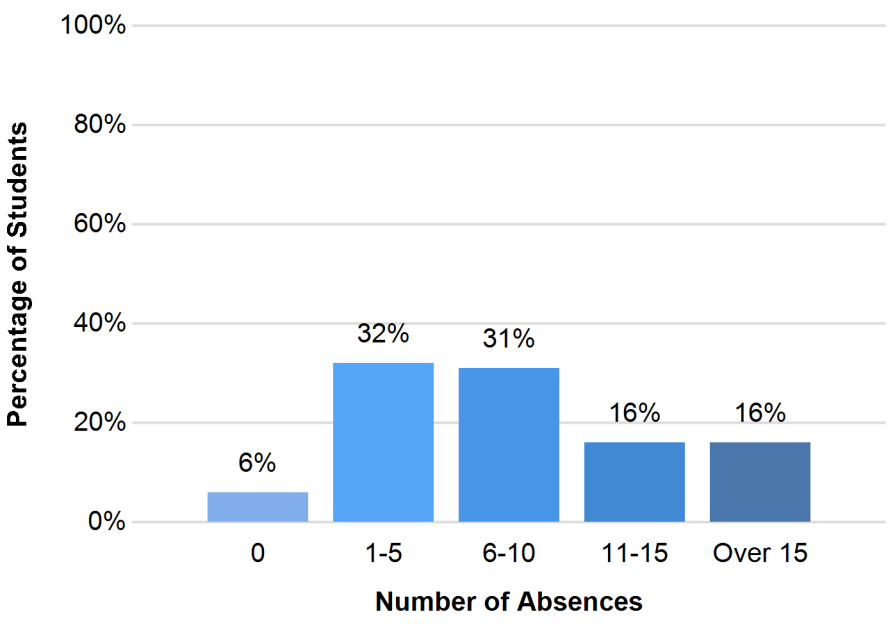
Chronic Absenteeism

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	135	12.2	9.5	Not Met
White	94	11.3	9.5	Not Met
Hispanic	23	16.8	9.5	Not Met
Black or African American	18	19.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	74	21.3	9.5	Not Met
Students with Disabilities	41	17.5	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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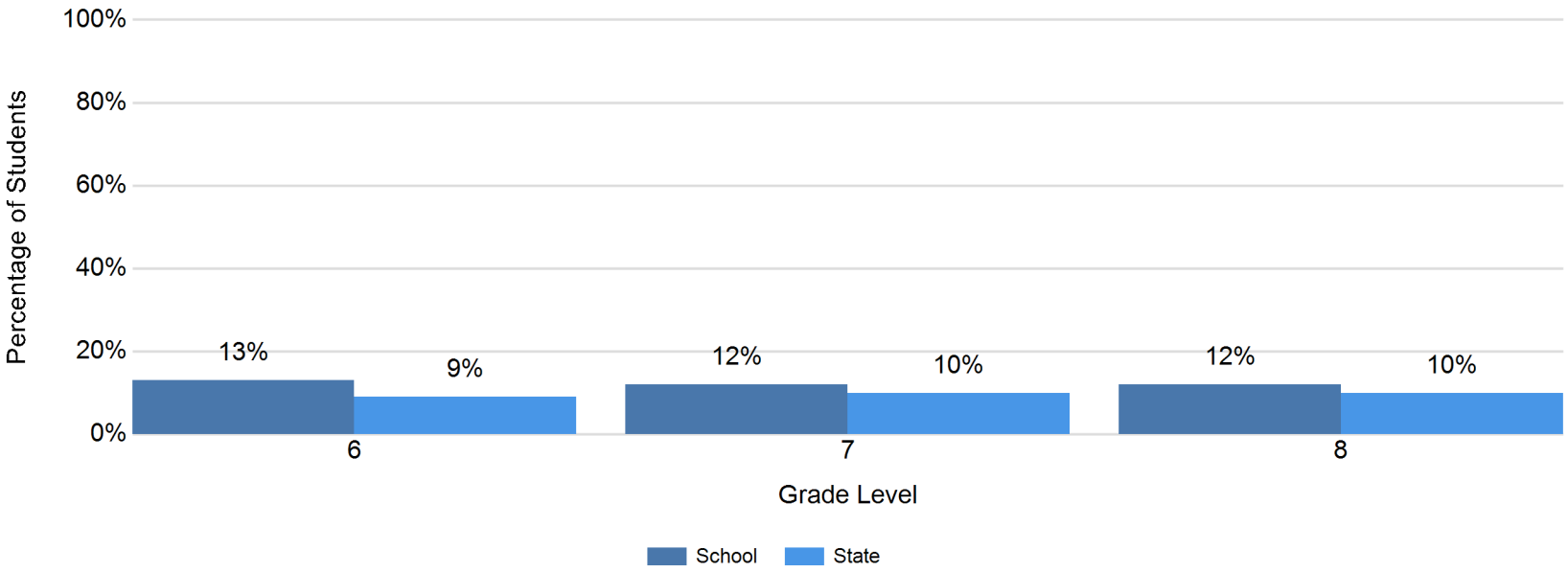
Chronic Absenteeism by Grade

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	18
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.47

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	3	1	4
Disability	0	0	0
Other	3	5	8
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	61	5.6%
Out-of-School Suspensions	66	6.0%
Any Suspension	100	9.1%
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
239

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 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)	$479	$13,973	$14,452

NJ SCHOOL PERFORMANCE REPORT

VETERANS MEMORIAL MIDDLE SCHOOL
(29-0530-090)
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 – 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	101	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	13.6	10.7
Teachers in district for 4 or more years	86.1%	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	41	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	90.2%	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	11:1	11:1
Students to Administrators	365:1	210:1
Teachers to Administrators	34:1	19:1
Students to Librarians/Media Specialists		783:1
Students to Nurses		507:1
Students to Counselors		431:1
Students to Child Study Team		210:1

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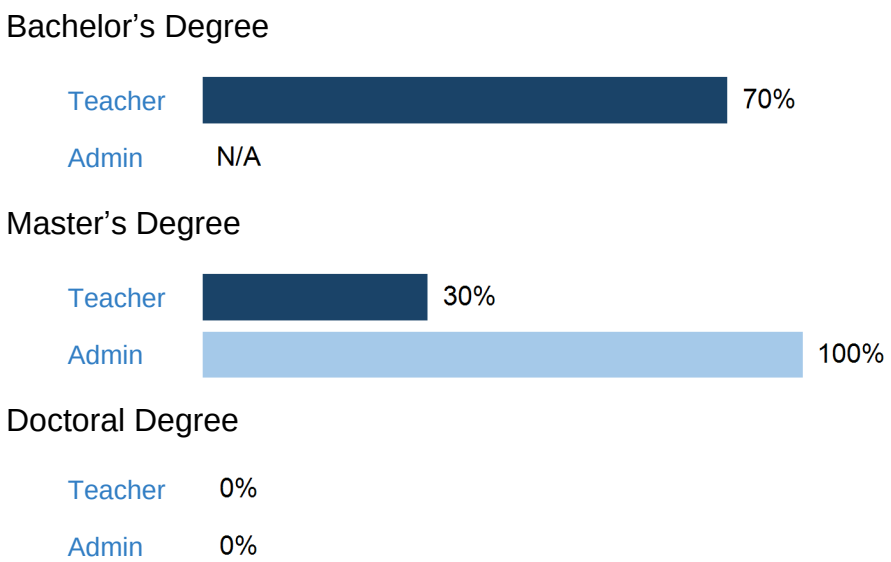
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.4%	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	97.4%

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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	74.3%	33.3%
Male	25.7%	66.7%
White	98.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	55.45	17.5%
Mathematics Proficiency	32.29	17.5%
English Language Arts Growth	67.36	25.0%
Mathematics Growth	54.30	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	19.84	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.75	n/a
Summative Rating: Percentile Rank of Summative Score	46.62	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	N	Not Met	No
White	50.49	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	53.56	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	43.64	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	40.69	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	54.19	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	45.65	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• Recipient of the Concert Band and Chorus Superior Award • 2nd Place in Presentation Challenge for the Cardboard Canoe Contest sponsored by Ocean County College • Girls and Boys Cross Country Team were the first place Ocean County Champions.
Mission, Vision, Theme:	The Veterans Memorial Middle School programs include state of the art technology, interest based activities, core academic curricula and interdisciplinary teaching teams. To complement a strong academic curriculum, we also address the social and emotional needs of the adolescent student. Our many extra-curricular activities provide students the opportunity to participate and explore their diverse interests. Character values are imparted daily through the curriculum.
Awards, Recognition, Accomplishments:	VMMS engages in a variety of academic competitions to showcase the talents and gifts of its students. We have received recognition at the Monmouth University Spelldown, National Geography Bee, NJSBF Law Fair, SIFMA Stock Market game and Capitol Hill challenge.

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Courses, Curriculum, Instruction:	Our academic programs foster critical thinking and problem solving skills. Literacy strategies include research based best practices to increase reading fluency and comprehension of complex text. Students receive differentiated text based on their Lexile level. In math, our students utilize reasoning to solve real world problems. Students engage in authentic experiences in science and STEM classes. Social Studies promotes patriotism and an appreciation for the democratic process.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Girls and Boys Cross Country teams were first place varsity champions in the Ocean County Meet.
Clubs and Activities:	Students participating in school clubs and activities develop a strong connection with the school community, learn time management, which benefit their academic achievement. Ass students have the opportunity to participate in variuos clubs including the Yearbook Club, Intergenerational Club, Rotary Club, Student Council, Drama, Math Team, School Newspaper, Chess Club, and Robotics. Students may also apply to be a member of the prestigious National Junior Honor Society.

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Before and After School Programs:	School Based Youth Services provides comprehensive services and support to VMMS students that include a transition program for incoming 6th graders, Insight groups, Social Skills, Real Beauty, DART- Lead and Seed, Recreation, STRONG, Homework Club, and VOICES.
Staff and Professional Learning:	PLC's are in place for teaching teams to focus on formative assessments to drive instruction. Strategies for differentiated instruction utilizing Universal Design for Learning are designed to meet the needs of our diverse learners by promoting a growth mindset for all students. Teachers in the district are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district.

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Student Supports and Services:	We offer a variety of programs for students to enable them to achieve academic success. VMMS offers a DTI (Diagnostic Tiered Intervention) period every day for students to receive additional support in Language Arts and Math. The period is designed to offer remediation through our basic skills program and enrichment for our G&T students. Reinforcement of essential skills is also the focus of the teaching teams during this period. Our Strive for Success Tutoring Program provides after school help for struggling students. A matrix is utilized to identify at risk students and a individualized curriculum is used to target specific skill deficiencies in math and literacy. Our I&RS Team and a 504 committees assist students who are experiencing learning, behavioral or health difficulties.
Student Health and Wellness:	Students are offered breakfast after the bell every day. Students participate in 50 minute physical education classes daikly that offer a variety of activities designed to promote health and physical fitness. A weekly wellness program is offered which is a comprehensive physical fitness circuit specially designed with developmentally appropriate exercises for middle school aged students. The health program promotes the physical, mental, emotional, and social development of students with an emphasis on communication and the importance of these life skills.
Parent and Community Involvement:	Parent Portal is a tool that allows our parents to view their child's grades and attendance from home. This tool is an effective strategy for parent teacher communications. Access to the portal from any location can be found at http://parents.brickschools.org. VMMS offers quarterly information nights to inform and educate the community on the dangers of adolescent risky behaviors and available resources to assist struggling learners. VMMS has an active PTA whose mission is to make every childs potential a reality by engaging and empowering families and communities to advocate for all children.

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Facilities:	VMMS was built in 1971. Additional classrooms were added in 1996, 1998 and 2002. A multipurpose room was added in 1998. The building has a media/resource center, 2 computer labs, 2 science labs, and 2 STEM rooms. Portions of the building were constructed in PODS for small learning communities which foster the school within a school concept.
School Safety:	VMMS has a school resource officer and a security guard that work closely with administration to ensure the safety of students and staff. The school utilizes evacuation and safety protocols recommend by Homeland Security. Emergency drills are practiced routinely throughout each school year and are revised and monitoed in collaboaration with the local police department.

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Technology and STEM:	All classrooms have interactive projectors, document cameras and a 1 to 1 ratio of chromebooks for students to master 21st century technical skills. VMMS has two state of the art computer labs and a STEM lab equipped with 3-D printers and laptops designed for PBL investigative activities. Our STEM program is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real world lessons where students apply science, technology, engineering and mathematics to find solutions to problems utilizing engineering design protocols.

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Other Information:	The Veterans Memorial Middle School is a sixth, seventh and eighth grade facility that successfully functions as a contemporary middle school. Our programs include state of the art technology, interest based activities, core academic curricula and interdisciplinary teaching teams, all of which provide a comprehensive educational program. We foster the beliefs of the American Middle Level Association pledge, This We Believe.We have high expectations for student achievement and provide students with appropriate opportunities for success. To complement a strong academic curriculum, we also address the social and emotional needs of the adolescent student. Our many extra-curricular activities provide students the opportunity to participate and explore their diverse interests. Community values are imparted daily through the curriculum. Students academic accomplishments are recognized and rewarded through quarterly Mustang Success assemblies.