

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

School Name:	Meadow Glen Middle
SIDN:	3201068
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	440 Ginny Lane
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Bill Coon
School Plan Contact Phone:	8038210600
School Plan E-mail Address:	bcoon@lexington1.net

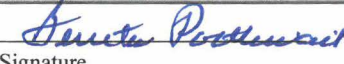

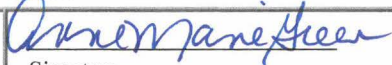

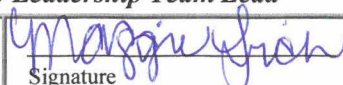
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerritta Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Dr. Bill Coon</u> Printed Name	 Signature	<u>3-14-23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Ann Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Nick Hill</u> Printed Name	 Signature	<u>3-14-23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Maggie Frick</u> Printed Name	 Signature	<u>3/14/23</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Dr. Bill Coon
2.	Teacher	Ashley Holmes
3.	Parent/Guardian	Dana Halladay
4.	Community Member	Donnie Matthews
5.	Paraprofessional	Kari Gallaher
6.	School Improvement Council Member	Nick Hill
7.	Read to Succeed Reading Coach	Mindy Matthews
8.	School Read To Succeed Literacy Leadership Team Lead	Maggie Frick
9.	School Read To Succeed Literacy Leadership Team Member	Lauren Black
<p>OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed</p>		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (SBE Regulation 43-261) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (SBE Regulation 43-261)	
2. Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	
4. High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
5. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students, who have been on an accelerated pathway for language acquisition in elementary school, to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.



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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**



System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

[MGMS 2021-22 Report Card](#)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Middle School	Number of Students
ELA	21-22	All	All	64.6%		(638 / 987)
		ELL	Not ELL	66.1%		(629 / 952)
			ELL	25.7%		(9 / 35)
		Gender	Female	68.9%		(328 / 476)
			Male	60.7%		(310 / 511)
		InstrSetting	Not Special Ed	69.0%		(631 / 915)
			Special Ed	9.7%		(7 / 72)
		Race	Black / Latinx	41.5%		(66 / 159)
	White / Other		69.1%		(572 / 828)	
	20-21	All	All	64.6%		(614 / 950)
		ELL	Not ELL	66.2%		(606 / 915)
			ELL	22.9%		(8 / 35)
		Gender	Female	68.6%		(325 / 474)
			Male	60.7%		(289 / 476)
		InstrSetting	Not Special Ed	68.6%		(606 / 884)
			Special Ed	12.1%		(8 / 66)
		Race	Black / Latinx	46.7%		(70 / 150)
	White / Other		68.0%		(544 / 800)	
	18-19	All	All	61.5%		(633 / 1030)
		ELL	Not ELL	63.1%		(625 / 990)
			ELL	20.0%		(8 / 40)
		Gender	Female	68.7%		(369 / 537)
			Male	53.5%		(264 / 493)
		InstrSetting	Not Special Ed	64.6%		(628 / 972)
			Special Ed	8.6%		(5 / 58)
		Race	Black / Latinx	35.1%		(60 / 171)
	White / Other		66.7%		(573 / 859)	
	17-18	All	All	56.1%		(599 / 1068)
		ELL	Not ELL	57.9%		(588 / 1016)
			ELL	21.2%		(11 / 52)
		Gender	Female	64.8%		(355 / 548)
			Male	46.9%		(244 / 520)
		InstrSetting	Not Special Ed	59.9%		(598 / 998)
Special Ed			1.4%		(1 / 70)	
Race		Black / Latinx	32.8%		(62 / 189)	
	White / Other	61.1%		(537 / 879)		
16-17	All	All	57.0%		(660 / 1158)	
	ELL	Not ELL	58.6%		(649 / 1108)	
		ELL	22.0%		(11 / 50)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Middle School	Number of Students
ELA	16-17	Gender	Female	64.6%		(378 / 585)
			Male	49.2%		(282 / 573)
		InstrSetting	Not Special Ed	59.9%		(653 / 1090)
			Special Ed	10.3%		(7 / 68)
		Race	Black / Latinx	29.6%		(48 / 162)
			White / Other	61.4%		(612 / 996)
	15-16	All	All	61.2%		(662 / 1082)
		ELL	Not ELL	63.0%		(647 / 1027)
			ELL	27.3%		(15 / 55)
		Gender	Female	67.9%		(377 / 555)
			Male	54.1%		(285 / 527)
		InstrSetting	Not Special Ed	64.2%		(650 / 1013)
			Special Ed	17.4%		(12 / 69)
		Race	Black / Latinx	34.0%		(54 / 159)
White / Other	65.9%			(608 / 923)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Math	21-22	All	All	52.0%		(513 / 987)
		ELL	Not ELL	53.0%		(505 / 952)
			ELL	22.9%		(8 / 35)
		Gender	Female	48.9%		(233 / 476)
			Male	54.8%		(280 / 511)
		InstrSetting	Not Special Ed	55.4%		(507 / 915)
			Special Ed	8.3%		(6 / 72)
		Race	Black / Latinx	30.2%		(48 / 159)
	White / Other		56.2%		(465 / 828)	
	20-21	All	All	51.0%		(486 / 953)
		ELL	Not ELL	52.5%		(482 / 918)
			ELL	11.4%		(4 / 35)
		Gender	Female	48.0%		(227 / 473)
			Male	54.0%		(259 / 480)
		InstrSetting	Not Special Ed	54.2%		(481 / 887)
			Special Ed	7.6%		(5 / 66)
		Race	Black / Latinx	34.0%		(51 / 150)
	White / Other		54.2%		(435 / 803)	
	18-19	All	All	57.6%		(593 / 1030)
		ELL	Not ELL	58.3%		(577 / 990)
			ELL	40.0%		(16 / 40)
		Gender	Female	60.0%		(322 / 537)
			Male	55.0%		(271 / 493)
		InstrSetting	Not Special Ed	60.8%		(591 / 972)
			Special Ed	3.4%		(2 / 58)
		Race	Black / Latinx	31.6%		(54 / 171)
	White / Other		62.7%		(539 / 859)	
	17-18	All	All	55.0%		(587 / 1068)
		ELL	Not ELL	56.3%		(572 / 1016)
			ELL	28.8%		(15 / 52)
		Gender	Female	57.8%		(317 / 548)
			Male	51.9%		(270 / 520)
		InstrSetting	Not Special Ed	58.6%		(585 / 998)
Special Ed			2.9%		(2 / 70)	
Race		Black / Latinx	26.5%		(50 / 189)	
	White / Other	61.1%		(537 / 879)		
16-17	All	All	52.2%		(608 / 1164)	
	ELL	Not ELL	53.7%		(596 / 1109)	
		ELL	21.8%		(12 / 55)	
	Gender	Female	53.1%		(311 / 586)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Math	16-17	Gender	Male	51.4%		(297 / 578)
		InstrSetting	Not Special Ed	54.9%		(601 / 1094)
			Special Ed	10.0%		(7 / 70)
		Race	Black / Latinx	21.7%		(36 / 166)
			White / Other	57.3%		(572 / 998)
	15-16	All	All	54.0%		(585 / 1083)
		ELL	Not ELL	55.7%		(572 / 1027)
			ELL	23.2%		(13 / 56)
		Gender	Female	53.9%		(299 / 555)
			Male	54.2%		(286 / 528)
		InstrSetting	Not Special Ed	56.6%		(574 / 1014)
			Special Ed	15.9%		(11 / 69)
		Race	Black / Latinx	23.3%		(37 / 159)
	White / Other		59.3%		(548 / 924)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Science	21-22	All	All	63.0%		(208 / 330)
		ELL	Not ELL	63.7%		(202 / 317)
			ELL	46.2%		(6 / 13)
		Gender	Female	62.6%		(97 / 155)
			Male	63.4%		(111 / 175)
		InstrSetting	Not Special Ed	65.9%		(203 / 308)
			Special Ed	22.7%		(5 / 22)
		Race	Black / Latinx	32.7%		(16 / 49)
	White / Other		68.3%		(192 / 281)	
	20-21	All	All	62.3%		(198 / 318)
		ELL	Not ELL	64.4%		(195 / 303)
			ELL	20.0%		(3 / 15)
		Gender	Female	59.2%		(90 / 152)
			Male	65.1%		(108 / 166)
		InstrSetting	Not Special Ed	67.7%		(195 / 288)
			Special Ed	10.0%		(3 / 30)
		Race	Black / Latinx	57.7%		(30 / 52)
	White / Other		63.2%		(168 / 266)	
	18-19	All	All	62.8%		(427 / 680)
		ELL	Not ELL	63.8%		(420 / 658)
			ELL	31.8%		(7 / 22)
		Gender	Female	63.7%		(223 / 350)
			Male	61.8%		(204 / 330)
		InstrSetting	Not Special Ed	65.4%		(423 / 647)
			Special Ed	12.1%		(4 / 33)
		Race	Black / Latinx	39.2%		(40 / 102)
	White / Other		67.0%		(387 / 578)	
	17-18	All	All	66.5%		(469 / 705)
		ELL	Not ELL	68.4%		(457 / 668)
			ELL	32.4%		(12 / 37)
		Gender	Female	67.1%		(243 / 362)
			Male	65.9%		(226 / 343)
		InstrSetting	Not Special Ed	70.5%		(462 / 655)
Special Ed			14.0%		(7 / 50)	
Race		Black / Latinx	38.6%		(51 / 132)	
	White / Other	72.9%		(418 / 573)		
16-17	All	All	62.5%		(729 / 1166)	
	ELL	Not ELL	64.1%		(712 / 1111)	
		ELL	30.9%		(17 / 55)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Science	16-17	Gender	Female	63.0%		(369 / 586)
			Male	62.1%		(360 / 580)
		InstrSetting	Not Special Ed	65.2%		(714 / 1095)
			Special Ed	21.1%		(15 / 71)
		Race	Black / Latinx	31.9%		(53 / 166)
			White / Other	67.6%		(676 / 1000)
	15-16	All	All	82.5%		(893 / 1082)
			ELL	84.5%		(867 / 1026)
		ELL	ELL	46.4%		(26 / 56)
			Gender	Female	84.4%	
		Gender	Male	80.5%		(426 / 529)
			InstrSetting	Not Special Ed	85.2%	
		Special Ed		43.5%		(30 / 69)
		Race	Black / Latinx	57.9%		(92 / 159)
	White / Other		86.8%		(801 / 923)	
	14-15	All	All	82.2%		(853 / 1038)
			ELL	82.7%		(825 / 998)
		ELL	ELL	70.0%		(28 / 40)
			Gender	Female	84.5%	
		Male		79.8%		(410 / 514)
		InstrSetting	Not Special Ed	85.2%		(826 / 969)
			Special Ed	39.1%		(27 / 69)
		Race	Black / Latinx	61.8%		(84 / 136)
	White / Other		85.3%		(769 / 902)	
	13-14	All	All	84.3%		(525 / 623)
			ELL	84.3%		(525 / 623)
		Gender	Female	84.6%		(269 / 318)
			Male	83.9%		(256 / 305)
		InstrSetting	Not Special Ed	87.2%		(511 / 586)
			Special Ed	37.8%		(14 / 37)
Race		Black / Latinx	69.2%		(63 / 91)	
		White / Other	86.8%		(462 / 532)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Social Studies	18-19	All	All	78.6%		(276 / 351)
		ELL	Not ELL	80.2%		(267 / 333)
			ELL	50.0%		(9 / 18)
		Gender	Female	78.1%		(146 / 187)
			Male	79.3%		(130 / 164)
		InstrSetting	Not Special Ed	82.5%		(269 / 326)
			Special Ed	28.0%		(7 / 25)
		Race	Black / Latinx	63.8%		(44 / 69)
	White / Other		82.3%		(232 / 282)	
	17-18	All	All	79.3%		(288 / 363)
		ELL	Not ELL	81.0%		(282 / 348)
			ELL	40.0%		(6 / 15)
		Gender	Female	84.4%		(157 / 186)
			Male	74.0%		(131 / 177)
		InstrSetting	Not Special Ed	82.2%		(282 / 343)
			Special Ed	30.0%		(6 / 20)
		Race	Black / Latinx	57.9%		(33 / 57)
	White / Other		83.3%		(255 / 306)	
	16-17	All	All	83.8%		(975 / 1163)
		ELL	Not ELL	84.8%		(940 / 1108)
			ELL	63.6%		(35 / 55)
		Gender	Female	84.9%		(496 / 584)
			Male	82.7%		(479 / 579)
		InstrSetting	Not Special Ed	86.3%		(943 / 1093)
			Special Ed	45.7%		(32 / 70)
		Race	Black / Latinx	63.3%		(105 / 166)
	White / Other		87.3%		(870 / 997)	
	15-16	All	All	86.3%		(934 / 1082)
		ELL	Not ELL	87.6%		(899 / 1026)
			ELL	62.5%		(35 / 56)
		Gender	Female	88.1%		(487 / 553)
			Male	84.5%		(447 / 529)
		InstrSetting	Not Special Ed	88.9%		(901 / 1013)
Special Ed			47.8%		(33 / 69)	
Race		Black / Latinx	72.3%		(115 / 159)	
	White / Other	88.7%		(819 / 923)		
14-15	All	All	88.5%		(918 / 1037)	
	ELL	Not ELL	89.0%		(887 / 997)	
		ELL	77.5%		(31 / 40)	
	Gender	Female	90.6%		(475 / 524)	


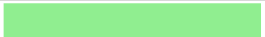






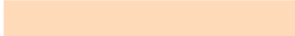
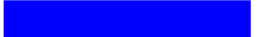



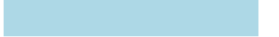
























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Middle School	Number of Students
Social Studies	14-15	Gender	Male	86.4%		(443 / 513)
		InstrSetting	Not Special Ed	91.0%		(881 / 968)
			Special Ed	53.6%		(37 / 69)
		Race	Black / Latinx	75.0%		(102 / 136)
			White / Other	90.6%		(816 / 901)
	13-14	All	All	83.8%		(523 / 624)
		ELL	Not ELL	83.8%		(523 / 624)
		Gender	Female	83.8%		(263 / 314)
			Male	83.9%		(260 / 310)
		InstrSetting	Not Special Ed	86.6%		(506 / 584)
			Special Ed	42.5%		(17 / 40)
		Race	Black / Latinx	69.3%		(61 / 88)
			White / Other	86.2%		(462 / 536)


























	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Meadow Glen Middle School	Number of Students
Algebra 1	21-22	All	All	97.9%		(140 / 143)
		ELL	Not ELL	97.9%		(140 / 143)
		Gender	Female	98.6%		(71 / 72)
			Male	97.2%		(69 / 71)
		InstrSetting	Not Special Ed	97.9%		(140 / 143)
		Race	Black / Latinx	100.0%		(13 / 13)
			White / Other	97.7%		(127 / 130)
	20-21	All	All	100.0%		(135 / 135)
		ELL	Not ELL	100.0%		(135 / 135)
		Gender	Female	100.0%		(79 / 79)
			Male	98.2%		(55 / 56)
		InstrSetting	Not Special Ed	100.0%		(135 / 135)
		Race	Black / Latinx	100.0%		(21 / 21)
			White / Other	99.1%		(113 / 114)
	18-19	All	All	100.0%		(176 / 176)
		ELL	Not ELL	100.0%		(174 / 174)
			ELL	100.0%		(2 / 2)
		Gender	Female	100.0%		(96 / 96)
			Male	100.0%		(80 / 80)
		InstrSetting	Not Special Ed	100.0%		(176 / 176)
		Race	Black / Latinx	100.0%		(19 / 19)
	White / Other		100.0%		(157 / 157)	
	17-18	All	All	98.9%		(182 / 184)
		ELL	Not ELL	98.9%		(179 / 181)
			ELL	100.0%		(3 / 3)
		Gender	Female	100.0%		(96 / 96)
			Male	97.7%		(86 / 88)
		InstrSetting	Not Special Ed	98.9%		(182 / 184)
		Race	Black / Latinx	100.0%		(14 / 14)
	White / Other		98.8%		(168 / 170)	
	16-17	All	All	98.9%		(180 / 182)
		ELL	Not ELL	98.9%		(179 / 181)
			ELL	100.0%		(1 / 1)
		Gender	Female	98.1%		(105 / 107)
			Male	100.0%		(75 / 75)
		InstrSetting	Not Special Ed	98.9%		(180 / 182)
Race		Black / Latinx	100.0%		(7 / 7)	
	White / Other	98.9%		(173 / 175)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Meadow Glen Middle School	Number of Students
Algebra 1	15-16	All	All	98.3%		(174 / 177)
		ELL	Not ELL	98.3%		(174 / 177)
		Gender	Female	98.8%		(85 / 86)
			Male	97.8%		(89 / 91)
		InstrSetting	Not Special Ed	98.3%		(171 / 174)
			Special Ed	100.0%		(3 / 3)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	98.1%		(159 / 162)
	14-15	All	All	100.0%		(167 / 167)
		ELL	Not ELL	100.0%		(153 / 153)
			ELL	100.0%		(14 / 14)
		Gender	Female	100.0%		(94 / 94)
			Male	100.0%		(73 / 73)
		InstrSetting	Not Special Ed	100.0%		(167 / 167)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	100.0%		(152 / 152)






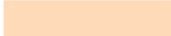
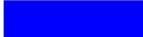
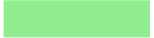
















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Meadow Glen Middle School	Number of Students
English 1	18-19	All	All	99.4%		(176 / 177)
		ELL	Not ELL	99.4%		(176 / 177)
		Gender	Female	100.0%		(103 / 103)
			Male	98.6%		(73 / 74)
		InstrSetting	Not Special Ed	99.4%		(176 / 177)
		Race	Black / Latinx	100.0%		(17 / 17)
	White / Other		99.4%		(159 / 160)	
	17-18	All	All	99.5%		(200 / 201)
		ELL	Not ELL	99.5%		(198 / 199)
			ELL	100.0%		(2 / 2)
		Gender	Female	100.0%		(121 / 121)
			Male	98.7%		(78 / 79)
		InstrSetting	Not Special Ed	100.0%		(199 / 199)
			Special Ed	50.0%		(1 / 2)
		Race	Black / Latinx	100.0%		(20 / 20)
	White / Other		99.4%		(179 / 180)	
	16-17	All	All	99.0%		(205 / 207)
		ELL	Not ELL	99.0%		(204 / 206)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(116 / 116)
			Male	97.8%		(89 / 91)
		InstrSetting	Not Special Ed	99.0%		(204 / 206)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	91.7%		(11 / 12)
	White / Other		99.5%		(194 / 195)	
	15-16	All	All	99.4%		(166 / 167)
		ELL	Not ELL	99.4%		(165 / 166)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(90 / 90)
			Male	98.7%		(76 / 77)
		InstrSetting	Not Special Ed	99.4%		(164 / 165)
			Special Ed	100.0%		(2 / 2)
Race		Black / Latinx	100.0%		(14 / 14)	
	White / Other	99.3%		(152 / 153)		
14-15	All	All	98.3%		(178 / 181)	
	ELL	Not ELL	98.7%		(156 / 158)	
		ELL	95.7%		(22 / 23)	
	Gender	Female	99.1%		(108 / 109)	
		Male	97.2%		(70 / 72)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Meadow Glen Middle School	Number of Students
English 1	14-15	InstrSetting	Not Special Ed	98.3%		(178 / 181)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	98.2%		(164 / 167)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	37.9%		(399 / 1054)
		ELL	Not ELL	36.9%		(338 / 915)
			ELL	43.9%		(61 / 139)
		Gender	Female	36.5%		(184 / 504)
			Male	39.1%		(215 / 550)
		InstrSetting	Not Special Ed	41.2%		(398 / 967)
			Special Ed	1.1%		(1 / 87)
		Race	Black / Latinx	22.6%		(51 / 226)
	White / Other		42.0%		(348 / 828)	
	20-21	All	All	35.5%		(373 / 1050)
		ELL	Not ELL	35.0%		(324 / 925)
			ELL	39.2%		(49 / 125)
		Gender	Female	34.4%		(178 / 517)
			Male	36.6%		(195 / 533)
		InstrSetting	Not Special Ed	38.1%		(369 / 969)
			Special Ed	4.9%		(4 / 81)
		Race	Black / Latinx	24.1%		(55 / 228)
	White / Other		38.7%		(318 / 822)	
	19-20	All	All	32.2%		(355 / 1103)
		ELL	Not ELL	32.2%		(318 / 987)
			ELL	31.9%		(37 / 116)
		Gender	Female	31.4%		(174 / 555)
			Male	33.0%		(181 / 548)
		InstrSetting	Not Special Ed	34.6%		(352 / 1018)
			Special Ed	3.5%		(3 / 85)
		Race	Black / Latinx	21.3%		(54 / 254)
	White / Other		35.5%		(301 / 849)	
	18-19	All	All	36.9%		(392 / 1061)
		ELL	Not ELL	37.6%		(366 / 974)
			ELL	29.9%		(26 / 87)
		Gender	Female	39.3%		(214 / 544)
			Male	34.4%		(178 / 517)
InstrSetting		Not Special Ed	39.3%		(390 / 992)	
		Special Ed	2.9%		(2 / 69)	
Race		Black / Latinx	25.2%		(57 / 226)	
	White / Other	40.1%		(335 / 835)		
17-18	All	All	37.3%		(411 / 1101)	
	ELL	Not ELL	38.6%		(395 / 1022)	


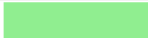




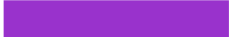































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	19.2%		(15 / 78)
		Gender	Female	38.9%		(217 / 558)
			Male	35.7%		(194 / 543)
		InstrSetting	Not Special Ed	40.0%		(408 / 1020)
			Special Ed	2.5%		(2 / 80)
		Race	Black / Latinx	19.0%		(41 / 216)
	White / Other		41.8%		(370 / 885)	
	16-17	All	All	36.7%		(445 / 1211)
		ELL	Not ELL	38.4%		(441 / 1149)
			ELL	6.5%		(4 / 62)
		Gender	Female	38.3%		(232 / 605)
			Male	35.1%		(213 / 606)
		InstrSetting	Not Special Ed	39.1%		(441 / 1129)
			Special Ed	4.9%		(4 / 82)
		Race	Black / Latinx	15.1%		(27 / 179)
	White / Other		40.5%		(418 / 1032)	
	15-16	All	All	37.2%		(418 / 1123)
		ELL	Not ELL	38.6%		(411 / 1066)
			ELL	12.3%		(7 / 57)
		Gender	Female	39.3%		(225 / 572)
			Male	35.0%		(193 / 551)
		InstrSetting	Not Special Ed	39.5%		(411 / 1041)
			Special Ed	8.5%		(7 / 82)
		Race	Black / Latinx	14.3%		(24 / 168)
	White / Other		41.3%		(394 / 955)	









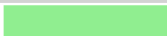


















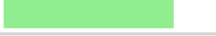






	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Middle School	Number of Students
Honors	21-22	All	All	18.0%		(190 / 1054)
		ELL	Not ELL	17.9%		(164 / 915)
			ELL	18.7%		(26 / 139)
		Gender	Female	18.8%		(95 / 504)
			Male	17.3%		(95 / 550)
		InstrSetting	Not Special Ed	19.6%		(190 / 967)
			Special Ed	0.0%		(0 / 87)
		Race	Black / Latinx	10.6%		(24 / 226)
	White / Other		20.0%		(166 / 828)	
	20-21	All	All	20.3%		(213 / 1050)
		ELL	Not ELL	19.7%		(182 / 925)
			ELL	24.8%		(31 / 125)
		Gender	Female	23.6%		(122 / 517)
			Male	17.1%		(91 / 533)
		InstrSetting	Not Special Ed	21.9%		(212 / 969)
			Special Ed	1.2%		(1 / 81)
		Race	Black / Latinx	14.9%		(34 / 228)
	White / Other		21.8%		(179 / 822)	
	19-20	All	All	19.9%		(220 / 1103)
		ELL	Not ELL	20.5%		(202 / 987)
			ELL	15.5%		(18 / 116)
		Gender	Female	21.3%		(118 / 555)
			Male	18.6%		(102 / 548)
		InstrSetting	Not Special Ed	21.6%		(220 / 1018)
			Special Ed	0.0%		(0 / 85)
		Race	Black / Latinx	7.9%		(20 / 254)
	White / Other		23.6%		(200 / 849)	
	18-19	All	All	21.8%		(231 / 1061)
		ELL	Not ELL	22.3%		(217 / 974)
			ELL	16.1%		(14 / 87)
		Gender	Female	22.8%		(124 / 544)
			Male	20.7%		(107 / 517)
		InstrSetting	Not Special Ed	23.3%		(231 / 992)
Special Ed			0.0%		(0 / 69)	
Race		Black / Latinx	11.1%		(25 / 226)	
	White / Other	24.7%		(206 / 835)		
17-18	All	All	21.6%		(238 / 1101)	
	ELL	Not ELL	22.8%		(233 / 1022)	
		ELL	6.4%		(5 / 78)	







































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Middle School	Number of Students
Honors	17-18	Gender	Female	23.1%		(129 / 558)
			Male	20.1%		(109 / 543)
		InstrSetting	Not Special Ed	23.2%		(237 / 1020)
			Special Ed	1.3%		(1 / 80)
		Race	Black / Latinx	10.6%		(23 / 216)
			White / Other	24.3%		(215 / 885)
	16-17	All	All	20.3%		(246 / 1211)
		ELL	Not ELL	21.1%		(242 / 1149)
			ELL	6.5%		(4 / 62)
		Gender	Female	22.6%		(137 / 605)
			Male	18.0%		(109 / 606)
		InstrSetting	Not Special Ed	21.7%		(245 / 1129)
			Special Ed	1.2%		(1 / 82)
		Race	Black / Latinx	7.8%		(14 / 179)
			White / Other	22.5%		(232 / 1032)
		15-16	All	All	17.9%	
	ELL		Not ELL	18.3%		(195 / 1066)
			ELL	10.5%		(6 / 57)
	Gender		Female	17.7%		(101 / 572)
			Male	18.1%		(100 / 551)
	InstrSetting		Not Special Ed	19.0%		(198 / 1041)
			Special Ed	3.7%		(3 / 82)
	Race		Black / Latinx	10.7%		(18 / 168)
		White / Other	19.2%		(183 / 955)	
















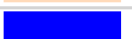
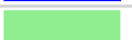

















	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Meadow Glen Middle School	Number of Students
Chronic Absences	21-22	All	All	15.0%		(159 / 1060)
		ELL	Not ELL	15.1%		(146 / 970)
			ELL	14.4%		(13 / 90)
		Gender	Female	15.0%		(76 / 506)
			Male	15.0%		(83 / 554)
		InstrSetting	Not Special Ed	14.2%		(137 / 966)
			Special Ed	23.4%		(22 / 94)
		Race	Black / Latinx	19.7%		(41 / 208)
	White / Other		13.8%		(118 / 852)	
	20-21	All	All	19.0%		(200 / 1050)
		ELL	Not ELL	19.3%		(188 / 973)
			ELL	15.6%		(12 / 77)
		Gender	Female	17.8%		(92 / 517)
			Male	20.3%		(108 / 533)
		InstrSetting	Not Special Ed	18.3%		(177 / 969)
			Special Ed	28.4%		(23 / 81)
		Race	Black / Latinx	25.9%		(59 / 228)
	White / Other		17.2%		(141 / 822)	
	19-20	All	All	8.0%		(88 / 1103)
		ELL	Not ELL	8.0%		(85 / 1063)
			ELL	7.5%		(3 / 40)
		Gender	Female	8.6%		(48 / 555)
			Male	7.3%		(40 / 548)
		InstrSetting	Not Special Ed	7.7%		(78 / 1018)
			Special Ed	11.8%		(10 / 85)
		Race	Black / Latinx	13.8%		(35 / 254)
	White / Other		6.2%		(53 / 849)	
	18-19	All	All	5.6%		(59 / 1061)
		ELL	Not ELL	5.3%		(54 / 1020)
			ELL	12.2%		(5 / 41)
		Gender	Female	5.9%		(32 / 544)
			Male	5.2%		(27 / 517)
		InstrSetting	Not Special Ed	5.3%		(53 / 992)
			Special Ed	8.7%		(6 / 69)
		Race	Black / Latinx	6.6%		(15 / 226)
	White / Other		5.3%		(44 / 835)	
17-18	All	All	6.8%		(75 / 1107)	





































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Meadow Glen Middle School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	7.2%		(76 / 1056)
			ELL	5.4%		(3 / 56)
		Gender	Female	6.2%		(35 / 562)
			Male	7.3%		(40 / 545)
		InstrSetting	Not Special Ed	5.5%		(56 / 1023)
			Special Ed	11.9%		(10 / 84)
		Race	Black / Latinx	8.6%		(19 / 221)
			White / Other	6.3%		(56 / 886)
	16-17	All	All	8.9%		(109 / 1221)
		ELL	Not ELL	9.0%		(104 / 1159)
			ELL	8.1%		(5 / 62)
		Gender	Female	9.3%		(57 / 611)
			Male	8.5%		(52 / 610)
		InstrSetting	Not Special Ed	8.8%		(100 / 1139)
			Special Ed	11.0%		(9 / 82)
		Race	Black / Latinx	11.7%		(21 / 179)
	White / Other		8.4%		(88 / 1042)	
	15-16	All	All	5.6%		(63 / 1131)
		ELL	Not ELL	5.7%		(61 / 1071)
			ELL	1.8%		(1 / 57)
		Gender	Female	7.0%		(40 / 575)
			Male	4.1%		(23 / 556)
		InstrSetting	Not Special Ed	5.6%		(58 / 1045)
			Special Ed	5.8%		(5 / 86)
		Race	Black / Latinx	6.0%		(10 / 168)
	White / Other		5.5%		(53 / 963)	
	14-15	All	All	5.3%		(58 / 1096)
		ELL	Not ELL	5.3%		(56 / 1053)
			ELL	4.7%		(2 / 43)
		Gender	Female	5.8%		(32 / 551)
			Male	4.8%		(26 / 545)
		InstrSetting	Not Special Ed	4.9%		(49 / 1010)
Special Ed			10.5%		(9 / 86)	
Race		Black / Latinx	4.5%		(7 / 155)	
	White / Other	5.4%		(51 / 941)		



































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
Referrals	21-22	All	All	17.7%		(188 / 1060)
		ELL	Not ELL	18.0%		(175 / 970)
			ELL	14.4%		(13 / 90)
		Gender	Female	11.7%		(59 / 506)
			Male	23.3%		(129 / 554)
		InstrSetting	Not Special Ed	16.8%		(162 / 966)
			Special Ed	27.7%		(26 / 94)
		Race	Black / Latinx	32.6%		(60 / 184)
	White / Other		14.6%		(128 / 876)	
	20-21	All	All	5.4%		(57 / 1050)
		ELL	Not ELL	5.8%		(56 / 973)
			ELL	1.3%		(1 / 77)
		Gender	Female	3.5%		(18 / 517)
			Male	7.3%		(39 / 533)
		InstrSetting	Not Special Ed	5.1%		(49 / 969)
			Special Ed	9.9%		(8 / 81)
		Race	Black / Latinx	10.1%		(18 / 179)
	White / Other		4.5%		(39 / 871)	
	19-20	All	All	12.2%		(135 / 1103)
		ELL	Not ELL	12.8%		(130 / 1014)
			ELL	5.6%		(5 / 89)
		Gender	Female	6.5%		(36 / 555)
			Male	18.1%		(99 / 548)
		InstrSetting	Not Special Ed	11.8%		(120 / 1018)
			Special Ed	17.6%		(15 / 85)
		Race	Black / Latinx	21.7%		(46 / 212)
	White / Other		10.0%		(89 / 891)	
	18-19	All	All	15.6%		(165 / 1061)
		ELL	Not ELL	15.3%		(150 / 978)
			ELL	18.1%		(15 / 83)
		Gender	Female	7.5%		(41 / 544)
			Male	24.0%		(124 / 517)
		InstrSetting	Not Special Ed	14.7%		(146 / 992)
			Special Ed	27.5%		(19 / 69)
		Race	Black / Latinx	35.9%		(66 / 184)
	White / Other		11.3%		(99 / 877)	
	17-18	All	All	19.5%		(220 / 1126)
		ELL	Not ELL	19.5%		(204 / 1048)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
Referrals	17-18	ELL	ELL	20.5%		(16 / 78)
		Gender	Female	8.9%		(51 / 574)
			Male	30.6%		(169 / 552)
		InstrSetting	Not Special Ed	18.8%		(195 / 1038)
			Special Ed	28.4%		(25 / 88)
		Race	Black / Latinx	32.3%		(61 / 189)
			White / Other	17.0%		(159 / 937)
		16-17	All	All	22.9%	
	ELL		Not ELL	22.6%		(262 / 1159)
			ELL	27.4%		(17 / 62)
	Gender		Female	12.3%		(75 / 611)
			Male	33.4%		(204 / 610)
	InstrSetting		Not Special Ed	22.0%		(251 / 1139)
			Special Ed	34.1%		(28 / 82)
	Race		Black / Latinx	36.9%		(66 / 179)
		White / Other	20.4%		(213 / 1042)	
	15-16	All	All	19.9%		(225 / 1130)
		ELL	Not ELL	19.9%		(213 / 1073)
			ELL	21.1%		(12 / 57)
		Gender	Female	8.2%		(47 / 575)
			Male	32.1%		(178 / 555)
		InstrSetting	Not Special Ed	19.5%		(204 / 1044)
			Special Ed	24.4%		(21 / 86)
		Race	Black / Latinx	37.5%		(63 / 168)
	White / Other		16.8%		(162 / 962)	
	14-15	All	All	21.1%		(231 / 1096)
		ELL	Not ELL	20.9%		(220 / 1053)
			ELL	25.6%		(11 / 43)
		Gender	Female	10.3%		(57 / 551)
			Male	31.9%		(174 / 545)
		InstrSetting	Not Special Ed	20.1%		(203 / 1010)
			Special Ed	32.6%		(28 / 86)
Race		Black / Latinx	34.2%		(53 / 155)	
	White / Other	18.9%		(178 / 941)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
In School Suspensions	21-22	All	All	9.3%		(99 / 1060)
		ELL	Not ELL	9.5%		(92 / 970)
			ELL	7.8%		(7 / 90)
		Gender	Female	5.9%		(30 / 506)
			Male	12.5%		(69 / 554)
		InstrSetting	Not Special Ed	9.0%		(87 / 966)
			Special Ed	12.8%		(12 / 94)
		Race	Black / Latinx	16.8%		(31 / 184)
	White / Other		7.8%		(68 / 876)	
	20-21	All	All	3.3%		(35 / 1050)
		ELL	Not ELL	3.5%		(34 / 973)
			ELL	1.3%		(1 / 77)
		Gender	Female	2.7%		(14 / 517)
			Male	3.9%		(21 / 533)
		InstrSetting	Not Special Ed	3.1%		(30 / 969)
			Special Ed	6.2%		(5 / 81)
		Race	Black / Latinx	7.3%		(13 / 179)
	White / Other		2.5%		(22 / 871)	
	19-20	All	All	5.4%		(60 / 1103)
		ELL	Not ELL	5.4%		(55 / 1014)
			ELL	5.6%		(5 / 89)
		Gender	Female	2.7%		(15 / 555)
			Male	8.2%		(45 / 548)
		InstrSetting	Not Special Ed	5.3%		(54 / 1018)
			Special Ed	7.1%		(6 / 85)
		Race	Black / Latinx	11.8%		(25 / 212)
	White / Other		3.9%		(35 / 891)	
	18-19	All	All	7.4%		(78 / 1061)
		ELL	Not ELL	7.5%		(73 / 978)
			ELL	6.0%		(5 / 83)
		Gender	Female	2.6%		(14 / 544)
			Male	12.4%		(64 / 517)
		InstrSetting	Not Special Ed	6.9%		(68 / 992)
			Special Ed	14.5%		(10 / 69)
		Race	Black / Latinx	15.2%		(28 / 184)
	White / Other		5.7%		(50 / 877)	
	17-18	All	All	13.2%		(149 / 1126)
		ELL	Not ELL	13.3%		(139 / 1048)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
In School Suspensions	17-18	ELL	ELL	12.8%		(10 / 78)
		Gender	Female	6.1%		(35 / 574)
			Male	20.7%		(114 / 552)
		InstrSetting	Not Special Ed	12.6%		(131 / 1038)
			Special Ed	20.5%		(18 / 88)
		Race	Black / Latinx	22.2%		(42 / 189)
	White / Other		11.4%		(107 / 937)	
	16-17	All	All	16.1%		(196 / 1221)
		ELL	Not ELL	16.0%		(185 / 1159)
			ELL	17.7%		(11 / 62)
		Gender	Female	8.2%		(50 / 611)
			Male	23.9%		(146 / 610)
		InstrSetting	Not Special Ed	15.5%		(177 / 1139)
			Special Ed	23.2%		(19 / 82)
		Race	Black / Latinx	25.7%		(46 / 179)
	White / Other		14.4%		(150 / 1042)	
	15-16	All	All	14.4%		(163 / 1130)
		ELL	Not ELL	14.4%		(154 / 1073)
			ELL	15.8%		(9 / 57)
		Gender	Female	5.7%		(33 / 575)
			Male	23.4%		(130 / 555)
		InstrSetting	Not Special Ed	14.0%		(146 / 1044)
			Special Ed	19.8%		(17 / 86)
		Race	Black / Latinx	28.6%		(48 / 168)
	White / Other		12.0%		(115 / 962)	
	14-15	All	All	14.3%		(157 / 1096)
		ELL	Not ELL	14.2%		(150 / 1053)
			ELL	16.3%		(7 / 43)
Gender		Female	7.4%		(41 / 551)	
		Male	21.3%		(116 / 545)	
InstrSetting		Not Special Ed	13.4%		(135 / 1010)	
		Special Ed	25.6%		(22 / 86)	
Race		Black / Latinx	25.8%		(40 / 155)	
	White / Other	12.4%		(117 / 941)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
Out of School Suspensions	21-22	All	All	4.2%		(45 / 1060)
		ELL	Not ELL	4.2%		(41 / 970)
			ELL	4.4%		(4 / 90)
		Gender	Female	2.4%		(12 / 506)
			Male	6.0%		(33 / 554)
		InstrSetting	Not Special Ed	3.5%		(34 / 966)
			Special Ed	11.7%		(11 / 94)
		Race	Black / Latinx	9.2%		(17 / 184)
	White / Other		3.2%		(28 / 876)	
	20-21	All	All	0.7%		(7 / 1050)
		ELL	Not ELL	0.7%		(7 / 973)
			ELL	0.0%		(0 / 77)
		Gender	Female	0.2%		(1 / 517)
			Male	1.1%		(6 / 533)
		InstrSetting	Not Special Ed	0.5%		(5 / 969)
			Special Ed	2.5%		(2 / 81)
		Race	Black / Latinx	1.7%		(3 / 179)
	White / Other		0.5%		(4 / 871)	
	19-20	All	All	1.8%		(20 / 1103)
		ELL	Not ELL	2.0%		(20 / 1014)
			ELL	0.0%		(0 / 89)
		Gender	Female	0.7%		(4 / 555)
			Male	2.9%		(16 / 548)
		InstrSetting	Not Special Ed	1.7%		(17 / 1018)
			Special Ed	3.5%		(3 / 85)
		Race	Black / Latinx	3.8%		(8 / 212)
	White / Other		1.3%		(12 / 891)	
	18-19	All	All	4.1%		(44 / 1061)
		ELL	Not ELL	4.3%		(42 / 978)
			ELL	2.4%		(2 / 83)
		Gender	Female	2.4%		(13 / 544)
			Male	6.0%		(31 / 517)
		InstrSetting	Not Special Ed	4.1%		(41 / 992)
Special Ed			4.3%		(3 / 69)	
Race		Black / Latinx	11.4%		(21 / 184)	
	White / Other	2.6%		(23 / 877)		
17-18	All	All	4.1%		(46 / 1126)	
	ELL	Not ELL	4.2%		(44 / 1048)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Middle School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	2.6%		(2 / 78)
		Gender	Female	0.9%		(5 / 574)
			Male	7.4%		(41 / 552)
		InstrSetting	Not Special Ed	3.8%		(39 / 1038)
			Special Ed	8.0%		(7 / 88)
		Race	Black / Latinx	8.5%		(16 / 189)
	White / Other		3.2%		(30 / 937)	
	16-17	All	All	5.6%		(68 / 1221)
		ELL	Not ELL	5.5%		(64 / 1159)
			ELL	6.5%		(4 / 62)
		Gender	Female	2.0%		(12 / 611)
			Male	9.2%		(56 / 610)
		InstrSetting	Not Special Ed	5.2%		(59 / 1139)
			Special Ed	11.0%		(9 / 82)
		Race	Black / Latinx	12.8%		(23 / 179)
	White / Other		4.3%		(45 / 1042)	
	15-16	All	All	2.4%		(27 / 1130)
		ELL	Not ELL	2.3%		(25 / 1073)
			ELL	3.5%		(2 / 57)
		Gender	Female	0.3%		(2 / 575)
			Male	4.5%		(25 / 555)
		InstrSetting	Not Special Ed	2.2%		(23 / 1044)
			Special Ed	4.7%		(4 / 86)
		Race	Black / Latinx	6.5%		(11 / 168)
	White / Other		1.7%		(16 / 962)	
	14-15	All	All	3.4%		(37 / 1096)
		ELL	Not ELL	3.4%		(36 / 1053)
			ELL	2.3%		(1 / 43)
		Gender	Female	1.3%		(7 / 551)
			Male	5.5%		(30 / 545)
		InstrSetting	Not Special Ed	2.8%		(28 / 1010)
			Special Ed	10.5%		(9 / 86)
Race		Black / Latinx	6.5%		(10 / 155)	
	White / Other	2.9%		(27 / 941)		

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			51	90.2%		
	18-19			62	83.9%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			51	88.2%		
	18-19			62	79.0%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			50	98.0%		
	20-21			51	100.0%		
	18-19			62	100.0%		
I feel supported by administrators at my school.	21-22			51	96.0%		
	20-21			51	100.0%		
	18-19			62	96.8%		
The faculty and staff at my school have a shared vision.	21-22			50	98.0%		
	20-21			51	98.0%		
	18-19			62	96.8%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			51	90.2%		
	20-21			51	100.0%		
	18-19			62	96.8%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			51	86.3%		
	20-21			51	86.3%		
	18-19			62	71.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			50	96.0%		
	20-21			51	98.0%		
	18-19			62	96.8%		
My decisions in areas such as instruction and student progress are supported.	21-22			51	86.3%		
	20-21			51	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are based on research and data.	18-19			62	100.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			50	96.0%		
	20-21			51	96.1%		
	18-19			62	96.8%		
I feel comfortable raising issues and concerns that are important to me.	21-22			51	86.3%		
	20-21			51	98.0%		
	18-19			62	96.8%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			50	96.0%		
	20-21			51	100.0%		
	18-19			62	93.6%		
My class sizes allow me to meet the educational needs of my students.	21-22			51	82.4%		
	20-21			51	82.3%		
	18-19			62	77.5%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			50	96.0%		
	20-21			51	98.1%		
	18-19			62	93.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	747	96.4%			41	90.2%
	20-21	178	87.7%	51	98.1%	349	67.6%
	18-19	301	79.1%	62	100.0%	81	77.8%
My parent knows what I am expected to learn in school.	21-22	760	92.7%			52	82.7%
	20-21	179	80.5%			351	78.0%
	18-19	302	78.5%			80	90.0%
My parent knows how well I am doing in school.	21-22	766	97.6%				
	20-21	179	94.4%				
	18-19	302	90.7%				
My school informs parents about school programs and activities.	21-22	764	93.5%	50	100.0%		
	20-21	179	87.7%	51	100.0%		
	18-19	302	86.1%	62	100.0%		
Parents at my school know their children's homework assignments.	21-22	744	74.3%	51	96.1%		
	20-21	178	61.3%	51	100.0%		
	18-19	302	49.7%	62	98.4%		
My parent helps me with my homework when I need it.	21-22	749	87.0%				
	20-21	179	77.1%				
	18-19	302	77.2%				
Parents are welcomed at my school.	21-22	739	95.0%				
	20-21	179	90.0%				
	18-19	302	93.7%				
Parents volunteer and participate in activities at my school.	21-22	729	83.3%	43	88.4%		
	20-21	178	72.5%	51	72.6%		
	18-19	302	77.8%	62	92.0%		
My child's teachers contact me to say good things about my child.	21-22					49	65.3%
	20-21					351	84.0%
	18-19					81	44.5%
My child's teachers tell me how I can help my child learn.	21-22					47	63.9%
	20-21					346	47.4%
	18-19					81	54.3%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					52	94.3%
	20-21					347	54.4%
	18-19					81	35.8%
My child's school returns my phone calls or e-mails promptly.	21-22					51	90.2%
	20-21					348	77.3%
	18-19					81	79.0%
Parents are involved in school decisions.	21-22			51	98.0%		
	20-21			51	96.1%	350	80.3%
	18-19			62	90.3%	81	66.6%
My child's school considers changes based on what parents say.	21-22					51	84.3%
	20-21					351	45.5%
	18-19					80	51.3%
My child's school schedules activities at times that I can attend.	21-22					51	84.3%
	20-21					351	78.4%
	18-19					81	67.9%
My child's school treats all students fairly.	21-22					50	98.0%
	20-21					351	88.6%
	18-19					79	74.7%
The principal at my child's school is available and welcoming.	21-22					50	90.0%
	20-21					350	80.5%
	18-19					80	86.3%
Parents at my school are aware of school policies.	21-22			51	92.2%		
	20-21			51	100.0%		
	18-19			62	96.8%		
Parents at my school understand the school's instructional programs.	21-22			51	98.1%		
	20-21			51	100.0%		
	18-19			62	96.8%		
Parents at my school support instructional decisions regarding their children.	21-22			51	94.1%		
	20-21			51	96.0%		
	18-19			61	100.0%		
Parents attend conferences requested by teachers at my school.	21-22			50	98.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			51	100.0%		
	18-19			62	98.4%		
Parents at my school cooperate regarding discipline problems.	21-22			48	87.5%		
	20-21			51	96.1%		
	18-19			62	95.2%		
Parents attend school meetings and other school events.	21-22			49	100.0%		
	20-21			51	98.0%		
	18-19			61	96.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	740	90.8%	50	98.0%	51	86.3%
	20-21	179	88.3%	51	100.0%	350	67.7%
	18-19	301	72.8%	62	98.4%	81	88.9%
My classes are challenging (not too easy; they make me think).	21-22	763	81.8%	50	100.0%	51	90.2%
	20-21	179	83.8%	51	100.0%	351	91.4%
	18-19	300	80.3%	62	98.4%	81	96.3%
My teachers want me to understand what I am learning, not just remember facts.	21-22	767	89.3%	51	100.0%		
	20-21	179	77.6%	51	100.0%		
	18-19	301	78.4%	62	98.3%		
My teachers expect students to learn.	21-22	772	98.0%	51	100.0%	51	90.2%
	20-21	178	94.3%	51	100.0%	351	89.5%
	18-19	301	95.0%	62	100.0%	81	91.3%
My teachers expect students to behave.	21-22	768	97.2%				
	20-21	177	93.8%				
	18-19	300	92.3%				
My teachers spend enough time helping me learn.	21-22	757	89.3%	51	100.0%		
	20-21	179	78.2%	51	100.0%		
	18-19	301	73.1%	62	96.7%		
My teachers help students when they do not understand something.	21-22	765	92.8%	49	97.9%	47	89.4%
	20-21	179	88.8%	51	96.1%	351	80.1%
	18-19	301	82.0%	62	96.7%	81	90.1%
My teachers do a good job teaching me mathematics.	21-22	756	88.5%				
	20-21	178	89.3%				
	18-19	301	77.0%				
My teachers do a good job teaching me English language arts.	21-22	769	94.0%				
	20-21	179	88.3%				
	18-19	300	88.3%				
My teachers give tests on what I learn in class.	21-22	768	96.6%				
	20-21	178	91.6%				
	18-19	300	91.4%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	733	72.6%			48	79.2%
	20-21	178	59.0%			350	78.6%
	18-19	301	64.1%			79	87.4%
My classes are interesting and fun.	21-22	748	69.5%				
	20-21	179	59.3%				
	18-19	301	36.5%				
Students at my school believe they can do good work.	21-22	726	74.4%				
	20-21	179	67.6%				
	18-19	301	58.5%				
My teachers praise students when they do good work.	21-22	741	78.9%				
	20-21	179	77.1%				
	18-19	301	72.1%				
Work done by students can be seen on the walls of my school.	21-22	757	88.4%				
	20-21	178	87.6%				
	18-19	302	90.0%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	715	59.3%				
	20-21	179	55.3%				
	18-19	301	37.5%				
The media center at my school has a good selection of books.	21-22	684	89.0%	49	95.9%		
	20-21	177	78.6%	51	100.0%		
	18-19	299	74.3%	62	96.7%		
I use computers and other technology at my school to help me learn.	21-22	763	98.0%	51	100.0%		
	20-21	178	94.9%	51	100.0%		
	18-19	301	91.0%	62	98.4%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			50	100.0%		
	20-21			51	100.0%		
	18-19			61	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			51	96.0%		
	20-21			51	98.0%		
	18-19			62	96.8%		
My school offers effective programs for students with disabilities.	21-22			50	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			51	100.0%		
	18-19			62	98.4%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			51	96.1%		
	20-21			51	96.1%		
	18-19			62	96.7%		
The level of teacher and staff morale is high at my school.	21-22			51	82.4%		
	20-21			51	98.1%		
	18-19			62	92.0%		
Teachers respect each other at my school.	21-22			51	100.0%		
	20-21			51	100.0%		
	18-19			62	100.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			51	90.2%		
	20-21			51	98.1%		
	18-19			62	96.7%		
Students at my school are motivated and interested in learning.	21-22			51	88.3%		
	20-21			51	94.1%		
	18-19			62	95.1%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			51	100.0%		
	20-21			51	98.0%		
	18-19			62	98.4%		
Our school has sufficient computers for instructional use.	21-22			51	98.1%		
	20-21			51	100.0%		
	18-19			62	96.8%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			50	90.0%		
	20-21			51	98.0%		
	18-19			62	91.9%		
The school administration communicates clear instructional goals for the school.	21-22			51	90.2%		
	20-21			51	100.0%		
	18-19			62	96.8%		
The school administration sets high standards for students.	21-22			51	92.1%		
	20-21			51	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			62	96.7%		
The school administration has high expectations for teacher performance.	21-22			51	96.1%		
	20-21			51	100.0%		
	18-19			62	100.0%		
The school administration provides effective instructional leadership.	21-22			51	90.2%		
	20-21			51	98.0%		
	18-19			62	96.7%		
Student assessment information is used to set goals and plan programs for my school.	21-22			50	92.0%		
	20-21			51	96.1%		
	18-19			62	98.4%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			50	98.0%		
	20-21			51	98.0%		
	18-19			62	95.2%		
School administrators visit classrooms to observe instruction.	21-22			51	82.4%		
	20-21			51	96.1%		
	18-19			62	90.3%		
The school administration arranges for collaberative planning and decision making.	21-22			51	94.1%		
	20-21			51	98.0%		
	18-19			62	96.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	747	90.5%	50	96.0%	52	80.8%
	20-21	178	87.6%	51	100.0%	182	53.3%
	18-19	302	80.4%	62	96.7%	79	91.2%
The grounds around my school are kept clean.	21-22	753	91.6%	51	100.0%		
	20-21	179	91.1%	50	100.0%		
	18-19	301	90.7%	62	100.0%		
The hallways at my school are kept clean.	21-22	762	93.9%	51	100.0%	50	98.0%
	20-21	178	89.9%	50	100.0%	350	81.4%
	18-19	301	94.0%	62	96.8%	81	96.3%
The bathrooms at my school are kept clean.	21-22	755	71.1%	51	100.0%		
	20-21	179	68.8%	50	98.0%		
	18-19	301	63.8%	62	96.8%		
Broken things at my school get fixed.	21-22	751	91.8%	51	100.0%		
	20-21	178	89.4%	50	100.0%		
	18-19	301	87.4%	62	95.2%		
There is enough room for students to learn at my school.	21-22	760	96.3%	51	92.1%		
	20-21	178	94.9%	50	92.0%		
	18-19	301	87.4%	62	85.5%		
Students at my school behave well in class.	21-22	753	60.4%	50	88.0%		
	20-21	179	59.8%	50	92.0%	351	89.2%
	18-19	302	52.7%	62	95.2%	80	63.8%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	740	47.6%	50	88.0%		
	20-21	179	52.5%	51	92.1%		
	18-19	301	41.9%	62	87.1%		
Students at my school know the rules and what happens when students break the rules.	21-22	753	88.0%	51	62.7%		
	20-21	179	82.7%	51	86.3%		
	18-19	301	79.8%	62	87.1%		
The rules about how students should behave in my school are fair.	21-22	751	88.5%	51	88.2%		
	20-21	179	83.2%	51	98.1%		
	18-19	300	68.7%	62	96.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	746	92.0%	51	70.6%		
	20-21	178	89.3%	51	90.2%		
	18-19	300	85.3%	62	79.1%		
I feel safe at my school before and after school hours.	21-22	751	95.1%	51	100.0%		
	20-21	179	94.4%	51	100.0%		
	18-19	301	86.1%	62	100.0%		
I feel safe at my school during the school day.	21-22	756	95.1%	51	100.0%	52	86.5%
	20-21	177	92.6%	51	100.0%	348	52.9%
	18-19	301	86.4%	62	100.0%	80	91.3%
I feel safe going to or coming from my school.	21-22	763	97.1%	51	100.0%		
	20-21	179	92.1%	51	100.0%		
	18-19	301	90.7%	62	100.0%		
Students from different backgrounds get along well at my school.	21-22	751	88.0%	50	92.0%		
	20-21	179	86.0%	51	94.1%		
	18-19	301	75.4%	62	91.9%		
Teachers and students get along well with each other at my school.	21-22	746	90.4%	51	98.1%		
	20-21	179	84.9%	51	100.0%		
	18-19	301	77.1%	62	98.4%		
Teachers work together to help students at my school.	21-22	749	93.9%	51	100.0%		
	20-21	177	88.7%	51	100.0%		
	18-19	301	83.4%	62	100.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	721	47.4%	50	10.0%		
	20-21	179	54.2%	51	4.0%		
	18-19	302	60.5%	62	14.5%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	738	23.7%				
	20-21	178	25.3%				
	18-19	302	26.5%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	751	10.4%	50	12.0%		
	20-21	179	10.1%	51	9.8%		
	18-19	302	10.6%	62	21.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied while going to or from school.	21-22	745	14.3%				
	20-21	179	15.7%				
	18-19	302	13.5%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	743	14.1%				
	20-21	179	16.8%				
	18-19	302	16.9%				
Adults at my school prevent bullying from happening.	21-22	736	76.2%	49	87.7%	48	68.8%
	20-21	178	71.4%	51	96.1%	350	55.7%
	18-19	302	55.9%	62	98.3%	80	66.3%
I can always go to adults at my school if I am being bullied.	21-22	740	82.4%				
	20-21	179	70.9%				
	18-19	302	63.9%				
An adult at my school has talked to me about bullying.	21-22	725	76.0%				
	20-21	179	76.0%				
	18-19	302	76.2%				
My child's teachers care about my child as an individual.	21-22					42	76.2%
	20-21					351	85.4%
	18-19					81	82.7%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					42	76.2%
	20-21					351	81.2%
	18-19					80	73.8%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					180	58.4%
	18-19					79	84.8%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					182	61.5%
	18-19					79	95.0%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					345	59.8%
	18-19					80	87.6%

Executive Summary of Needs Assessment Data Findings

School Name: **Meadow Glen Middle School**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>Meadow Glen Middle is a large suburban middle school located in Lexington, SC with over 800 students in grades 6-8. The school opened in 2012. The current school year (2022-2023) demographics include: 66% of students are White, 11% Black or African American, 10% Asian, 8% Hispanic/Latino, and 4% of students are two or more races. 2022 School Report Card data show over 34% of students are identified as Gifted or Talented and almost 53% of students in 7th or 8th grades are enrolled in high school credit courses.</p> <p>According to 2010 US Census data, the population in Lexington County was 262,453 and the most recent 2020 US Census data showed the population in Lexington County was 293,991, with a growth rate of 12%. In comparison, the national growth average from 2010 to 2020 was 7.4%. Updates to the 2020 US Census show an additional 2% population increase in Lexington County to 300,137 from 2020 to 2021. The substantial growth has placed increased demand on the county and school. Thus, the district opened a new middle school which had a direct impact on our school population in both size and makeup. As a result, we prioritized scheduling common planning for all teachers which proved to be appropriate due to student and staffing changes.</p> <p>Last school year we had over 1000 students enrolled and with the</p>
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Executive Summary of Needs Assessment Data Findings

	<p>opening of the new middle school in the district, we now have approximately 815 students enrolled. However, even with the enrollment changes, the Asian student demographic continues to increase each year. This year, we have 84 Asian students, the highest number over the last four school years. Currently, 10% of students receive special education services, and 25% of students are identified as students in poverty. However, MGMS was ranked second in the midlands for percent of students in poverty scoring met or higher on SC Ready in both ELA and math.</p> <p>Area of Improvement: In the 2021-2022 school year, MGM set a goal for all students to increase 2% in both ELA and Math on SC Ready. Last school year, 64% of students scored met or higher in ELA and 51% of students scored met or higher in math. Results indicate we maintained the same percentage of students scoring met or higher in ELA and grew 1%, to 52%, met or higher in math. MGM continues to grow all students in meeting and exceeding ELA and math standards. This year, for 2022-2023, we will focus on increasing scores for students scoring not met or approaching proficient by providing extra support for our black students and students with special needs population.</p> <p>Next Steps: Our 2022-2023 Work Plan goals are grounded in Mastery of Knowledge and Skills, Character, and High Quality Work. For Mastery of Knowledge and Skills, we want to see all members of the Meadow Glen Middle School community immersed in challenging, engaging learning that empowers tenacious leaders who communicate and collaborate with integrity. For Character, we expect that all members of the Meadow Glen Middle School community will develop the characteristics and mindsets needed to become effective learners and ethical people who contribute to a better world. For High Quality Work, our goal is that all members of the Meadow Glen Middle School community will experience an ongoing process of revision, feedback, and reflection leading to meaningful products that exemplify complexity and craftsmanship for an authentic audience.</p> <p>2022-2023 Performance Benchmark Goals include: 45% of all MGM students will reach their iReady stretch goals in both ELA and math. Additionally, all students will grow by 2% in SCREADY ELA and Math.</p> <ul style="list-style-type: none">- In ELA , overall, we will grow from 64% meets and exceeds to 66% meets and exceeds.- In Math, overall, we will grow from 52% meets and exceeds to 54% meets and exceeds.- In ELA, the percentage of black students scoring meets or exceeds will increase by 2% from 28% to 30%.
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Executive Summary of Needs Assessment Data Findings

	<ul style="list-style-type: none"> - In math, the percentage of black students scoring meets or exceeds will increase by 2% from 20% to 22%.
<p>Teacher/Administrator Quality</p>	<p>In 2021-2021 MGM teachers engaged in intentional professional learning about designing lessons that challenge and empower students through the use of learning targets and classroom protocols. This year, 2022-2023, our focus expanded to learning more about data-driven practices in the classroom with our teachers through professional learning. All teachers were trained on iReady at multiple touchpoints throughout the school year. We experienced best practices with several learning walks and walkthrough observations to celebrate teaching and learning at MGM. Going forward we plan to continue supporting teachers and students in tracking their learning and progress by implementing learning target trackers and providing additional professional learning for our house leaders.</p> <p>At Meadow Glen Middle we aspire to continue implementing restorative practices, as part of best practices in classroom management. 2021-2022 discipline data show a total of 195 students received 555 behavior referrals. The majority of students were male, making up 69% of students who received referrals. Most referrals were related to inappropriate behavior, hit/kick/push, or disrespect. At the start of the 2022-2023 school year, only 8% of students at MGM received at least one discipline referral. Of that 8%, 38 students received only one referral, making up almost 58% of all referrals for the first half of the year. The remaining 28 students were responsible for 94 referrals or approximately 30% of referrals for the first half of the school year. The majority of those recurring referrals were students of color (54%), specifically male students (79%).</p> <p>Teacher turnover remains low and 88% of teachers returned after the 2021 school year. Unique challenges presented include; staffing changes due to the opening of a new middle school in the district (i.e., transfer of immersion program and staff to a new school). Almost 56% of teachers have advanced degrees and the classroom student-to-teacher ratio decreased to 24:1 from 26:1.</p>
<p>School Climate</p>	<p>Meadow Glen Middle is proud to be the first EL school in South Carolina and started its EL journey 11 years ago when the school first opened its doors. MGM became a Credentialed EL Education School and Mentor School (2018). In 2019, MGM was named an EL National Site Seminar School.</p> <p>Over the last few years, other Notable Achievements Include:</p> <ul style="list-style-type: none"> - EL Education Credentialed School and Mentor School - Named as a National Site Seminar School for EL Education

Executive Summary of Needs Assessment Data Findings

	<ul style="list-style-type: none"> - SC Silver/Gold Status - ESPN Honor Roll School for Project Unify - Named National Project Unify School - Gator Robotics, Archery Competitions, Cheer, Band, and Choir <p>MGMS is rooted in the principles of Mastery of Knowledge and Skills, Character, and High Quality Work. It is our goal that every staff member and student becomes the best version of themselves at MGM. Our mission statement is “Learn by doing, lead by example.” Our vision statement is:</p> <p>Focusing on Academics, arts, and athletics, in order to Make Innovative Leaders for Years to come.</p> <p>Throughout our history, we emphasize Crew, Expeditions, Passages, Student-Led Conferences, and the Habits of Success (tenacity, communication, collaboration, integrity, and leadership). Each structure works together to provide a school experience that is truly grounded in best practices.</p> <p>Crew is a structure that brings together a small group of students, with a teacher, to facilitate conversations and team building in the school. This teacher, or Crew leader, has built rapport with students and is a trusted adult in the school available to students outside of the traditional role of teacher. Crew is an intentional time each morning where teachers engage students in different lessons centered on belonging, logistics, and culture within the school. Crew is not just in one class but can be seen, heard, and felt throughout the school day.</p> <p>Expeditions and Passages are final projects of continuous work completed by students over time. Meadow Glen Middle School students engage in expeditions throughout 6th and 7th grades and then end their middle school career with Passages as a culminating project. Each project requires students to go through different learning tasks, complete various assignments, and reflect on their growth and learning. Expeditions are rolled out in an exciting way to grab students’ attention and encourage them to invest in the project. Some elements of an expedition include kickoff, guiding questions, experts, service, celebration, case studies, and/or fieldwork. Each element works together to produce a final product that has craftsmanship and is both complex and authentic.</p> <p>Student-Led Conferences are another structure which enhances the traditional parent-student conferences by placing ownership of</p>
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Executive Summary of Needs Assessment Data Findings

	<p>learning on the student. Teachers work with students to review their learning strengths and areas for growth. Students create a presentation with individual data to share with their parents and loved ones. Teachers practice with students to ensure they are confident and ready to share what they know about how they learn.</p> <p>The five Habits of Success at Meadow Glen Middle are tenacity, leadership, communication, collaboration, and integrity. The habits are grounded in the aspects of character which include being an effective learner, ethical person, and building a better world. We communicate these habits to students daily by repeating the mantra: "I am a tenacious leader who communicates and collaborates with integrity." The habits promote perseverance, student leadership, feedback, participation, and preparation. Students are immersed in the habits daily through classroom learning targets, group work, and interacting positively while at school.</p> <p>Over the years, Meadow Glen Middle students, teachers, and staff have participated in many different service projects. Various outreach programs have included collecting nonperishables for Harvest Hope, working with Teen Cancer America, honoring service members for Veterans Day, volunteering for Families of Hope, advocating against Deforestation, raising funds for Relay for Life, and for access to clean water in Sudan.</p> <p>At MGM, we value student voice and a sense of belonging. CREW strengthens students' sense of belonging at school. Students have CREW every day with the same teacher and a small group of students. Students learn a variety of topics from adjusting to middle school classes to proper technology use. We recognize the importance of building relationships between students and adults.</p> <p>We have various programs at MGM which emphasize the importance of accepting and including all people. Project Unify welcomes students with disabilities in physical education alongside general education student peers. In class, students are encouraged to participate regardless of ability. Activities and games are modified to reflect inclusivity and teamwork. Meadow Glen also offers various physical education classes; outdoor education, dance, and general physical education. Students have opportunities to learn how to cast a fishing line or modern dance techniques.</p> <p>At MGM, the whole child is celebrated and nurtured so that every student can become the best version of themselves. "Take care of yourself, take care of each other."</p>
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System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	56.1%	58.0%	60.0%	62.0%	66.6%	68.6%
			(Actual)	61.5%		64.6%	64.6%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	55.0%	56.9%	58.9%	60.9%	62.9%	64.9%
			(Actual)	57.6%		51.0%	52.0%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	3.5%	3.0%	2.5%	0.3%	0.0%	-0.5%
			(Actual)	0.8%	0.8%	0.0%	5.2%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 - June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 - June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.415	0.445	0.475	0.549	0.689	0.718
			(Actual)	0.557	0.519	0.659	0.551	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	23.4%	24.9%	26.4%	26.7%	32.7%	34.1%
			(Actual)	25.5%		31.2%	30.2%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	27.4%	28.9%	30.4%	31.9%	33.4%	34.9%
			(Actual)	29.4%		24.3%	26.0%	
% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	33.1%	34.5%	36.0%	36.1%	38.3%	39.7%	
		(Actual)	30.9%		36.8%	36.4%		
% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	51.2%	52.7%	54.2%	55.4%	56.9%	58.4%	
		(Actual)	49.9%					

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

coursework.					to 2018-2019.
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Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	6.0%	5.5%	5.0%	4.5%	4.0%	3.5%
			(Actual)	5.6%	8.0%	19.1%	15.0%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	4.1%	3.5%	3.0%	2.5%	2.0%	1.5%
			(Actual)	4.2%	1.8%	0.7%	4.3%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.494	0.524	0.554	0.581	0.728	0.757
			(Actual)	0.560		0.698	0.615	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		90.6%	93.1%	95.5%	98.0%	98.0%	98.0%
		(Actual)	93.6%		100.0%	96.0%		
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		98.4%	98.0%	98.0%	98.0%	98.0%	98.0%
		(Actual)	96.8%		96.1%	96.0%		

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		81.0%	88.0%	95.0%	95.0%	95.0%	95.0%
		(Actual)		82.6%		70.3%	89.9%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		82.1%	88.6%	95.0%	95.0%	95.0%	95.0%
		(Actual)		78.8%		74.4%	96.1%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard