

Glassboro Public Schools

# GLASSBORO HIGH SCHOOL

HOME OF THE BULLDOGS

## Introduction & Enrollment Summary

Glassboro High School strives to meet the ever-changing needs of its students. Glassboro's goals are to provide students with an environment focused on learning and to adopt effective tools for learning while at the same time, meeting and exceeding all the requirements established by New Jersey's Core Curriculum Standards. Glassboro High School is a place where students grow not only intellectually but also personally, because they believe that academic achievement alone is never enough. Glassboro's small size affords us the opportunity to truly know our students and to provide them with individual attention sometimes lacking in larger schools. Glassboro has established innovative ways to meet the needs of its students. Student learning thrives within a modified 4 x 4 block schedule that permits in-depth engagement in labs and other activities for extended learning periods. High standards and expectations have set a solid foundation for success in academics, arts and athletics.

By providing students with high academic standards, specialized programs, clubs, activities and technology necessary to reach the pinnacle of achievement Glassboro High School has turned the corner into the 21st century. Recognizing the importance of all students, we provide programs for dual college credit, inclusive education, and collaborative instruction with special and regular education teachers. Students are also given real world skills for the work force through creative partnerships with business and industry. Advanced placement classes and dual enrollment courses offer students advantages and opportunities to excel in an increasingly competitive world.

### Enrollment and Demographic Information:

- Special Education makes up 23% of our total population.
- 0.3% represents our LEP students. 1.9% speak Spanish at home

Below is a chart delineating the number of students by grade level:

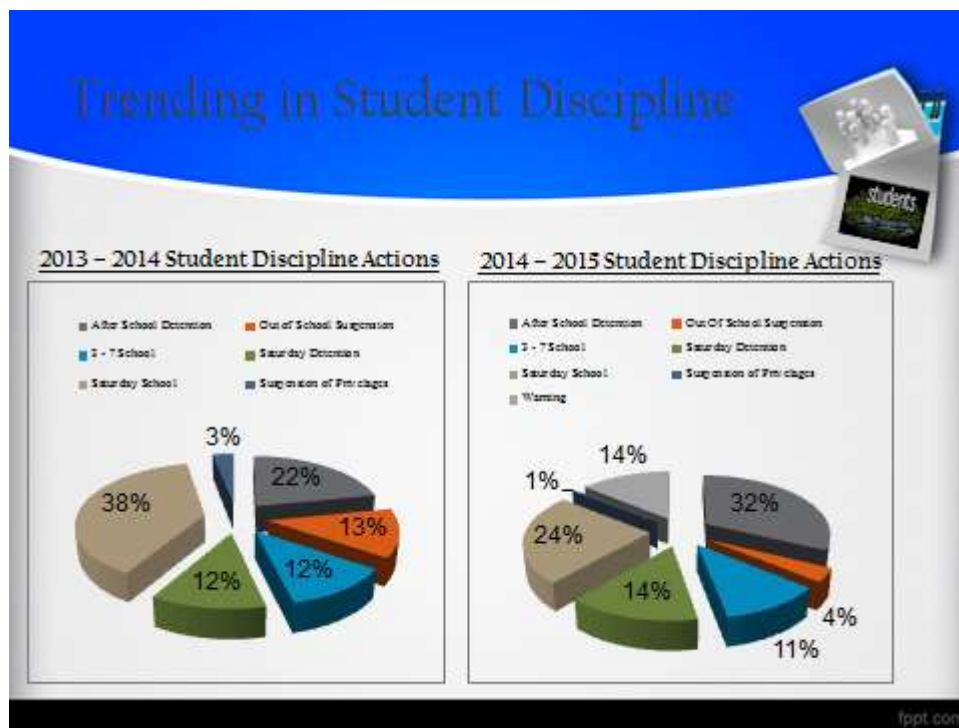
High School (all students)	
<b>9th grade</b>	154
<b>10th grade</b>	148
<b>11th grade</b>	151
<b>12th grade</b>	159
<b>Total Enrollment</b>	<b>612 (Decrease of 19 students from the previous year)</b>

## Honor Roll /Principal's List

Every Marking Period, students earning Honor Roll and /or Principal's List are honored for their achievement. In looking at last year's data, about 25% of the students earn Honor Roll with an additional 15% earning Principal's List. Each marking period, students receive letters in the mail congratulating them on their achievement as well as certificates.

## Discipline

In 2014 a discipline committee was formed comprised of Student Government leaders, teachers and administrators in an effort to revise the GHS discipline code. Unit Lunch detention was added as a component and other infractions penalties were graduated by infraction number. Despite a slight increase in occurrences, the administrative team at GHS feels this has been an effective change.



Attendance: The current attendance rate at GHS is 95%.

<b>Literacy Initiatives</b>
-----------------------------

At Glassboro High School our goal is to enable students to develop lifelong literacy skills—the ability to read and think critically and to express themselves and navigate a multimedia world effectively. It is hoped that students will develop a lifelong relationship with language and literature, recognize the power of words and use that understanding to discover both themselves and the world around them. Our goal is to empower our students to become productive, literate citizens of the 21st century. To help accomplish this goal the following literary initiatives continue at GHS:

Read 180

Read 180 is a comprehensive reading intervention program proven to meet the needs of struggling readers in grades 3-12. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This intensive reading intervention program helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Language Arts – In 2014-15 a full year Language Arts class was developed for at risk students to prepare them for the PARCC testing by introducing them to the Common Core State Standards. Previously these students were enrolled in the Read 180 program because they were not proficient in the NJASK8.

Sustained Silent Reading (SSR)

Since the fall of 2008, students at GHS have been engaged in a Sustained Silent Reading program for 14 minutes each morning. The program started after a group of teachers took part in Rowan University's Literacy Collaboration where the value of such programs was emphasized. Teachers with open blocks act as reading coaches to help match struggling readers with appropriate reading materials, and individual classroom libraries have been slowly growing.

Teachers were surveyed to help measure participation and attitudes to the program. Those survey results were favorable thus the program has continued at GHS. Promoting literacy, increasing independent reading time and improving comprehension are school wide goals and this program

helps us to achieve that goal. All reading materials, which may include novels, magazines or newspapers, are self-selected.

*One Book One Glassboro-* Since the fall of 2009, GHS has sponsored a One Book Glassboro reading program that attempts to involve parents, students, staff and the community in a shared reading experience. This year's selection was *Until Tuesday* by Luis Carlos Montalvan. Typically about 80 people participate in these discussions which are conducted by members of the high school faculty and include readers of all ages. This year the One Book selection and the along with the selection for the Honors and AP students, *Lone Survivor*, by Marcus Luttrell inspired a Veteran's Day celebration that was extremely well attended by staff, students, and the community, especially our honored guests, the local Veterans. The evening consisted of an overview of the book, student poetry readings, a service dog demonstration, a "Boot Camp" workout demonstration session, and musical performances by the GHS Choir and Band.

	Language Arts Literacy Percentages 2013-2014 (Class of 2015)				Mathematics Percentages 2013-2014 (Class of 2015)			
	Partially Proficient	Proficient	Advanced Proficient	Total "Passing"	Partially Proficient	Proficient	Advanced Proficient	Total "Passing"
<b>N=</b>								
<b>165</b>	12.3	70.6	17.7	88.3	25.5	51.6	23.0	74.6
<b>GEN 125</b>	2.4	75.2	22.4	97.6	10.6	59.3	30.1	89.4
<b>SE 40</b>	44.7	55.3	0	55.3	73.7	26.3	0	26.3
<b>LEP 0</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Female 85</b>	10.7	70.2	19.0	89.2	30.1	49.4	20.5	69.9
<b>Male 80</b>	13.9	70.9	15.2	86.1	20.5	53.8	25.6	79.4
<b>White 85</b>	4.8	72.6	22.6	95.2	13.4	57.3	29.6	86.9
<b>Black 51</b>	18.0	74.0	8.0	82.0	35.3	54.9	9.8	64.7

<b>Asian 7</b>	0	71.4	28.6	100.0	0	57.1	42.9	100
<b>Hispanic 13</b>	30.8	46.2	23.1	69.3	41.7	33.3	25.0	58.3
<b>Econ 67</b>	22.7	69.7	7.6	77.3	46.2	43.1	10.8	53.9
<b>Non Econ 98</b>	5.2	71.1	23.7	94.8	11.5	57.3	31.3	88.6

**10 Year Longitudinal Study**

<b>Test Year</b>	<b>Language Arts Literacy Percentages</b>				<b>Mathematics Percentages</b>			
	N	Partially Proficient	Proficient	Advanced Proficient	N	Partially Proficient	Proficient	Advanced Proficient
<b>2002 (Class of 2003)</b>	171	24.6%	69.6%	5.8%	172	48.8%	43.6%	7.6%
<b>2003 (Class of 2004)</b>	157	24.8%	66.9%	8.3%	156	37.2%	47.4%	15.4%
<b>2004 (Class of 2005)</b>	166	18.7%	72.9%	8.4%	163	30.7%	54.0%	15.3%
<b>2005 (Class of 2006)</b>	154	14.9%	70.1%	14.9%	154	23.4%	53.9%	22.7%
<b>2006 (Class of 2007)</b>	156	28.8%	63.5%	7.7%	156	28.8%	63.5%	7.7%
<b>2007 (Class of 2008)</b>	155	17.5%	67.5%	14.9%	155	27.7%	59.4%	12.9%
<b>2008 (Class of 2009)</b>	181	15.1%	76.5%	8.4%	181	30.6%	55.0%	14.4%
<b>2009 (Class of 2010)</b>	148	21.1%	74.1%	4.8%	148	32.4%	49%	18.6%
<b>2010 (Class of 2011)</b>	155	24.5%	63.2%	12.3%	155	40.0 %	45.8%	14.2%
	31 (SE)	77.4%	22.6%	0%	31 (SE)	77.4%	22.6%	0%

<b>2011</b> <b>(Class of 2012)</b>	148 25 (SE)	10% 68%	68.8% 32%	20.8%		24.8% 80%	49.9% 20%	25.3%
<b>2012</b> <b>(Class of 2013)</b>	151 36(SE)	19.5 80	67.1 20	13.4 0	151 (36) SE	28.9 80	49.7 20	21.5 0
<b>2013</b> <b>(Class of 2014)</b>	167 30 (SE)	12.1 51.7	74.5 44.8	13.3 3.4	166 (30)	27.7 76.7	55.4 20	16.9 3.3
<b>2014</b> <b>(Class of 2015)</b>	165 (40)	12.3% 2.4%	70.6% 75.2%	17.7% 22.4%	165 (40)	25.5% 10.6%	51.6% 59.3%	16.9% 30.1%

MAP Scores - Measurements of Academic Progress (MAP) 9th and 10th & 11th Graders

MAP Assessments are achievement tests in Mathematics, Reading and Language usage that are taken on the computer. The computer displays one test question at a time on the screen. The questions on the test will adjust to the student's ability level based on their response.

The feedback that teachers receive from the MAP Testing allows them to see areas of strengths and weaknesses. Students are given the MAP test several times during the school year. It is also a useful tool in making instructional decisions, effective grouping of students, and evaluating the programs and curriculum for effectiveness.

<b>Language Arts</b>
----------------------

**Grade 9 Fall 2014-2015 (151 Students)**

Mean RIT 221-222-223;

Overall performance:

- 17% of the students scored in the Lo (Percentile <21)
- 21% LoAvg (Percentile 41-60)
- 21% Avg (Percentile 41-60)
- 25% HiAvg (Percentile 61-80)
- 16% Hi (Percentile >80)

**Grade 10 Fall of 2014-2015 (141 Students)**

Mean RIT 221-223-224;

Overall performance:

- 18% of the students scored in the Lo (Percentile <21)
- 19% LoAvg (Percentile 41-60)
- 28% Avg (Percentile 41-60)
- 21% HiAvg (Percentile 61-80)

- 15% Hi (Percentile >80)

**Grade 11 Fall 2014-2015 (149 Students)**

Mean RIT 219-220-221;

Overall performance:

- 21% of the students scored in the Lo (Percentile <21)
- 17% LoAvg (Percentile 41-60)
- 31% Avg (Percentile 41-60)
- 21% HiAvg (Percentile 61-80)
- 9% Hi (Percentile >80)

<b>Mathematics</b>
--------------------

At Glassboro High School our goal is to produce students who can solve unique and complex mathematics problems independently and collaboratively. Students should be able to apply skills and knowledge to generate meaningful real world solutions and to communicate them clearly in a variety of forms. In an effort to reach that goal the following math initiatives have been implemented:

Interactive Algebra/Geometry 1, 2, 3, 4, 5 will be replaced by Integrated Algebra, Integrated Algebra II and Integrated Geometry. These courses have been added to align with the Common Core and to facilitate student success on the PARCC Assessment.

**MAP Scores**

The Mathematics department uses MAP scores for all of the following:

- To place students in the appropriate course,
- To place students in the appropriate level (Honors, College Prep, Basic Skills)
- To allow students to place out of Core Plus or other basic skills classes.

**Grade 9 Fall 2014-2015 (150 Students)**

Mean RIT 233-235-236;

Overall performance:

- 17% of the students scored in the Lo (Percentile <21)
- 17% LoAvg (Percentile 41-60)
- 31% Avg (Percentile 41-60)
- 15% HiAvg (Percentile 61-80)
- 19% Hi (Percentile >80)



**Grade 10 Fall of 2014-2015 (141 Students)**

*Mean RIT 235-237-238;*

*Overall performance:*

- 14% of the students scored in the Lo (Percentile <21)
- 16% LoAvg (Percentile 41-60)
- 30% Avg (Percentile 41-60)
- 22% HiAvg (Percentile 61-80)
- 18% Hi (Percentile >80)

**Grade 11 Fall 2014-2015 (149 Students)**

*Mean RIT 230-231-233;*

*Overall performance:*

- 23% of the students scored in the Lo (Percentile <21)
- 24% LoAvg (Percentile 41-60)
- 28% Avg (Percentile 41-60)
- 13% HiAvg (Percentile 61-80)
- 13% Hi (Percentile >80)

<b>Academy</b>
----------------

**Fine and Performing Arts Academy**

The Fine and Performing Arts Academy began in the 2011-12 school year. Students enrolled in this exciting program have the opportunity to participate in challenging academic classes and develop their musicianship skills through participation in specialized music classes and ensembles at the high school and at Rowan University through a cooperative, dual credit program. Students are given a specialized fine arts education where academic teachers team up with the music, dance and art departments to offer activities that include college credit classes, private lessons with university faculty, participation in both high school and college level ensembles. Students are able to take advantage of all honors classes as well as a large offering of Advanced Placement classes. During the 2012-13 school year we included a partnership with our local dance school, Let's Dance Academy, to provide our 9<sup>th</sup> and 10<sup>th</sup> graders with dance classes during the 9<sup>th</sup> and 10<sup>th</sup> grade year prior to taking advanced dance classes on the college level.

Academy Students 2014-15 -There are 12 Out of District students in grades 8-12; 8 music students, 3 dance students and 1 art student.

There are 26 In-District students-11 music; 9 art students; 6 dance students in grades 9-12.

## STEM Academy

The STEM Program is in its second year at GHS. The program consists of:

- An intensive and accelerated advanced math and science curriculum sequence completed in the first two to three years, culminating in a full year of advanced calculus and physics.
- Junior and senior students are eligible to take undergraduate classes at Rowan's School of Engineering, one each semester for a total of four classes completed upon graduation.

Coordination with Rowan is ongoing and the opportunities for collaboration and shared resources are expanding as the Academy grows. Rowan's technology park and burgeoning School of Medical Arts figure prominently into our plans for future components of the Academy experience. Our STEM program has been expanded into the Intermediate School and plans are being made to utilize classroom space there for the STEM program.

An Open House was conducted at Boyd Hall for all prospective students in October and ended with a tour of Rowan's Engineering Building as well as a show at the Planetarium. Rowan professors, GHS staff and Academy students spoke regarding the benefits of the program. The STEM academy will provide excellent preparation for studying Engineering at the collegiate level but does not guarantee admission into Rowan. However, Rowan will make every attempt to accommodate successful students.

The STEM Academy has 26 students enrolled, 6 of whom are from outside the district. There are 9 students in grade 8, 5 students in grade 9, 4 students in grade 10, 6 students in grade 11, and 2 students in grade 12. The two seniors will each graduate with 16 college credits from Rowan University.

The state imposed cap has limited the growth of our academies.

<b>School Culture</b>
-----------------------

Underclassman Honors Night will become Academic Honors Night and will include the Senior Class in 2014-15 in response to parental feedback that was received from Class Night last year.

Each spring Glassboro High School pays tribute to the academic achievements of the students by giving the following awards:

- *Academic Letter*  
Students are acknowledged for the number of times they have been placed on the Principal's List or Honor Roll. This acknowledgement follows the same format that we use for varsity athletes. The first year students are given a letter and each subsequent year they are on Principal's List or Honor Roll they receive a gold bar to honor their continued achievement.
- *Bull Dog Spirit Award*

The purpose of the Bull Dog Spirit Award is recognizing the “Unsung Heroes” of Glassboro High School. Too often the high academic achiever or the athlete is recognized. Our concern is to provide a vehicle for recognizing the noticeably caring, responsible, courteous, students. This award is not a reflection of grades but rather involves a variety of criteria including that students are; respectful to others, respects school rules and regulations, follows directions, responsible and dependable, conscientious and show good effort , and well mannered.

- *Departmental Awards*

Each department nominates up to 10 underclassman that have shown outstanding achievement in that subject area. Students have are given a certificate to acknowledge their achievement.

### Renaissance

Renaissance is a nationally recognized program in schools across the country where academic excellence, continuous improvement and citizenship are promoted and recognized. This helps to create an environment that reduces discipline infractions and improves attendance rate which, in turn, improves academic performance. The Renaissance Program recognizes students each marking period with Gold, Maroon and Bulldog Cards which offer a variety of privileges and each marking period a celebration is held of the students who qualify for the program. This past year a committee convened to update the criteria.

### Students of the Month

Each month the staff at GHS is encouraged to nominate students who show outstanding achievement both in and out of the classroom. Students are acknowledged in a variety of ways. A picture of each winner is posted in the hallway by the main office and a press release is sent to local media outlets. Additionally, the students receive a Glassboro book bag and other small prizes.

### I&RS

The Glassboro High School Intervention & Referral Services Team is a building-based program of intervention and referral services that is centered on the general education program. The I&RS Team is comprised of a group of interdisciplinary professionals from the school who meet monthly to develop intervention action plans for at-risk students in general education. It is intended to be used as a primary mechanism in the school building for assisting general education staff and expanding their skills and abilities to successfully accommodate the needs of increasing numbers of students who are at risk for school failure. The I&RS Team is used by Glassboro High School to intervene with student issues prior to child study team evaluations. The Glassboro High School I&RS Team will focus on the concept of collaboration as the foundation for planning, organizing and implementing programs of intervention and referral services for general education pupils.

After reviewing student action plans for the school year, the I & RS team developed the following list of services that we feel are needed in the high school. We strongly believe that these suggested interventions will assist in improving our high school as a whole and also provide more effective support for at-risk students, ultimately decreasing the number of students referred to I & RS and CST for evaluation.

1. Continue to utilize the Study Group program after school for students struggling academically (not necessary just for students involved in clubs/activities).
2. Begin leveling classes this year - College Prep, Basic Skills, Resource Room, etc. - keeping the basic skills classes capped out at 15 students max (if possible).
3. Document I & RS interventions within student EPPs.
4. Continue tutoring before/after school.
5. Encourage all staff to be available for unit lunch and after school help whenever possible.
6. Continue to inform/involve staff about the mission of I & RS at the beginning of the school year. (Collaborate with staff members who recommend students). Initial planning sessions should include strategies that the referring teacher can implement.
7. Increase meeting time bi-monthly on an as needed basis.

### Tutoring

At the beginning of each school year the staff at GHS works to identify those students who are at risk academically. Tutoring is offered both before and after school hours for free for all students to try to raise academic achievement.

### NHS Peer Tutoring

Members of National Honor Society offer tutoring services to students after school twice a week. This provides a great opportunity for struggling students to get help from one of their peers and also provides the NHS member a valuable chance to share their expertise in a given subject area.

### English Language Learner (ELL)

English for English Language Learners prepares students for academic success in all content areas. Units of study include Social and Instructional Language, the Language of Language, the Language of Mathematics, the Language of Science, and the Language of Social Studies. ELL teachers' classroom activities incorporate opportunities for meaningful, communicative interaction, and the application of learning in meaningful contexts that call for investigation and problem-solving. All aspects of the units are addressed by the teacher throughout the length of the entire course. The goal of Glassboro High School is to prepare students for the English and academic literacy demands of the world. The greatest responsibility for ELL teachers is to

strengthen the students' ability to process and communicate social and academic information in English. Fluency and accuracy in both spoken and written English are emphasized. The course of study is designed for novice to intermediate speakers of English who will benefit from an integrated skills approach based on listening, speaking, reading, and writing.

**How are ELL's placed into an ESL Program? W-APT – Placement test** W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs.

**How do students test out of ESL Program?** ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). Each year approximately 1 out of 5 students exit from the ESL Program at GHS. Students are exited using multiple measures such as ACCESS test scores and feedback from ESL and other staff members.

In 2014-15 ELL students were registered for a full year English class with their ESL teacher in addition to having a semester of the ESL course described above. One of our ESL students was inducted in the Glassboro High School chapter of the National Honor Society.

## Guidance Department

The Guidance Department serves each student in a variety of ways. Its chief functions are:

- To provide individuals counseling so that each student can help him/herself with his/her educational, vocational, and personal problems.
- To guide students in course selections; to assist students in vocational and college placement.
- To coordinate district and national testing programs.
- To establish and maintain a complete permanent record of progress from the time of each student's admission into school.

Guidance services are always available when a student is reevaluating his/her program and educational plans. Additionally, counselors solicit parental requests for student-parent-teacher-counselor conferences, and arrange interviews at a time convenient to all parties.

A very important function of the guidance program is the continuation of services after graduation. Counselors assist in their selection of schools of higher learning. Every effort is made to assist students who are planning to enter employment or who are planning to enter the military to find satisfactory work consistent with their aptitudes and interests.

### Eighth grade/Parents Orientation

This program consists of at least one visit to the Intermediate School and two evenings at the high school for parents and students. In the fall, the parents tour the building and visit each department. In the spring, the Program Planning Guide is presented.

### Senior Class Parent Night

In October counselors and other school personnel will meet with parents of seniors to discuss in greater detail post high school plans and subsequent college, vocational school admission procedures, College Board examinations, financial aid, and scholarship information.

### Financial Aid Workshop

In January GHS hosts a workshop to explain the FAFSA (Free Application Federal Student Aid) application procedure.

### Holiday Homecoming

The annual Holiday Homecoming Program provides opportunity for recent graduates to renew high school acquaintances and to discuss their educational and vocational status with members of the present graduating class. In this setting, students are able to gather valuable insights into specific college and university programs, technical schools, schools of nursing, and other institutions of higher learning. This year the program was moved to December enabling many more graduates to participate.

### Naviance

Naviance Succeed is a suite of products and services for K-12 schools and districts that promotes college and workplace readiness through increased collaboration, rigor, and transparency.

Naviance Succeed applications can be used individually or in combination, allowing us to design a system that meets the unique needs of our school or district. Naviance Succeed applications include:

- Success Planner – Build and monitor personalized action plans to help each student achieve academic, career, and college success.
- Course Planner – Develop individual course plans that keep students on track with graduation requirements, prerequisites, and college and career goals.
- College Planner – Search for and research colleges, enrichment programs, and scholarships with our students. Deliver school forms, recommendations, transcripts, and school profiles electronically to more than 1,000 colleges.
- Career Planner – Empower middle and high school students to learn more about themselves. Help students understand the academic preparation required to ensure workplace readiness.
- District Connection – Connect all of the school sites in Naviance Succeed implementation to simplify data exchange with our student information system, conduct district-level surveys, establish shared accountability metrics, consolidate reporting, and monitor usage centrally to maximize adoption.

<b>TESTING</b>
----------------

### G.H.S Final Examinations

Glassboro High School requires final examinations. Special exam schedules are provided for major subjects. Students who fail to take finals without good cause or prior administrative

exemption, will receive a No Credit for the course. The examination make-up dates are set for those meeting the above criteria. Final exam grades are combined to account for 10% of the final grade in a full year course.

MAP Testing - MAP Assessments are achievement tests in Mathematics, Reading and Language usage that are taken on the computer. The feedback that teachers receive from the MAP Testing allows them to see areas of strengths and weaknesses. Students are given the MAP test several times during the school year. It is also a useful tool in making instructional decisions, effective grouping of students, and evaluating the programs and curriculum for effectiveness.

ASVAB – The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. Given that this test is now accepted as a requirement for high school graduation, GHS has opted to schedule both a fall and a spring administration of this free assessment. Students taking this test are not obligated to enter the military.

#### Scholastic Assessment Test (SAT)

A student interested in attending a college which requires College Entrance Examination Board test should consult his/her counselor early in the school year. These examinations are offered each school year in October, November, December, January, March, May, and June. Glassboro High School will administer the SAT Test during the months of November, December, January, March and May. The SAT's are a four-hour critical reading, mathematics, and writing test considered necessary for successful achievement in college. In addition, many colleges also require the specific subject achievement tests. The SAT subject tests (formerly called Achievement Test) are one-hour tests to measure actual achievement in a particular field. The student should consult the college of his/her choice to determine the requirements the college makes concerning the SAT tests.

#### New Jersey State Testing Program

The HSPA (High School Proficiency Assessment) is currently being implemented to seniors in high schools throughout the state, and those students are required to pass it in order to graduate. The HSPA will be administered in March. It is divided into two sections, Language Arts Literacy, and Mathematics.

#### American College Testing program (ACT)

The American College Testing Program, a federation of state testing programs, gives two-part battery of four tests:

- English
- Mathematics
- Social Studies
- Natural Sciences.

Each one averages forty minutes. Such tests are designed to measure the ability to perform intellectual tasks required of college students. These tests are mainly required by colleges of the Mid-West and South, and are offered in October, December, February, April, and June.

PARCC - The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

GHS has opted to test only those students registered in English I, II, or III and/or Algebra I, Algebra II, or Geometry in the second semester in the 2014-15 school year. In 2015-16, GHS will test in both semesters. The Performance Bases Assessments will be given in March and the End of the Year Assessments will be given in May.

### **SAT RESULTS**

	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>
Total Students	103	108	126
National Mean Reading Score	496	496	497
NJ Mean Reading Score	495	499	501
<b>GHS Mean Reading Score</b>	<b>452</b>	<b>453</b>	<b>457</b>
GHS Mean Reading Score (Female)	457	443	452
Mean Reading Score (Male)	443	465	463
National Mean Mathematics Score	514	514	513
NJ Mean Mathematics Score	517	522	523
<b>GHS Mean Mathematics Score</b>	<b>477</b>	<b>484</b>	<b>478</b>
Mean Mathematics Score (Female)	468	473	468
Mean Mathematics Score (Male)	491	498	489
National Mean Writing Score	488	488	487
NJ Mean Writing Score	499	500	502
<b>GHS Mean Writing Score</b>	<b>437</b>	<b>444</b>	<b>448</b>
Mean Writing Score (Female)	448	449	455
Mean Writing Score (Male)	420	437	440

<b>College and Career Readiness</b>
-------------------------------------

At Glassboro High School all students are encouraged to challenge themselves so that they work hard to achieve their goals in life. Upon graduation from GHS, the Class of 2014 entered the following fields:



41% 2 year college

39% 4 year college

3% technical/trade school

2% military

15% work

### Gifted and Talented Program

As mandated by the State Department of Education (N.J.A.C. 6:8 3, 5A, 11) public schools are to provide educational opportunities for exceptionally gifted and talented pupils. Presently, the program addresses academic areas in the form of advanced courses and college credit bank for students. Additionally, excellent programs in the arts, physical education and vocational programs are provided. One can review the Program Planning Guide available to students and parents for specific courses designed for students who display exceptional aptitudes in given areas. A suggested program of study for an academically talented student might be:

- English: Honors 1 (9), Honors II (10), Honors III (11),
- Advanced Placement English Literature (12)
- Advanced Placement English Composition (12)
- Social Studies: Honors World Cultures (9), Advanced Placement American History 1 (10),
- Advanced Placement American History 2 (11)
- Advanced Placement European History (12)
- World Languages: Three or Four years
- Mathematics: Algebra 1, Honors Geometry, Honors Algebra 2, Honors Pre-Calculus (Trigonometry/College Algebra), Advanced Placement Calculus (AB,BC),
- Advanced Placement Statistics
- Science: Biology (9), Chemistry (10), Honors Chemistry (10),
- Physics (Conceptual/Honors) (11), or Advanced Placement Biology (12)
- Business: Software Applications, MOUS
- Family and Consumer Science: Honors and Advanced Early Childhood Education (11, 12)

Honors and Advanced Placement courses are weighted according to BOE Policy. Honors courses are weighted 2.5% (60 minimum grade) and AP courses are weighted 10%.

AP The Advanced Placement Program (AP) provides opportunities for motivated and prepared students to experience college-level courses while in high school, thereby fostering critical thinking and college persistence and success. GHS offers 10 AP courses.

Last year 34 students took 49 AP Exams at GHS.

	Eng. Lang.	Eng. Lit.	Euro Hist.	US Hist.	Calc AB	Calc BC	Calc AB	Stats	Biology	Physics
--	---------------	--------------	---------------	-------------	------------	------------	------------	-------	---------	---------

	Comp.	Comp.					Subs			
# of Exams	13	6	2	9	7	3	3	5	3	1
Average Score	2.5	3.7	1.0	4.0	2.3	3.3	3.3	3.8	2.7	1.0

Finally, a variety of co-curricular activities are provided students who wish to further enhance their talents and skills. The program in physical education and the many sports activities available provide students opportunities to display and develop talents that extend into their career planning.

#### Dual Credit Agreement

An agreement exists between GHS and Camden County College, in which our students can receive college credits for a course taken at GHS. The dual credit agreement with Camden County college is still in existence in the areas of Advanced Languages (Honors 3 and 4) and Advanced Childhood Development.

#### College for High School Students Program (HSOP)

This program is for qualified juniors and senior to take courses at either Rowan University or Rowan College of Gloucester County. The High School Option Program, “HSOP,” is offered at Rowan College at Gloucester County. High school students can take up to two college courses at a reduced rate. Students may receive high school credits provided the course is approved in advance at Glassboro High School.

Glassboro High School also has an agreement with Rowan University for students to take courses. Students must be seniors in good standing and the course must be approved by the GHS Guidance Department, the Glassboro Board of Education, and Rowan University. Applications are available in the Guidance Department. **Students must have taken all available courses at GHS.** Rowan has agreed to waive the fees and pay 1/3 of the tuition cost. Glassboro schools pay 1/3 and the family pays 1/3. This is a great opportunity for seniors to get a head start on their college education. Students may use this college course work to satisfy high school requirements.

#### Alternate Evening High School (AEHS)

A student can be assigned to the AEHS upon the recommendation of the Child Study Team and/or the high school guidance department with the approval of the High School Principal in coordination with the administrator of the Alternate Evening High School.

#### Summer School Education

A student must earn at least a “50” in a course in order to be eligible for Summer School. Students who fail a course because they have unexcused absences will be denied the opportunity to take this course in Summer School if these absences exceed 20% of the class meetings. In addition, any student failing a course with an average below 50% will not be permitted to retake the course in summer school. Students desiring information about summer

school courses at Glassboro should confer with guidance counselors. Students enrolling in summer programs of other school district shall receive full credit if the course meets unit and time requirements of Glassboro High School and if prior approval of our guidance department has been obtained. Students desiring information about such summer schools and approval to enroll should confer with guidance counselors. A notation of summer school courses and grades earned will be added to student's permanent record but not replace a grade already recorded for the course.

## **Curriculum Development**

### Assessments

The staff has developed pre and post assessments so that student growth can be shown over the course of a year. However, some subject area courses are better served by having criterion based assessments that show mastery of the state, as well as the common core, standards.

### Common Core

New Jersey has adopted the National Common Core Standards in Mathematics and Literacy. The goal of the Common Core is to integrate development of skills such as problem solving, critical thinking, and collaboration into the teaching and learning of academic subjects.

## **Staff Development**

### Professional Learning Communities – (PLC's)

A Professional Learning Community, or PLC, is a collegial group united in their commitment to the improving student learning through the study of professional literature and engage in professional dialog about ways to improve instruction. There are five key characteristics of a PLC which are; supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice.

#### *How have PLC's been used at GHS?*

GHS has been using PLC's for the past four years. The first year the staff alternated using the books *Getting to Got It!* by Betty Garner and *Framework for Understanding Poverty* by Ruby Payne. Last year everyone on staff used the book *How to Teach Students Who Don't Look Like You* by Bonnie Davis. All three of these books are aimed at finding ways to help our at-risk, disadvantaged, and struggling students. Allowing everyone on the staff to be exposed to the same professional readings provided the opportunity to develop a common professional language so that we can discuss student issues and potential solutions with the same frame of reference.

Last year PLC's were used to write assessments that were rigorous and aligned to the Common Core Standards (where appropriate) in order to write SGO's. During the second half of the year

the goal of the PLC's was to allow staff members to explore their content area and delve deeper into PARCC Testing along with the technology needs for the test. In the future, staff members will have the opportunity to propose an idea for a PLC group beyond their departmental groups. Once the topics have been determined the rest of the staff will select a PLC group to join that has a topic that they find particularly relevant.

<b>C o-Curricular Activities</b>
----------------------------------

**CLUBS-**

- **Aperion/Science Club** Mr. Schmidt, Mr. Scheuer
  - Participants- 20
    - The format for each meeting is as follows:
      - Minutes of the previous meeting read and approved
      - Old Business is discussed/voted upon
      - New Business is brought up/voted upon
      - Activities (includes: competitions, demonstrations, experiments, discussions, games)
  - **Other Activities:**
    - Recycling program supported, expanded, and to be continued.
    - Model rockets in the fall.
    - Smoke ring cannon experiments.
    - Quad-copter demonstration.
    - Science concepts, ideas, and discoveries were shared and analyzed/discussed.
    - Biology courtyard was weeded once.
    - Science-related YouTube videos were discussed/analyzed.
- **Anime Club** Linda Rorer-2<sup>nd</sup> year
  - Participants-
- **Back Stage Crew Club** Mr. Gallon
  - Participants- 22
  - meetings
  - Provided lighting & sound for fall play, Back to School night, Tri-M benefit concert, meet the coaches night, fall sports awards ceremony.
- **Black Culture Club** Karmin Humes, Gloria Byard
  - Participants-
  - Activities
    - Black History Celebration @ high school, Black History celebration @ Intermediate School, Community Clean-up fundraiser.
- **Class Advisors**
  - Participants- 54
  - Supervised homecoming activities
  - **Class of 2017- Ms. Phillips & Mr. Wisniewski**

- Report of 2013-14 Activities Accomplished: Homecoming 2013, Freshman Lock-in, Smashburger Fundraiser, Monthly meetings, Flower Power Fundraiser, Golden Ticket Fundraiser, Rivalry Shirt Fundraiser
- **Class of 2016- Christine Duffey, Dan Beaver**
  - Activities Reported to Assistant Principal- Homecoming, Sophomore Hop, Glassboro's Got Talent, School fundraisers and events
- **Class of 2015- Matt Enuco & Jamie Cleary**
  - Participants- 9 students
  - Report of 2013-14 Activities Accomplished: 2<sup>nd</sup> place finish in Spirit Week 2013, 2<sup>nd</sup> place finish in Powder Puff football 2013, Planned Prom 2014, Faculty member of the month voting, Canned food drive associated with spirit week, Gertrude Hawk fundraiser.
- **Class of 2014- Gloria Byard & Susan Power**
  - **Report of 2013-14 Activities Accomplished:** Powder puff, Homecoming, Senior Dinner Dance, Dodgeball Fundraiser, Zumba Fundraiser, Student/Faculty Basketball Fundraiser, Prom, After Prom, Senior Trip, Baccalaureate, Class Night, Graduation.
- **Choir** **Nick Forte**
  - Participants=
  - Selected to All-South Jersey choir
    - Hannah Appleby-Winberg, Briana Banskter, Andrew Holden and David Wible.
    - Two students selected to New Jersey All State Women's Chorus. Cassandra Ferrara, 10<sup>th</sup> grade, Soprano 1, Enrica Iacovone, 11<sup>th</sup> grade, Alto 2 This is a very prestigious honor!
- **Concert Band/Small Ensembles** **Arthur Myers**
  - Participants – 45
  - Selected to All-South Jersey Band/Orchestra
    - Kendal Appleby, Veronica Menna, Sriram Mohanakanthan,
  - Sriram Mohanakanthan was selected to the All-State band.
- **DECA Club** **Ms. B. Jones**
  - Participants- 20
  - The Gloucester County Consumer Bowl Competition took place on, February 25, 2014 and Glassboro DECA Students: Jen Hopkins (Captain); Ti'Niejah Lee, Corrina Periera, Mushtaq Sahal and Breanna Willis finished in 3<sup>rd</sup> place behind West Deptford in 2<sup>nd</sup> place and Gateway in 1<sup>st</sup> place. The Glassboro team consisted of 1 Senior and 4 Juniors; therefore, next year there will be four returning members of the team. The team is determined to finish in 1<sup>st</sup> place next year and make it all the way to the state competition.
  - DECA students spent from February 2014 to April 13, 2014 preparing to compete in the Six Flags Great Adventure 2014 Business, Marketing & Career Education Day Challenge on May 1, 2014. This year's competition consisted of compiling a digital Marketing Plan for Six Flags Great Adventure to promote the new Drop of

Doom ride "Zumanjaro". The students created a short promotional video, a meme, and a Facebook and Twitter Drop Face competition. They worked hard after school throughout the month of April and attended the workshop and award presentation at Six Flags on May 1, 2014. Although the students did not win this year, we are very proud of them and their accomplishments

- DECA scheduled for Carol Labinski from Lincoln Technical Institute(11/21/13 to present to business classes throughout the year and speak about careers in their respective industries.

- **Drama Club** Ms. Weaver

- Meetings & practices
- Fall show "Tom Jones"
  - Participants-
- Spring Musical Show – "Once Upon a Mattress"
  - Drama Participants -
  - Musicians-

- **Foreign Exchange Club** Ms. Yanez

- Participants- 15 students
- End of the Year Report not submitted.

**French Club** Anne-Sophie Kruse

- Participants- 57 students

- Activities: : French Club Holiday Meeting—Buche De Noel contest-judged by Mrs. Haldeman, various teachers, etc, French Club Scavenger Hunt Contest, French Club Trivia Challenge, French Club Movie Night: Les Miserables, Halloween French themed pumpkin decorating contest, French conversation meetings, Multicultural Festival song practice by French club members, Les Mis off-site movie trip over winter break, French End of the year/French Dessert Contest Fete/celebration meeting, French caroling.

- Time frame (start/finish): 2:30 to 3:30/4:00 pm; evening meetings for film nights from 5:30 to 9:30.
- Meeting Dates: Meet monthly; more meetings during months with a field trip or for the planning of Glassboro's Got Talent; Mondays and Wednesdays after school or Friday evenings (2013-2014 meetings were 9/23/13, 10/21/13, 11/18/13, 12/18/13, 1/16/14, 2/17/14, 3/28/14, 4/30/14, 5/28/14, 6/11/14)

**Interact Club** Spadafora, Duffey

- a. Participants – 30 students

- Activities- iPad Raffle, Wreaths of Remembrance, Animal Shelter Donation, Purple Pinky Project, Terraces Nursing Home/Bingo, Hollydell Arts and Crafts Night, Change for Change, MSAA to play games, March for Babies, Sold Tickets at the Football Game, Josh the Otter (Rotary), Collection for diabetes camp, Senior Citizen's Prom, Leadership Day, Dominican Orphanage Box, Memorial Day Parade, Military Homecoming

**Italian Club** Caterina Dawson

- a. Participants-19
  - b. Activities- St. Anthony Italian Festival in Glassboro, Gloucester County Italian Festival in West Deptford, St Anthony Italian Festival in Wilmington Delaware, Clean communities in Glassboro, Turkey Trot at GHS, Ticket selling/takers at sport event at GHS, Spaghetti eating contest, Italian Trip, NYC trip with World Language Department in NYC, Helped in the community:
- **Jets Team** Rich Morrison
  - a. Participants - 14
- **Jazz Ensemble** Arthur Myers
  - a. **Participants- 24**
  - b. The Glassboro High School Jazz Ensemble, under the director of Arthur Myers, earned a rating of Outstanding at the Schalick High School Jazz Festival on March 21, 2014. GHS was among eight high jazz ensembles who performed for three judges. The judges recorded audio comments and written scores which will be used by the director and students to improve the ensembles performance. The GHS Jazz Ensemble's selections featured special solos performed by seniors Kendall Appleby and Kevin Segal. The students will perform at their next and last festival of the season on March 29<sup>th</sup> at the NJ Regional Championships which will be hosted by Millville High School. GHS will be performing in exhibition.
- **Marching Band and Color Guard**
  - c. Arthur Myers - Director, Doug Tranz - Asst. Director, Color Guard Volunteer Instructor-could not advise due to medical illness- (1<sup>st</sup> yr. 2012-13.
  - d. Participants –
  - e. musicians,
  - f. student equipment aides
  - g. 1<sup>ST</sup> PLACE at Pitman Marching Band Tournament Division 2A
  - h. Siram Mohanakanth selected to NJMEA All-State Band
- **Mock Trial Team** J. Cino & M. Callahan
  - i. Participants-
  - j. Activities: Participation in the NJ State Bar Foundations Vincent J. Apruzzese Mock Trial Competition at Clearview Regional HS.
  - k. Participate in Mock Trial scrimmages with other high schools outside of our county.

- **National Art Honor Society** Christine Abrams
  - Participants- 21
  - Activities: Italian festival on September 29<sup>th</sup> at the Riverwinds complex. NAHS students volunteered by face painting and helping with children's crafts. NAHS students made banners and posters for Homecoming week in October. We created 7 large banners and props for the Bullock school Multicultural holiday play. The students worked on the banners throughout October, November and the beginning of December. We also to a trip to Bullock to see them practice and have our students interact with the elementary students. Students created murals in teachers classrooms (Mr. Forte, Ms. White, Trainers room, gym entry way), ongoing throughout the year. The students created banners and helped set up for the Multicultural Festival. They also participated by supplying the paper products for the event. Created banners for Glassboro's Got Talent, Friends of Rachael spread kindness, Homecoming, Teacher Appreciation Week, Sudan Fund, Glassboro Idol, Military homecoming, Empty Bowl Fundraiser. Ongoing throughout the year. National Art Honor Society Induction Ceremony on May 6. Created 3 large banners and illustrations of underwater creatures for Bullock schools multicultural spring play. May and June. Collaborated with Bullock School teacher, Donna Romalino, to created 2 murals in the Bullock School. Designed mural and Academy students are painting. May and June. Collaborated with Bowe School teacher, Kelly Marchese, to create a literacy mural in the 4<sup>th</sup> grade wing. We had the Art Show on March 18 where we had our first Empty Bowls Fundraiser. The students sold bowls that they made after school. We raised \$140.00 - \$70.00 was given to Glassboro Food Shelter (The Samaritan House) and the other \$70.00 was given to Our Interact Club for the Sudan Fund.
  
- **National Honor Society** -Robert Preston
  - Participants- 27
  - Worked at various events as guides and ushers, Back to School Night, fall play.
  - Activities: Successful implementation of tutoring program in conjunction with the Study Group program, Ushered all activities at GHS (2 back to school nights) and many others at district schools, various individual community service projects around the district, Ran "Teens for Jeans" program in conjunction with Aeropostale.
  
- **Orchestra** -M. Greening
  - Participants - 38 in class, 38 - 48 for concerts
  - String Quartet - performs for various school functions
  - Three concert performances and the GHS Black History Celebration
  
- **Pit Orchestra (Once Upon a Mattress)** A. Myers
  - Participants - 17
  - Rehearses after school for show preparation
  - Provides musical accompaniment for the GHS Spring Musical



- **Rachel's Challenge Club** Marybeth Raggazino & Dan Beaver
  - Participants- 10 students
  - Meetings- monthly
  - Activities- Tours for New Students, Buddy Bench- with Rogers School, Cyber Bullying assembly, Distracted Driver Assembly, Month of Respect Activities, Grade 9 lessons on Anti Bullying, Mr. Glassboro Fundraiser, Chick- Fil- A Fundraiser .
  
- **Renaissance-** Ms. N. Brown & Ms. Rynkiewicz
  - Participants - 4
  - Organize and operate Powder Puff Football
  - Organize Homecoming Dance
  - 4 Pasta with the Principal
  - 4 marking period celebrations
  
- **Select Choir** N. Forte
  - Participants-
  - Sang national anthem for home basketball games
  - Selected for All-SJ Choir- Allison Ritter (12) Soprano , Cassandra Ferrara (9) Soprano, David Wible (11) Bass, and Hannah Appleby-Wineberg(11) Soprano
  
- **Senior Trip** Advisor- Joan Beebe
  - Booked Senior Trip Directly with Walt Disney world and US Airways Airline allowing the students to save \$300 per person on the cost of the trip.
  - 96 students and 10 chaperones attended the trip.
  - Fundraising for individual accounts
  - Students fundraised to offset costs for yearbooks, prom ticket, senior trip and other school activities by participating in the following fundraisers:
  - Coordinated fundraiser Enjoy the City coupon books
  - Cheesecake and cookie dough sales
  
- **Student Government Association** -John Cino
  - Participants- 24
  - Activities: Freshman Elections, Homecoming-Parade, Pep Rally, Powder Puff, Spirit Days, Homecoming Dance, Staff Member of the Month – SGA acknowledged the work and accomplishments of a different staff member each month., Snowball Dance, Helped with Teacher Appreciation week, Held a Custodian Appreciation Day, Video Game Tournament that raised funds to adopt a child through SOS Children, Participated in County Leadership Conference, Student Life Committee meet with Mrs. Haldeman monthly, Participated in meetings about the discipline code.
  
- **Ski Club “NEW”** – Matt Enuco, Dennis Scheuer-volunteer year
  - Participants- 20
  - Held 4 meetings in the fall of 2012

- Athletics 2013-14*

- Record 13-8-2 Career Record- 49-19-3
- JV Record- 7-5-2
- Participants - 34
- Scholar athletes in program= 18

- e. Program g.p.a.= 89.34
- f. Highland HS Kick-Off Classic- Runner Ups
- g. Qualified for the state tournament. Career Tourn. Record 5-3  
*TCC All-Stars 1<sup>st</sup> team-2 2<sup>nd</sup> team-1 H.M.-4*

#### **Field Hockey- Gloria Byard**

- h. Record 16-6-1 Career Record 151-67-12
- i. JV Record – 3-11-1
- j. Participants - 21
- k. Scholar athletes in program = 9
- l. Mrs. Byard won her 200<sup>th</sup> career win while coaching at Highland, Salem C.C. and Glassboro
- m. Program g.p.a.= 86.77  
*a. TCC All-Stars 1<sup>st</sup> team-2 2<sup>nd</sup> team- 2 H.M.-0*

#### **Football- Mark Maccarone**

- n. Record 7-5 Career Record 26-9
- o. JV record 1-3
- p. Participants - 39
- q. Scholar athletes in program- 3
- r. Program g.p.a.= 73.59
- s. 2013 SJ. Group I Sectional State Championship
- t. 3 students honored by Touchdown Club of SJ- R. James, C. Lee & J. Francis
- u. West Jersey Football Conference All-Stars
  - All-Stars 1<sup>st</sup> team-5 2<sup>nd</sup> team-5 H.M.- 1

#### **Boys Soccer- Mark Bridges**

- v. Record 11-11 Career Record- 149-97-13
- w. JV Record 5-7-2
- x. Participants -30
- y. Scholar athletes in program = 13
- z. Program g.p.a.=84.46
- aa. Qualified for the state tournament and lost the sectional semi-final.  
*a. TCC All-Stars 1<sup>st</sup> team- 2 2<sup>nd</sup> team- 0 H.M.-2*

#### **Girls Tennis- Linda Clark**

- b. Record 12-8 Career Record- 121-171-1
- c. Scholar athletes in program = 9
- d. Program g.p.a.= 93.7
- e. Participants - 14
- f. Qualified for the state tournament.  
 1. TCC All-Stars 1<sup>st</sup> team-1 2<sup>nd</sup> team – 1 H.M.-2

#### **Cheerleading- Maureen Morrison**

- bb. Participants-17
- cc. Scholar Athletes- 4

dd. Program g.p.a.=84.12

## **WINTER SPORTS-**

### **Girls Basketball- Kevin Timbers**

- a. Record - 8-17 Girls Career Record- 8-17
- b. J.V. Record-3-13
- c. Play-offs- Qualified as a #13 seed and will play Audubon HS away @ 7 pm.
- d. Participants - 17
- e. Scholar athletes- 9
- f. Program g.p.a.=89.22
- g. TCC All-Stars- 2
  - i. 2<sup>nd</sup> team-1 H.M. - 1

### **Boys Basketball- Steve Belh**

- h. Record 4-17 Career Record- 4-17
- i. Participants - 18
- j. Scholar athletes- 2
- k. Program g.p.a.=79.4
- l. Did not qualify for state tournament
- m. TCC All-Stars- 2
  - 2<sup>nd</sup> team- 1 HM- 1

### **Co-op Wrestling Team- Dan Antonelli-**

- n. Record Co-op record- 105-19
- o. Participants - 6
- p. Scholar athletes- 1
- q. Program g.p.a.=
- r. Diamond Division
- s. TCC All-Stars- 3
  - i. 1<sup>st</sup> team -1 2<sup>nd</sup> team- 2

### **Boys & Girls Swim Team- Brooke Woodlock**

- t. Girls Record 2 - 5 Career Record- 26-44
- u. Boys Record 4 - 6 Career Record- 60-76
- v. Participants - 25 male= 11 female= 14
- w. Scholar Athletes male= 6 female= 8
- x. Program g.p.a.= male= 91.0 female= 90.12
- y. TCC Boys All-Stars- 11
  - i. 1<sup>st</sup> team -1 2<sup>nd</sup> team- 5 H.M -5
- z. TCC Girls All-Stars-1
  - i. 1<sup>st</sup> team-0 2<sup>nd</sup> team - 1 H.M. - 0

### **Winter Track & Field (Coed) - Bruce Farquhar**

- aa. Participants-39 female=22 male= 17

- bb. Scholar Athletes= 11 female= 8      male= 3
- cc. Program g.p.a.= 85.26
- dd. Juwann Johnson placed 5<sup>th</sup> in the state in the 400m dash
- ee. TCC All-Stars- 3
  - i. 1<sup>st</sup> team- 2                      2<sup>nd</sup> team-1                      HM- 0

**Cheerleading- Joan Beebe**

- ff. Participants- 14 with 1 male
- gg. Scholar Athletes- 1
- hh. Program g.p.a.= 76.64

**SPRING SPORTS –**

**Baseball- Tim Brown- assistant Keith Wittstock & Billy Schweim**

- a. Record- 11-13      Career Record- 30-59
- b. JV record- 7-9
- c. Students participating=start=38      finish-26
- d. Scholar athletes =5
- e. Program GPA = 84.61
- f. All-Stars- 1<sup>st</sup> team-2, 2<sup>nd</sup> team-1      HM-0

**Softball- Caitlyn Triolo- Becky Peterson & Scott Rogers**

- g. Record- 9-13                      Career Record 9-13
- h. JV record- 3-11-1
- i. Students participating = start=47 ;                      finish-36
- j. Scholar athletes =11
- k. Program GPA= 86.62
- l. All-Stars- 1<sup>st</sup> team-1, 2<sup>nd</sup> team-1 , hm-2

**Boys Tennis- Greg Maccarone**

- m. Record- 6 - 11                      Career Record- 6-11
- n. Students participating = start 22;                      finish-23
- o. Played in state tournament and won first round match.
- p. Scholar athletes=12
- q. Program GPA= 88.95
- r. All-Stars --none

**Boys Track & Field- Bruce Farquhar and assistant James Screven**

- s. Record- 2-3                      Career Record- 45-36-0
- t. Students participating = start=37 ;                      finish=26
- u. Scholar athletes=7
- v. Program GPA = 82.86
- w. All-Stars -1<sup>st</sup> team=3, 2<sup>nd</sup> team-4      HM-4

**Girls Track & Field- Lynlee Phillips and assistant Jamie Cleary**

- x. Record- 2-2-1                      Career Record 20-9-1
- y. Students participating =51      start; finish=35
- z. Scholar Athletes=13

- aa. Program GPA = 86.21  
 bb. All-Stars= 1<sup>st</sup> team-1, 2<sup>nd</sup> team-2, HM- 5

**Golf Co-op Program with Clayton HS- Frank Venuto-Head Coach**

cc. Record-

dd. Students participating=start 11                      finished=1

<b>Participants</b>	<b>female</b>	<b>male</b>	<b>non-rep. females</b>	<b>non-rep. males</b>
Fall = 158	74	84	74	84
Winter = 118	65	53		
Spring = 158	82	76		
<b>Total = 434</b>	<b>221</b>	<b>213</b>		

<b>Scholar Athletes</b>	<b>female</b>	<b>male</b>
Fall = 56	38	18
Winter = 37	26	11
Spring = 51	27	24
<b>Total = 144</b>	<b>91</b>	<b>53</b>

<b>TCC All-Stars</b>	<b>1<sup>st</sup> team</b>	<b>2<sup>nd</sup> team</b>	<b>Honorable Mention</b>
Fall = 30	12	9	9
Winter = 22	4	11	7
Spring = 26	7	8	11
<b>Total = 78</b>	<b>23</b>	<b>28</b>	<b>27</b>

<b>Events/Games/Matches/Meets</b>	<b>Home</b>	<b>Away</b>	<b>Home Playoffs</b>	<b>Away Playoffs</b>
Fall = 183	87	88	6	9
Winter = 138	65	73	0	1
Spring = 100	43	50	1	6
<b>Total = 421</b>				

T.C.C. Scholar Athletes 1<sup>st</sup> - none  
 T.C.C. Scholar Athletes 2<sup>nd</sup> - Callan Tweedie & Tim Penk  
 SJ Coaches Association Scholar Athletes – none  
 NJSIAA Scholar Athlete – Maria Mancini  
 Walt Burrow Scholar Athlete Award – none

<b>Rowan University Collaborative</b>
---------------------------------------

**STEM and Fine and Performing Arts**

Glassboro High School began a partnership with Rowan University with our Fine and Performing Arts and STEM Academy. Students who are part of the Academies can take classes at Rowan starting in their junior year.

### Facilities Usage

Rowan University and Glassboro High School have a strong relationship that allows for the usage of Rowan facilities by GHS for a variety of reasons:

- Use of the recreation center for the After Prom program
- Use of Wilson Hall for High School graduation
- Use of Wilson Hall and other locations for emergency evacuations

### Scholarships

- A decision was made by Rowan University to discontinue the scholarship program that had previously awarded up to (3) full scholarships to our top ranked students at GHS. The students who had been previously been eligible will still be afforded the opportunity to apply and receive scholarship monies via the merit program.

### Harvey Flack Mentoring Program

GHS students that are selected work directly with Rowan University students to plan for their future endeavors.

### Partnership with Dr. MaryBeth Walpole

Rowan University graduate level counseling students enrolled in Dr. Walpole's class work directly with selected GHS seniors to plan for their future college careers.