NJ SCHOOL PERFORMANCE REPORT

MEDFORD MEMORIAL MIDDLE SCHOOL
(05-3080-055)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	MEDFORD TWP
Principal Name	MR. RYAN
Address	55 MILL STREET MEDFORD, NJ 08055
Phone Number	(609)654-7707
Email Address	SRYAN@MEDFORD.K12.NJ.US
Website	http://www.medfordmemorial.org

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
7	344	362	328
8	326	348	370
Total	670	710	698

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.0%	50.7%	50.9%
Male	53.0%	49.3%	49.1%
Economically Disadvantaged Students	6.6%	7.2%	4.7%
Students with Disabilities	13.9%	14.5%	16.2%
English Learners	0.7%	0.6%	0.1%
Homeless Students		0.4%	0.0%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		1.5%	3.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	88.1%	87.5%	87.1%
Hispanic	3.9%	4.8%	5.0%
Black or African American	2.4%	1.8%	0.7%
Asian	3.9%	4.2%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.8%	1.7%	3.4%

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Other Languages	1.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	50	50	Met Standard	47	49	50	Met Standard
White	46	49.5	50	Met Standard	46	50	51	Met Standard
Hispanic	45.5	49	49	Met Standard	58	51	48	**
Black or African American	*	51	44	**	*	50.5	44	**
Asian, Native Hawaiian, or Pacific Islander	61	65.5	61	Exceeds Standard	41	49	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	53.5	56	49	Met Standard	14	41	51	**
Economically Disadvantaged	26	47	48	Not Met	48	48	47	**
Students with Disabilities	45	45	41	Met Standard	51	48	43	Met Standard
English Learners	*	59	54	**	*	42	51	**

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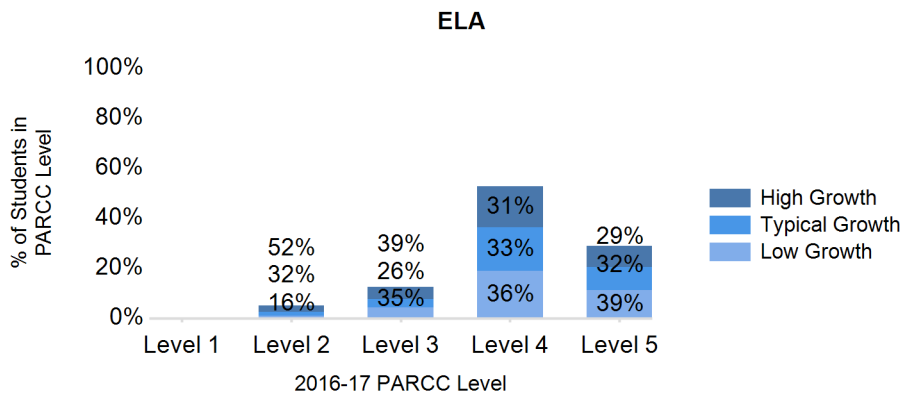
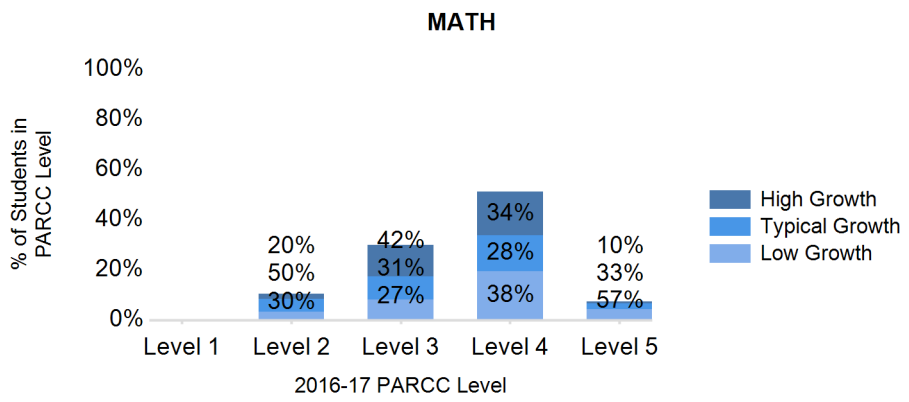
Student Growth by Performance Level

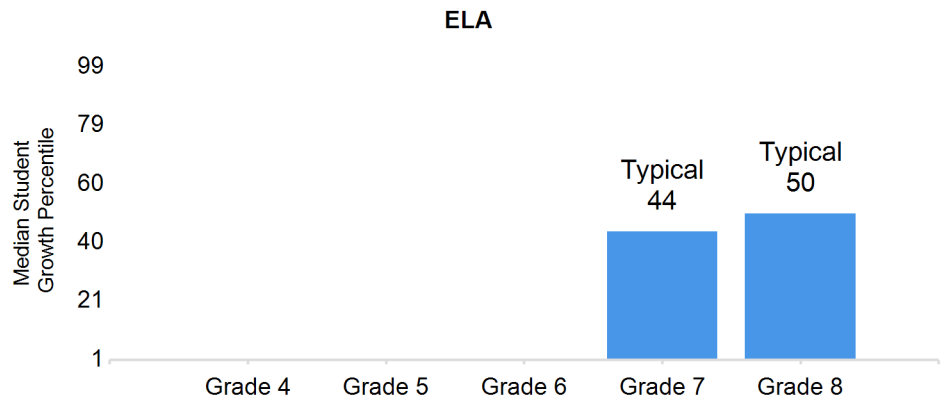
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

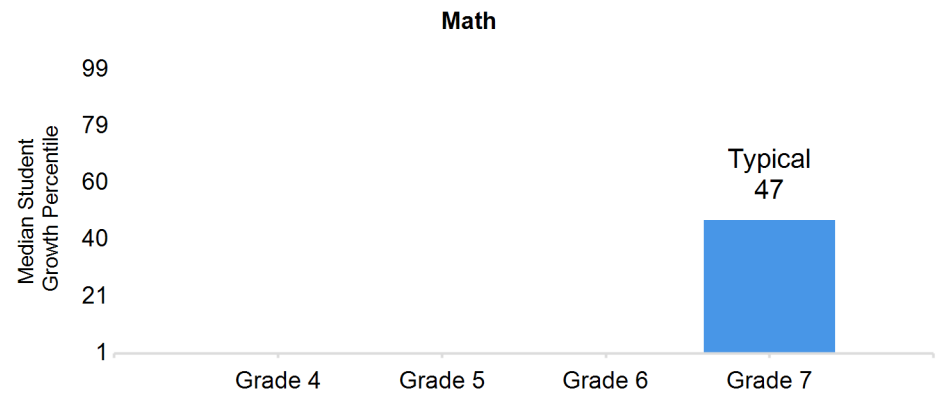




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	655	94.4	82.6	78.7	56.7	82.2	75.5	Met Goal
White	571	94.4	84.1	79.6	65.6	83.5	76	Met Goal
Hispanic	32	94.4	59.4	60.0	42.5	58.8	50.6	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	87.5	89.4	82.3	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	22	88.0	77.3	80.3	63.4	74.6	N	N
Female	329	93.8	89.7	86.3	64.5	88.5		
Male	326	95.1	75.5	71.3	49.4	75.5		
Economically Disadvantaged Students	35	92.3	65.7	63.3	38.5	*	45.1	Met Target
Non-Economically Disadvantaged Students	620	94.6	83.5	79.6	67.5	*		
Students with Disabilities	109	90.1	44.1	43.1	21.6	42.1	30.7	Met Target
Students without Disabilities	546	95.3	90.3	88.7	63.9	90.3		
English Learners	*	*	*	59.1	27.3	*	**	**
Non-English Learners	*	*	*	78.9	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	19	95.5	79.0	72.8	57.4	79.0		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	780	780	760	*	*	9%	40%	46%	86%	63%
White	256	782	782	768	*	*	8%	40%	48%	88%	72%
Hispanic	19	764	764	746	*	*	*	*	*	68%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	13	782	782	767	0%	0%	*	*	*	85%	68%
Female	146	789	789	769	*	*	*	38%	57%	95%	72%
Male	156	772	772	752	*	*	*	43%	36%	79%	54%
Economically Disadvantaged Students	19	759	759	742	*	*	*	*	*	68%	44%
Non-Economically Disadvantaged Students	283	782	782	771	*	*	*	*	*	88%	73%
Students with Disabilities	42	749	749	721	*	*	*	*	*	57%	22%
Students without Disabilities	260	785	785	768	*	*	*	*	*	91%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	302	780	780	762	*	*	9%	40%	46%	86%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	17	764	764	758	*	0%	*	*	*	76%	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	351	775	775	759	*	*	13%	54%	26%	79%	60%
White	310	776	776	767	*	*	12%	54%	27%	81%	70%
Hispanic	15	755	755	744	*	*	*	*	*	47%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	786	786	789	0%	0%	*	*	*	93%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	182	782	782	768	*	*	9%	52%	35%	86%	69%
Male	169	767	767	751	*	*	18%	56%	17%	72%	52%
Economically Disadvantaged Students	13	758	758	740	*	*	*	*	*	62%	42%
Non-Economically Disadvantaged Students	338	776	776	769	*	*	*	*	*	80%	71%
Students with Disabilities	58	737	737	719	*	*	*	33%	0%	33%	19%
Students without Disabilities	293	782	782	766	*	*	*	58%	31%	89%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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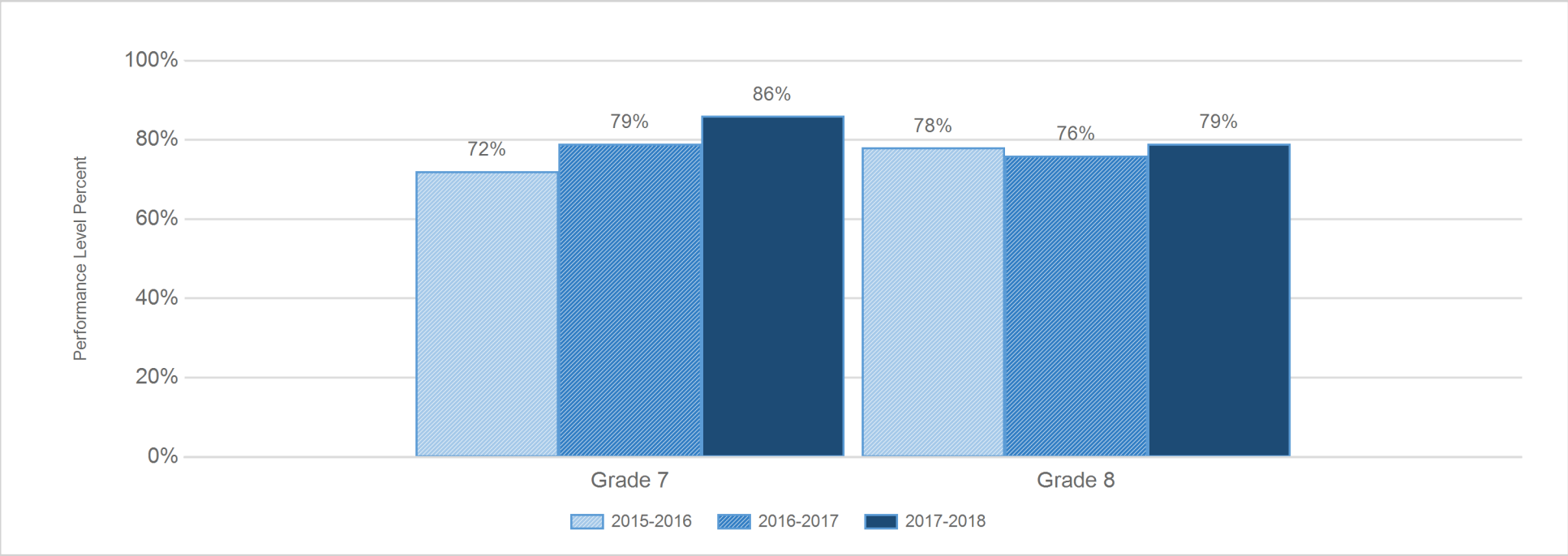
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	655	94.2	66.4	65.5	45.0	65.8	60.2	Met Target
White	571	94.1	67.2	67.1	54.1	66.6	61.2	Met Target
Hispanic	32	94.4	40.6	40.5	29.2	40.3	41.8	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	87.5	84.2	77.0	87.5	71.7	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	22	88.0	68.1	61.9	53.0	65.8	N	N
Female	330	93.5	66.3	65.7	46.0	65.3		
Male	325	94.8	66.4	65.4	43.9	66.4		
Economically Disadvantaged Students	35	92.3	57.2	45.6	26.6	*	34.5	Met Target
Non-Economically Disadvantaged Students	620	94.3	66.9	66.7	55.9	*		
Students with Disabilities	108	89.3	29.6	30.1	17.1	28.1	20.9	Met Target
Students without Disabilities	547	95.2	73.7	75.4	50.5	73.7		
English Learners	*	*	*	36.3	24.6	*	**	**
Non-English Learners	*	*	*	65.9	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	19	95.5	47.4	57.7	45.8	47.4		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	754	754	743	*	7%	27%	*	*	64%	43%
White	255	754	754	750	*	6%	26%	*	*	66%	54%
Hispanic	19	742	742	732	*	*	*	*	*	37%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	13	759	759	748	0%	*	*	*	*	69%	51%
Female	146	754	754	745	*	7%	27%	*	*	64%	45%
Male	155	754	754	741	*	8%	26%	*	*	63%	42%
Economically Disadvantaged Students	19	745	745	730	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	282	754	754	751	*	*	*	*	*	65%	55%
Students with Disabilities	41	736	736	717	*	*	24%	*	*	39%	12%
Students without Disabilities	260	757	757	748	*	*	27%	*	*	68%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	301	754	754	744	*	7%	27%	*	*	64%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	17	742	742	743	*	*	*	*	*	35%	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	239	748	748	728	7%	11%	27%	55%	0%	55%	28%
White	209	748	748	736	7%	9%	30%	55%	0%	55%	36%
Hispanic	14	736	736	722	*	*	*	*	*	36%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	126	749	749	731	*	*	32%	54%	0%	54%	31%
Male	113	746	746	725	*	*	22%	56%	0%	56%	26%
Economically Disadvantaged Students	10	756	756	719	*	0%	*	*	*	80%	20%
Non-Economically Disadvantaged Students	229	747	747	735	*	11%	*	*	*	54%	35%
Students with Disabilities	52	719	719	705	*	*	31%	*	*	15%	*
Students without Disabilities	187	756	756	735	*	*	26%	*	*	66%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MEDFORD MEMORIAL MIDDLE SCHOOL
(05-3080-055)
Grades Offered: 07-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	786	786	746	0%	0%	*	*	*	99%	46%
White	101	785	785	755	0%	0%	*	*	*	99%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	57	786	786	748	0%	0%	*	*	*	100%	48%
Male	55	787	787	745	0%	0%	*	*	*	98%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	112	786	786	749	0%	0%	*	*	*	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	735	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	37%
Hispanic	N	N	N	723	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	N	736	N	N	N	N	N	N	30%
Male	N	N	N	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	N	N	N	736	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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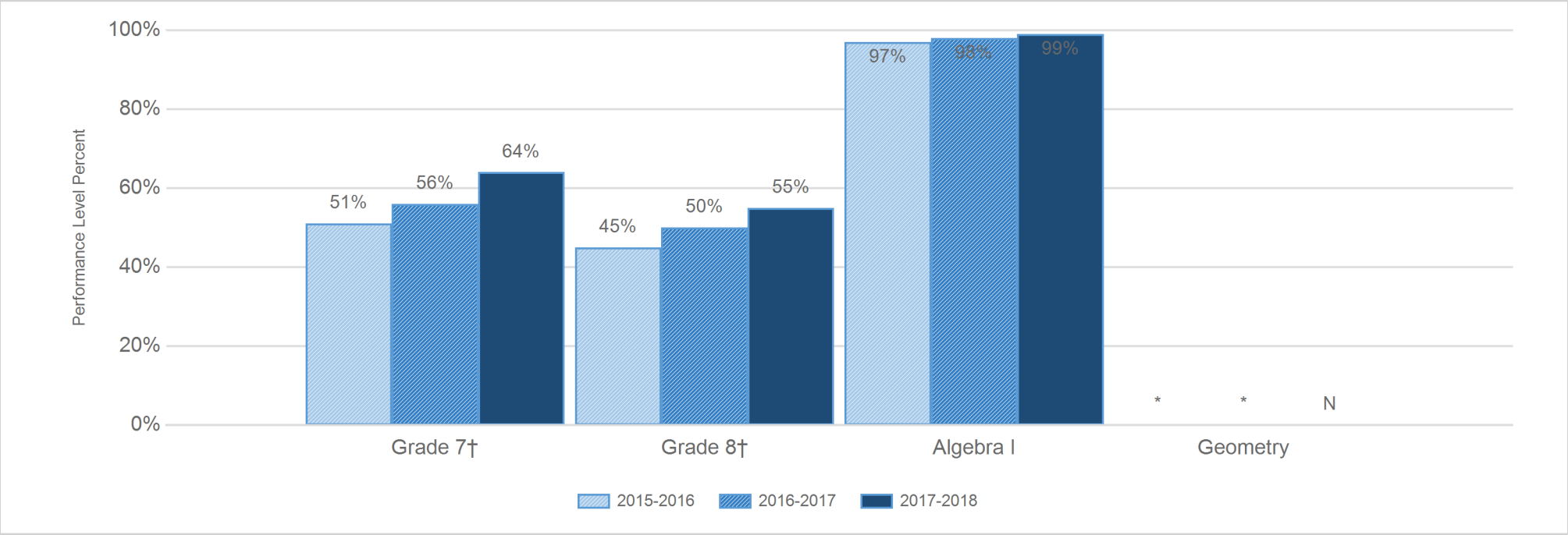
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	335
8	114	0	263
Total	114	0	598

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	331	0	0	0	0	0	0
8	373	0	0	0	0	0	0
Total	704	0	0	0	0	0	0

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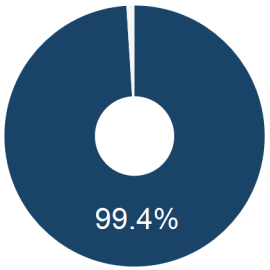
Visual and Performing Arts – Course Participation

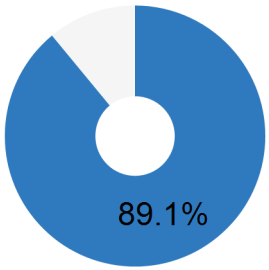
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

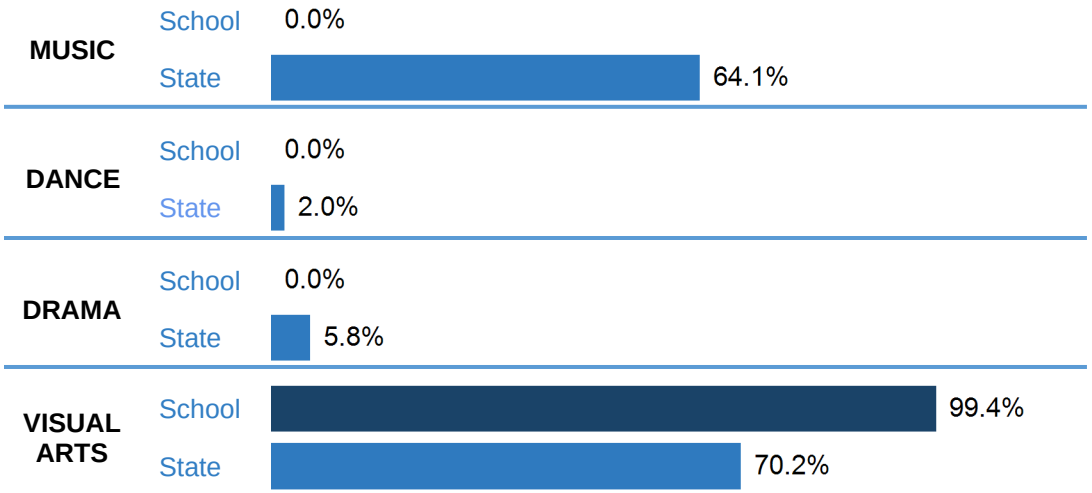


School



State

Students enrolled in one or more classes by discipline:



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

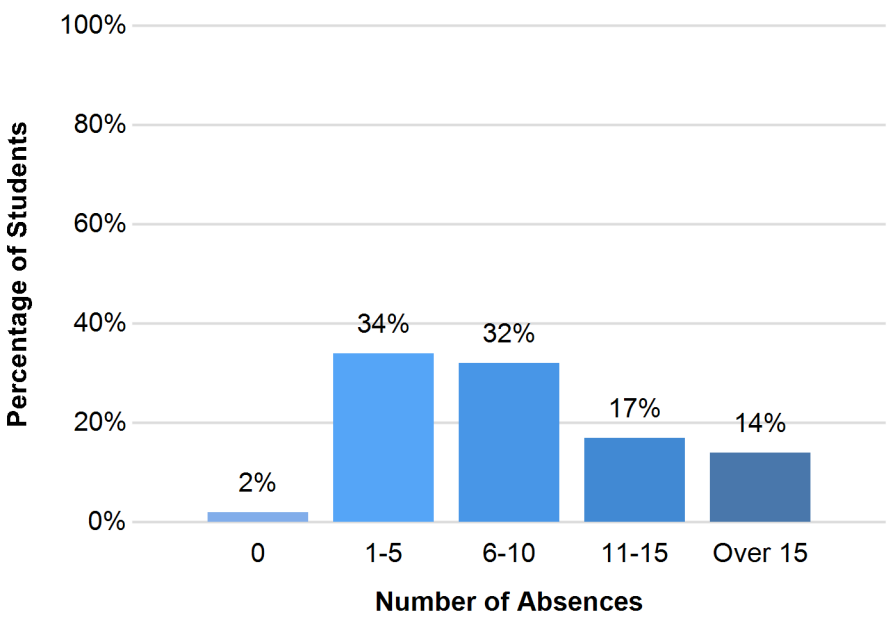
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	62	8.8	10.0	Met
White	53	8.7	10.0	Met
Hispanic	5	14.3	10.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	8.0	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.2	10.0	Met
Economically Disadvantaged Students	5	15.2	10.0	Not Met
Students with Disabilities	15	12.7	10.0	Not Met
English Learners	*	*	**	**

Days Absent

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



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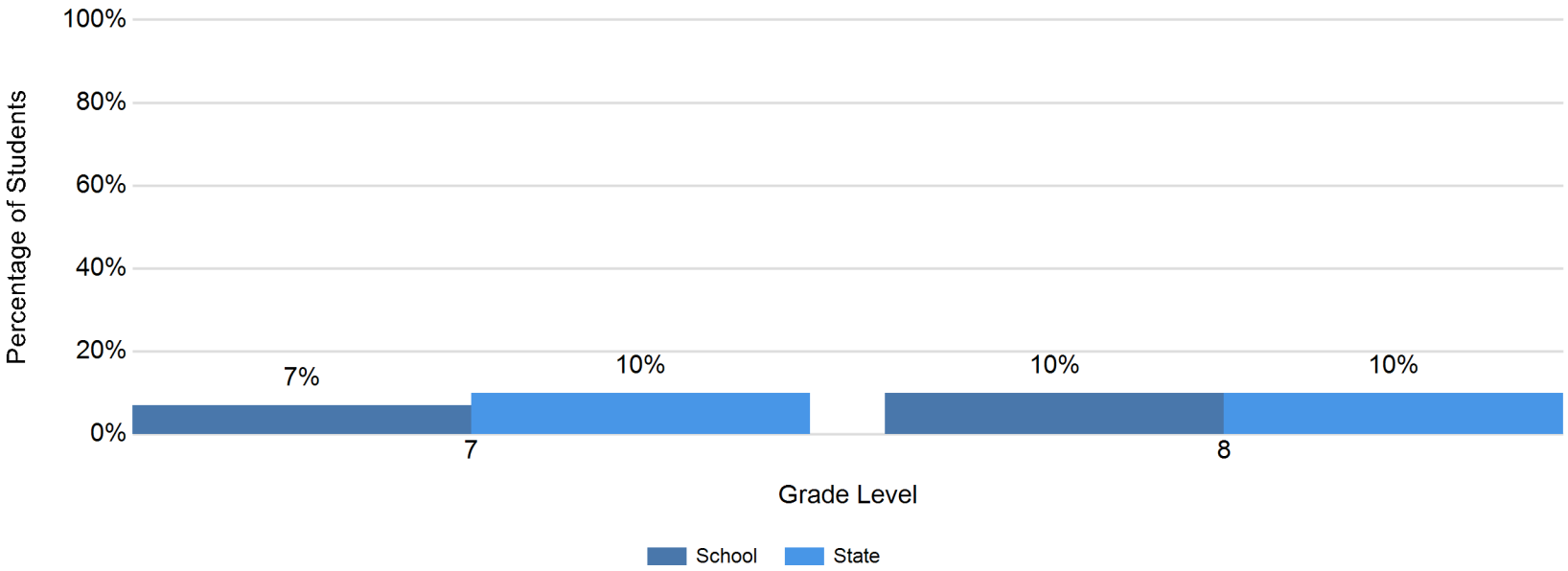
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.43

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	24	3.4%
Out-of-School Suspensions	0	0.0%
Any Suspension	24	3.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	6.6:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$291	$14,890	$15,181

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	55	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	12.7	10.7
Teachers in district for 4 or more years	85.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	10.4	16.0
Average years experience in district	10.4	12.0
Administrators in district for 4 or more years	80.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	349:1	181:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		388:1
Students to Nurses		388:1
Students to Counselors		302:1
Students to Child Study Team		272:1

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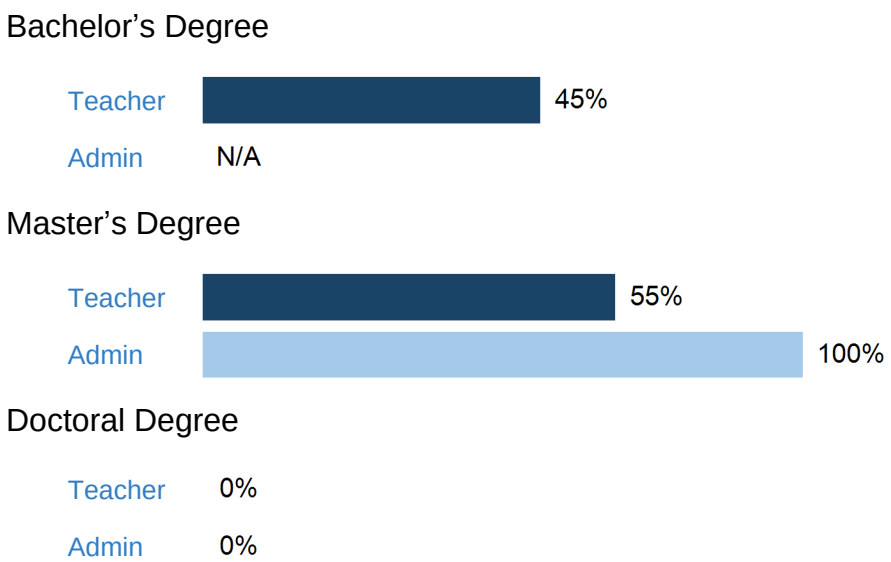
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	81.8%	0.0%
Male	18.2%	100.0%
White	96.4%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	1.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.8%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	86.32	17.5%
Mathematics Proficiency	76.07	17.5%
English Language Arts Growth	34.36	25.0%
Mathematics Growth	41.01	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	32.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.14	n/a
Summative Rating: Percentile Rank of Summative Score	52.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	48.58	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	52.75	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	51.78	14.08	No	Met Goal	Met Goal	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	62.27	14.08	No	N	N	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	52.51	14.08	No	Met Target	Met Target	Not Met	**	n/a	Not Met	No
Students with Disabilities	70.98	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Offers a rigorous academic program complemented by a wide variety of enrichment opportunities • Teachers are experts in their content areas and participate in a robust professional development program • Offers a wide range of co-curricular opportunities for students, spanning athletics, arts, clubs and intramurals
Mission, Vision, Theme:	Medford Memorial School strives to provide students with experiences that develop their understanding of who they are as learners, and who they are as people. Our school offers students a comprehensive educational experience that includes a rigorous academic program and extensive co-curricular activities.

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Courses, Curriculum, Instruction:	Within a nurturing, student-centered environment, the emphasis is on four core areas: language arts, mathematics, social studies and science. Students are offered exploratory classes including Spanish, visual/performing arts, health and physical education. An enrichment period offers a vast array of exposure classes, including specific content-related challenge classes, special interest classes, individual studies, fitness, band, vocal music and preteaching.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Our students are able to participate in a range of interscholastic athletics, designed to develop students' understanding of physical fitness, athletic skill and teamwork. Equal sports opportunities are provided for male and female students, with six teams available for each (including Boys Baseball A and B). Memorial's athletic teams consistently represent our school with sportsmanship and success.
Clubs and Activities:	An extensive club and intramural program complements our offerings, including Film Club, Art Club Bowling, STEM Club, Chess Club and more. Our Concert Band, Jazz Band, Chorus and Memorial Singers each produce students who represent our school at performing arts competitions, including All State Band and Chorus and the Burlington County Teen Arts Festival. We are proud of the number of students who choose to get involved in activities beyond the school day.

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Staff and Professional Learning:	All staff are involved in professional learning designed to support and develop their instructional practice. District provided inservices provide targeted instruction to academic cohorts. Staff participate in a choice-driven EdCamp models to supplement their learning. At the building level, Curriculum Collaboration days provide for subject/grade level collaboration and learning.

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Student Supports and Services:	MTPS provides comprehensive services and supports for its students. These include ESL Programs, Basic Skills Instruction in Math and Reading, Differentiated LAL curriculum, home instruction, 504 Accommodations, and a continuum of programs for students with disabilities. I&RS Teams are organized to provide interventions and strategies for students experiencing difficulties in the school setting. School Counselors, Nurses, and Behaviorist address emotional, medical, and behavioral needs.
Student Health and Wellness:	Students are provided with instruction in best practices in health, nutrition and physical education through their Health and Physical Education courses. A structured physical activity period accompanies lunch, and enables students to put their learning into practice, as they choose which physical activity to join.
Parent and Community Involvement:	Our success as a middle school is the direct result of the combined efforts of the home and school. The Medford Home and School Association and Medford Education Foundation provide essential volunteer and fundraising support for our schools. The Memorial Advisory Committee provides valuable feedback and guidance from our parent stakeholders. Parents are invited to participate through visitation days, Back to School Nights, conferences, and access to the online parent portal.

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Facilities:	Memorial School's facility is designed to provide students with excellent learning opportunities. A large library, multiple computer labs and science labs enable students to interact and learn in collaborative environments. The gymnasium, fields and spin lab provide students with opportunities to develop their fitness and skills. Though approaching fifty years of age, the building has undergone multiple renovations to keep it current, including numerous safety and security upgrades.
School Safety:	School safety and security are a top priority in Medford Township. MTPS facilities employ a comprehensive access control policy and building based system. Designated technology infrastructure supports the overall district wide security protocols. Video surveillance and communication systems are in place within and outside of all facilities. All administration and staff are certified on a consistent district security response protocol. Various types of building and district response drills are completed on a monthly basis in cooperation with Medford Township's Public Safety personnel. A School Resource Officer is assigned to the middle school campus in addition to our ongoing partnership with the Medford Township Public Safety Department.

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Technology and STEM:	Capitalizing on the instruction at the Elementary Schools, the Middle School campus continues the continuum of offerings for students to engage in computer science, computational thinking and engineering studies. At Haines, students explore the pertinent concept of designing bicycle safety helmets. Students immerse themselves in the exploration of concepts related to concussions and brain injuries with an examination of material design and biomechanical engineering. At Memorial Middle School, students are offered an opportunity to enroll in a course utilizing the nationally acclaimed “Project Lead the Way” curriculum. In this course, students begin to truly understand the field of engineering and the various skills required to be successful. Teachers on our Middle School campus continue to capitalize on our 1:1 program, which provides devices to students in all academic areas to virtually tear down walls of our physical learning environments to bring a world of learning to each student

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Other Information:	Memorial's school day is designed to maximize instructional time for students and teachers. 57 minute class periods allow for fully developed lessons. Beginning the school day with student-selected classes encourages attendance and starts students' days positively. Technology is infused throughout the content areas, with Chromebooks provided for students in language arts and social studies classes. In addition to a well-maintained and active website, students are kept informed by a student-produced Homeroom Headlines news broadcast. Memorial School is proud of our students, proud of our staff, and proud of our community!