NJ SCHOOL PERFORMANCE REPORT

MILTON H. ALLEN ELEMENTARY SCHOOL
(05-3080-060)
Grades Offered: KG-05
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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† This indicates a table specific note,see note below table

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. CLARKE
Address	24 ALLEN AVENUE MEDFORD, NJ 08055-2402
Phone Number	(609)654-4203
Email Address	CCLARKE@MEDFORD.K12.NJ.US
Website	https://www.medford.k12.nj.us/Domain/221
Facebook	https://www.facebook.com/Milton-H-Allen-Elementary-School-260172067374156/
Twitter	https://twitter.com/MH_AllenSchool

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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
KG	44	45	48
1	59	57	48
2	57	64	57
3	50	53	61
4	70	49	53
5	67	68	49
Total	347	336	316

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	47.8%	50.6%	51.9%
Male	52.2%	49.4%	48.1%
Economically Disadvantaged Students	9.2%	6.5%	5.1%
Students with Disabilities	23.6%	23.5%	25.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		4.5%	6.3%
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	91.1%	91.4%	90.5%
Hispanic	5.8%	4.8%	6.0%
Black or African American	0.3%	0.3%	0.3%
Asian	1.4%	1.5%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	1.2%	2.1%	1.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	44	45	48

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	99.4%
Other Languages	0.6%

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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	39	50	50	Not Met	50	49	50	Met Standard
White	40.5	49.5	50	Met Standard	50	50	51	Met Standard
Hispanic	*	49	49	**	*	51	48	**
Black or African American	N	51	44	**	N	50.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	65.5	61	**	*	49	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	56	49	**	N	41	51	**
Economically Disadvantaged	*	47	48	**	*	48	47	**
Students with Disabilities	40	45	41	Met Standard	47.5	48	43	Met Standard
English Learners	N	59	54	**	N	42	51	**

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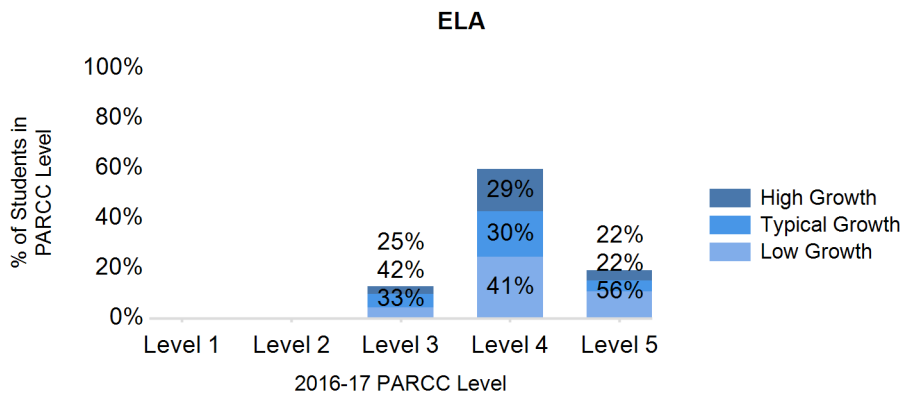
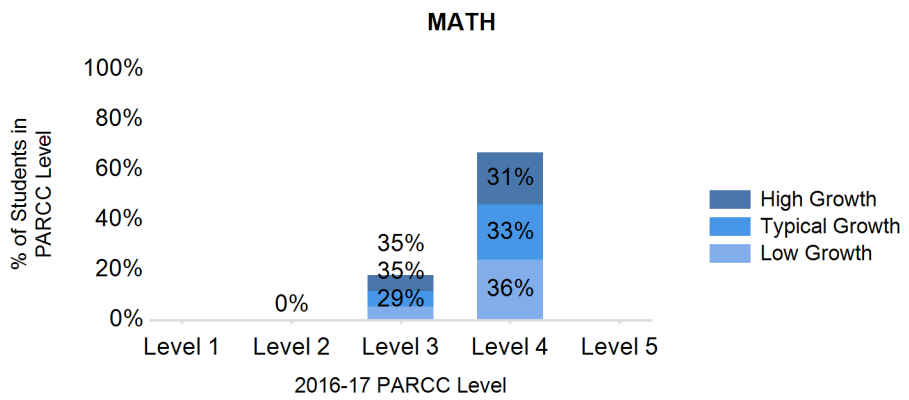
Student Growth by Performance Level

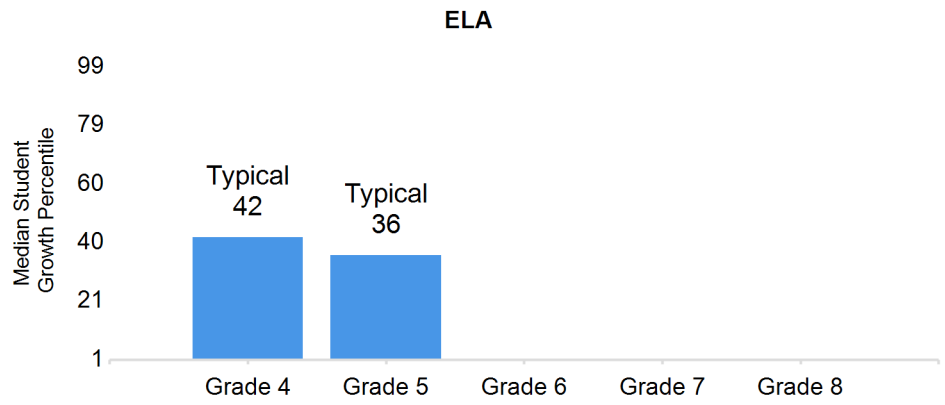
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

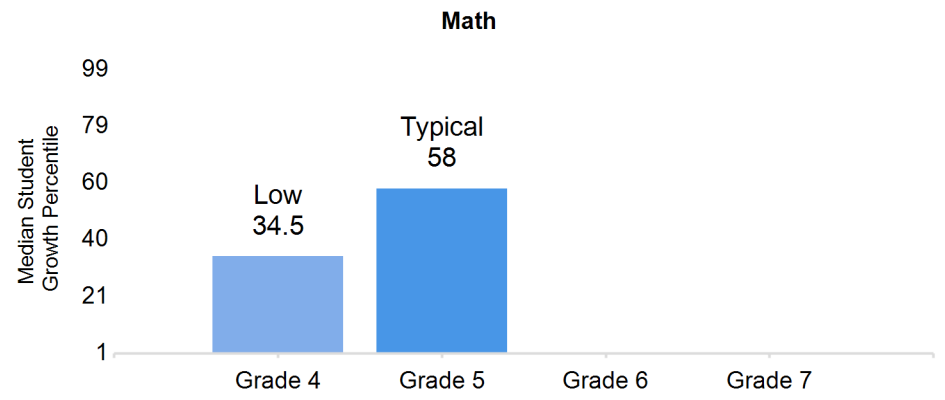




Student Growth by Grade

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	154	95.1	72.7	78.7	56.7	72.7	72.6	Met Target
White	139	94.6	72.6	79.6	65.6	72.3	73.3	Met Target†
Hispanic	12	100.0	66.7	60.0	42.5	66.7	**	**
Black or African American	N	N	N	*	37.3	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	89.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	80.3	63.4	*	**	**
Female	73	93.6	83.6	86.3	64.5	82.3		
Male	81	96.5	63.0	71.3	49.4	63.0		
Economically Disadvantaged Students	10	100.0	60.0	63.3	38.5	*	**	**
Non-Economically Disadvantaged Students	144	94.8	73.7	79.6	67.5	*		
Students with Disabilities	46	93.9	41.3	43.1	21.6	40.7	51	Met Target†
Students without Disabilities	108	95.6	86.1	88.7	63.9	86.1		
English Learners	N	N	N	59.1	27.3	N	**	**
Non-English Learners	154	95.1	72.7	78.9	59.4	72.7		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	72.8	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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	56	775	767	750	*	*	*	59%	18%	77%	52%
White	51	777	768	759	*	*	*	59%	20%	78%	61%
Hispanic	*	*	740	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	31	783	778	756	*	*	*	*	*	81%	57%
Male	25	766	758	744	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	747	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	768	762	*	*	*	*	*	*	64%
Students with Disabilities	14	738	731	719	*	*	*	*	*	36%	24%
Students without Disabilities	42	787	781	756	*	*	*	*	*	90%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	56	775	*	753	*	*	*	59%	18%	77%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	772	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	48	771	777	756	0%	*	*	56%	21%	77%	58%
White	42	769	777	764	0%	*	*	*	*	76%	68%
Hispanic	*	*	766	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	783	763	N	N	N	N	N	N	63%
Female	17	783	786	762	0%	*	*	*	*	94%	63%
Male	31	764	769	751	0%	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	767	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	778	767	*	*	*	*	*	*	70%
Students with Disabilities	13	749	*	726	0%	*	*	*	*	38%	25%
Students without Disabilities	35	779	*	762	0%	*	*	*	*	91%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	48	771	*	759	0%	*	*	56%	21%	77%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	773	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	50	761	771	755	*	*	26%	*	*	64%	58%
White	47	763	773	763	*	*	28%	*	*	64%	68%
Hispanic	*	*	756	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	24	773	776	762	*	*	*	*	*	79%	66%
Male	26	750	765	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	*	*	736	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	773	766	*	*	*	*	*	*	71%
Students with Disabilities	18	741	*	724	*	*	*	*	*	44%	22%
Students without Disabilities	32	773	*	762	*	*	*	*	*	75%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	50	761	*	757	*	*	26%	*	*	64%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	763	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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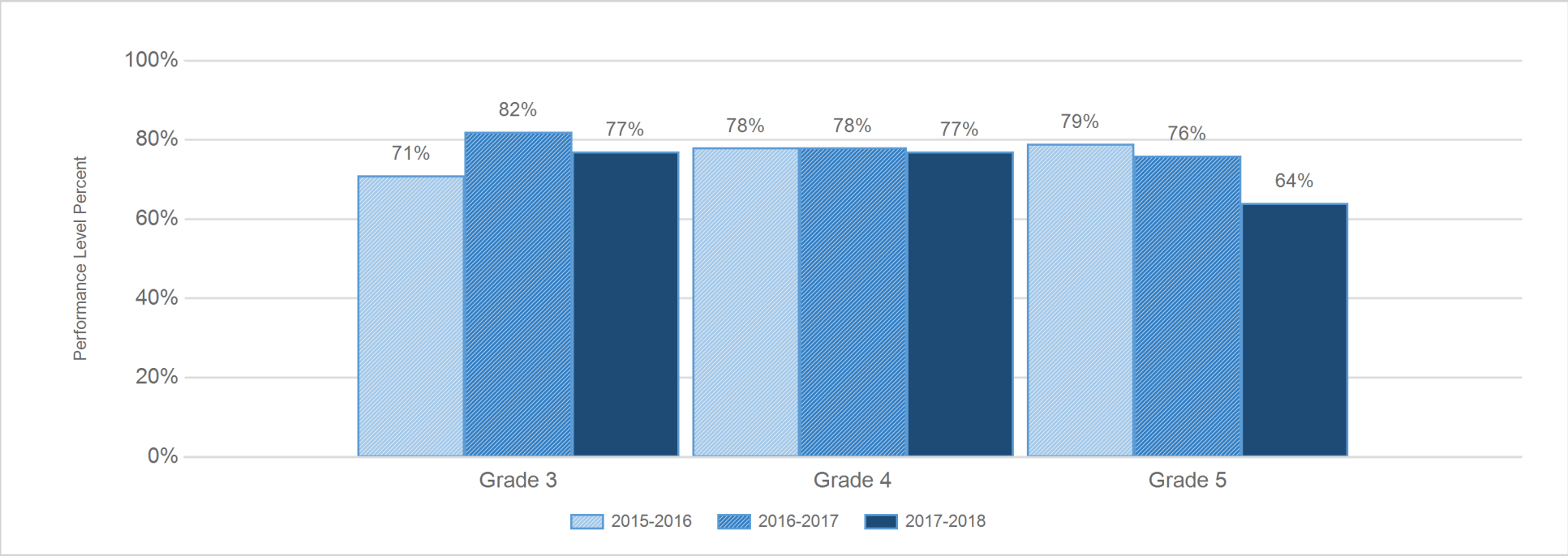
English Language Arts/Literacy Assessment - Performance Trends

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	156	96.3	72.4	65.5	45.0	72.4	66.9	Met Target
White	141	95.9	73.0	67.1	54.1	73.0	68.4	Met Target
Hispanic	12	100.0	58.3	40.5	29.2	58.3	**	**
Black or African American	N	N	N	*	23.4	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	84.2	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	61.9	53.0	*	**	**
Female	75	96.2	76.0	65.7	46.0	76.0		
Male	81	96.5	69.1	65.4	43.9	69.1		
Economically Disadvantaged Students	10	100.0	40.0	45.6	26.6	40.0	**	**
Non-Economically Disadvantaged Students	146	96.1	74.6	66.7	55.9	74.6		
Students with Disabilities	46	93.9	43.5	30.1	17.1	42.9	49.8	Met Target†
Students without Disabilities	110	97.4	84.6	75.4	50.5	84.6		
English Learners	N	N	N	36.3	24.6	N	**	**
Non-English Learners	156	96.3	72.4	65.9	46.9	72.4		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	57.7	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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).

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	56	768	767	752	*	*	*	50%	25%	75%	53%
White	51	769	766	760	*	*	*	51%	25%	76%	64%
Hispanic	*	*	757	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	31	770	767	752	*	*	*	*	*	81%	53%
Male	25	765	766	751	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	751	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	767	762	*	*	*	*	*	*	66%
Students with Disabilities	14	744	745	730	*	*	*	*	*	29%	29%
Students without Disabilities	42	776	774	756	*	*	*	*	*	90%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	56	768	*	754	*	*	*	50%	25%	75%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	765	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MILTON H. ALLEN ELEMENTARY SCHOOL
(05-3080-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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).

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	50	758	761	748	*	*	20%	*	*	72%	49%
White	44	758	762	755	*	*	*	*	*	70%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	763	752	N	N	N	N	N	N	55%
Female	19	758	763	748	*	*	*	*	*	68%	50%
Male	31	758	759	748	*	*	*	*	*	74%	49%
Economically Disadvantaged Students	*	*	751	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	762	758	*	*	*	*	*	*	62%
Students with Disabilities	13	741	*	725	*	*	*	*	*	54%	22%
Students without Disabilities	37	764	*	753	*	*	*	*	*	78%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	50	758	*	750	*	*	20%	*	*	72%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	761	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MILTON H. ALLEN ELEMENTARY SCHOOL
(05-3080-060)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	50	763	760	748	*	*	20%	*	*	70%	49%
White	47	764	762	756	*	*	*	*	*	72%	60%
Hispanic	*	*	746	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	24	766	759	749	*	*	*	*	*	75%	50%
Male	26	760	760	747	*	*	*	*	*	65%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	18	742	*	726	*	*	*	*	*	44%	20%
Students without Disabilities	32	774	*	752	*	*	*	*	*	84%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	50	763	*	750	*	*	20%	*	*	70%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	745	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(05-3080-060)
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2017-2018

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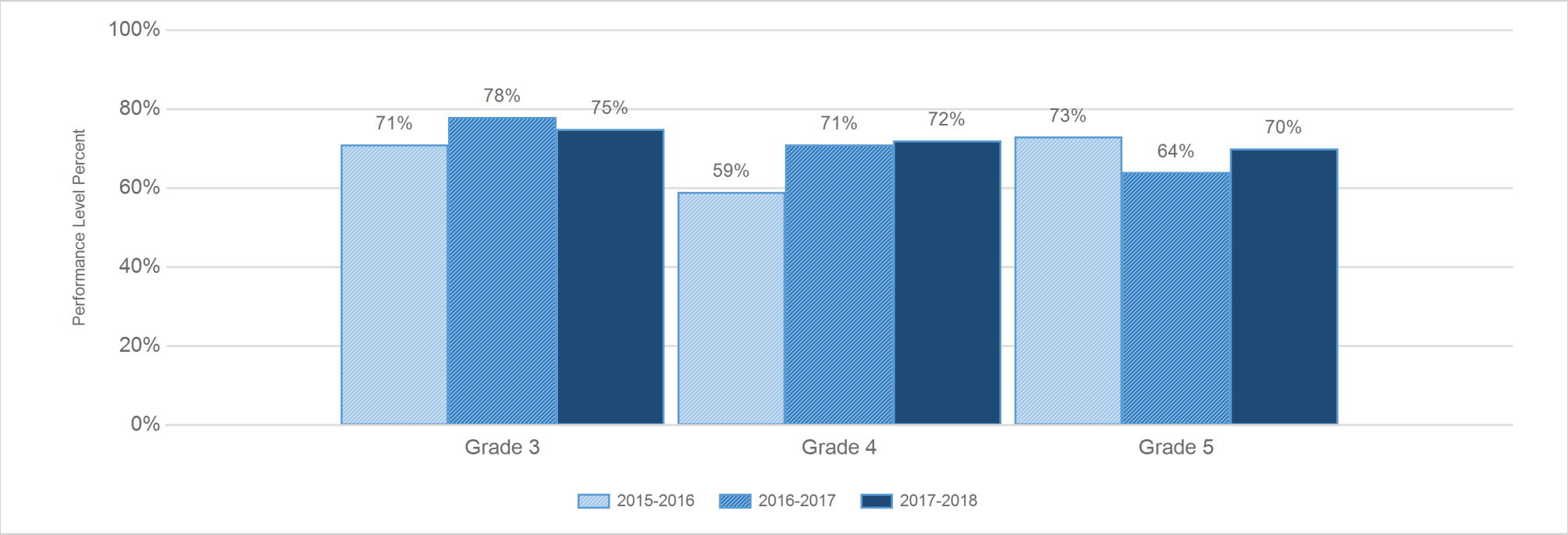
Mathematics Assessment – Performance Trends

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
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

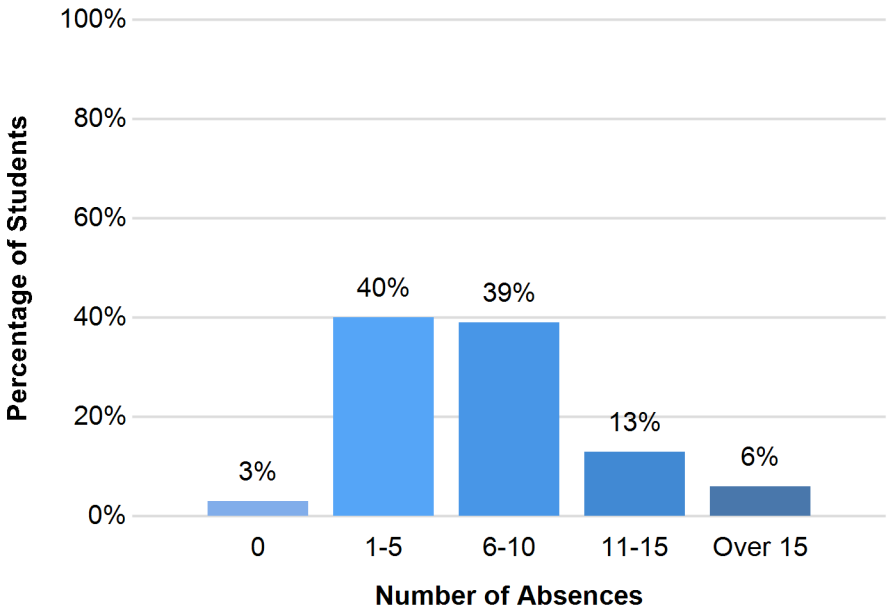
Chronic Absenteeism

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	11	3.4	8.9	Met
White	10	3.5	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	12.5	**	**
Students with Disabilities	3	3.5	8.9	Met
English Learners	N	N	N	N

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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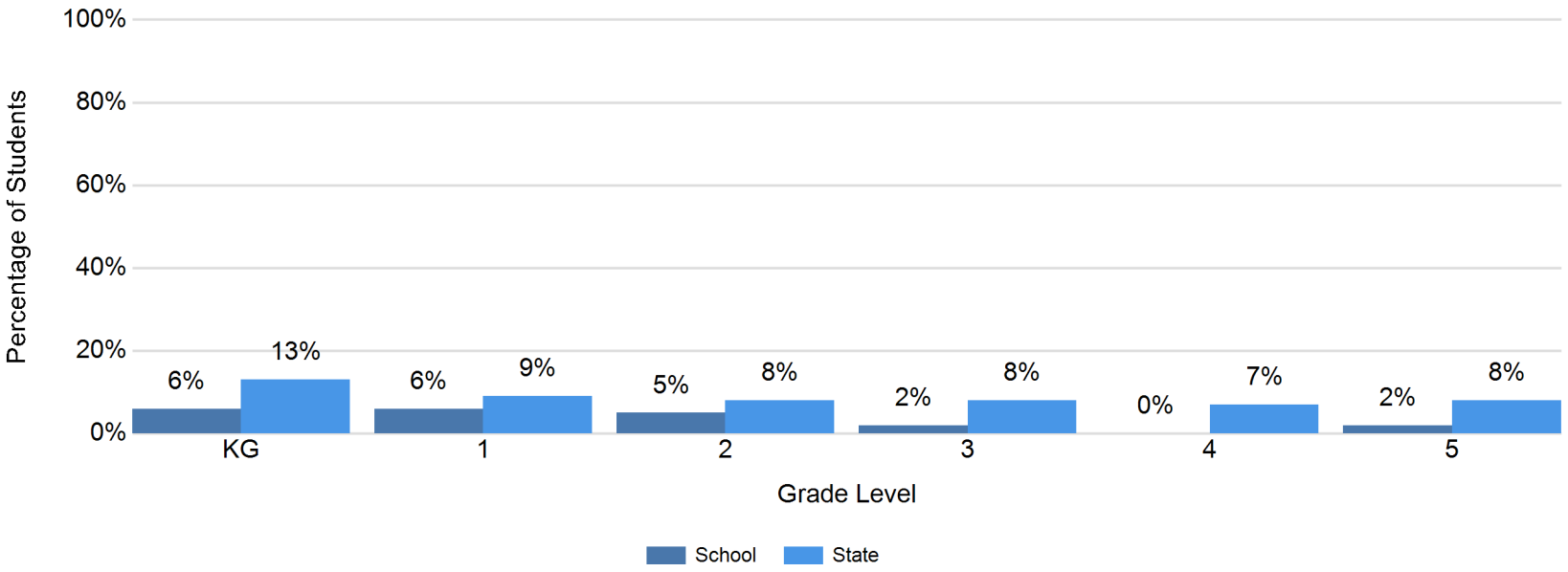
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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

NJ SCHOOL PERFORMANCE REPORT

MILTON H. ALLEN ELEMENTARY SCHOOL
(05-3080-060)
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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:25 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	1:1

Per-Pupil Expenditures (District Level)

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

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

NJ SCHOOL PERFORMANCE REPORT

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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	28	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	78.6%	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	11:1	13:1
Students to Administrators	316:1	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

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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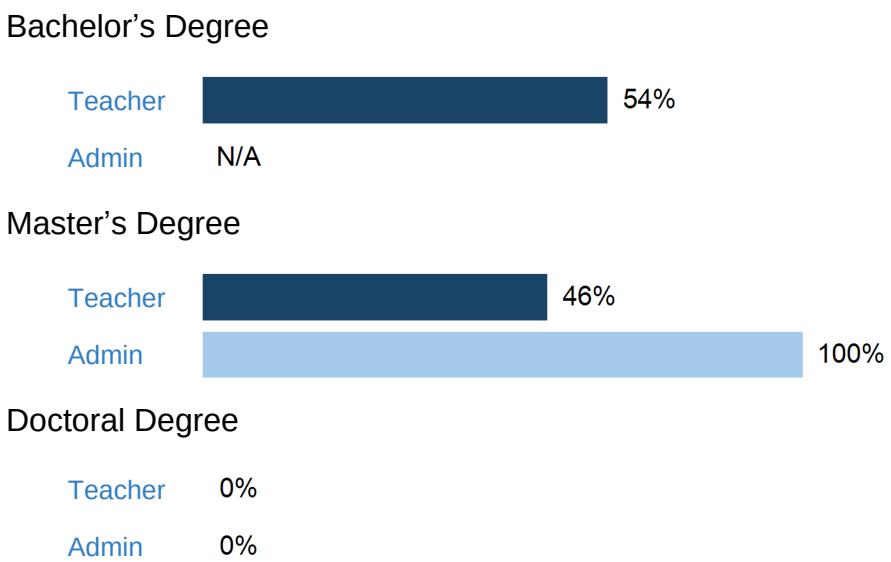
Teachers and Administrators - Level of Education

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	97.6%

NJ SCHOOL PERFORMANCE REPORT

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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	89.3%	0.0%
Male	10.7%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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		

NJ SCHOOL PERFORMANCE REPORT

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(05-3080-060)
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2017-2018

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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	76.07	17.5%
Mathematics Proficiency	89.45	17.5%
English Language Arts Growth	17.77	25.0%
Mathematics Growth	47.83	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	93.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.32	n/a
Summative Rating: Percentile Rank of Summative Score	64.75	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Met Standard	N	Met	No
White	54.03	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	73.07	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	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:	• Our balanced literacy program includes best practices in reader's/writer's workshop, guided reading, and word study. • Students in grades 2-5 are working with 1:1 Chromebooks, while all students grow through STEM learning. • Staff are exploring the Responsive Classroom, as a means of supporting social-emotional learning to compliment our academic rigor.
Mission, Vision, Theme:	Milton H. Allen School expresses a motto daily of "One School, One Team, Achieving Greatness". This is an inspiration to us considering that our best work, as students and staff, is accomplished in working together. Cooperative learning opportunities, understanding each other, and staff collaboration are just three ways we consider growing and reaching our best as a school. This motto also applies to the commitment and care we receive and foster in home-school relationships, as it is truly a partnership in helping our children succeed.

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Courses, Curriculum, Instruction:	Our literacy program works through a balanced literacy model, including guided reading, reading and writing workshop, and word study. We utilize enVisionmath for math learning under common core expectations. We utilize TCI for both social studies and science instruction. Our school attempts to strike a meaningful balance in learning with gifted instruction, basic skills, art, music, library, physical education, and technology.
Clubs and Activities:	Our students have numerous opportunities to participate in their interests throughout the school day and in extra-curricular opportunities. Our third, fourth, and fifth grade students participate in chorus, intramurals, and a variety of clubs including: Computer Coding Club, Drama Club, Logica, Yoga, Peer Mediators, and the Safety Patrol

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Staff and Professional Learning:	Teaching staff work in a variety of professional growth models aimed at supporting student achievement. Cohorts that meet throughout the year and EdCamp offerings are two example of PD work this year. In addition, staff development on technology, behavior management, and Responsive Classroom are just a couple of the building-based efforts aimed at staff growth. Staff continue to work diligently in understanding the literacy continuum to apply with instruction daily.

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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:	Our school nurse hosts a health fair to help inform students about positive choices to support health. We also complete a weekly recess runners program that encourages children to exercise. In addition to an exemplary physical education program, staff are well-versed in movement break strategies that support students throughout the learning day.
Parent and Community Involvement:	We enjoy opening our doors to the entire Allen School family for many family evening events. Our H.S.A. and M.E.F. helps to coordinate countless school programs. Parent volunteers are a necessity to the success of our Recess Fitness Program and our culminating fifth grade events. Parents also help our school by coordinating and participating in activities such as our School Book Fair, Box Tops for Education, and serving as room parents.

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Facilities:	Allen School is excited to celebrate its 90th year of existence in 2018. This school building balances the character of a structure built in 1928, while including modern ammenities with regard to technology that supports instruction. We are proud of the recent "Fab Lab" renovation that allows children to experiment within realms of STEM.
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:	Students in Medford begin at a very early age exploring an array of technology to engage in the 8.1 and 8.2 standards. As early as Pre-School, students use technology to investigate, hypothesize, collect and analyze data and extrapolate understandings to unknown scenarios. Students utilize individualize devices throughout their learning environments beginning in 2nd grade through our 1:1 program which virtually tears down walls of our physical learning environments to bring a world of learning to each student. In Grades 1-5, every student engages in Engineering units that extend and support lessons they learn in their Science Classrooms. Civil, Chemical, Transportation, Geotechnical and Environmental engineering concepts are delivered through hands-on units that focus on content, but also on the engineering design process. In the “Fab” Labs, students utilize various robotic devices to understand algorithms, computer science and the foundational elements of coding.
Early Childhood Education:	Medford Township provides a preschool program designed to prepare students for the district kindergarten. Classes are available to meet the needs of students with disabilities, as well as half-day tuition-based programs for their typical peers. Students attend full-day Kindergarten. In an effort to ease the transition from pre-k to full-day K, we hold a Welcome to K Information Night for parents of incoming kindergarteners. Later in the year, we invite the parents and the future kinders to Race to Kindergarten Night. Kindergarten Round-Up follows in the spring. All are assessed and those who need continued instruction are invited into the summer SPARKler program. Three times a year, Medford hosts a Lunch and Learn where the K staff meet with local pre-K providers for sharing, discussion, and professional development.

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Other Information:	Allen School provides children with the experience of truly learning daily. That includes both succeeding and feeling the joy that comes with that, as well as persevering in order to attain learning. Interactions with students are rooted in this perspective that children are able to grow and develop with differentiated instruction as a focus for how learning occurs. There is tremendous balance to the learning day, with regard to attempting to meet the needs of multiple intelligences in both in-class experiences, as well as the specials schedule. Special education is aimed at providing a multitude of learning experiences for students to meet their unique and important needs. Finally, Allen School's character is molded in our historical charm, as there is always a sense of values we attempt to promote through the generations that attend/attended Allen. Parent Advisory Committees and staff feedback are reflective of a school culture that believes we are a high achieving school, and we can always stand to grow and learn each day.